

# Learning Continuity and Attendance Plan (2020–21)

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

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## General Information

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

The Eel River Charter School is located in a small, very remote valley in the northeastern mountains of Mendocino County and serves approximately 69 students. In 2019-20, approximately 26% were Native American, 57% were Hispanic, and 17% are white. The local economy is depressed, with few opportunities for employment other than ranching and small-scale agriculture. Approximately 96% of our students qualify for the free lunch program. Round Valley is home to the largest and oldest Native American Reservation in California. A very small percentage of valley residents have attended or graduated from college.

### Mission

ERCS' mission is summed up in our mission statement: *Working with families in community through holistic teaching to develop educated, responsible, compassionate people.* The Eel River Charter School's mission is to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. In addition, the mission is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. To that end, families are encouraged to contribute 2 hours per week per child to the school, and to attend monthly school events.

The average of the classes yields a 23:1 student-teacher ratio. By including 3 full-time aides, the ratio of students to instructional personnel becomes 11:1. The school operates without a principal, and administrative staff is kept to a minimum in order to direct as much funding as possible into the classrooms. The school is governed by a Board composed of parents and community members.

Round Valley is very isolated, and Wi-Fi connectivity is not reliable. Many families cannot afford to pay for internet, and those who can experience time delays and unreliability.

We believe that due to the COVID-19 pandemic, children have suffered from learning loss, a lack of academic routine, and social-emotional trauma. Students have experienced isolation and boredom, and the constant stress of anxiety. Parents have been burdened by the job of helping their children with academics last spring. They are busy with jobs, siblings, and many do not speak English. Most parents do not express confidence in their ability to work academically with their children. To address these concerns teachers will reteach material that was taught during when school campuses were initially closed, daily and weekly schedules will be structured to resemble school norms (with

additional supports for parents to execute schedules), and an additional emphasis social-emotional teaching. ERCS hopes to increase parent-teacher communication on a regular basis to alleviate the feelings of isolation and confusion parents experience when acting as the home teacher. In addition, there will be regular meetings with students and parents to help academically and foster healing relationships during the pandemic crisis.

## Stakeholder Engagement

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

Extensive measures were taken to solicit input and feedback from all stakeholder groups. Teachers and staff discussed plans for re-opening throughout the spring and summer. Teachers and staff members were asked to finalize input at a staff meeting held in August. A public meeting was held on August 12<sup>th</sup> to solicit input from our school board and any other parents. Student families were communicated with (through calls and text messages) in their fluent language (English or Spanish). Translation services, by our bilingual staff, were offered in all communications and meetings. No meetings were held ‘in-person’ due to current Shelter in Place orders by our local health officials. If any stakeholder was unable to access the distance options, accommodations would have been made to allow them to come into the school (socially distanced, with masks, less than 10 people at a time) per local Shelter in Place orders.

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

Remote participation was the preferred option for all stakeholder meetings. Remote options were through using a Zoom meeting room or calling into the meeting via any telephone connection. Stakeholders that were in need were offered the opportunity to use school technology and internet connection in order to attend the Zoom meetings. If stakeholders were unable to make technology work, even with those accommodations, they were connected to the meeting via a telephone connection. All ERCS Board meetings were held via WhatsApp or Zoom application for social distancing starting with the April Board meeting. Agendas are posted publicly and on ERCS Facebook page. A call-in number and email address for comments is listed with each Facebook notice.

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

Teacher and Staff Feedback – Teachers want to assign both paper and pencil and online assignments, especially since the new internet connections about to be installed may be delayed or unsuccessful for all families.

Teachers expressed the need for one continuous curriculum school wide, in ELA and math, to reduce confusion for families logging in at home, and to continue learning on the same platform if students are present at school.

Teachers and staff wanted students to be loaned Chromebook for their homes when the school is on distance learning. This would “level the playing field” for families who lack computers.

Teachers need training on the new curriculum, on using Zoom, and using the online communication center (Class Dojo) that will be used school wide. They also recommended giving training to aides and to parents in accessing online educational tools.

Staff would like to pay teachers and aides for their participation in these Professional Development activities.

Staff wants teachers to meet and plan before school begins, in a series of meetings about scheduling, presenting information in online class meetings, and determining protocols for the submission of student work that is not online.

Student feedback- In general, all students asked about school responded that they would like to be able to return to school

Parent feedback – Parents would like simple distance learning system that they and their children can access and understand. Parents would also like the students to come back to school as soon as that can safely be accomplished with safety precautions in place. Some parents suggested that their children would remain on distance learning until the COVID19 pandemic has ended and everything is 'back to normal' with no social distancing requirements.

MCOE feedback- Schools must follow county guidelines and the 4 step re-opening plan.

CDE feedback- Schools must practice daily hygiene especially if schools are open. Masks are required and social distancing must be implemented. Limits have been placed on the size of groups that can work together. Daily temperature checks must be taken. Any student or staff member with a high temperature or who becomes ill during the day will go home and the classmates and staff members in that room will also go home until deep cleaning has taken place. If any students or staff members test positive for COVID19 then the entire class will go home for 14-day quarantine period.

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

Staff: Order PPE and cleaning supplies, temperature scanners, and facilitate improving internet connectivity in student homes, monitor latest regulations, budget and spend the ESSERF, CARES ACT, GEER, LLMF, and GF funds and complete reports as necessary

ERCS Board: Support purchases needed for distance or hybrid learning technology, thermometers, PPE, curricula, professional development and extra training for teachers and aides, support hiring of temporary extra custodial or deep cleaning measures as needed

Teachers: Select seamless, school wide curriculum, learn to use communication platform, learn to make flash drive lessons, train aides and families how to use the distance learning communication platform and curriculum, prepare and submit attendance sheets weekly for school office.

CDE: Share information regarding attendance and instructional minutes requirements, waiver of PE minutes requirement, changes in ELPAC testing, PPE and social distancing requirements. Providing or distribute federal funding for learning loss mitigation, PPE, internet connectivity and tech devices, professional development, student meals, and socio emotional needs of students.

# 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 Mendocino Office of Education has provided a 4-step phased reopening for schools. Stage 1-Distance Learning, Stage 2, Hybrid Learning with some campus time and some distance learning, social distancing and safety protocols (full distance learning still available), Stage 3-schools reopen with safety protocols, face coverings, social distancing, facility disinfecting (full distance learning still available), and Stage 4-return to traditional instruction, no additional safety protocols in place. ERCS will only phase from distance learning to a hybrid or in-person model when our local public health officer has deemed it safe and when the District moves to a new stage.

Whenever students and staff will be on campus, additional safety protocols will be in effect. These safety protocols will be implemented school-wide and in individual classrooms when appropriate/necessary. Protocols for school-wide implementation include: designated arrival and dismissal spots for each classroom, a health survey and temperature check upon arrival to school, additional sanitation and cleaning of classrooms/common-areas/common surfaces on a daily basis by staff, hand sanitization stations throughout campus, availability of hand sanitizer and soap/water for students and staff, appropriate personal protective equipment for staff (masks, face shields, gloves, etc.), a minimum radial distance of 3.5 feet in between students and a radial distance 6 feet between students and staff, minimal movement throughout the school (as to minimize the possibility for viral spread from one class to another), restricted access to campus for non-essential adults/family-members, modified on-campus eating, structured dismissal routine, designation of isolation space for students exhibiting COVID-19 symptoms, and other safety precautions as mandated. Protocols for classroom-level implementation include: frequent lessons and practice time for increased and effective hygiene of students and staff, individual student materials in classrooms, minimized close-interaction between students/students and student/staff groups, whole group/individual conference model for instruction/intervention, and classroom routines that minimize viral spread. Teaching will take place in the safest manner possible-outside or with open windows when practical and weather permitting.

Eel River Charter School is also committed to upholding high academic standards and addressing many the academic needs of our student population. ERCS has a plan to document and address learning loss and academic progress. To calculate learning loss teachers will use two benchmark assessment systems (Renaissance Learning and McGraw Hill ELA and math) to document the beginning of year levels of mathematical and reading proficiency for each student during the second and third weeks of instruction. Teachers will spend time covering the standards that may have been missed during the school closure March 16, 2020 through June 5 2020. For the entirety of the school year, teachers and aides will offer a weekly minimum of 60 minutes of individualized attention for each student, to complete current tasks as well as cover any past concepts that students have not yet mastered. There will also be additional opportunities for small group (four student maximum) instruction with teachers and aides. For families seeking additional assistance, ERCS will refer to local tutoring services offered by the local community.

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

Description	Total Funds	Contributing
Hands-free soap, paper towel, hand sanitizer dispensers and hand wash stations throughout campus to promote and facilitate increased hygiene and safety	\$5000	N
Modified job descriptions of staff to include classroom sanitization and cleaning	0	N
Additional position/hours for temporary janitorial services at school as needed	\$11180	N
Purchase of temperature scanner for front entrance	\$2349	N
Electrostatic sprayer and supplies for cleaning-budgeted	\$7488	N

## 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.]

Eel River Charter School will maintain a continuity of curriculum, regardless of the method of instruction. ERCS has recently adopted curricula (California Wonders for English Language Arts and MyMath/Glencoe Math for Mathematics) that have seamless paper-pencil and computer-based learning platforms for students. While in a Distance Learning stage, students will have the option to work in paper-pencil workbooks or in an online workspace to complete lesson practice and homework. When local conditions allow in-person instruction, students will be working in the same curriculum (workbooks and online workspaces) to complete learning in the classroom. In addition to curriculum provided workspaces, students and families will also be taught to use other online platforms (Class Dojo, Google Classroom, Zoom, etc.) when appropriate. Teachers and Aides will be trained on the use of learning platforms.

### 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.]

Eel River Charter School will attempt to ensure that all families and students have access to devices and connectivity in the 20-21 school year. ERCS recognizes that access to devices and connectivity were both areas that needed growth when faced with the 19-20 school campus closure. ERCS is committed to ensuring that appropriate, varied supports will be given to families, students, and staff when navigating this new venue of learning and instruction in the digital space.

During the 19-20 school closure, ERCS surveyed families and identified the need for devices and connectivity. Due to the limitations of geographical location and school budget, we were unable to provide these supports for families. Because of this, all families were given paper packets of work to be completed during the school closure. Teachers reached out to families, offering support to students; there was a significant portion of students and families that did not engage (completely or partially) with ERCS during this time. To improve this shortcoming, ERCS will loan each student a Chromebook according to a signed contract to ensure that Chromebooks are cared for and used for educational purposes only. ERCS understands that access to devices is only one part of the complex puzzle that is distance learning. ERCS is currently working with RVUSD and local internet service provider (Your Town Online) to enhance service accessibility to our families. ERCS will do everything in its capability to provide internet access in the homes of students, where viable, and give opportunities for connection (local public library, community hotspots, school WIFI option, etc.) if in-home connections are not a possibility. It cannot be stressed enough that ERCS is indeed a unique situation when it comes to internet connectivity, as the surrounding town has been in need of infrastructural improvements for years (when speaking of internet connectivity). Local efforts have been made, especially in recent months, to find solutions for these great needs in the community.

In addition to providing devices and connectivity, ERCS teachers and aides will schedule multiple appointments with families to teach guardians and students how to log into the necessary online platforms in the beginning weeks of the school year. As distance learning continues, ERCS staff will be offering as much technological support as possible to allow students and families a consistent distance learning experience.

## **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.]

Eel River Charter School will track and monitor students' progress through live contacts and synchronous instructional minutes. ERCS will assign instructional minutes to assignments to meet the required instructional minutes for the 20-21 school year.

When following a Distance Learning Model, ERCS will provide varied opportunities for students to access learning opportunities. Teachers will provide instructional lessons (teacher created videos, online lessons embedded into online learning platforms, links to vetted resources, etc.) online for students to access. In the extreme event that students are not able to access these lessons, arrangements will be made for students to receive lessons taught via a telephone call (in a conference setting with other students unable to access online materials) at a regularly scheduled time.

Daily and weekly schedules for student learning will follow the 20-21 instructional minute guidelines (180 minutes for kindergarten, 230 for grades 1 to 3 and 240 for grades 4 to 12). Instructional minute value for lessons and assignments will be set by the teacher of each classroom. Instructional minutes will include time that teachers and aides interact with students.

Synchronous and asynchronous instruction methods that will be utilized this year include: instructional videos, class meetings/lessons via zoom, and class meetings/lessons via conference-style phone calls. These methods will be what we consider our 'daily, live' interactions – including opportunities to connect students with teachers/aides and with their classroom peers. Small group, socially distanced face to face meetings may occur as allowed by health guidelines.



## 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.]

Eel River Charter School will provide professional development, technological support, and resources to staff to support the distance learning program. ERCS will pay staff for their time while taking professional development courses and planning distance learning instruction. ERCS will provide technological support and professional development opportunities for staff that need to gain an understanding of the currently in use technologies and learning platforms. Staff will be trained in the following topics (when appropriate): school-home communication system, adopted curriculum online learning platforms, basic trouble shooting for chrome book devices, data tracking for online learning documentation, and lists of professional resources for further learning and support.

ERCS will continually survey staff and families to identify strengths and areas in need of improvements when delivering distance learning. When areas of need are identified, ERCS staff will collaborate to improve the distance learning platform, given many local challenges such as connectivity and language barriers.

## Staff Roles and Responsibilities

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

Teachers and aides will spend the first days/weeks of school training parents to treat online school as an appointment, making sure children are rested, and fed and on time for school. Parents should be encouraged to create a quiet work space with school materials at hand including paper and pencil. Teachers and aides will train parents how to access sites such as the communication platform, and how to use its features for frequent communication, which is necessary for the success of distance learning. As the school is following a distance learning model, staff roles and responsibilities will differ from their norm. Teachers, when not teaching students in a physical space, will give lessons and make interactions in an online space. Aides, when unable to work with small groups and individuals in a physical space, will do so via digital and telecommunication. Teachers will make a concerted effort to teach social emotional topics as well as practice trauma/stress coping strategies with their students. Aides will spend time supporting students' academic progress in a one-on-one setting, weekly, to address learning loss and support understanding of current learning standards. Staff will make a point to check in with families to assess their social-emotional and academic wellbeing and make referrals to local mental health and tutoring services when necessary.

Whether in a physical school building or in a home-office setting, staff will spend their contracted hours completing work for the school and in alignment with students' academic and social-emotional success and safety.

## 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.]

Eel River Charter School is committed to providing additional supports to students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. The 19-20 data show 46% EL students and 15% students with IEPs. A couple of families were staying with relatives or friends at different times during the year due to the lack of affordable housing in our rural community, but it did not impact school attendance. Additional supports may include some or all of the following: translation services, free breakfast and lunch, free supplies for learning (crayons, pencils, chrome books, internet connectivity, etc.), additional time with/supports from teachers and instructional aides, dyslexia tutoring programs, online counseling for students experiencing severe emotional needs, normalized social-emotional learning for whole classrooms, motivational/cultural speakers and activities to support engagement and positive connections with schooling, abundant technology for use by students to aide with accommodations. Any supports that students would regularly receive in an in-person setting will be changed into a digital format as reasonably as possible. The newly purchased curriculum has excellent, specific lesson activities dedicated to teaching EL students in ELA. These lessons are ready to use for all grades K-6 and all teachers and aides.

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

Description	Total Funds	Contributing
Cost for internet connectivity	\$55560	Y
Professional development for teachers and aides-budgeted	\$3680	Y
Increased telecommunication (phone line) capability for teachers and aides to reach students as needed	TBD	Y
Extra training days for teachers and aides to learn the distance learning platform/professional development	\$12703	Y
Parent training how to set up for home school, access online sites, submit assignments	0	Y
Supplies-flash drives, Chromebook cases	\$1000	Y
New McGraw-Hill ELA and Math curriculum-5 years- purchased 19-20 for distance learning, hybrid learning or traditional classroom learning transition	\$26994	Y

**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.]



Eel River Charter School is committed to upholding high academic standards and addressing the academic needs of our student population. It is expected that all teachers will begin the year by reviewing standards. Assessment of ELL students will follow State protocols for distance learning. ERCS has a plan to document and address learning loss and academic progress. To calculate learning loss, teachers will use benchmark assessment systems (Renaissance Learning and McGraw Hill) to document the beginning of year levels of mathematics and English language arts proficiency for each student during. It is planned that these assessments will happen four more times throughout the year, coinciding with the ending of each grading quarter to document educational progress. Teachers will be given time to review data gathered and make changes to their instruction based on the results. Monthly, teachers will submit to the Board a log of student attendance and teacher/aide contacts with students and families. This is to keep track of outreach to families, and to focus attention on re-engaging families who are not participating.

In addition to site-wide tests, teachers will also assess student learning of currently instructed academic standards by utilizing the unit assessments in the newly adopted curriculum.

## **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.]

Learning loss mitigation took place during the summer where on-line tutoring and one on one teacher reading practice over the phone was offered to students, many EL or targeted Title I. Instruction was given to parents to teach techniques and encourage oversight of independent student assignments. At the start of the school year, all families will receive training on how to set up for the distance learning with a quiet, organized work space. Families will be given training in how to use the school wide communication system so that parent-teacher communication will be frequent. Families with multiple children will be able to see assignments for each child on the same site. They will receive messages in the language of their choice. Schedules will be posted, since this will be of great importance for each student's class meeting time. For the entirety of the school year, teachers and aides plan to provide opportunity for a weekly minimum of 60 minutes of individualized attention for each student, to complete current tasks as well as cover any past concepts that students have not yet mastered. There may also be additional opportunities for small group (four student maximum) instruction with teachers and aides. For families seeking additional assistance, ERCS will refer to local tutoring services offered by the local community. Extra tutoring may be available to students whose families choose distance learning for the entire school year.

Specific strategies will be used for particular populations of students. Some examples are as follows:

English Learners – translation services, ELD supports in lessons, required ELD assessment, and ongoing research to find other effective supports

Low Income – supplies/devices/connectivity given at no cost for families, continued free breakfast and lunch available from District

Foster/Homeless youth – additional opportunities for counseling and wellness services, free breakfast and lunch available through District

Pupils with exceptional needs – additional, specialized learning opportunities through special education services with the sponsoring district, dyslexia and reading specialist tutoring time

## 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.]

Eel River Charter School will be assessing students' learning loss at the beginning of the school year and continued academic growth through-out the school year. Results of these assessments will be analyzed by teachers and guide instruction of pupils. These results and instructional planning considerations will be presented to the governing school board for review. If a student's progress is not at the teacher's level of expectation, a student study meeting that would include all teachers, the aide in the student's class, business manager, parents and the student (age appropriate) would be held to formulate a plan for improvement. If the entire class is not progressing at a reasonable level during the school year, the teacher will meet with all the teachers, aides, business manager, and Board members to come up with a plan to achieve the expected growth.

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

Description	Total Funds	Contributing
Educational consultant-tutoring on-line and in-person training	\$36086	Y
Incentives-take home books for grades K-3	\$400	N
Bilingual take home books for EL families	\$400	Y

## 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.]

Distance learning should not mean the loss of social connections. Students will be given some time to interact with each other during class meetings. The meetings should help create a positive, safe and supportive learning environment daily.

All teachers will plan for daily emotional social learning. Given the stress that children have been facing for half a year, social emotional learning needs to be considered. Anything that is positive, builds confidence, can be used as a stress reducing tool, or allows for social interaction among peers can be thought of as SEL. SEL activities can be woven into academics so that teachers can make double use of instructional minutes: 1) opening each class with a welcoming/inclusion activity such as a fun quick game for 5 minutes may entice students to be punctual for their class meeting, 2) balance engaging interactive and reflective experiences to meet the needs of all participants, and 3) end each class with an optimistic closure to provide a sense of accomplishment and support forward thinking. Some ideas that may be

utilized include: creative assignments like writing stories or doing self-portraits (as part of student yearly portfolios) which can be shared with classmates online, student sharing about pets or family, breathing exercises and mindfulness that can be taught in short practice sessions, teacher reading something funny or uplifting, and online games like Kahoots that are fun and build skills. Teachers could allow students who have completed assignments to choose some music to play. Motivational speakers such as Maggie Steele could ‘Zoom’ in to the class through-out the year. Motivational awards could be presented for turning in work on time, paying attention, being on time for class meetings and participating in class meetings.

Indicators monitored by staff to serve as emotional engagement metrics will include: 1) level of engagement with support staff/groups, 2) participation in learning activities, and 3) participation in co-curricular and extra-curricular activities.

Families that may need additional support will be connected to resources based on assessed needs. All mandated reporter duties will be maintained through each stage of reopening: distance learning, hybrid learning, modified, and traditional.

## 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.]

Throughout the spring school closure, pupil engagement was lacking. Students that are disconnected from school are more likely to be absent and not engaged during distance or hybrid learning. The school has made efforts to elicit parent input via bilingual parent survey by paper and individual phone interviews regarding internet connectivity for the 20-21 school year. The pandemic has been the cause of trauma for many students. Students who don’t feel a sense of belonging and connectedness are more likely to be absent and not engaged. Social isolation has increased lack of connectedness and belonging. Staff outreach efforts are continuing and will be crucial to reestablish and maintain the vital connection to each and every student. To support attendance/engagement our staff will conduct daily and weekly data reviews. The data will help the school identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

At the start of the year, parents were contacted to set up family appointments at school for training on how to access Zoom, use of the Chromebooks, use of flash drives, and how to access Class Dojo for assignments and schedules. They were asked to create expectations for their children to complete their assignments, and to follow the school schedule for distance learning. They will be given information about how COVID spreads. They will be treated as allies in the educational process.

Each teacher or class aide will speak with the students daily. They will have scheduled appointments for each child that doesn’t conflict with sibling appointments. If families miss their appointments, they will be re-contacted. Hopefully they will trust the school and the teacher more and more, as they realize that we will not forget about them.

At the start of the school year, parents will be notified that these conference/tutoring times are necessary to help students catch up, and to motivate them to try harder. Aides who do not find success in communicating with a family will tell the teacher.

Parents will tell the school the best way to communicate with them. Some parents have no voice mail, but do respond to Facebook, for example. Teachers and aides can remind parents to check their messages and student assignments on Class Dojo. Parents might become

more involved when their children are recognized for rewards. Teachers can reach out to families for creative ideas. Reengagement strategies will be implemented using phone, email and/or letter. It is very important that ERCS always has a current phone number, email address, if available, and mailing address to contact families. Students that do not participate in the daily class meeting or complete assigned online work will be contacted for reengagement. Students who do not submit paper packet assignments at the end of a week will be contacted. If the teacher or aide is unable to contact student or guardian for 3 days or 60% of a school week, then a reengagement letter will be mailed to family along with further attempts to contact family by phone or email. A home visit or welfare check from authorities may be warranted should contact not be made. Students that miss 10% or more school days each year are considered chronic absentees and may not advance to the next grade level with greater than 10% absences. This policy is in place during distance and hybrid learning, as well as traditional school.

## 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.]

Round Valley Unified School District provides nutrition services for all ERCS students. During distance learning breakfast and lunch will be provided as curb-side pickup during set hours each day. ERCS will let families know what these hours are through communication platform and Facebook posts. When ERCS transitions to hybrid learning stage, nutrition services will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. All students will consume their meals in the classroom or outdoors. Nutrition services will offer breakfast and lunch for curbside pick-up on the days the students participate in distance learning.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	NA

# 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
39.13 %	\$ 171,391

## 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.]

Eel River Charter School is committed to providing additional supports to students with unique needs, including English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. Additional supports include: translation services, free breakfast and lunch, free supplies for learning (crayons, pencils, chrome books, internet connectivity, etc.), additional time with/supports from teachers and instructional aides, dyslexia tutoring programs, online counseling for students experiencing severe emotional needs, normalized social-emotional learning for whole classrooms, motivational/cultural speakers and activities to support engagement and positive connections with schooling, abundant technology for use by students to aide with accommodations.

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

ERCS is so small that subgroups are not statistically relevant. All services offered to students will benefit the foster youth, EL students, and FRPM students. 96% of students are eligible for FRPM. Services include loaned Chromebooks, increased internet connectivity, free breakfast and lunch, individualized tutoring and free school materials. Students benefit from being part of a close-knit community, even though it may occur through distance or hybrid learning instead of in-person.