



## 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.]

Redwood Coast Montessori is a TK-12th grade independent charter school authorized by the Arcata School District. RCM is currently in its eighth year as a charter school during which there has been a steady increase in enrollment to our current level of 170 students in all grades through 12th grade. This year, RCM will graduate our first senior class in June 2021.

RCM is composed of two schools, a TK-8th grade campus in Manila and a 7-12th grade campus in Arcata. Both campuses serve a culturally diverse student body including English learners, foster, and homeless youth. RCM provides special education services for 33 students with approximately 40% of the families qualifying for Free and Reduced Lunch.

Redwood Coast Montessori maintains as part of its mission a commitment to a specific vision that emphasizes the needs of the child, the community and the earth. Although each of our vision statements are interwoven together to form the foundation of our core philosophy, our vision for each student is based on the pedagogy of Maria Montessori and Project Based Learning.

On March 16, 2020, Redwood Coast Montessori closed both campuses due to the COVID-19 pandemic. RCM remained closed for rest of the 2019-2020 school year. With the school closure, RCM staff immediately reached out to families in our community to gather information about their needs for technology/digital support, child care support, and concerns about food insecurity. Based on information received from families, RCM staff began identifying online resources families could access during closure, made available Chromebooks for home use, and provided other needed resources. RCM connected families with childcare options and provided meals to all families with children 0-18 yrs. of age. With only a one-week school closure, RCM teachers and support staff reopened the school in a distance learning environment for the remainder of the 2019-20 school year.

With the beginning of the 2020-21 school year, instruction is moving to a live, but virtual, format. RCM remains committed to providing authentic Montessori and Project Based Learning opportunities in a distance-learning environment. The guiding principles of our approach include:

- Daily live interactions with each student
- Adherence to the minimum instructional minutes for each age group
- Support for all students with exceptional needs including English learners special education students, homeless, and foster youth.
- One-on-one check ins every week with each student (there are options for both in-person check ins and virtual check-ins)
- Individualized instruction to meet the needs of each student in grades TK-12th
- Small group instruction to best target lessons to the needs of each student
- Project work woven into all parts of the curriculum
- Support the social/emotional development of each student

## Stakeholder Engagement

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

As a small, tight-knit community, Redwood Coast Montessori prioritizes stakeholder communication and feedback. Prior to school closures during the spring of 2019-20, all RCM families weekly communication through our e-newsletter that provides information about school events,

contact information for all staff, lunch menus, and important announcements. The RCM School Board meets regularly on a monthly basis with all meeting minutes posted one site and on our website along with meeting minutes. RCM conducts an annual LCAP survey and hosts several LCAP stakeholder meetings each winter and spring leading up to presentation of the draft LCAP to the school board at a public meeting.

Immediately following the closure of RCM in March, a family survey was released via direct email to all families. The purpose of the survey was to determine the technology needs of each family, childcare needs, and food insecurity concerns. The results of this survey helped to guide RCM staff through the early days of developing a distance-only learning plan and allowed the school reopen for instruction after only one week of closure. A second parent/guardian survey was distributed approximately 6 weeks later. This survey was designed to help RCM staff develop a better understanding of how we could support parents/guardians during the ongoing shelter-in-place conditions.

As the 2019-20 school year came to a close, families were provided a brief survey to get an initial sense of their interest and willingness to participate in in-person instruction during the 2020-21 school year. Based on these results, approximately 85% of our families were interested in returning to school for in-person instruction. This survey and a follow up one with school staff was important for helping to make preparations for the beginning of school in the fall. In July of 2020, a rough sketch of a reopening plan describing a proposed hybrid-learning plan for the fall was released as part of a survey for families. Based on this survey, the overall interest among families for in-person instruction had declined significantly to 65 percent.

After extensive planning and guidance from CDE, CDPH, CDC, and the Humboldt County Office of Education, RCM released a rough draft for a reopening plan in a hybrid learning environment. The plan included a School Site-Specific Protection Plan (SSPP) for each campus, which addressed health and safety considerations, a draft plan for supporting students with in-person and distance learning, and relevant guidance from local, state, and federal agencies. A public “listening” meeting with all stakeholders followed the release of this draft plan. During this well attended meeting all stakeholders were able to provide feedback and express their thoughts about reopening RCM using a hybrid learning environment model. Stakeholders were also encouraged to submit letters and emails to the school board as they considered the reopening plan for the 2020-21 school year. One week later a second school board meeting was held during which time, stakeholders were once again given the opportunity to provide feedback about a school-reopening plan.

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

Announcements for all public meetings were posted per requirements. These announcements provided the public with information on how to attend the hearing remotely and how to provide comments remotely. The public hearing was streamed live with open access to any members of the public. The meetings were also recorded and made available to all stakeholders. Agendas were posted 72 hours before meetings.

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

Staff (certificated and classified): At the end of the 2019-20 school year, teachers and staff provided extensive input on considerations for developing a reopening plan for the following fall. During three 2-hour meetings, staff provided ideas and concerns regarding health and safety issues, supporting students in variety of hybrid in-person learning environments, both a distance-only learning environment and an in-person, hybrid learning, and distance learning recommendations.

In preparation for developing the draft-reopening plan certificated staff provided in-depth plans for in-person and distance-only learning.

Parents, Community School Board: Following a robust process of hearing from stakeholders and a careful examination of a very complex issue, the RCM Board of Directors voted for RCM to begin the school year in a distance-only learning environment. This decision was made after thoughtful discussion and review of all of the information and feedback they received. As the Board acknowledged, the pandemic is a fluid landscape so the Board will reassess this issue at our November meeting to examine local metrics related to the spread of the virus and to determine if any adjustments need to be made to the distance-only learning environment.

School Administration: Provided extensive research, guidance, and clear guidelines for the School Site-Specific Protection Plan (SSPP) for each campus.

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

Redwood Coast Montessori will document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Parents will receive regular progress reports for their students along with report cards each trimester. Parent conferences will be held in October and February. The district will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A pupil who does not participate daily in either in-person instruction shall be deemed absent by the local educational agency. Students who have experienced learning loss will be identified and supported.

Tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week will be implemented.

Actions in the in this Learning Continuity and attendance plan will consider the academic, cultural, and social-emotional needs of students as support strategies are developed and implemented. These actions will increase or improve services for unduplicated pupils.

# 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 RCM school board voted to reassess the type of instruction environment that will be offered to families at the regularly scheduled board meeting in November. At this time, the board will assess local metrics and will solicit input from all stakeholders regarding the movement towards in-person instruction.

The existing plan for providing in-person instruction that has been discussed is outlined below:

This plan would be for the entire K-12 program for both campuses. The plan will be composed of a two day rotation plan. The two-day rotation will allow for the most regular direct contact with students and is something staff can support during the off-site days. The plan would follow the following schedule:

- Mon/Thur - Pod A\*
- Tues/Fri - Pod B\*
- Wednesday – distance learning support and curriculum planning

\*Pod: For TK-8, each pod is made up of half of the students in the class mixed between age groups. For 9-12, each pod is made from either all students in grades 9 and 10 or all students in grades 11 and 12.

For all pods, there will be an onsite teacher each day along with supporting staff. For families choosing a distance-only learning environment, RCM will document daily participation for each pupil on each school day, in whole or in part. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Parents will receive regular progress reports for their students along with report cards each trimester. Parent conferences will be held in October and February. The district will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

For Health and safety precautions once in-person instructions resumes, the following safety practices will be put into place:

- Face coverings: All students, staff, and visitors to the campus will be required to wear face masks (face shields with drapes are also acceptable) while on campus.

- Hand washing: All classrooms have running water and will have a consistent supply of hand soap. Students will receive training in proper hand washing procedures. In addition signs will be posted at all sinks as a reminder for proper hand washing procedures. Each classroom will develop routines for frequent hand washing and hand sanitizing throughout the day.
- Hand sanitizers: Alcohol based hand sanitizers will be available in multiple locations in all rooms throughout campus.
- Essential Protective Equipment: Gloves will be available and worn by anyone who can reasonably anticipate coming into contact with blood, bodily fluids, bodily tissues, mucous membranes, broken skin, or other potentially infectious material(s).
- All families will receive guidance for conducting daily health screenings at home. Any student that shows signs or symptoms of illness, or possible exposure, will be directed to stay home.
- All RCM staff will receive training about how to watch for signs of illness and protocols to follow if a child is showing signs of illness. Daily temperature screenings with a no-touch thermometer will be conducted on each student prior to entering a classroom.
- All adults stay 6 feet from one another and 6 feet away from children, while students should maintain 6 feet of distance from one another as practicable.
- Anyone entering the school must do a health screen, and any student or staff exhibiting a fever or other symptoms will be immediately sent home. The guidance also provides that if anyone in a student or staff member’s household is sick, they too should stay home.
- If a family travels outside the county, they must wear masks, social distance and not be in groups larger than 10. If they don’t, they will be asked to keep their child out of school for 14 days after returning.

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

Description	Total Funds	Contributing
Supplies/Materials: School sites are provided with supplies and materials that support in-person and distance learning.	12,825	Yes
School libraries are open during school hours and are supported with staff, books, periodicals, and technology. Library materials are available for checkout to students in distance and in-person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time.	8,000	No

Description	Total Funds	Contributing
RCM students in grades K-8 have the opportunity to participate in an after-school enrichment program.	8,120	No
Art, Music, Physical Education, music, and PE instruction is supported with staff, supplies, and materials.	35,356	No
Additional Teaching Staff to Support Smaller Class Sizes for Social Distancing.	29,667	Yes
Clean Safe Learning Environment, Cleaning Supplies, Personnel, PPE	15,742	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.]

While providing distance-only instruction and when the school returns to in-person instruction, RCM will provide a rigorous, distance learning program for all students attending school through distance learning will have access to an instructional program that is of substantially similar quality to the RCM's in-person instructional program.

While providing distance learning, RCM staff will include interacting with students and parents/guardians through the use of a computer and communications technology, as well as delivering instruction and a check-in time with the teacher. Distance learning will include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, or other instruction that relies on computer or communications technology. Particularly with younger students, instruction will also include the use of print materials incorporating assignments that are the subject of written and/or oral feedback.

### CONTINUITY OF INSTRUCTION

All distance learning students will:

- be engaged in a full day of instruction Monday through Friday with attendance taken each day.
- receive live daily instruction from the supervising teacher, prerecorded lessons from the teacher and/or online resources, and allotted time for independent work.
- receive standards-aligned instruction that follows the RCM pacing calendars for each grade level and subject area
- be required to complete/submit assignments, and work will be graded.
- participate in state and local assessments

For students in a distance learning environment, parents will receive regular progress reports for their students along with report cards each trimester. Parent conferences will be held in October and February.

## CURRICULUM AND INSTRUCTIONAL RESOURCES

Students in the distance learning program will be provided with full access to core and supplemental instructional materials that are equal to what students receive in the in-person setting. This includes textbooks, periodicals, electronic access to library books, supplies and materials, and subscriptions to digital content. Students in the distance learning program will follow the same instructional pacing and use the same state and local assessments as students attending school in-person. Instructional materials will be distributed to all students including.

In addition to the materials, an extensive suite of supplemental online materials are available to students. These include, but are not limited to:

Kahn Academy (math & science), Learning A-Z, RAZKids, NY Times, CPM math, Newsela.

Students will be provided with necessary supplies and materials to conduct schoolwork from home. These items may include, but are not limited to, pencils, paper, crayons, markers, computers, etc.

## 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.]

### ENSURING ACCESS TO DEVICES

All students in the distance-learning program who are in need of a computer were provided a chromebook for use at home. Distance learning students who do not have Internet access at home were provided with a Wi-Fi hotspot. Students with additional device needs such as microphones and webcams were provided one for home use.

### PROCESS TO ASCERTAIN THE NEEDS OF STUDENTS/FAMILIES WITH UNIQUE CIRCUMSTANCES

All families were surveyed through a school-wide survey regarding their access to a reliable Internet connected device and their needs for Internet service in their home. In addition all classroom teachers individually surveyed all families in their classroom about the need for a



computer or Wi-Fi hotspot. The school's foster and homeless liaison contacted all families experiencing homelessness or with foster children to determine their individual needs. For those families not able to pick up resources, RCM staff delivered needed devices to the family's home.

#### PROVIDING SUPPORT AND TECHNICAL SUPPORT

All families are provided with direct email access to RCM's technical support staff. Teachers are also encouraged to submit help tickets on behalf of students and families.

An instructional coach who specializes in the integration of technology into the instructional program is available to provide teachers with training and professional development in using the electronic materials, and in using these materials effectively to increase student achievement.

### **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.]

Teachers will meet with students daily, Monday – Friday, providing multiple lessons in a day, to mirror the in-person grade level instructional day.

Students in distance learning will participate in the same assessments as students would if attending school in-person. RCM utilizes a robust system of formative and summative assessments to measure students' performance and progress and to identify students requiring interventions (which includes students who have experienced learning loss due to school closures). These assessments include benchmark assessments, performance tasks, and diagnostic assessments. Students in distance learning will participate in the state testing (CAASPP) in May 2021.

RCM teachers will document daily participation for each pupil on each school day, in whole or in part. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

RCM will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A pupil who does not participate daily in either in-person instruction shall be deemed absent by the local educational agency.

Tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week will be implemented.

Students' individual assignments will be graded and parents will have access to students grades at the individual assignment level through RCM's Schoolwise parent portal. All parents of students in distance learning will be provided two parent conferences (in-person or remotely) during the school year.

## 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.]

Extensive and robust professional development training that addresses the unique challenges of distance learning is available to all teaching staff through the Humboldt County Office of Education. For the 2020-2021 school year, all RCM teaching staff were provided with three professional development days prior to the beginning of school that support changes in staff roles and responsibilities because of COVID-19, the implementation of distance learning during the school closure and for students whose families have chosen this learning model after RCM returns to in-person instruction.

Grade level teaching staff will meet every two weeks to provide peer support and guidance, to compare strategies for distance learning, and to share resources. In addition, bi-weekly whole school staff meetings will be conducted.

These bi-weekly meetings may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics), or school administration. Professional development will be delivered through in-class coaching where social distancing procedures can be followed, and through the use of technology (e.g. Zoom) where they cannot.

## Staff Roles and Responsibilities

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

### CERTIFICATED STAFF

During distance-only learning, teaching staff may choose to work either from home or school for the purposes of conducting daily lessons. Teachers will adhere to start and end times for their assigned grade levels and to the adopted school calendar for instructional days and professional development days.

Teachers and other necessary staff will attend school meetings and participate in adjunct activities. This includes staff meetings, weekly collaboration meetings, PD sessions, IEP and 504 meetings, Parent Conferences, at-risk conferences, and a virtual Back-to-School Night. These activities may take place remotely or in-person with social distancing.

Teachers will meet with students daily, Monday – Friday, providing multiple lessons in a day, to mirror the in-person grade level instructional day.

Once RCM returns to in-person instruction, teachers implementing Distance Learning for students whose families have chosen that instructional model will follow the same instructional pacing and use the same local assessments as in-person teachers and students. Distance Learning Teachers will complete the same Report to Parents document as in-person teachers. Distance Learning Teachers will complete the same Report to Parents document as in-person teachers.

## CLASSIFIED STAFF

Classified staff will perform their normal duties as outlined in their job description and hiring contract. Some minor adjustments may be made to classified responsibilities due to the unique demands of the global pandemic.

## 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.]

### HOMELESS STUDENTS AND FOSTER YOUTH

**Enrollment and Attendance:** The Director of the Manila Community Resource Center is the RCM's homeless and foster coordinator/liaison. The director oversees the identification, registration, placement, and transportation of homeless and foster students. The director provides monitoring and technical assistance to RCM staff and families to ensure that homeless and foster students are attending school each day, have transportation to school, and receive any other material supports (including materials and support related to distance learning) that may be needed. The director monitors attendance of homeless and foster students and participation in distance learning. The resource center director provides direct support to homeless students and families including referrals and assistance in connecting with outside agencies.

### ENGLISH LEARNERS

Integrated English language development consists of additional supports that English learners receive as they work on their core instructional programs in language arts, mathematics, science, and social studies. EL students receive extra support across the entire school day as they participate in the core instructional programs.

Some supports that EL students may receive include

- previewing or pre-teaching of lessons to build background knowledge for the topic
- extra time with the teacher in small groups (distance or in-person)
- lessons/support that help students make connections to information they already know
- hands on activities and discussions (with language supports as needed)
- charts and graphic organizers designed with EL support in mind

### STUDENTS WITH EXCEPTIONAL NEEDS

Students with exceptional needs, including students with disabilities will receive supports as designated in their IEP or 504 plans. Special education teachers will work collaboratively with core content teachers and related service providers via a virtual platform to accommodate and/or adapt lessons to meet the needs of each student's Individualized Educational Program (IEP) in a traditional, hybrid, or distance learning environment, and ensure that lessons, activities, and safety and preventative measures are appropriate as documented in the student's IEP or 504 plan.

Virtual IEP Meetings: Special Education teachers shall meet virtually to the greatest extent possible and utilize digital options to collaborate on a student’s IEP in the COVID-19 environment.

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

Description	Total Funds	Contributing
Technology: Students in all grades have access to Internet connected computer. Provide Wi-Fi hotspot for all families that have weak or no Internet access.	24,000	Yes
Digital/Online Instructional Materials: Redwood Coast Montessori will provide students (in-person and distance learning) with access to digital/online instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology. Digital subscriptions and content including, but not limited to: Kahn Academy (math & science), Learning A-Z, RAZKids, NY Times, CPM math.	1,520	Yes
Teacher Professional Development: Teachers are supported with leadership, training, and professional development.	3,281	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.]

RCM will address pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school years by using a variety of assessment tools along with input from teachers (in-person and distance learning) to identify students who have experienced learning loss from the school closures. RCM will use:

- local assessments (ELA and mathematics by grade level) and established local “academically at-risk” criteria to identify “at-risk students”.

- summative ELPAC results and locally created EL checklists to identify English Learners needing extra language support.

Identified students will participate in a variety of in-person and/or online programs, depending on the status of school opening and family's choice to participate in distance or in-person learning, that are designed to accelerate learning and mitigate learning loss.

Teachers will receive ongoing professional development for the instructional programs including specific training on how to analyze student responses and progress for the purpose of intervening with targeted instruction as needed.

In addition to targeted support from the classroom teacher described above, identified at-risk students will be provided with opportunities for after school support groups. Support groups will meet at least 2x per week with the assigned staff member, and will receive instruction in the subject(s) of need.

## **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.]

RCM will use the following actions/strategies to address learning loss and accelerated learning progress for pupils.

Within the first two weeks of the start of school, students who have experienced learning loss will be identified and prioritized. These students will be assigned to support personnel (certificated teachers). In September, support personnel will work with students, classroom teachers, and parents to identify specific skills, concepts, and areas of focus for interventions. Interventions will begin and students' progress will be monitored. Monitoring will include weekly progress checks for assigned programs and response, analysis and response of all local assessments.

Interventions and progress monitoring will continue October through June. New students may be identified and added to the interventions, and students making significant progress may be released. Support group staff, will meet regularly to discuss progress, identify additional instructional needs, and plan for instruction, intervention, and family communication.

These strategies will differ for pupils who are English learners, low income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness in the following ways:

- In addition to all monitoring listed above, the Resource Center Director will ensure that classroom teachers are aware of significant subgroups (by student) on their roster.
- The Resource Director will coordinate additional services as needed to support EL students and students with exceptional needs.

## 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.]

RCM will measure effectiveness of services provided to address learning loss in the following ways:

- Engagement will be measured by student completion of assigned programs, assessments, or assignments.
- Engagement will be measured by school attendance/assignment completion and attendance to scheduled support group sessions.
- Accelerated learning will be measured by noting skills/concepts mastery within assigned curriculum.
- Accelerated learning will be measured through analysis of local assessments.

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

Description	Total Funds	Contributing
Purchase of on-line assessments K-12 to measure pupil learning loss and progress.	500	No

## 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.]

RCM will continue to utilize teacher and parent referrals for specific or individual needs while maintaining a sharp awareness of all students. Students who were previously receiving services will continue with those opportunities with an awareness of significant stressors due to changes in the learning environment.

Group and individual sessions will occur weekly with behaviorist or psychologist, using video-based tools, phone conversations, and in person meetings as allowed.

Each high school student has been paired with an adult advisor to help address any ongoing emotional trauma and to develop a plan to navigate the coming year and the remainder of their high school experience.

Adolescent students have been paired up to provide peer support as needed and through organized staff facilitated meetings.

Each school site has a student support specialist. The primary purpose these individuals is to provide students and their families with support to address trauma and other impacts of COVID-19 on the school community. This includes behavior and attendance support. This support staff works directly with students and families who have experienced trauma and other impacts of COVID-19 that may effect their attendance,

participation (in the case of distance learning) and/or behavior. The support specialists function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth. RCM's resource center director works with homeless students, foster youth, and students experiencing trauma and other impacts of COVID-19 on the school community. The director provides resources to families experiencing trauma and other impacts of COVID-19 on the school community, especially those that lead to homelessness or inadequate housing. The director also provides direct support and coordinates resources from within the community.

## 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.]

Student attendance and participation in distance learning activities will be monitored daily. This includes:

- Participation in online activities and lessons
- Completion/engagement with activities and assignments
- Completion/engagement with assessments (tests, quizzes etc.)
- Student and/or parent contact with the teacher, principal, learning director, or other staff

Teachers will make contact with students and parents of students who are not participating/engaging in distance learning activities. The teacher will provide the family with encouragement and assistance to help them engage with the distance-learning program. This includes:

- Providing encouragement for the parent and/or student
- Identifying barriers that may be preventing the student from attending/participating
- Reviewing/explaining assignments and lessons to be completed to receive credit for attendance
- Providing assistance to the student/parent as to how/where assignments will be posted and how students can be submitted
- Establishing a system of weekly communication with the parent/student to keep the student engaged
- Troubleshooting hardware/software issues or connecting family with school tech. support

# 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.]

While RCM is engaged in distance only learning, lunch will be provided every school day M-F. Meals will be provided as grab and go lunches which families can pick up at either campus. Families are able to take multiple meals worth at a time to alleviate the need for daily trips to campus.

A parent/guardian or student will record their name and the number of lunches taken each day. RCM kitchen staff will monitor the distribution of lunches.

RCM's Homeless and Foster Student Liaison will monitor the distribution of meals, and will conduct outreach to families ensuring that barriers such as lack of transportation etc. are not preventing them from picking up meals. Meals may be delivered to students experiencing homelessness.

Once school reopens, the system above will remain in place for students who have opted to continue distance learning. For students attending school in-person, meals will be served in the classrooms to provide for social distancing.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Coordination of Student Support Services Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. Learning Directors Director of School, Manila Site Supervisor, Resource Center Director; Resource Teacher Supplies/Materials (for School Climate Child Welfare and Attendance)	26,199	Yes



Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>School Support Staff            Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety.</p> <p>2 Administration            1 Resource specialist            2 Student Specialists (AFCTR &amp; HSU Intern)</p>	26,199	Yes
Pupil Engagement and Outreach	<p>Technological Systems for Parent Communication The district will maintain the technology and in-person systems for parent communication. Parents, students, and community members will have communication resources that provide access to information, promote safety, and facilitate communication with schools and the district.</p> <p>Digital Subscription for Enhanced Parent/School/ Teacher Communication            Parent Education Center Supplies</p>	13,660	Yes
School Nutrition	Provide All Students with Lunch	48,241	No

## 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
8.14%	105,436

## 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.]

There is a wide range of actions that are contributing to the increased/improved services that are being implemented throughout the school. In order to access a broad, standards aligned instructional program in a way that is equitable, from low-income families may lack the resources to effectively access the curriculum, allow for interest in academics, and engagement in school, including with their peers and teachers. The COVID-19 pandemic has exacerbated this lack of resources for unduplicated pupils posing an even greater barrier to participation and engagement in school.

Providing students from low-income families with the necessary resources and support helps to ensure that they are able to access the full educational program.

The actions are based on these considerations; and are intended to meet the needs of the students in response to the COVID-19 pandemic. Upon return to school the design, methods, and distribution of these services will be provided to unduplicated pupils in ways that allow for social distancing until the pandemic subsides.

All families are provided with supplies and materials that support the programs and services offered by the school. RCM considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19.

The resources provided include, but are limited to: binders, writing and art paper, pencils, markers, rulers, erasers, art materials, scissors, pencil sharpeners, compass, protractor, books, and other necessary materials.

School libraries are open during school hours and are supported with staff, books, and technology. Library materials are available for checkout to students in distance and in-person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students.

All families that need a chromebook or hotspot to ensure connectivity and engagement are provided with the necessary resources and technical support to allow students to access the curriculum and stay engaged with their peers and classroom teachers. RCM considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 in providing these resources. RCM purchased and distributed chromebooks to any student in need. Targeted outreach is occurring through individual classroom teachers, the resource

center director, and the school administration with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Art, music, and PE instruction is supported with staff, supplies, and materials.

RCM considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 in determining the individual needs of each student/family.

In addition to targeted support from the classroom teachers, identified at-risk students will be provided with opportunities for after school support groups. Support groups will meet at least 2x per week with the assigned staff member, and will receive instruction in the subject(s) of need.

RCM is putting additional supports in place based on the unique needs of all the parents/guardians and families of the school's unduplicated student population. These include providing easy access to coursework and classroom meetings through the school webpage, providing school email accounts to all students from TK-12th grade, regular, and targeted outreach for 1:1 support for families to provide access to information, promote safety, and facilitate communication with the school.

RCM will continue to provide high quality, nutritionally balanced meals to all families with particular emphasis on supporting unduplicated students and families.

Weekly teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes. This includes English learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Focus areas for the year are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

The LEA wide services provided in the Learning Continuity and Attendance Plan are principally directed toward unduplicated pupils. RCM considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 in developing and funding these actions. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning bought on by the COVID- 19 pandemic that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the Learning Continuity and Attendance Plan, unduplicated pupils have greater needs for these services, and therefore, will receive them at a proportion that is greater than what all students receive. Taken together, the school wide services discussed above, along with the actions and services provide a proportional increase or improvement in services for unduplicated pupils.

