B. Roberto Cruz Leadership Academy (RCLA)

The Foundation for Hispanic Education (TFHE) Schools

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

B. Roberto Cruz Leadership Academy (RCLA) is a school site operated by The Foundation for Hispanic Education (TFHE) and authorized by East Side Union High School District (ESUHSD) to approximately 270 students annually in East San Jose, CA. The objective of the B. Roberto Cruz Leadership Academy (RCLA) is to provide a rigorous academic program designed to instill a lifelong passion for learning and to equip students with the skills for social and academic success at community colleges and four-year universities. Through an emphasis on visual and performing arts, digital media and culturally sustaining pedagogy, RCLA graduates empowered young adults who are poised, confident, and articulate leaders. The B. Roberto Cruz Leadership Academy (RCLA) contributes positive change in East San Jose by providing young English Language Learners with a lifelong love of learning and developing poised and confident leaders who are committed to serving their community. By developing partnerships with community-based organizations, non-profit organizations, local elementary and middle schools, and local businesses, RCLA strives to provide students with the opportunities to apply their classroom learning to fieldwork experience.

The Foundation for Hispanic Education (TFHE) was established in 1981 as a product of the late Dr. B. Roberto Cruz's vision of providing quality education and support for all underserved learners, with a focus on Latino students and all levels of learners. With committed instructional and support staff members, TFHE now serves over 1,050 students from the community neighborhoods of Mayfair, Mt. Pleasant, Sylvandale, Santee, Alum Rock, other neighborhoods in East San Jose, and communities across Santa Clara County and beyond. TFHE operates three charter high schools of Luis Valdez Leadership Academy (LVLA), B. Roberto Cruz Leadership Academy (RCLA), and Latino College Preparatory Academy (LCPA). Committed to its mission to identify, understand, and address the Latino education achievement gap through innovation and collaboration, TFHE continually funds and provides resources to support regional initiatives that are innovating and tackling some of the most pressing educational issues facing underrepresented communities. Over 1,000 TFHE students have gone on to attend four-year and two-year academic institutions and become change agents in their local community.

Over the course of the pandemic, B. Roberto Cruz Leadership Academy (RCLA) has worked to act in a responsive manner to maintain continuity in instruction, special accommodations, and essential programming. In conjunction with its oversight and administrative support organization of The Foundation for Hispanic Education (TFHE), RCLA has complied with regulations received by local and state authorities to deliver required services and pressing updates to its students and families. Planning efforts have included crafting protocol for distance/remote

learning, special education services, social/emotional support, site safety measures, material distribution efforts, technology access, and regular nutrition accommodations. RCLA and TFHE are committed to ensuring that each student and family continues to experience an engaging educational and developmental experience at their school site. During this period, the local educational agency (LEA) has remained steadfast in implementing required regulations and practices as guided by Santa Clara County Office of Education (SCCOE), California Department of Education, Santa Clara County Department of Public Health (DPH), the Center for Disease Control and Prevention (CDC), and other agencies.

The COVID-19 pandemic has had significant impacts in the school site operations of The Foundation for Hispanic Education (TFHE) school sites with school site closures effective as of Monday, March 16, 2020. The closure was transmitted in mass communication from RCLA to its students, families, faculty, staff, and community members in English and Spanish. All instruction pivoted from in-person hosting to remote/distance learning as implemented by TFHE Teaching & Learning Team. The team's overarching objective in this effort was to maintain a comprehensive high school schedule for each set of students with consistent attendance to mitigate learning loss. A particular emphasis was placed on creating supportive systems and practices for English Learners, Special Education students, Foster Youth, Homeless Youth, and Low-Income pupils with accompanying investment from the school site. TFHE's Department of Student Services continued to provide mental health services via the Social Emotional and Academic Services (SEAS) program. With a very lively and inviting school site culture, communication with parents was also prioritized with weekly check-ins via direct phone calls, issuing surveys through Google Forms to determine families in need, hosting Cafecitos/Town Halls for parents monthly, and offering timely information for partner workshops/resources. In the interest of student and staff safety, all extracurricular non-instructional activities were continued remotely or suspended until further notice, as the school site only became accessible for instructional resources and emergency response efforts.

Moreover, consistent with the Governor's Executive Order N-33-20, Essential Services Staff were identified to maintain continuity in and access to Minimum Basic Operations. This team consisted of three staff members from RCLA and eight staff members from TFHE operating following the Shelter in Place communicated as effective from mid-March 2020 to May 31, 2020. Departments identified to offer critical support included Administration, Operations/Facilities, Security, Registrar, Compliance, and Student Services. These key functions included a central planning team, facilities staff for sterilization, site security/triage, voluntary distribution members, registrar functions, and select vendors. Partnerships with food bank organizations Second Harvest Food Bank and Loaves & Fishes were also expanded, while nutrition services were provided by food operator Better 4 You Meals for all students and individuals under 18 years of age. All highlighted services will continue to be provided through the RCLA Administration, Faculty, and Support Staff through the 2020-2021 academic year, while the school community transitions into a phased return approach as led by TFHE's Administration and identified Essential Services Staff.

Communication will continue to be offered in English and Spanish to all stakeholders in the process of planning for Hybrid efforts starting with students requiring special accommodations. To date, policies passed include a Return to Worksite Policy, Facemask Covering Policy, Social Distancing Protocol, COVID-19 Site Measures, and a Non-Instructional Reopening Guide. For accessibility, all passed policies and reference materials are downloadable at the following webpage: https://www.tfhe.org/apps/pages/otherpolicies.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

During the course of the pandemic, RCLA has communicated out all instructional, health, food security, technology, compliance, and virtual event updates through several effective, streamlined systems of outreach. The official methods used for instructional and non-instructional

items included Google Classroom, Google Sites, OneCallNow (phone calls, mass texting), school websites, social media, and student emails. A COVID-19 Update Page and Frequently Asked Questions (FAQ) section of the website was also created with regular additions, including but not limited to surveys, informational presentations key community resources, and adopted COVID-19 based policies.

As part of its efforts to maintain continuity and predictability for students and families, these same methods will be utilized to communicate any finalized plans, developments, and updates to the operating state of each school site. A group of TFHE Administrators and School Site Principals will be the sole authors, editors, and distributors of all messages to the general public to ensure accuracy. In addition, parents have been engaged in three COVID-19 Reopening Survey efforts taking place in June, August, and September 2020 through the Operations and Compliance Departments with questions pertaining to lead time required prior to school site return, areas of concern for health and safety, remote learning versus in-person learning accommodations, and frequency of in-person service delivery preferred. Moreover, updates have been communicated via monthly Cafecitos at each TFHE school site taking place in May 2020, June 2020 (yearend), August 2020, and September 2020. Staff members have received the same level of insight and consistent messaging with updates through professional development sessions and mass messages sent to all TFHE email users.

During the week of September 21, 2020, TFHE and RCLA hosted LCAP Town Hall Meetings with two sessions taking place on Thursday, September 24th and Friday, September 25th. The one-hour plus meetings consisted of RCLA and TFHE's Compliance Department delivering all protocol measures for essential services and prospective reopening measures in English and Spanish. Proposed LCAP areas of funding were also discussed in detail subsequent to the Learning Continuity and Attendance Plan (LCAP) draft approval at the September 2020 Quarterly TFHE Board of Trustees Meeting. A Public Comment period was held in which parents and/or students were provided three minutes each to speak and have their feedback recorded for plan incorporation. In total, the meetings aggregated six responses with clarification questions and a request for more information on a reopening date. The most pressing feedback and requests were for students to continually have access to curriculum remotely, as well as urges for COVID-19 Site Measures to be robust upon reopening with a clear outlining the courses of action on each school campus (i.e., start of day – drop-off, classroom/instructional time, end of day – pick-up). The 45 families in attendance received access to the presentation in English and Spanish, a re-send of the COVID-19 Reopening Survey, and access to all COVID-19 protocol passed thus far.

For the remainder of the 2020-2021 academic year, all TFHE school sites (including RCLA) will collect feedback through pre-scheduled standing surveys issued, as well as with monthly School Site Council (SSC) and English Learner Advisory (ELAC) Meetings. For more directed and individualized needs to be met for future LCAP efforts, regular meetings will be held on meeting the needs of Foster Youth, Low-Income Students, English Learners separately (in addition to general meetings) for very specific action plans and investment areas to be identified by the participating school community members.

[A description of the options provided for remote participation in public meetings and public hearings.]

All communication sent to current TFHE students, parents, community members, and distribution lists are warehoused for review and records purposes. In compliance with the Ralph M. Brown Act and other public meeting guidelines, virtual access has been and will continue to be maintained for the TFHE Board of Trustee Meetings, School Site Council (SSC) Meetings, and LCAP Meetings with all messaging and posting standards. TFHE Board of Trustees Meetings are Quarterly (as well as including select Special Meetings), School Site Council Meetings are monthly, and LCAP Meetings/Town Halls take place as mandated by the California Department of Education (CDE). Public hearings and other public meetings adhere to the 72-hour notice posting requirements, while Special Meetings are publicly posted at least 24 hours in advance. Members of the public seeking to participate. Details for each meeting are available at the TFHE website and also able to be sent for phone-in conferencing upon request from participating members.

Upon request, translation services are available through the TFHE Department of Compliance at mfarfan@tfhe.org with real-time services available. Other non-mandated meetings accessible to students and parents include monthly Cafecito meetings with School Site Principals, Back to School Nights, and supervised virtual events. Prior to any recording taking place, all attendees are notified in order to receive disclosure as it is their right. It is the intent and priority of RCLA and TFHE schools to provide students and families as well as the general public with access to attendance and all information discussed at public hearings and public meetings.

All comments gathered to-date have been collected to inform Frequently Asked Question (FAQ) website additions and incorporation into plans to phase into a transitioned approach. The progression of the return is from remote/distance learning to hybrid instruction (remote/distance learning and in-person with a portion of the week consisting in-person instruction) and followed by full reopening. Following phased reopening takes place in a Hybrid mode, stakeholder engagement will continue as organized by TFHE Administration, the Department of Compliance, and Community Outreach Liaison to address concerns, as well as understanding any new needs from a student and family perspective.

[A summary of the feedback provided by specific stakeholder groups.]

In the COVID-19 Reopening Survey efforts, stakeholders (students and parents) were provided with the following questions in English and Spanish in the 2019-2020 academic year, as well as in the initial months of the 2020-2021 academic year:

Please rate your experience with Remote Learning during the last weeks of school.

-Video instruction – Fair to Great

-Amount of homework – Fair to Great

-Workspace for your student at home – Mix of Great and Fair

-Teacher support (Great/Fair/Poor) – Great

-School office support – Fair

-Technology support – Great

-Access to internet (Great/Fair/Poor) – Great

-Communication with schools (Great/Fair/Poor) – Fair to Great

-Student's motivation level (Great/Fair/Poor) – Fair

For COVID-19 updates, what is your preferred method of communication?

-Email (56.8%)

-OneCallNow (Text Message and Canned Call) (51.4%)

-Newsletter (24.3%)

-Other (2.7%)

How often would you like to receive COVID-19 updates going forward?

-Twice per week (21.6%)

-Once per week (43.2%)

-Only when necessary and as-needed (35.1%)

Please answer the following statement: "Once TFHE schools reopens in accordance with local and state approval, my student(s) will return to the site for instruction immediately."

-Strongly Agree (13.5%)

-Agree (45.9%)

-Disagree (27%)

-Strongly Disagree (13.5%)

At this time, what are your primary concerns for reopening school sites? (Select Multiple)

-New Procedures and Protocol (78.4%)

-Schedule Adjustments (24.3%)

-Other – Comment Box Option (16.7%) – Health and Site Preparations

Assuming all guidelines for reopening of schools are met, how would you prefer for your child to attend school in 2020-2021?

-Face to Face instruction on campus (if permitted by health guidelines) (36.4%)

-A combination of Face to Face on-campus instruction and Remote Learning (Hybrid) (26.1%)

-Remote Learning from home full-time (if permitted by East Union High School District) (37.5%)

How much notice would your family need prior to returning to school?

-One – Two Weeks (38.5%)

-Three – Four Weeks (23.1%)

-More than One Month (38.5%)

What would your student's primary method of transportation be?

-Driving (Self) (8.1%)

-Drop-off by Guardian (59.5%)

-Public Transportation (21.6%)

-Walking (27%)

The aggregated results from these survey efforts were in excess of 400 total respondents out of approximately 1,000 students across all TFHE school sites (40%). Future goals will be to activate engagement to a rate of at least 50% of all students and parents with respondents participating in surveys, public engagement meetings, Cafecitos, newsletter review, one-to-one check-ins with the Community Outreach Liaison or School Site Principal, and general feedback forms. Staff will continue to be briefed on results through professional development.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

With over 400 respondents across surveying efforts, TFHE Schools (including RCLA) ensured to integrate the reopening priorities vocalized by parents, in addition to maintaining frequent communication to maintain the integrity of a collaborative process. As a result, parents requested for the messaging of new direction to be provided once per week via email and OneCallNow with a strong emphasis on investing in campus site measures, health/safety guidelines, and student support services. Additionally, with an expressed need for greater bandwidth to provide office-related support and directed, one-to-one communication, TFHE also proceeded with greater expansion of the community outreach team and resource distribution efforts available with flexible access hours identified.

In addition to these measures taken, the traditional Local Control and Accountability Plan (LCAP) for all school sites shaped the investment in the digitized curriculum across all offered subjects. A continual goal for student achievement has been A – G completion, college readiness, and preparations for the Smarter Balanced Assessment Consortium (SBAC) assessments in English Language Arts and Mathematics. In meetings with the stakeholder community, all parties remained supportive of these measures, in addition to maintaining strong Advanced Placement (AP) offerings and career readiness exposure.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Foundation for Hispanic Education (TFHE) school sites began the academic year fully remote with special accommodations available for students in need and schedules submitted to authorizer East Side Union High School District (ESUHSD) for approval. In the wake of the global pandemic, TFHE designated a group of Essential Service Team Members to carry on Minimum Basic Operations for the school sites as permitted by Executive Order N-33-20 issued by Governor Gavin Newsom. Accordingly, select departments and capacities consistent with this public order and those of the Santa Clara County Public Health Department's Shelter in Place Order continue to operate on-site with the

expressed written consent of the organization. This authorization is to provide continuity in operations as authorized by the Santa Clara County Office of Education in support of remote/distance learning, technological accommodations, and campus security.

While remote learning with synchronous and asynchronous instruction has been the primary method of instructional delivery, all designated Essential Service Team Members have remained on site. This determination is also subject to any other public orders released and will not exceed ten individuals per school site. All Center for Disease Control and Prevention (CDC) measures are being followed for such identified staff members. In addition to the Essential Services Team listed, the Operations/Facilities Department will continue to operate on-site and be responsible for the day-to-day maintenance of all three school sites. Duties include, but are not limited to, cleaning instructional spaces and common areas, completing deferred maintenance, coordinating vendor tasks, and other key items.

The required functions required in line with COVID-19 measures are full sterilization of instructional spaces (daily), ongoing cleaning of common spaces (hourly), and assisting with employing new nutrition requirements. Third-party vendors will also work with the Operations/Facilities Department on a schedule to be determined to deep clean high-traffic areas in maintaining a safe site. To adequately follow the aforementioned guidelines, investment is being made by TFHE and its school sites for sterilization and safety equipment, personal protective equipment (PPE), and adequate site directional signage.

Sterilization and Safety Equipment: All sterilization and safety equipment is being purchased through previous Operations/Facilities vendors such as SupplyWorks, Moreno's & Associates Services, CINTAS, and in-house janitorial staff. Demand requires a daily deep clean of instructional space, corridor, and common space.

Included Sterilization and Safety Supplies: Cordless electro-spraying backpack for each school site with its corresponding disinfectant solution. Seek-Scan installation for temperature testing of all site students, staff, and occupants upon entry. Portable thermometer to read student and staff temperatures in non-main entrance areas of the school site campus.

Personal Protective Equipment (PPE): PPE like gloves, masks, face shields, or other barriers are in high demand and required for any effective plan to re-commence on-site school operations. Spare capacity is being built primarily for students without access to PPE. Limited counts of PPE are being allocated by Santa Clara County and partner organizations.

Included PPE Supplies: Nitrile disposable gloves, KN95 masks, disposable surgical masks, and daily face covers. Hand sanitizer, disinfectant spray, and Clorox disinfectant wipes. Immunishield installations for all instructional spaces and high traffic areas.

Site Directional Signage: Guiding signage properly informing school site students, families, faculty, and staff members of the path of travel is required to reduce any risk of COVID-19 transmission. All considerations will be compliant with the American Disabilities Act (ADA).

Included Signage Components: CDC and County Department of Public Health advisory notices with social distancing visuals, mask reminders, and other requirements. Six feet spacing stickers for classrooms, restrooms, corridors, elevator cabs, lobby areas, and common areas. Arrows and information directing the patron path of travel.

There will be a reserve of 250 masks and 500 gloves on-site at all times to account for students that may come to campus without sufficient PPE. At least one full barrel of disinfectant is kept on-site at all times to be prepared for daily sterilization work and any emergency application efforts as well. In order to mitigate transmission/risk for COVID-19 and reduce the scoped area for sterilization, students will remain in the same pre-determined instructional spaces daily. Spatial requirements will be altered based on guidance from public agencies and the effective serviceability of students.

Also, Return to Worksite Policy, Facemask Covering Policy, Social Distancing Protocol, COVID-19 Site Measures, and a Non-Instructional Reopening Guide have been passed by the TFHE Board of Trustees as the school sites transition to safe access of spaces upon a greater return of students, staff, and families to the campus on a daily basis. **Our Plan for reopening schools will consist of 4 phases (Phase 1--Remote, Phase 2--Remote with Face-to-Face, Phase 3--Hybrid, Phase 4--Traditional)**. Each phase, in accordance with health and safety guidelines and regulations, will allow us to safely transition into on-site instruction when mandated.

Plans for an expansion of outdoor instructional spaces is also an integral part to reopening with Phases 2 through 4 with shade structure design and installment underway with a certified architectural group. All methods of transitioning back to school site operations will be compliance with East Side Union High School District (ESUHSD) and the Santa Clara County Office of Education (SCCOE).

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) to maintain compliance with local and state health/safety measures.	$15,000	Yes
Sneezeguards for instructional spaces and common areas to protect students, families, faculty, staff, visitors, and vendors accessing the campus environment.	$8,200	Yes
Outdoor area for spatial accommodations including a feasibility study, adherence to local and state health/safety measures, and final installation.	$1,500	Yes
Student Life Team (SLT) hours for maintaining a safe campus with tracking of accessed spaces requiring sterilization, in addition to enforcing COVID-19 Site Measures. Team members also work to oversee thermal scanner or temperature gun operations and provide access to essential service items for students and parents.	$40,352	Yes
Sterilization and deep cleaning measures daily from Operations/Facilities Members, third-party janitorial vendors, and associated equipment purchased (i.e., electrostatic sprayer).	$60,000	Yes
Total Cost	**$125,052**	**Yes**

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Although B. Roberto Cruz Leadership Academy (RCLA) was faced with unprecedented challenges during these COVID-19 times, the RCLA staff was flexible and committed to students. All remote learning and technology plans met the diverse needs of the community. Overall, RCLA was able to smoothly transition into remote learning since 100% of students already had Chromebooks that The Foundation for Hispanic Education (TFHE) provided as part of the curriculum. RCLA was able to provide hotspots to students that needed them in a timely manner. Teachers and students were previously familiar with Google Classroom and other Google communication tools utilized by the schools, which facilitated the process of students and parents connecting with teachers and administrators online and via phone.

Teachers were provided lesson planning training for remote learning and for utilizing technology to best meet the needs of all students (EL, SPED, AP, Social/Emotional, etc.). In addition, teachers were issued a remote learning lesson planning template to support their transition to remote learning in a uniform manner. Lesson plans were collected on a weekly basis and teachers received timely feedback and support on a weekly basis to ensure that the needs of all students, including English Learners, students with special needs, social/emotional needs, and advanced learning needs were being met. Teacher feedback was collected on a weekly basis and used to adjust and refine remote learning.

As part of its comprehensive approach, RCLA still ensured that student, family, and community-centered events and activities continued virtually. RCLA had continued to provide intervention services, counseling, advisory, mental health services and support, ELD services and support, and SPED services (occupational therapy, speech pathology, etc). RCLA also held various parent workshops, meetings with the Community Engagement/Parent Coordinator and Principal (Cafecitos), SELPA town Hall, senior sendoff caravan, senior decision day, meal distributions, and a virtual graduation.

According to Education Code 43501, as amended by SB98, the minimum daily instructional minutes are two hundred forty (240) daily minutes shall be in effect for the 2020-2021 school year. Eighty (80) minutes of live instruction per block class period are offered and facilitated learning consists of online direct instruction to facilitate the use of multi-media, online educational programs, class assignments/or projects, structured cooperative learning, formative/and summative assessments, and admin pre-approved take home materials. These current standards and adherence to the developing requirements for instruction will be revisited as updates appear from the California Department of Education (CDE), Santa Clara County Office of Education (SCCOE), and East Side Union High School District (ESUHSD).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

TFHE's Information Technology (IT) Department is tasked with providing all technological accommodations and student information system requests to RCLA students and families in facilitating distance learning. These outreach efforts directly support the one-to-one Chromebook initiative as instituted at RCLA and other TFHE schools. Students are issued one (1) Chromebook and one (1) charger with a power adapter for use in school and at home. As part of the start of the academic year, students and parents work annually to certify the Chromebook Agreement and Distribution Form, as it allows for students to retain such devices and taken from the school campus for after-hour use.

For Chromebook devices, a supplemental number was purchased at the start of school site closures in March 2020 to provide as replacements for those experiencing damage or requiring a more contemporary model for students to access all class materials. Chromebooks became the key instrument for student engagement daily as the primary means of class attendance, work completion, exam administration, survey issuance, and messaging for COVID-19 updates. To mitigate learning loss and provide equitable access to all learning materials, TFHE purchased all its curriculum digitally during Summer 2020 with alignment to its academic strategic plan and in observance of COVID-19 learning requirements from the California Department of Education (CDE).

Moreover, in order to ensure equity in distributed materials and information, TFHE procured 115 hotspots from AT&T to respond to needs expressed through ongoing survey efforts. TFHE also sponsored the data plans for families with requisite bandwidth needed to tune in daily via Google Classroom and/or Zoom to remote class instruction, as well as for parent meetings and virtual events. Google Classroom and Zoom accounts were created in Spring 2020 with continuation into the 2020-2021 academic year. Our schools use Google Apps for Education. This means we utilize Gmail as our email service which works seamlessly with Google Classroom and Google Meet. We have embedded security measures to safeguard against external threats. To provide insight into the key functions offered by these video conferencing tools, trainings are conducted on a bi-weekly basis by TFHE IT Members and its Teaching & Learning Department.

In the case that the laptop, hotspots devices, or any accounts require troubleshooting, the IT Department has created a ticketing system via the COVID-19 Resources Hub with responses prioritized to instructional-related service needs. To execute the distribution and/or collection of new devices, TFHE's IT Department and support Essential Services Staff adhere to Technology Distribution Protocol consistent with COVID-19 Site Measures and Social Distancing Protocol with a drive-thru setup during designated pick-up hours. Drop-in appointments are also serviceable in emergency situations or if a student/family cannot message/call the school site. However, standard protocol is to wait for an appointment via the COVID-19 Resources Hub as transmitted directly to school-issued student emails.

RCLA has issued several surveys to families through OneCallNow (mass texting system) monthly in order to determine the need for Chromebook and charger access, in addition to internet connectivity via hotspot devices. Parents are also provided with online access to their students' academic performance through PowerSchool, which is accessible through the student issued Google Chromebooks. They will be able to monitor their child's progress with any questions directed to the School Site Principal. Incoming students and transfer students also received access to this service through being added to the mass distribution list as of July 2020. All teachers and support staff are also provided with a laptop. The laptop contains all the necessary programs to prepare and deliver instruction. Teachers will receive training on how to use technology to deliver instruction and support learning.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

RCLA provides supervision of students through communication with the teaching staff, office manager, and the Student Service Director. RCLA maintained an updated spreadsheet that documented each phone call to families regarding remote learning attendance, academic intervention, and social-emotional/mental health issues. Teachers and support staff also log contact made with students within PowerSchool.

Monitoring tools such as GoGuardian were also made available for safe digital learning with school-issued Chromebooks during school hours, while internet use policies were re-distributed. Go Guardian monitors student accounts and flags inappropriate/restricted websites. The school site Principal followed up with parents/guardians and students regarding inappropriate websites. Each RCLA Team member was provided specific roles in contacting families, documenting, and following through with a plan of action to best support the student.

Education Code Section 43504 was enacted as a compulsory education requirement in the 2020-2021 academic year by the California Department of Education (CDE) with regard to School Finance, Instruction, and Accountability oversight. The Code Section requires that each local educational agency (LEA) shall document daily participation for each pupil on each school day for compliance and attendance purposes.

The Daily Participation and Weekly Engagement Verification Forms are the methods of completing this requirement on a weekly basis by submitting to The Foundation for Hispanic Education via Google Forms and warehoused in a secured Compliance Drive for record-keeping

purposes. These requirements were communicated to all TFHE Faculty through training on Wednesday, August 26, 2020 and a subsequent guided tutorial on Friday, August 28, 2020. For more information on completion, a guiding sheet sent out on Tuesday, September 1, 2020.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

RCLA teachers were engaged in a week-long professional development session prior to the official start of remote learning focused on utilizing technology to support student learning during Remote Learning (utilizing Castify, Google Meets, Google Classrooms, etc.) and to support their transition to remote instruction. All teachers participated in the following training led by the Director of Curriculum & Instruction and the Director of Data & Information Systems: Remote Learning Plan (March 31, 2020), Remote Learning Tools (March 31, 2020), and Remote Learning Lesson Planning (By department April 1 - April 3). Ongoing teacher support was available through the Remote Learning Hub and through individual or small group coaching.

Teachers were offered support in the areas of Lesson Planning and Technology. Once remote learning commenced on Monday, April 6, 2020, RCLA teachers had designated time each Friday afternoon to collaborate with their colleagues online and prepare for the following week. School site Principals in collaboration with the Director of Curriculum & Instruction collected remote learning feedback weekly from teachers, students, and parents in order to address student, parent, and teacher needs and make the necessary adjustments in a timely manner. Teachers had an opportunity to develop and offer students further support as needed as information was shared with them during weekly staff meetings. Student logs were also kept that allowed for School site administrators to monitor progress and see specific needs.

100% of RCLA students were issued a Chromebook and charger, including hotspots to ensure connectivity. School-Wide standardized the use of Google Classroom, including Google Meet, to provide delivery of content and to teacher/student learning spaces. A school schedule was developed and followed for the 8-week period, which included designated Instruction Time and Office Hours. Online Staff meetings and professional development will be provided. Time has been allocated within the workday and within the school calendar to ensure that information, necessary support, a forum for on-going communication, and resources are provided to teachers.

The need for professional learning is critical now more than ever as staff must prepare to serve students remotely and eventually remotely and face-to-face. What many staff experienced during spring 2020 contrasts with the experiences of students and families. All staff need additional tools to meet student needs. Culturally responsive and trauma-informed practices are foundational. Multi-Tiered System of Supports (MTSS) practices will also reinforce impactful school systems. Supporting educators in attending to self-care will also be necessary and skills around this may need to be developed. Remote/Distance learning is still a new mode for us to provide instruction and learning opportunities. As such, it will require on-going professional development in order to ensure that we meet the multiple student and Teacher needs that will arise.

We will also evaluate staff needs based on the spring remote learning model to determine need for technical skills and online pedagogy training. We want to ensure that staff have knowledge and skills to reopen with a whole child focus (social-emotional and academic needs of students), including training on self-care and trauma-informed practices. Cultural competency, cultural responsiveness, and racial equity understanding, and practices are a foundational professional development need for all educators. Additional online curriculum professional development will also be provided to support all core areas implementing adopted curriculum and for new AP Teachers.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

During the pandemic, several staff members have worked to perform additional responsibilities as required for the school sites to remain responsive to the needs and students as well as families.

Teachers/Faculty:
Over the course of the 2020-2021 academic year, the school site faculty will continue to provide instruction remotely with the agreed upon live instructional minutes delivered as agreed upon in a standing Memorandum of Understanding. Faculty has also been asked to complete Daily Participation and Weekly Engagement Verification Forms for submission to the TFHE Teaching & Learning Department. Moreover, a standing time for office hours has been designated for each school site with reference provided to students and parents.

Aligned responsibilities for serving students in-person will be updated and provided to authorizer agencies in the prescribed timeframes and requiring the instructional minutes as delineated by the California Department of Education. TFHE and RCLA will create safe environments equipped with mitigation measures needed to combat COVID-19 in a proactive manner with emphasis on instructional spaces and high-traffic areas with daily monitoring implemented across all school sites.

TFHE Administration Team (Teaching & Learning, Operations, and Compliance):

TFHE understands that its COVID-19 Response Plan will require alignment to its operating Memorandums of Understanding with ESUHSD to the extent possible in day-to-day operation, planning, and reporting. For non-instructional components, all school sites will continue to follow the Ralph M. Brown Act, the California Public Records Act, the American Disabilities Act (ADA), and all other federal/state/local regulations.

In responding to the ongoing global pandemic, several key departments from TFHE are integral in administering their own processes and protocol with alignment to public safety best practices guiding K - 12 schools. TFHE's Department of Teaching & Learning is responsible for instructional components of the COVID-19 Response Plans, class schedules, instructional standards, lesson plan review, and teacher training in consideration of the California Department of Education requirements.

TFHE's Information Systems & Technology department is tasked with providing all technological accommodations to TFHE students and families in order to facilitate distance learning, as well as implementation of COVID-19 Site Measures and safety equipment with the Department of Compliance. TFHE's Department of Compliance oversees the development of the non-instructional COVID-19 reopening plans, logistical implementation and audits, operations/compliance reports to public agencies, and general purchasing for required items.

Each listed department is responsible for the execution, monitoring, and reporting of their listed scope. The frequency of check-ins between all collaborating parties will be on a weekly basis with sooner communication based on developments and new requirements as provided by local or state authorities. All plans created by each department will require review and approval from TFHE's Chief Executive Officer Dr. Sherry Segura and/or the TFHE Board of Trustees prior to finalization with authorizers and external parties. All adopted plans will be publicly posted as well in summary form for access to students and parents upon granted approval by reviewing agencies.

Reopening measures and preventative pre-work have taken place from the start of school closures on Monday, March 16, 2020, until the present day (August 2020). However, all TFHE local education agencies (LEAs) are prepared for re-commencing remote learning in Fall 2020 until a Hybrid instructional model adoption is not feasible.

Human Resources (HR) Department:

Traditionally, TFHE Human Resources (HR) has provided oversight and direct support for staff recruitment, onboarding, staff evaluations, leave processing, benefit administration, handbook and employment updates, payroll functions, and other related duties. At the outset of the COVID-19 pandemic, the HR Department was integral in transitioning all staff members (faculty and support staff) to work remotely through guidelines issued from legal counsel and the TFHE schools insurance provider. Moreover, the team collaborated with TFHE Administration to identify staff members for continuity of Minimum Basic Operations in Essential Services. The process includes materials on maintaining a safe workspace, a Return to Worksite acknowledgement form, guidelines for breaks, and assistance with any accommodations as well (i.e., leaves, FFCRA, requests for time off). The Department also coordinates the coverage of substitute teachers.

Community Outreach Liaison:

The Community Outreach Liaison was added as a position in response to COVID-19 through TFHE (central network) to support RCLA in the administration of surveying efforts, planning and engagement of School Site Council (SSC) virtually until in-person meetings are permitted, conducting one-to-one family check-ins, developing messaging in English and Spanish for COVID-19, and holding workshops for parent development in the 2020-2021 academic year. In forging a direct relationship with families in this unprecedented time, the position will also work to ensure attendance to school and meetings is meeting the targeted levels set by TFHE Administration. The position will also support reporting of family engagement of resources distributions and work to maintain third-party partnerships for essential services.

Student Life Team (SLT) Members:

The Student Life Team (SLT) is responsible for school supervision, student advocate support, monitoring annual incident logs, developing emergency planning (with the Department of Compliance), and creating a safe, supportive environment for students. As of the start of the pandemic and into the 2020-2021 year, the team also works to monitor COVID-19 compliance at all school sites, support nutrition distribution efforts, assist with ongoing distribution of physical materials for students requiring timely special accommodations, maintain check-in and check-out logs for site access by essential services staff, and other related duties. The team also works in tandem with the Department of Compliance for screening processes of staff and visitors with COVID-19 specific training received through the schools' insurance provider, in addition to reviewing legal requirements for occupancy standards and sterilization efforts.

Operations/Facilities Team:

Prior to the pandemic and altered measures for the 2020-2021 academic year, the Operations/Facilities Team worked daily on site maintenance, custodial duties, inspection and compliance-related tasks, deferred maintenance projects, event setup and logistics, order processing, capital project efforts, and other related duties on all three school campuses. Over the last few months and going forward, the Department is working more closely on health/safety measures with direction from the Santa Clara County Department of Public Health (DPH)

and the California Department of Education (CDE) for all instructional and common spaces. This includes wiping down all accessed and used hard surfaces, cleaning restroom and designated break areas regularly, disposing of waste in a responsible manner, assisting in cleaning work areas used daily by essential service team members, and assisting in ordering key items for replenishment.

Information Technology (IT) Team:

The IT Team has worked in past academic years to perform network security functions, select repair for Chromebook devices, issuance of credentials for school accounts (i.e., student information systems, emails, etc.), and assisting with other troubleshooting issues for staff. During the pandemic, the IT Team has worked to shrink previous response times to meet the needs of students and families, in addition to assist with Zoom and Google Classroom issues. Also, the IT Team has worked and will continue to oversee the distribution of hotspot devices for student and family access in facilitating distance learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Teachers have increased synchronous learning time from Spring 2020 to Fall 2020, offer structures for student collaboration, provide students opportunities to talk in depth, and incorporate reading and writing across the curricular areas during remote learning, as recommended. Lesson planning will include differentiated instruction that includes necessary scaffolding, formative assessment, language, task, and skill modeling, visuals to enhance and support comprehension, preview/review, individual and small group instruction/support, and opportunities for students to transfer skills and knowledge and practice language verbally and in writing. Newcomers will be provided additional support to orient and help them transition into a new school community during class, office hours, and advisory. Parents/guardians will also be engaged and will learn about our school system, support provided for students and parents, contacts and resources. ELL students will be provided opportunities to investigate the world, recognize perspectives, take action, and to communicate ideas across curricular areas during remote learning, as recommended below: Time for Language labs will be incorporated during designated ELD time in order to support language acquisition and fluency development. ELD students will also be afforded the opportunity to receive additional instruction and support abiding by health and safety guidelines on site during remote instruction based on need.

Within the remote learning schedule, time was allotted for teachers to further address the needs of students through providing small group and/or one-to-one instruction for ELLs, students with special needs, and students who data demonstrated were academically struggling. Each week (Monday through Friday) a total of 295 minutes per week were provided to meet this need. Teachers were also expected to provide recorded sessions for students to access for the purposes of review and enhancing comprehension. In addition, the teaching staff was also available for check-ins and direct support to all students seeking additional engagement.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of additional Chromebooks and chargers for facilitating remote/distance learning to students, in addition to critical access to special accommodations and social/emotional support.	$18,000	Yes
Subscription of Zoom accounts for students, faculty, staff, and support members during the 2020-2021 to facilitate remote/distance learning.	$1,875	No
Purchase of hotspots with accompanying data plans at a standard reduced rate provided by AT&T services for TFHE and RCLA families in need of reliable connectivity to support Chromebook and Zoom access.	$36,850	Yes
Department of Information Technology (IT) for Chromebook repairs, Zoom troubleshooting, student accessibility, and staff support.	$8,734	Yes
Total Cost	**$65,549**	**Yes**

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In order to address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, RCLA is assessing students using MAP assessments for measuring achievement and growth in K–12 math, reading, and language usage. This provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level. It also helps teachers drill down to the specific skills each student needs to learn and to see exactly what struggling students are missing and advanced students are ready to take on—then adjust instruction in the moment and monitor student progress.

RCLA is also assessing ELD students using SpringBoard English Language Development Screening Assessment for Grades 9–12. Understanding the education history and English and home language proficiency of the English learners is important in order to be able to determine what kinds of additional support students will need throughout the school year. SpringBoard's ELD Screening Assessment, combined with the California Home Language Survey results, MAP assessments, and a review of former academic records, will be used to help inform classroom instruction and be able to address pupil learning loss. In addition, during Office hours and advisory, students are able to get additional one-on-one or small group support from general education teachers, special education teachers, and para educators. This time allows for

check-ins, review, tutoring, and addressing student particular needs. As a whole school, RCLA is also following up using a tiered approach to address the needs of different groups of students.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The actions and strategies that RCLA will use to address learning loss and accelerate learning progress for pupils, are the following:

- Utilizing Teacher MAP dashboard to see at a glance what skills students have mastered and need to work on next.
- Providing general teacher, special education teacher, and para educator one-on-one and small group instruction and support during office hours, advisory, and as needed in class or after school.
- Providing tutoring opportunities in class, during office hours, and during advisory sessions.
- Using a Tiered systems of follow up and support for Tier 1, Tier 2, and Tier 3 students.
- Providing professional development of teachers that help them address the diverse needs of students and develop their expertise in addressing learning loss.
- Collecting and reviewing lesson plans and providing timely feedback and coaching so that teachers are planning and addressing ALL student needs and learning gaps.
- For ELLs, teachers are differentiating lessons and instruction to meet their needs, follow up is being done to check-in and see if additional supports are needed, and small group instruction for previewing, reviewing, language support, and to address learning loss is being done in class, during office hours, and after school. Newcomers are additional support to orient and help them transition into a new school community during class, office hours, and advisory. Parents/guardians will also be engaged and will learn about our school system, support provided for students and parents, contacts and resources. In addition, ELL students will be provided time for Language labs as part of their designated ELD time in order to support language acquisition and fluency development. ELD students will also be afforded the opportunity to receive additional instruction and support abiding by health and safety guidelines on site during remote instruction based on need.
- For low income students, RCLA is following up and addressing technology, nutritional, materials, environment and learning space, and resource needs to ensure that they can engage in instruction and learning. Special attention is being placed on following up regularly with homeless students and families to monitor attendance and to check in on students' well-being.
- For foster youth, RCLA is providing additional academic counseling and social/emotional support services, workshops, as well as providing a space for learning on site, additional follow up, resources, technology, and materials for them to be able to engage in

classroom learning. The families are also being engaged to see what support they need and how as a school we can support, share resources, and refer them to additional community resources and support programs. Special attention is being placed on following up regularly with homeless students and families to monitor attendance and to check in on students' well-being.

- For pupils with exceptional needs, RCLA is providing additional para educator and special education teacher support for students in class and during office hours, advisory, and by appointment. RCLA's support services team and case managers are continuously reaching out and checking in with families and students with exceptional needs to see what supports are working and what is still needed to meet the students needs. During this time, students are receiving additional instruction, tutoring, and support services to address their learning needs. Also, special education teachers and para educators are invited as co-teachers in google classrooms and are collaborating with general education teachers on lesson planning to ensure that students are getting the accommodations and supports that they need to address any learning loss. Pupils with exceptional needs will also be afforded the opportunity to receive additional instruction and support abiding by health and safety guidelines on site during remote instruction based on need.

- For pupils experiencing homelessness, RCLA is reaching out to families to see what supports are needed and providing information, resources, and contacts for community programs and resources available to support their particular needs. In addition, additional academic counseling and social/emotional support services, as well as providing a space for learning on site, additional follow up, resources, technology, and materials for them to be able to engage in classroom learning. Special attention is being placed on following up regularly with homeless students and families to monitor attendance and to check in on students' well-being.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services or supports provided to address learning loss will be measured by NWEA MAP assessment data, student performance data as demonstrated by grades and in class formative and summative assessments, attendance and engagement data, and state mandated assessments as required during the 2019-2020 and 2020-2021 school years.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of digitized curriculum for all students and staff to have their instructional materials accessible via their laptop, in addition to licenses with Discovery Science, College Board, AMSCO, TCI, CPM, and Kendall curriculum developers for Grades 9 – 12.	$27,824	Yes
Support for students through paraprofessional services remotely and in-person (upon phased reopening) to ensure that special accommodations are being met in compliance with regulations in response to COVID-19.	$9,885.50	Yes
Total Cost	**$37,709.50**	**Yes**

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

During COVID-19, TFHE's mental health services were still available and readily accessible to students via the Social Emotional and Academic Services (SEAS) program. TFHE school sites are prepared with mental health staffing to meet the needs of all students from March 13, 2020, through the Summer 2020 and into the 2020-2021 academic year. As of today, we have three full-time clinicians from Alum Rock Counseling Center (ARCC) available to serve students across TFHE school sites with mental health services and a program manager to oversee the cases and services provided.

Additionally, the school sites also have TFHE's Director of Student Services to ensure implementation and continued growth and success of the program as it pertains to county guidelines. Three full-time clinicians from ARCC with referrals required for students from the School Site Principal, Faculty, School Staff, and/or Parents/Guardians. TFHE has made mental health and social emotional support a priority through workshops as well as direct services and have been connecting students to the services they need.

De-Escalation Spaces

Due to COVID-19 and temporary school closures, we were unable to physically implement de-escalation spaces within the classrooms. However, to adapt to the change and current conditions while still meeting student needs, we were able to create a *Calm Corner* for all students, teachers and staff to access at any time during class or school hours, before or after school and at their own specific time of need. Similar to an in-classroom or office de-escalation space, the *Calm Corner* allows for different calming skills and interventions to be discovered and implemented. By scrolling over each image, it will take you to a related activity or specific support and/or intervention. We tried to be mindful of the evolving situations and ages and have incorporated a little of everything for students and families. This was presented and demonstrated to our school site leaders and all teachers and staff to share and utilize with our students.

Mental Health Support

Individual Mental Health Support will be provided to ALL students on both an at-need basis and by appointment to ensure individualized care and to observe social distancing guidelines. Each case will be addressed and assessed so that appropriate interventions and supports are provided whether this be through on-site sessions, remote/teletherapy and/or a combination of both. Referrals will be made to outside agencies if a higher level of care is warranted.

Referrals will be made in one of two ways…

1) The designated school referral link will be provided for all staff members to make a referral: (a) This would include general concerns and/or observations made; (b) non-imminent situations where safety is not at risk; (c) a student expressing concern for mental health support; and (d) a parent requesting mental health support.

2) Directly through Admin: (a) This referral is for imminent SAFETY CONCERNS; and (b) If a student discloses information that warrants an intervention or support of safety, then immediately notify your Admin team.

***For On-site Sessions*:**

To observe social distancing guidelines, session appointments will be necessary and strongly encouraged. For drop-in support for students who do not have an appointment, a time will be scheduled with them (if not imminent, within 48 hours) to meet with a mental health clinician if one is not immediately available or is in session. If the situation presents with safety concerns, the student will be addressed immediately with the appropriate personnel.

For Remote/Teletherapy:

Session appointments will be scheduled and encouraged. For remote drop-in support, information will be provided to each student at the start of the year and on-going as to how to contact a mental health clinician remotely/online. Options would be via email, telephone/extension and/or Google Meet as each student has their own preference and we would want them to feel most comfortable when contact is made. On-going sessions will be determined by the student and clinician themselves.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

All teachers, including Special Education Teachers, are online and available for students to drop in with questions during Office Hours. Teachers establish, with students, their method for conducting Office Hours (Google Hangout, Google Classroom, email, conference call, a mix of the above, parent meetings, etc). Teachers, including Special Education teachers, will use this time to address student questions, support students who need extra help, who have language needs in small or one-on-one sessions, and to provide one-on-one meetings for students with IEPs or 504's. Teachers may also hold whole-class and/or small-group and/or one-on-ones during this time slot. Office hours may also be student requested appointments for further support/help. To mitigate learning loss, pupils with repeated unexcused absence will participate in a meeting with the School Site Principal and their parent/guardian with a plan for re-engagement.

In addition, the Community Outreach Liaison and Community Outreach Team were onboarded during this time to increase responsiveness to calls made in connecting to resources, accessing meetings, and directing parents to appropriate contacts. It is the intent of TFHE school site to have optimal representation in School Site Council (SSC), survey efforts, and planning efforts through individualized stakeholder meetings for the remainder of the academic year. All resources will be provided in English and Spanish with full translation available for public meetings or any other critical informational presentations. The key deliverable and goal from the Community Outreach Team is to boost attendance rates, determine the most optimal methods of continued communication, and complying with all equity/access measures as required by the local and state laws in place.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

To maintain access and information on School Nutrition accommodations, RCLA and TFHE have provided families with information through OneCallNow, the TFHE COVID-19 Update Page, Weekly Newsletters, school administered social media accounts, and flyers distributed safely with other distribution pick-ups. Moreover, Food Distribution Surveys will be issued bi-weekly for the 2020-2021 academic year in order to determine the following categories: (1) day of week for distributions; (2) time of day for distributions; (3) meal menu for the following month; (4) identification of food requirements; (4) confirmation of past participation; and (5) frequency of supplemental meals for evening meals.

RCLA will continue to provide access to nutrition services via updates for service accessible through their co-habitated site of Yerba Buena High School (1855 Lucretia Avenue, San Jose, CA 95122), as well as free meals to students and those under 18 years of age at the TFHE Campus (14271 Story Road, San Jose, CA 95127). The Essential Services Team distributed food work to provide school of attendance per student, verification of identification, number of meals collected, and any additional feedback to improve to delivery of food distribution services. Each distribution effort is scheduled once per week (currently on Friday afternoons post-instruction) through Better 4 You Meals with students possessing the ability to pick-up a sufficient number of bagged pre-packaged meals (up to five total) for the following week.

In addition, RCLA made conscious efforts to support socioeconomically disadvantaged families in collaboration with community agencies such as Second Harvest Food Bank and Loaves & Fishes, both of Silicon Valley. RCLA advertises the upcoming food distributions on Parent/Student Newsletter, on its school website calendar, and through a mass group text and phone call from their Community Outreach Team. Second Harvest Food Bank is offered the first Monday of each month and serves approximately 350 families and a total of 1,500 patrons per effort. Loaves & Fishes takes place each Thursday with ten meals offered per family and 300 total meals distributed each time. All distribution efforts were made in compliance with social distancing standards and shelter-in-place orders.

For reference purposes, the issued Food Distribution Survey consisted of the following questions:

Have you and your student participated in Food Distributed during the COVID-19 pandemic?

-Yes (83.3%)

-No (17.7%)

Do you take public transportation or walk to the site?

-Yes (50%)

-No (50%)

For the prepared meals, do you like the quality so far?

-Yes (83.3%)

-No (If you selected ‘No’, please provide feedback.) (17.7%)

What day(s) of the week are preferred for food pick-up and distributions?

-Enter weekday here: Monday (50%).

What time of the day would be best for you and your family? (Select all that apply).

-Morning (7:00 a.m. – 11:00 a.m.) (33%)

-Afternoon (12:00 p.m. – 3:00 p.m.) (33%)

-Evening (4:00 p.m. – 7:00 p.m.) (50%)

If there is any additional information you would like to provide for us, please leave a suggestion or comment below.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition services through Better 4 You Meals as part of the Seamless Summer Option and continuation as part of the National School Lunch Program.	$113,293	Yes
Mental Health and Social and Emotional Well Being	A portion of the Memorandum of Understanding with Alum Rock Counseling Center (ARCC) to provide students and families with clinician services, in addition to COVID-19 response workshops.	$7,750	Yes
Pupil and Family Engagement and Outreach / Staff Roles and Responsibilities	Implementation of the Community Outreach Liaison position with the objective of following up with students and parents to ensure attendance, responses to surveying, and bi-weekly feedback.	$12,500	No
Total Cost	**-**	**$133,543**	**Yes**

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	$709,804

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

For meeting the needs of English Learners, Foster Youth, and Low-Income Students, B. Roberto Cruz Leadership Academy's (RCLA) Administration and The Foundation for Hispanic Education's (TFHE) Director of Curriculum and Instruction review weekly lesson plans together to ensure that the lesson plans met state standards and objectives and included specific support necessary to address the needs of its diverse student population, including English Language Learners (ELL), Foster Youth, and all other students requiring greater investment of services. Timely feedback is being provided to ensure that necessary modifications to lessons were made prior to lesson delivery.

In addition, teachers were provided professional development around lesson planning for remote learning and on how to utilize technology in support of student learning for such students. Teachers were also provided two versions of a lesson planning template that made it essential for differentiation (scaffolds, modeling, visuals, language practice opportunities, sentence frames, etc) and accommodations to be included in the lesson plan and provided to students. The lesson planning templates required that teachers address the needs of ELLs, students with special needs, advanced needs, and who traditionally struggle. Teachers that needed further support with addressing student language and/or other academic needs were provided additional one-on-one coaching/support across content areas and a Teacher Hub Site was developed for teachers to access resources to support instruction.

Regular outreach and surveying requesting special accommodations are also part of the communications and response efforts across all three TFHE school sites through their School Site Principal, Dean of Students, Office Manager, Community Outreach Liaison, and Student Life Team.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Moreover, to support the aforementioned measures with increased tailored services, TFHE school sites will continue to:

- support one-to-one technology ratios through Chromebook, charger, and hotspot accommodations;

- ensure engagement with digitized curriculum (Discovery Science, College Board, AMSCO, TCI, CPM, and Kendall);
- respond to any absences with intentional meetings, phone calls, and home visits (once safe to do so);
- provide additional para-educator time and special education teacher support for students (remotely, Hybrid, or in-person) in class and during office hours, advisory, and by appointment;
- continue with reopening planning efforts, daily methods of health/safety protocol, and offering more outdoor learning spaces;
- maintain accessibility via remote means to faculty and staff (i.e., Community Outreach Team, surveys, town halls);
- increase meal distributions to families (on top of standard offerings) through partner organizations Second Harvest Food Bank (monthly) and Loaves & Fishes (weekly);
- practice Multi-Tiered System of Supports (MTSS) to reinforce impactful school systems;
- provide mental health workshops specific to COVID-19 responses and subjects via Alum Rock Counseling Centers (ARCC);
- invest in assessment efforts offered to determine and address learning loss with NWEA Map through design by the TFHE Teaching & Learning Department.