

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

City Heights Prep is a college-preparatory school. This remains a core value for all stakeholders, and has shaped both the initial development of the expected school-wide learner results (ESLRs), and the development of all academic standards. CHP offers an a-g curriculum, and the ESLRs are built around the skills required to achieve this academic standard. The school's courses are constantly being updated, and new ones are added, to ensure that they align with these a-g standards. While the academic standards and ESLRs have remained unchanged since the inception of the school, changes have been made in how instruction is delivered to meet these goals, as stakeholders have continuously reviewed data and student evidence, and accommodations have been made in light of the COVID-19 pandemic.

At City Heights Preparatory Charter School, the student population holds incredible diversity, ranging from the cultures they have been shaped by, the languages they speak, the stories they hold, and the countries they originate from. Keeping with its mission of being a walkable neighborhood-based school that provides an excellent college preparatory education for middle and high school students in City Heights, CHP serves a high proportion of students who have arrived to City Heights from various countries around the world. These countries include Cambodia, Eritrea, Ethiopia, Haiti, Kenya, Mexico, Myanmar, Nepal, India, The Republic of Congo, Somalia, Syria, Uganda, The United States of America, Thailand, and Vietnam. Altogether, the students represent over 17 different countries, and 28 different languages. Languages range from Spanish to Arabic, Somali to Khmer, and Urdu to French, encompassing a wide variety of dialects such as Tigrinya.

The current enrollment total for August 2020 is 137 students. Of these 137:

- 100% receive free breakfast and lunch
- 100% are considered socio-economically disadvantaged
- Approximately 55% are English learners
- Approximately 32.8% have IEP's

Serving this demographic of students requires a passionate and dedicated staff, which CHP has successfully cultivated over the years. The school's sixteen staff members span a variety of ethnicities, cultures, educational backgrounds, qualifications, talents, and more, and include our school director, assistant director, school counselor, student records specialist, administrative assistant, meals and facilities manager, education specialist, social media strategist, seven teachers, and an assistant teacher. Two of the staff members are also reading specialists, and two have been trained by Project Lead the Way to provide computer science, robotics, and app creation courses to the students. This provides the students with an opportunity to grow in their understanding of computer science and algorithmic thinking, while simultaneously diversifying their skill sets. Additionally, students have access to several Visual and Performing Arts (VAPA) at both the middle and high school levels. Courses offered in Visual Arts promote the development of creative problem solving skills, research of historical artists as well as art movements, and courses which nurture the advancement of artistic skills and practices. These skills and practices have been translated into a virtual learning design as a result of COVID-19 safety measures.

The staff members are each committed to creating space for the diversity of the students, equipping them with tools to not only succeed academically, but emotionally as well. Typically, one of the most prominent ways this is achieved is through the incorporation of restorative justice practices on the campus. Because many of the students have experienced trauma, and have had to assimilate to a new culture and language on top of it, approaching conflicts through a lens of restorative justice allows the staff to come alongside the students in the midst of emotional turmoil to ask guiding questions, help them process from their heart spaces, and ultimately heal and contribute to a positive, unified school environment. Now, given the school's adaptation to the pandemic, additional support from staff members will be provided, including individual check-ins with students by staff members, as well as the implementation of self-regulation and conflict-resolution techniques into classes. Furthermore, each grade is provided with an AVID course to help with note taking, reading and writing, and the development of leadership skills, which students are then able to exhibit in their schools, families, and community. Although AVID, AP courses, and Project Lead the Way will look different in light of COVID-19 due to changes in the scope and sequence of objectives and assignments, these courses will continue to help students navigate and engage in meaningful and effective learning experiences regardless of the setting and support the facilitation of activities and projects in more flexible or remote learning environments. Combined, each of these factors ensures that all students are able to receive college preparatory training and education.

Stakeholder Engagement

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

City Heights Prep has engaged in a variety of efforts to solicit stakeholder feedback, such as sending requests through a parent engagement app called Parent Square, making phone calls, asking teachers to post announcements on Google Classroom, and posting details to the school's website to encourage participation. The school has also ensured that translators have been available based off of the stakeholders' languages of preference. The Learning Continuity Plan was discussed with stakeholders, and they were asked to provide feedback, which was noted and later discussed to see how and what was able to be implemented.

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

Information about the call-in for the meeting on August 1, 2020 via Zoom was made available, so that stakeholders could call-in or access the hearings through their computers or phones. Further participation opportunities include our School Site Council meeting, which was held on Friday, August 21, 2020.

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

All stakeholders had the opportunity to review and provide feedback in the form of a survey and verbal feedback. They were all in favor of the school's proposals regarding practices to effectively support student learning, as well as with the preparedness the school underwent to get the students ready for the school year. They were in favor of the structured schedule and were curious to see in what way they, as families, could support the staff. They also asked about ways students could continue to receive support from the school (in terms of after school tutoring or office hours) and how they, as parents, could be kept up to date on how their children are doing at school. Family members expressed their appreciation for the teachers and staff, as well as their extra efforts during this unprecedented time. The students who attended had little comments other than their approval of everything that has been put into place and an expressed want for things to return to normal. They also want to see student recognitions continue and have opportunities to meet new students in some format, such as through Zoom meetings. They also brought up the option of having access to recorded Zoom classes or lesson plans. The teachers agreed with everything that was provided, and were excited by the continual collaboration of the staff, parents, and students, as well as the ways in which certain courses (such as AVID and P.E.) have been able to adapt to a virtual format for students.

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

Families want to see continued support for staff professional development and a continual allocation of funds towards professional development and materials for students. They've also advocated for continual engagement between parents and staff, especially during distance learning, as the families would like to continue to receive feedback from the school about their children's engagement with online learning. Furthermore, the sections surrounding additional tutoring for students during after school office hours Monday through Thursday, as well as anytime on Friday (when scheduled with a teacher), has been influenced by stakeholder input. Given their expressed desire to stay involved, the staff will set aside time each Friday to call and engage families and schedule additional hours of tutoring for students that have requested it. The staff will also use this time of parent engagement as an opportunity to give families positive feedback and recognize students' for their achievement. The school will also explore ways of continuing to celebrate students' achievement, given how meaningful and motivational it is to the students. Additionally, the school counselor and assistant director will look into ways to continue a virtual mentor program and have a virtual student orientation for the new students to discuss ways for them to meet with the other students enrolled at the school. Also, in regards to the sections about in-person learning, the school's continual commitment to ensuring that it is a safe and clean space by following all of the CDC guidelines has been emphasized by stakeholders, and will be a main priority if/when in-person learning is reimplemented.

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.]

City Heights Prep will ensure that all of its students will have a safe environment from which they can learn. This includes continuing to train students and staff members in current and future physical and social distance guidelines determined by the state, district, or school itself. This further includes ensuring that classrooms are set up to abide by social-distancing procedures and that the best health practices are in-place and adhered to, such as there being enough space between each student, students having access to materials of their own (1:1) so they don't have to share, hand-sanitizer being available, and classrooms being cleaned and disinfected on a daily basis and deep-cleaned on a weekly basis. The teachers will continue to assess where the students are performing academically and find ways to bring them up to the current grade level or where they should be based on their grade level. This will be accomplished in a supportive environment in which the students' learning needs are priorities and the students are provided with additional resources and help. This can include anything from taking books home to read or using online platforms for practice, to working with a teacher individually. An analysis of where their current performance is will be made so that the teachers will have a better idea of where they should start with their instruction to ensure that the students learn what they've missed, and have the information needed to continue on with their learning based on the common core standards.

When in-person instruction is viable, the school will also ensure that classroom-based instruction is clear and accessible to all students despite their current academic performance. The pedagogy will include diversity and will range from independent projects to group learning (still ensuring that social distancing is practiced, and would thus encompass online resources such as Google forms, documents, powerpoints, and other online platforms on which students can work in groups online). Emerging bilingual students, students that are deaf or hard of hearing, and students in need of additional hearing or language supports will receive aid via the closed caption options found in Google Slides and/or video conference app "Google Meet." By diversifying the modes of learning, the teachers feel they will be better able to reach and support each of their learners. The teacher, and teacher's assistant when available, will be in the classroom to provide additional support. The lessons will be posted to Google Classroom and teachers will have after-school tutoring days that students could attend for additional support. The students will also be asked for feedback consistently to see how they are feeling about the instruction, and what can help them be successful. This includes attention to their socio-emotional needs through the use of restorative practices and digital "circles" to help students form relationships with their peers, and address areas of conflict within themselves or with others that are hard to emotionally process.

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

Description	Total Funds	Contributing
The school will ensure that all students have access to 1:1 instructional supplies in the classroom and that they are provided with all of the materials they'll need to be successful.	108,132	Yes

Description	Total Funds	Contributing
<p>This includes technology and reading materials. It also includes access to a clean campus where sanitation is provided (such as hand sanitizer and clean bathrooms fully stocked with soap). Procedures will be implemented when it comes to maintaining stock of PPE, hand sanitizers, cleaning and disinfecting supplies, and distributing those supplies to each classroom. Additional procedures will include appropriate entrance and exit strategies for each building to maintain social distancing between students between classes. Students and staff will be thoroughly trained in these new procedures, and the reasoning behind each new procedure will be discussed to cultivate a deeper sense of understanding, cooperation, and unity on campus. Furthermore, students, families, and staff members will be required to complete mandatory temperature checks before entering the school site and everyone will be required to wear masks; those that don't have masks will be provided with them.</p>		

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.]

The school will provide continuity of instruction by ensuring that all students have Chromebooks to take home and complete schoolwork on. Also, if needed, the school will print and provide them with materials to take home. Online learning through Google Classroom, recorded lesson plans, Zoom, MeetMe, FlipGrid, Math IXL, etc, have proved effective in reaching and motivating students to continue growing, learning, and connecting, and will continue to be utilized. All students will be provided with computers and school materials, as well as information and support when it comes to wifi packages that have become free or economically priced during this time. If students are unable to come to campus to pick up the materials necessary for optimal engagement, a staff member will drop materials off at their home.

Office hours and Zoom meetings are made available and are communicated to students to clarify questions, providing more 1:1 instructional support. Live "Zoom" lessons are helpful for checking in with the students, promoting social interactions between them, in addition to being a space to model new learning, have live discussions, and build a positive classroom culture. Meanwhile, recorded lessons allow students to access learning when it is most convenient for them and provide opportunities for students to refresh their understanding on the topics addressed in the Zoom classes. Separate from just a video of the Zoom teachings, these supplemental videos, which are either created by

the teacher or from the curriculum, provide effective additional support. Furthermore, screen-casting tools are used to create class-wide or individual student tutorials in a format that is accessible on all devices.

During the 2020-2021 school year, all Foreign Language courses at CHP will continue to be administered through the PEAK/Fuel Education remote learning system. This system provides students with flexible online courses, which are taught remotely by certified Foreign Language teachers and supervised by a teacher at CHP. Meanwhile, students enrolled in Visual Arts courses will receive instruction of the artistic techniques, skills, and concepts in both the virtual classroom as well as the physical classroom. This will be done through a combination of recorded content that can be followed by the student, as well as weekly meetings where the whole class can meet to discuss classroom concepts and work together to troubleshoot difficult skills. Students will also be provided with a complete set of art tools necessary for the specific class. If they have difficulty manipulating or accessing tools, assistance and possible modifications will be provided.

Teachers, office staff, the school counselor, and the teacher assistant are tasked with communicating with each student on a weekly basis, allowing them to check in with families and students. These check-ins are not only meant to provide academic support and encouragement, but also to make sure students have access to high quality instruction and to connect students to translation, free internet, food distribution points, and other Safety Net services.

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.]

All students and staff will be provided with computers to participate in distance learning. Staff members will call the homes of all families to ensure that students have a device at home to participate in distance learning. If they do not, the school will ensure that they are provided with a school computer. When students and families come to collect technology and schedules within the first week, staff will be on site to set up online platforms for students, such as PowerSchool and Google Classroom. Following that, video tutorials on how to access online platforms and specific websites will be offered and uploaded to Google Classroom as a resource for families and students that need additional support. Also, the staff will ask about their access to connectivity, and when needed, provide them with information about connectivity services at reduced prices. In addition, the staff will ensure that both parents and students know how to access the online platforms that the students will be using. Lastly, the school's counselor put together a survey that allows staff to collect real time data on the needs of the students. Embedded in the culture of the school is a great relationship between parents, teachers, staff, and students, which further allows all parties to communicate needs quickly.

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.]

The LEA will do this by a variety of means. Students will be provided with a consistent course schedule and opportunities for daily 1:1 tutoring, and students and families will be provided with schedules and class times. The Distance Learning Master Schedule includes at least two remote meetings per week per course and additional opportunities for students to attend teacher's virtual office hours. Class attendance will be monitored and recorded daily and, if necessary, contacts made for chronic absenteeism. The teachers will continue to take attendance and keep records of which students are participating and which students are not through Powerschool. This will be measured by noting who

shows up to online Zoom classes and by viewing if/how often students are active on Google Classroom and the other online platforms that the teachers are utilizing. The teachers will continue to use PowerSchool to document and keep track of student work revolving around completion and grades. Additionally, the City Heights Prep SART (student attendance report team) will continue monthly meetings to track student attendance and truantcies. In these meetings, the team will create lists of truant students who need letters home or phone calls home to promote online participation.

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.]

The LEA will continue to hold weekly or bi-weekly professional development. This will include the administrator running meetings and bringing in valuable information and resources to assist the staff, or by the staff running meetings and sharing the resources and tools that they are using to support them with each other. Additionally, depending on availability and the needs of the staff, the staff will be provided with additional resources that will provide them with technological support. The LEA will continue to work with the staff to ensure that they have all of the resources and support they need to provide online learning and when a need is present, the LEA will work towards finding online resources or webinars that can provide additional support.

Staff Roles and Responsibilities

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

As of now, we have no staff members whose roles or responsibilities have been affected as a result of COVID-19 beyond the transition to Distance Learning. No changes have been needed.

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.]

We believe that all students should have the same access to the learning that their peers do, and work with each of them to ensure that they have what they need to be successful. This includes ensuring that they have a computer and/or printed materials (when needed), are given additional time to complete assignments or tests depending on the accommodations requested because of their circumstances, have access to online platforms that are able to translate the material, and have access to staff for additional independent help.

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

Description	Total Funds	Contributing
To ensure that all students have access to a working computer and material at home to participate in distance learning. Also to ensure that the school has enough printing supplies to print packets when needed.	89,472	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 response to the 2019-2020 COVID-19 closures, City Heights Prep adapted its grading policy to provide an option for IP (In Progress) to help students recover from learning loss. This adaption will continue into the Fall semester of 2020. City Heights Prep will continue to use formative and diagnostic assessments to diagnose the needs of its students. In regards to English language development and English language arts, there are several diagnostic assessments that help teachers tailor their instruction to the students' needs. These include language and grammar assessments on platforms such as NoRedInk and IXL, which allow the teachers to identify areas in which students could benefit from remedial instruction in language or grammar. Additionally, students will continue to be administered a writing assessment at the start of the year. The purpose of this is to provide a baseline writing sample so that teachers can design effective and targeted writing instruction based on their students' needs. Furthermore, when school is in session, teachers will give written, audio and video feedback to students on their work in a timely manner to ensure the students understand what they did well on and what they need to grow on.

When it comes to mathematics, informal and formal assessments will continue to be given to the students. The formal assessments are to determine how much students know about a specific topic. Based on the students' results, the teacher will tailor the instructions and the difficulty of the homework and classwork. Furthermore, there will continue to be constant feedback given to the students, and at most times, an allowance to learn from the comments left on their work via an option to resubmit it. On a broader scale, teachers will use a combination of informal and formal assessments using data-driven programs such as Math IXL, Desmos, Kahoot, Prodigy, and Khan Academy to assess students' learning. The individual analysis will target areas of weakness and guide instructional decisions such as whole-class reteach, small group reteach, one-on-one reteach, and extensions.

The education specialist will continue to work with special education students and create Individual Education Plan (IEP) goals, consistently review them, and evaluate if the goals are being met for each individual student. Communication between the education specialist and the general education teachers for academic progress and feedback will continue to be implemented as well. Additionally, as a method of assessment, teachers will look into providing students with an additional assessment tool as a part of the “Universal Design for Learning” (UDL). Using UDL as an assessment method provides students the opportunity to demonstrate, or show, target skills or knowledge acquired during the course of study. As students complete their chosen assessment method their individual learning level will be provided to the teacher. In return the students will then be provided with feedback and opportunities to resubmit work.

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.]

At City Heights Prep, students will be offered daily virtual tutoring with their content area teachers. Additionally, an entire weekday will be dedicated to 1:1 tutoring, providing student feedback, and reaching out to families. This will allow teachers to partner with students and families to provide targeted instruction and interventions as needed. It will also be a way for staff to check in with families about services such as meals.

Students will have access to a slide deck with explicit instructions and recorded videos on how to access assignments and learning materials. Scheduled Zoom classes will be recorded to provide access for those students who cannot attend. In addition to Zoom classes, separate pre-recorded lessons will be provided, allowing students access to learning on their own time. This aims to help students with inconsistent schedules by making sure they aren't excluded from the learning if they aren't able to log into a Zoom meeting at the right time. Additionally, the pre-recorded lessons will include closed captioning, which will allow English Learners to not only listen to the lesson, but read the lesson. This will allow students to improve their language understanding as well as practice their reading comprehension. In addition to prerecorded lessons, students will receive additional supplementary resources to assist in learning. Resources will be made available on platforms commonly used by students such as Google Classroom from sources such as Khan Academy and Youtube. This will allow students to learn different perspectives and differentiate to their learning needs.

Students will also be available to contact teachers via email or set up appointments using Calendly if they need additional help and support outside of office hours. However, if students do need more immediate and specific feedback or guidance, they can utilize the office hours. During this time, students can join the office hour Zoom meeting and ask any questions they may have on assignments, technology use, and/or updates on the school. Teachers will assist to the best of their ability in different matters.

Students with an Individual Education Plan (IEP) will work closely with the education specialist through Zoom for their Specialized Academic Instruction (SAI) and their content classes. They will be encouraged to check their school emails routinely for any communication from their general education teachers and education specialist and will be encouraged to reach out for help when they're in need of tutoring support or extended time for work completion per their IEP. The education specialists will have reminders for all IEP students to check their Google Classroom and complete all the necessary assignments.

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.]

Teachers, the education specialist, and the school counselor will collaborate to monitor attendance and measure the students' progress. The school counselor will continue to check in with students and families. Furthermore, staff members will continue to discuss the progress of the students who fall within this category, and research additional supporting resources. This includes ELLs and any students who are performing below grade level based on MAP scores. Careful consideration will be given to students who are working towards IEP goals. Documentation will be made with a tool used for tracking services and supports for all IEP students. On Fridays, students will be provided

with time to periodically complete diagnostics of IEP goals, and to consistently address any socio-emotional needs that may be preventing them from fully engaging in their academics. During this time, data on goal completion can be collected by staff members and, if necessary, changed based on learning losses/gains. Additional measures will include reviewing school-wide Zoom meeting attendance, assignment participation/completion data, and data which shows whether students who elected to receive an IP during Spring 2020 to address learning loss during Fall 2020 are working to complete the missing work from Spring 2020. We anticipate that such data will further inform changes to services and supports provided in connection with learning loss.

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

Description	Total Funds	Contributing
<p>Students will be offered daily 1:1 tutoring provided by content area teachers after daily classes. During these tutoring sessions student data will be collected on specific learning loss, if applicable. Fridays will be used as opportunities to work with students on learning loss from Spring 2020, to complete IEP goals periodically, and to address socio-emotional needs that may be barriers to learning. During these Friday sessions student learning loss data will be collected based on the targeted work production of the student. The school counselor will continue to provide active support and involvement to students and their families. Additionally, City Heights Prep will continue its commitment to staff PD's dedicated to discussing resources that can supplement or serve as additional student learning support.</p> <p>Beyond this, all students will continue to be enrolled in an AVID course to ensure that they are ready for college and special education students will be offered many different services via Zoom per students' IEPs to accommodate their needs while distance learning. Besides Specialized Academic Instruction (SAI) with the education specialist to fulfill instructional minutes, virtual therapy will be provided for students that need Occupational Therapy, Speech Therapy, Physical Therapy, and Assistive Technology.</p>	755,789	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.]

Weekly restorative circles will be held once a week by all AVID teachers to assess the students' mental health and emotional well being. At the beginning of the school year all teachers will conduct a survey to identify students that may need more social and emotional support. Through weekly teacher meetings with the school counselor, individual students can gain counseling support via Zoom. Additionally, students will have access to a time each week that will be facilitated by staff members and specifically set aside for addressing students' socio-emotional needs through self-regulation techniques, conflict-resolution strategies, art-based therapy, expressive writing, and more. Furthermore, all teachers/staff are trained in mandated reporting to report any sign of emotional/physical abuse in the home. Teachers will also be having weekly phone calls home to remind parents/ families of meals, to answer any questions, and to provide updates on online learning instruction. At the beginning of each semester and throughout the school year the school will continue to share local community resources for COVID-19 related information, as well as drug/alcohol, clothing, food, low- income, medical/ health care clinics, and mental health/ counseling on our parent communication tool ParentSquare. New students will attend an online orientation to get to know staff and gain information about the school. Having a space for new students to be able to ask questions and feel welcomed is an important part of school culture. The mentorship program of high school students mentoring middle school students, will continue virtually. This gives mentors and mentees a space to connect with their peers, as well as be able to check in on and support each other during online learning.

Pupil 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.]

The staff at City Heights Prep uses Parentsquare to directly communicate with parents regarding school information and student engagement. Students and families are also contacted regularly via text, email, and/or phone call. Students with chronic absenteeism and/or low work submission rates are flagged for more frequent check in when necessary. Students maintain an open line of communication with their teachers via Google Classroom, Google Hangouts, and email. Parents of students who are noticeably absent from distance learning are contacted through communication tools such as Parentsquare or via their personal number/email, translation for which is always provided by Parentsquare, Google Translate, and/or staff members to ensure equity amongst all families. All families are provided with calls or text (translated via Google Translate) in the language spoken at home. In addition to English, some of our staff members are able to engage students and their families in Spanish, Kurdish, Somali, and Arabic. This is one of the ways that students who identify as ELL receive proper support and do not fall through the cracks. Furthermore, the students often initiate accountability with each other, meaning that when a student is absent from a Zoom meeting, their peers will often reach out to encourage them to attend.

The AVID classes that are offered serve as the first line of communication when teachers notice a lack of work, excessive absences, etc. Since City Heights Prep has such a small staff, internal communication is effective in checking to see how students are doing in all of their classes and then make a plan to communicate with the parents. The school counselor also conducts meetings each semester with each individual D or F grade to create an academic plan with teachers and students. To enhance this process, attendance truancy letters will continue to be sent to all families whose students are truant, and can be translated into primary language spoken in the home. In addition to the school counselor, the education specialists are a main point of contact when a parent needs to know the progress of their student in the general education classroom.

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.]

The LEA will ensure that all students have access to breakfast and lunch information. City Heights Prep prioritize students' access to meals, as this is viewed as an important factor in increased attention, motivation, and healthy habits. In-person procedures would require that students stay and eat apart from one another to ensure that social distancing procedures are being upheld. In addition, when in-session, if some families were to opt-out of distance learning, they would still have a window of time during which they could pick up both breakfast and lunch meals for their child(ren). The school would have a designated pick-up time during which families could pick up the breakfast and lunch meals.

When the school adheres to full distance learning rather than meeting in-person, it will still ensure that families are aware of their continued access to breakfast and lunch meals for their child(ren). The school will go off what the San Diego Unified School District recommends. They have recommended that families go to one of the already designated meal pick-up areas, as was recommended last school year, so the school will continue to ensure that all families are given the information on the pick-up locations and times, and will continue to send weekly reminders to them.

Regardless, the LEA will ensure that students have access to both breakfast and lunch at all times. It is important that they continue to eat, and have access to consistent meals.

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
100%	222,810

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.]

Over half of the students at City Heights Prep are considered early language learners, and 100% of students are considered low-income, so such demographics are always accounted for first in budgeting, then in planning. This allows the school to effectively implement resources for the students, such as individualized tutoring, peer mentoring, access to an education specialist and school counselor, after school clubs, as well as AVID & AP courses to enhance their study skills and college preparation. By strategically investing in resources for students' academic and emotional success, the school is better able to meet the short and long term needs of its students.

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

The school continues to research and analyze internal data to assess what the needs are and which programs, materials, and resources funds should be allocated towards in order to best support student learning in light of potential needs for acquiring a new language and processing trauma.