

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>.

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.]

The COVID-19 pandemic has tremendously impacted both Matrix for Success Academy, and the community we are part of. As the economy suddenly shut down in mid-March, the first areas we saw impacted were regarding the financial stability and viability of our students’ families. Our community is widely socioeconomically deprived, so there was little to no personal financial safety net to sustain families during the economic shutdown. Our community has a large undocumented population as well, so not all relief and assistance programs were available for our families to access.

As financial struggles took their toll, families then became more impacted by the virus itself. Families moved in with relatives, and corona virus impacted not just one person in a household, but numerous members under the same roof. Students and families reached out to Matrix for help in finding medical care and sanitation & hygiene supplies, in their attempts to stay healthy and safe.

Food insecurity also became an even wider-spread issue during the shutdown. While school age children were eligible for meals from local schools, not all families were able to find adequate food resources for all family members or were unable to attend food distributions during the day.

As families have struggled to meet basic needs, they have also needed help securing internet access and devices to access schoolwork. We have been able to provide Chromebooks for all students, and now have hotspots available for students who do not have internet access.

While the community around Matrix has suffered greatly, Matrix staff has also been impacted by COVID. Many staff members became sole caregivers for family members, and/or became the sole financial breadwinner as others lost jobs/income due to the shutdown. Staff and teachers worked to support our students and community, as they were dealing with some of the same issues at home.

Our school site was also the victim of 2 separate break-ins in the spring of 2020. Doors and windows were broken, our internet and phone lines were ripped out, and supplies were ransacked and stolen. We have incurred unexpected costs for repairs and replacement of equipment and struggled with communication and working while waiting for phone and internet service to be restored.

Stakeholder Engagement

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

Matrix has made a variety of efforts to engage our stakeholders in decision-making during this pandemic. Upon initial closure, we set up a wellness team, comprised of our counseling department, office staff, and assistant site coordinator, who reached out to all students starting early on in the school closure. Contact was made via phone and email and needs of all families were assessed. Through this outreach, we were able to direct our families towards various resources available to them and provide mental health support for our students who were in crisis.

Matrix also set up a dedicated support phone line and email address, so families could reach out with questions, concerns, and needs during school and campus closure. We reached out via social media to engage students and families and share with them the latest resources and news available. Parent Square and Instagram engagement have been vital communication tools as we work to meet the needs of our students and community. We understand the various communication styles and abilities of our community and aim to meet our students and families where they are.

Matrix also set up a COVID Resources web page, linked to our school website. This became a one stop shop for families and community members to access the resources we shared individually, or through other channels. We also partnered with the church we lease our school building from to get out information on community resources to their parish members.

In addition to outreach to families and engaging family and community stakeholders, Matrix and our parent organization, PazLo Education Foundation, set up a staff wellness team, reaching out to our team regularly to gain feedback on a number of issues. Physical and mental health were the priorities, along with helping our staff track down resources for themselves and family members as needed – health care, COVID testing, rental assistance, etc. We also solicited feedback regarding coming back to campus to work, gauging what would make our staff feel safest and most comfortable as we transition to a hybrid work model.

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

Virtual participation was made available for board meetings, both for members of the board and school-based teams, as well as members of the community.

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

Families and students appreciated the outreach from the wellness team. Many requested assistance in securing basic necessities – food, baby supplies, hygiene supplies. Stakeholders were also concerned with their students’ abilities to continue learning during shutdown. Many families requested assistance in getting internet service, as well as securing Chromebooks to use for remote learning. Due to the obstacles many faced when trying to secure low or no-cost internet access, one of the biggest needs we noted was providing internet access, not just the laptop needed to complete coursework.

Staff members provided us with helpful information as we created a rotating schedule for on-campus work expectations, realistic work from home requirements, and gauging the academic needs of our students, as we prepared for and began the shift to online instruction. Staff

members were key in developing our rotating schedule, as well as developing the flexible online class schedule for our students to receive academic support.

Both families' and staff members' needs shaped our instructional model as we adjusted and solidified our plan for online instruction. With Matrix being a non-classroom-based school prior to COVID, the shift was not as drastic as it was at more traditional schools. Where the largest adjustment came was in how our teachers and counselors provided academic and social-emotional support. Students and families had to be supported in the transition to online service-delivery, as so many were used to being able to drop in for help and counseling services and meetings.

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

Matrix took into consideration the needs expressed by our stakeholders. Resource handbooks (digital and hardcopy) were created and distributed, to help our stakeholders discover places and organizations that were and are providing support during COVID. After hours and weekend supports were also implemented, based on needs of our students and their families.

Work from home flexibility and rotating on-campus schedules have also been implemented, to help our staff stay healthy, and meet the new demands of the pandemic.

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.]

When deemed safe and following guidance from county and local school district officials, Matrix plans to open back up for in-person instruction and support. The top priority will be given to our highest need students, including those with IEPs, Section 504 plans, limited English-proficiency, foster or homeless youth, or other concerns that have led to significant learning loss during school closure and online-only learning.

Options include one-on-one instructional support, with a teacher or paraprofessional, depending on student need. All in-person meetings will be physically distanced, with PPE worn and utilized by all employees, students, and visitors to campus. Matrix has invested in facemasks, face shields, sanitizing equipment, plexiglass dividers, as well as health and temperature screening and contact-tracing information for everyone who comes to campus.

Any in-person student support will be scheduled in advance, with no overlap of students or extraneous visitors to campus. Sanitization of shared spaces and equipment will take place between student meetings.

As the possibility of in-person instruction opens to more students, Matrix will continue to follow strict health and safety guidelines. Students will be allowed on-campus by appointment, and visitors will be limited to a certain number per day. All recommended PPE will continue to be used (face masks and shields, plexiglass dividers, etc), any time a student or group is meeting.

Our goal is to continue to meet the diverse needs of our students and the community, while maintaining the health, safety, and peace of mind of all stakeholders.

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

Description	Total Funds	Contributing
COVID19 – Personal Protection Equipment, Air Purification.	\$8K	No

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.]

Matrix will continue to use our proprietary online learning platform, DPNG, throughout the time of online learning, and as we transition back to in-person support and instruction.

In order to further support the use of DPNG, Matrix has invested in additional technology and digital meeting platforms, to ensure our students and families are receiving a high level of support, and we are meeting the needs of all of our students with unique needs.

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.]

At Matrix, all students are issued a Chromebook upon first enrollment. We have had a dedicated 1-to1 Chromebook program since opening in 2018. It has always been part of our vision, as we work to create a universally accessible online learning platform to meet the needs of all students. Once the pandemic forced the physical closure of campus, our wellness team jumped into action, creating a distribution plan for students who needed Chromebooks, while keeping in mind the health and safety of our students and staff. Physically distanced distribution took place soon after closure, with all students in need of a device receiving one.

In addition to distributing Chromebooks, Matrix has invested in securing mobile hotspots for our students and families who have been unable to sign up for internet access during the pandemic. Hotspots are being distributed on an as-needed basis, ensuring our students can log on and continue learning during physical campus closure.

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.]

Prior to closure, Matrix was already using our online learning platform, DPNG, which has built-in student engagement trackers, as well as a system of measuring time-value of work assigned and completed. We have continued to use this platform throughout the school closure. Just as during regular school time, teachers and staff are able to view a student's engagement in real-time, with just a few clicks through DPNG. This has been a tool we've used since our opening in 2018, as Matrix, being an independent study, non-classroom-based school, measures attendance based on work completion and daily engagement with the curriculum.

Teachers and staff members use the engagement tracker to prioritize academic student outreach – if a student has not been logging in and completing assignments as expected, the Success Seminar teacher will make first contact with the student and their family, to see what support is needed. Outreach may be through text, phone call, email, Parent Square message.

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.]

Matrix staff has been provided various resources to support with the transition to 100% distance learning. Fortunately, due to our non-classroom-based status, our teaching team was already proficient in creating and sharing accessible lessons, curriculum, and support for online learners. Resources were invested into helping teachers add additional supports for students in need of more scaffolding – how-to screencast, upload lessons to YouTube, etc. Zoom licenses and training have been provided to all staff members, to facilitate online classes, as well as counseling sessions and IEP meetings.

Our organization has hired an additional IT team member, with experience in the classroom as well, to help support our staff as we navigate online-only learning.

We have also invested resources in trauma-informed response training for our counseling staff, who have in turn shared tips and resources with the rest of our staff. While the transition to online-only instruction and learning has had its bumps, our students and families are in need of even more social-emotional support at this time. Our school has always been a counseling-centered program, and that need has become even more pronounced as our community deals with new traumas from this global pandemic. We will continue to invest in and provide training for our counseling team and guide the rest of our staff in best practices in recognizing and supporting our students during these unprecedented times.

Staff Roles and Responsibilities

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

All staff members at Matrix for Success Academy have had adjustments in their roles and responsibilities. Teachers are expected to provide academic support in a number of ways to our students – online, via phone call, text, email. Our office staff have also been trained in best practices for workplace sanitation, and now have added contact-tracing check-ins as part of the visitor check-in process at the front office. Our SPED team has expanded the ways they provide instructional and academic support to our students with IEPs or Section 504 plans. Our counseling team has adjusted their processes for enrolling new students, as well as the way they are meeting the emotional support needs of our students and families.

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.]

Matrix has always adjusted and personalized the way support is provided to our students with unique needs. In this era of online-learning, we have created a schedule that allows for a member of our SPED and/or counseling team to be present during every online class session, to support our students with IEPs, our English learners, and our students with behavior support needs. Our students who are in foster care or experiencing homelessness have been provided laptops and hotspots, to enable them to access curriculum from anywhere. They are also in regular contact with a member of our counseling team, for check-ins and support with outside issues that may be affecting their academic performance. Our teaching and counseling teams have also set up sessions outside of regular school hours to virtually meet with and provide services for our students who are unable to meet during the school day. Evening and weekend sessions are available for any subject, as well as with counselors and paraprofessionals, to meet the needs of the student.

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

Description	Total Funds	Contributing
Connectivity and Access – T-Mobile Hot Spots procurement. Given the limited connectivity of some of our families and based on surveys conducted by staff, 200 hot spots were purchased for increased access and connectivity to our distance learning program in place.	\$12K	No
COVID19 – Personal Protection Equipment, Air Purification.	\$8K	No

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.]

Matrix for Success is addressing pupil learning loss, as well as identifying strategies to mitigate further learning loss, for the 2019-20 and 2020-21 school years.

For the past spring, during school closure, Matrix teachers set up rotating schedules for office hours, instruction, and tutoring support for students. The wellness team led outreach efforts, to ensure basic needs of students and families were met, so the students were able to concentrate on academics and not fall behind in classes and learning.

For the start of the 2020-21 school year, Matrix has expanded these efforts. In addition to the rotating office hours/online instruction, Matrix has implemented after hours support as well. Teachers, counselors, and paraprofessionals have set up times during the evening and weekends to support students.

Matrix is partnering with our testing coordinator, to implement interim assessments for ELA and Math. With SBAC and ELPAC testing cancelled this past Spring, we are eager to assess our students and develop a program to target specific areas of learning loss or stagnation in our student population. Once our benchmark testing is done this Fall, we will be able to create a targeted support program for teachers and paraprofessionals to provide additional support where it is most needed.

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.]

All Matrix students are eligible to receive additional supports needed to address learning loss. Being a DASS school, nearly all of our students meet one or more criteria that put them into at-risk subgroups. Matrix will use the data gathered from assessments, teacher and counselor feedback, and other sources to make sure the needs of all our students are being met.

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.]

Matrix for Success will measure effectiveness using course grades, as well as by administering follow-up testing in the winter. We hope and plan to see our students recovering from any learning loss, and showing academic growth, similar to that seen during a traditional school year.

Matrix will solicit information regarding learning loss from teachers and support staff as well, to gauge how students are progressing – are our afterhours interventions effective, are the additional scaffolding tools and video supplements helping to mitigate learning loss for our Matrix students?

Matrix will also solicit feedback from students and their families throughout the school year, including their take on how their child’s education is progressing, and what they would like to see implemented to ensure their student is not missing out on learning opportunities during

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

Description	Total Funds	Contributing
<p>After Hours Academic Support and Tutoring</p> <p>Multiple sessions of academic tutoring are being set up to ensure student access to academic program outside of the regular day. This also allows for additional support to English Language learners (EL students) and other vulnerable student groups.</p>	\$10K	Yes
<p>After Hours Additional Academic sessions by existing instructional, counseling staff and Sp. Ed. staff.</p> <p>Additional and targeted sessions of academic support, core subject tutoring, and social emotional check-ins in place to ensure no students falls through the “cracks” during this pandemic period.</p>	\$4K	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.]

Matrix for Success has developed a student wellness and outreach team. The primary purpose of the team during spring closure was to check-in with our students and families, to see if their basic needs were being met. Matrix was able to provide links to resources for food, employment assistance, and more so our students could worry less about having basic needs met and be able to keep up with their academics during the school closure.

Our wellness team met twice-weekly, and shared pertinent information with the rest of our staff regarding students and family situations. This enabled us to react quickly in developing interventions for our students, and plan for delivery of services and support during the Fall, as schools opened to online instruction.

Our parent organization, PazLo Education Foundation, also developed a staff wellness team. They reached out to our team at Matrix, supported with health and assistance resources, and made sure our staff was not overextending themselves and burning out in their quest to provide support to our families.

As we begin this new school year, our mental health and social & emotional well being will be a main focus for our counseling team, with support from our teachers and out-of-classroom teams. Our counseling team has attended the California Student Mental Wellness conference and will be partnering with our sister school to implement strategies across the organization.

Our teachers have participated in counselor- and director-led professional development to deal with secondary trauma, grief and loss support, and self-care. We will continue to seek out opportunities to partner with outside organizations to support our families and staff in their mental health and social & emotional well-being.

In addition to trainings and partnerships, Matrix will be implementing a digital check-in for students through DPNG, to help our team gauge the mental health and wellbeing of our students on a regular basis.

Matrix also has mental health check-ins during weekly staff meetings, individual meetings with administration and organizational leaders, and has worked to create a culture of support and self-care. Staff is encouraged to “tap out” when feeling overwhelmed, in order to avoid burnout and to be able to provide the support our community needs so much right now.

Pupil and Family 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.]

Family outreach and continued student engagement remain top priorities for Matrix for Success Academy. Teachers have weekly check-ins with students, and we have implemented a referral system that enables teachers or other staff members to quickly refer a student or family in crisis to our counseling team.

We will continue to use our digital outreach tools to engage families and solicit feedback, including Parent Square, our support line, and our social media. Parent Square and our support line have the ability to send and receive messages in English and Spanish, and to direct messages to the appropriate team member(s).

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.]

Matrix for Success will provide nutritionally adequate meals for all students, during online distance learning and during in-person instruction. We currently have meal distribution twice weekly, with meals packages available for students to pick up and take home on Tuesdays and Thursdays between 11:50-1:00. If we are able to transition back to in-person instruction, we will continue to provide meals on a daily basis to all eligible students, during regular school hours.

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

Section	Description	Total Funds	Contributing
On-site Behaviorist and Attendance Counselor	Behavior and Attendance counselor to support student productivity, mental health, family outreach, and counseling programs.	\$30K	Y

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
25.83%	\$440,628

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.]

[Provide description here]

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

[Provide description here]