

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.]

Forest Ranch Charter has been effected by the Covid-19 pandemic in a myriad of ways. The primary challenge has been the inability to serve students directly on campus due to health and safety concerns related to the pandemic. This is compounded by our being located in a rural area that, with the exception of the school, has poor connectivity.

Many of our families have significant life issues that make distance learning very challenging. These include: two parents or one single parent with full time jobs away from the home (including multiple who are essential workers), a few families with disabled parents; multiple foster families; many that are still struggling with recovery from the Camp Fire; and over half our families that are low income. While we have some students that have special needs that create more significant challenges for them trying to work on a virtual platform or remain socially distanced when we return to campus, the greatest challenge for most of our students is having adequate connectivity to access virtual curriculum (paper packets with phone contact can and is provided but this is not optimal for learning new skills). Our staff have significantly had to increase their work load over the past few months in order to modify existing and add new policies and procedures and simultaneously prepare for two new scenarios with rigor; returning to a modified in-person program with a myriad of health/safety precautions while at the same time working to identify learning gaps and accelerate student learning; and prepare a rigorous but supportive distance learning program that supports a diverse range of student/parent/guardian needs.

FRCS has done this by working closely with our board and stakeholders (multiple Special Board meetings, School Advisory Council, regular parent, student and faculty meetings) to put together multiple policies, procedures to guide safe actions and increase student learning. These include a Covid-19 Health and Safety policy, a detailed Reopening Plan, a Covid-19 Addendum to our Injury Illness Prevention Plan, modifications to our student and employee policies including a detailed Distance Learning Policy, changes to our transportation/nutrition

programs, changes to existing job descriptions, the creation of new roles and the development of new remote and on campus schedules to best support families as the situation continues to change. In addition many physical changes have been made to campus to increase health and safety on campus. These are detailed in the Covid-19 Health and Safety Policy and Reopening Plan.

Forest Ranch Charter has utilized all of our resources and sought out new resources to do our best for each and every student, whether they are attending school remotely or on site during this challenging time and will continue to prioritize wellness followed by carefully gained learning acceleration (striking a balance between supporting families/students health and emotional wellness first while still optimizing learning gains that are greatly needed at this point) throughout the school year. We will do this with as much transparent communication and frequently solicited feedback from all stakeholders to make sure we are maintaining this balance.

Stakeholder Engagement

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

Multiple actions have been taken throughout the Covid-19 situation to solicit feedback from a diverse array of stakeholders. At the end of last school year focus groups were held with students, staff, and parents to discuss things that had worked well and greatest challenges during distance learning. Student focus groups were held during Student Government meetings, Middle School Town Hall and during a couple elementary classes. Parent focus groups were held during our already established weekly parent support meetings and faculty/staff information was solicited during already established weekly staff meetings. An Advisory Council was convened to meet weekly throughout the summer to assist in making decisions surrounding Distance Learning, Reopening and other Covid-19 and school related issues. The council is open to all stakeholder groups (school employees, students, families, and community members). To make sure the group met the needs of a diverse group of stakeholders, communications of the group were distributed in multiple ways; with families that are not as involved and/or do not have internet being asked (at the lunch/material distribution if they would like to participate) if they would like to participate. In addition, weekly parent updates continued through the summer. Currently, the Advisory Council has moved to monthly meetings and weekly Parent Update and Support

meetings are still occurring. In addition to these meetings surveys were conducted verbally by trained staff via phone calls and digitally to solicit information from stakeholders. FRCS also holds regular Town Hall meetings as needed to discuss topics of special interest. Some of the topics covered have been school closure, opening the school year on-line and applying for a waiver. All of the aforementioned meetings were held on Zoom with internet access being made available at school for those who do not have access. All meetings are communicated in the school newsletter, Classroom Dojo and one time meetings are communicated through our One Call system by phone and text.

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

All meetings were held on Zoom. Internet support and use of school for access is regularly offered to support participation. Families are also offered summaries, recaps and to submit e-mail or phone input instead. We have purchased a subscription to Zoom so we are able to use the call in feature and occasionally a family will conference call in to a small meeting.

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

Students in Middle School expressed that we should have more direct instruction time on Zoom in addition to recorded lessons. They also felt they needed more tutoring time for math, particularly when they were learning something new, materials for science lessons and more direct instruction in history. Other student/parent feedback was specific to individual classrooms with some wanting more synchronous instruction and others wanting less. A significant issue for many of our families was lack of reliable connectivity with enough bandwidth to support more than one student on-line. Parents and students were frustrated with the limitations of their internet and thus scheduling of Zoom calls were challenging because of siblings in multiple classes. Most families with good internet or only children wanted more synchronous, families with multiple children and/or poor internet felt frustrated. Some families felt packets and recorded lessons were helpful but many felt they were not the same as a live teacher.

Much of the discussion in the summer was focused on school safety measures. In general, people agreed that small class sizes, multiple entry points and wellness checks were positive ways to reduce spread. There was a great deal of feedback surrounding social distancing and masks with very mixed feedback. We had multiple families that were concerned about the social and health dangers of masks and others that were concerned about people not wearing masks at school. We also had significant concerns expressed over trying to keep kids 6 feet apart on the playground and the need for our students to get back to "normal" as much as possible. Most parents were concerned about the emotional and academic impact of their student and a great deal of time was spent with various groups (teachers, parents, board) discussing supporting students who don't have adequate connectivity or who have high needs and don't do well on-line. We explored ways to bring students on campus (not just in the parking lot) for internet and limited support.

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

A Middle School meeting was held to incorporate multiple changes the students had recommended including more tutoring time, direct instruction rather than video learning in Math, increased History instruction and free lunch and Zoom drop in time with staff supervision to hang out with friends. In addition plans were made to bring small groups of students on campus that don't have internet connectivity or that have high needs. One area that almost everyone on campus agreed on was that if in person learning was allowed it would be better for our community to have all students come 5 days a week for as much time as possible so that we could catch up students who had learning loss in the spring. Our board, based on stakeholder input, decided at the end of the last school year to not add new students so we could configure our classes so that we had small enough groups for everyone who wanted on-site learning to come to school Monday - Friday full time. We also made changes to the reopening plan based on parent/staff input in the screening process, movement around campus, playground procedures, and classroom schedules.

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.]

FRCS worked hard to create an in-person plan that would include as much time on campus as possible for all students. When we are allowed to return to school (we just applied for a waiver to reopen K-6 grades) we will offer on-site instruction (with small class sizes) to all students Mon.-Fri. full time and after care until 5:30 for small groups. We created configurations that would allow for small classes in order to exceed social distancing guidelines in most cases. In addition, we have increased staffing so that students would receive additional support in academics to make up for learning losses from the spring. We have also added certificated staff to support additional growth. Certificated staff will coordinate aftercare, small group cohorts on campus during physical school closure and provide additional tutoring to students throughout the day. These are in addition to the preexisting intervention/support programs on campus. Other areas we have added services/supports to are instructional materials, campus safety and social emotional learning and supports. Some of the added services include a lending library with an array of games and educational materials; individual student materials/kits to increase safety; additional staff time for cleaning; sensory path activities for increased cognitive functioning and social/emotional learning and. Our Board has approved a new Covid-19 Health and Safety Policy, a detailed Reopening Plan and a Covid-19 Injury and Illness Prevention Addendum. Additionally, we have identified all areas on campus that need changes and have made these modifications and put together solid procedures based on Board policies to ensure a healthy return to campus.

While closed to in-person learning, we are prepared to have small group cohorts on campus as allowed by current legislation. We have hired a certificated small group coordinator that will support students that are at risk and those with limited to no connectivity returning to campus for services. In addition, some teachers will be providing small group services for SPED, EL and other students with critical needs.

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

Description	Total Funds	Contributing
<p>Teacher Coordinator and Substitute teachers to support small group cohorts on site during physical closure (foster youth, struggling/at risk students, EL students, low income/low accessibility to tech.) \$7,500</p>	<p>\$19,000</p>	<p>Yes</p>
<p>Increased Aide Time - in person classes where they can't switch for math or other subjects and to support small group cohorts \$3000</p>		
<p>Credentialed Admin. Asst. (Reengagement/Support)- to support campus supervision/safety, follow through on procedures when we return to school and help support staff learning loss practices for all identified students \$1500</p>		
<p>Sensory Path (to support hands off activities for increased cognitive functioning, learning and social/emotional learning/regulation on playground) materials/labor \$2000</p>		
<p>On-line Art/Music Program Materials to support COVID safety protocols \$5000</p>		

Distance Learning Program

Continuity of Instruction

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

As our school has a very diverse range of family situations and levels of internet access, FRCS will provide multiple options for students and families. In line with our family centered philosophy, teachers will work with parents to create a positive home learning environment and set goals for student growth. All teachers will provide a daily schedule that includes both synchronous and asynchronous instruction. Synchronous instruction will occur via Zoom with scheduled whole class lessons and small group instruction. Teachers will also provide virtual tutoring sessions, parent trainings and office hours. Asynchronous learning activities will be provided with and without technology. Students will use digital versions of their current text books and on-line programs like i-Ready, Flocabulary, RAZ kids, Kahn Academy and Ed Genuity to learn standards. In addition, all classes are using Google Classroom and Class Dojo to post assignments, communicate expectations and build community. If unable to access internet or at request, paper packets will be provided. Physical text books will be distributed for classes that use text based curriculum. Pick up of material is available daily (M-F) during meal time (11:30 – 12:00) or an

additional time by request. Delivery is available on a case by case basis dependent upon need. Many additional activities, extra student support and community engagement activities are being provided through virtual platforms. Our website has links for parents to access additional supports, keep up on communications, and access teachers Google Classroom links. Parent Training/Support is available by request or at weekly virtual meetings. Teachers/Office Staff are available during regularly scheduled school hours and each teacher has regularly scheduled virtual office hours and tutoring multiple times a week. These sessions are used to support a wide range of unique student needs. Administration is available via e-mail to address concerns and provide support Monday through Friday and at check-ins during meal pick up multiple days a week as well as during a weekly Parent Update/Support meeting.

To create greater continuity across digital and in person learning periods, teachers are using the digital versions of curriculum already in use; with print texts as well for students so they can work on or off line in elementary grades (My Math - elementary; Flocabulary, digital/print; Learning A-Z/RAZ Kids, digital/print). In Middle School, teachers have switched to programs that are more blended learning friendly. In math we switched from CPM to Reveal as Reveal is a new program that has been designed for blended learning and is more parent friendly than CPM. Students have both digital and print texts. In English they are using Amplify (digital/print). We continue to add thematic units and project based learning in creatively around these programs to remain in line with our charter philosophy.

Access to Devices and Connectivity

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

All students in 1-8th grades have been given Chrome Books and head sets. All TK and K students have been given tablets and head sets. All devices are loaded with Google Suite activities and are protected by Go Guardian. All students have an educational Google Account and have access to tech support during school hours. Families have been surveyed both in person at the distribution site and through digital surveys regarding connectivity. Families that will benefit from hot spots are being provided with Kajeet hot spots per child as needed and others are being helped to sign up for or improve existing services at their home. FRCS has a small group of students who have very limited to no connectivity. These students were using the school parking lot to access internet and are currently transitioning to a small group on site to allow for greater connectivity and access to daily live interaction. A few students who have limited to no access but are concerned about coming on site will continue with packet work and phone check ins/tutoring. We continue to digitally survey families and connect over the phone with families regularly to check if their has been a change in their connectivity and provide support. We have noticed changes in connectivity dependent on increased internet usage of others in the household and loss of internet services due to failure to pay the bill.

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.]

Initial Screening and Assessment of Pupil Progress

FRCS will utilize a well-established, systematic cycle of assessments that include initial screenings, formative and summative assessments. Teachers will also focus on training students to self-monitor and self-assess as they are learning. They will make sure students are aware of what standards they are learning and continue to train students in metacognitive practices so students are more aware of their own unique learning style.

Assessment will occur in short, one on one or small group synchronous sessions with students in TK-3rd grades and with others that are struggling in reading. Parents will be trained to assist when needed. Teachers in 1-3 assess students in language development and basic math skills. For reading they are continuing to use benchmark passages with running records, BPST, high frequency word inventories, retelling rubrics and comprehension quick checks. Kindergarten is delivering 1/1 benchmark assessments in ELA, math, gross and fine motor with parent support through Zoom.

All classrooms are using a range of formative and summative digital and print materials throughout their live sessions and during asynchronous learning to check for understanding and determine student needs. Wellness and learning are being prioritized over validity of assessments at this point and parents are being trained in how to support assessment at home. For formative assessment teachers are encouraged to rotate a few digital tools. Some being used are Flipgrid, Kahoot, Quizlet, and the icons and chat features on Zoom. Off line they have many checks built in to the student work.

i-Ready will be delivered toward the beginning of the year (giving them a little time to get warmed up and comfortable), when they return to the physical school site or mid-year depending on timing and again at the end of the year. In addition, summative assessments will be used at the end of units to determine what students have learned. These will be standard type quizzes and exams (designed for digital delivery) as well as performance tasks that can be completed at home. At times, conversations or short student lead presentations will be used to determine student learning. CAASPP materials/testing will also be used throughout the year and compared with i-Ready scores. SPED and English Language Learners will be assessed in person whenever possible with the initial and summative EI PAC being delivered using social distancing measures. In addition, teachers will meet regularly with EL students one on one or in small groups via Zoom to deliver instruction and assess progress.

Results of multiple measures will be analyzed at the school and class level regularly to determine grade level, small cohort and individual needs. Administration will meet with teachers individually to make class, small cohort and student plans for improvement including further assessment and additional intervention plans. Our Admin. Team, along with our Learning Loss Mitigation Coord. and Intervention Team will meet to brainstorm whole school programs and practices to support future learning.

All students (TK - 8th) have multiple, synchronous class sessions a day, with length and frequency of session increasing based on developmental needs (Middle School has a session per subject, K only has two shorter sessions a day). Roll is taken at each live class session and students are contacted if they are not present. Alternates such as; dial in to Zoom and short check in, phone call check ins, participation in an on-site small group, are in place if a student can't participate regularly in synchronous sessions. Student work is distributed and collected on campus or by requested delivery/pick up for paper materials and kits or digitally through Google Classroom and occasionally through e-mailed photos or recordings. Teachers have assigned an amount of time to assignments and record participation time based on live contact and time given to submitted assignments. All of this is tracked in our student information system, SchoolWise and paper weekly engagement records. Our attendance team tracks daily attendance and progress, and provides tiered reengagement plans based on daily, weekly attendance and participation data. Teachers and other staff in contact with students keep notes on student and family well-being or any particular concerns and have been trained to ask for support from either the attendance team, school administration or psychologist dependent on issue. Increased levels of intervention/support/referrals to outside services are provided as needed.

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.]

In order to support our staff in high quality implementation of distance learning, Forest Ranch Charter has provided access to a range of professional development opportunities and worked with teachers to create an Individualized Training and Support Plan to support them in distance learning and hybrid delivery models. A primary focus is on nurturing and supporting strong staff relationships and encouraging staff to reach out and collaborate with administration and each other to support emotional well being during these challenging times. In addition, FRCS has provided many supports to educators to allow their focus to remain on student learning and personal well-being.

Throughout the spring and summer teachers received training to develop their Google Classroom sites and review new programs to support their distance learning. Many of them attended training held at BCOE and other on-line trainings in the spring and summer. These included multiple trainings in Ed Tech; Google Classroom, using the Google for Education resources, Flip Grid and Zoom Academy. Teachers also attended trainings to support distance learning including, "Distance Learning: Successful Strategies and Practices for 3-5 grades" and "Strengthening On-Line Instruction for Students with Special Needs" put on by the Bureau of Education and Research; "Mapping SEL to Literacy Instruction" through Scholastic Education; and an assortment of topics hosted by Zoom Academy.

Middle School teachers attended training held by text publishers to support delivery of a blended model using their resources (Amplify ELA, Elevate Science, and Reveal Math).

Weekly meetings were held (via Zoom) with all school personnel and then with each small group (admin staff, elementary faculty, middle school faculty, SPED team, and support staff) to determine needs, provide training and support, divide up responsibilities and ascertain progress through the spring and then starting again on August 1st.

School Administration worked through the summer attending multiple professional development sessions put on by the county, state, YMC, Charter Safe, CCSA and other organizations to be more prepared to support faculty/staff when they returned to campus. Multiple discussion forums, problems of practice work groups and webinars were attended a week. The areas that supported distance learning that were covered include, student engagement, equity, diversity and inclusion; restorative practices and mindfulness; minimizing learning loss; strengthening on-line instruction for students with special needs; strategies to increase student engagement; supporting attendance during distance learning; and multiple trainings on on-line, ed tech.

Before the 2020 school year started all teachers/staff received a great deal of training and technical support to assist in developing and carrying out their distance learning programs. This included lap tops (as needed), head sets, daily technical support and additional tech. resources as requested. During our staff development days teachers received professional development and resources based upon the professional learning and relationships section in CDE's "Stronger Together, A Guidebook for the Safe Reopening of California's Public Schools".

Back to School training included, an overview of distance learning and available resources; training in various communication platforms (such as Class Dojo, Google Classroom); styles of communicating/collaborating with families including review of family centered practices,

culturally responsive and trauma informed practices; distance learning assessment and data collection strategies; designing accessible curriculum on-line; personalization and UDL for on-line learning; and an introduction to critical learning acceleration. Teachers were provided with an assortment of materials, aide hours to assist, and materials to support greater enrichment of at home learning.

Additionally, wellness checks in person and for the group occurred throughout preparation to return to school and since the year has started. Staff have also been offered resources, wellness articles and support sessions to support their emotional well-being. On-going PD opportunities are presented regularly to the faculty/staff during our weekly meetings and schedule changes are made to support staff participation in continued PD to support distance learning. Upcoming PD for faculty/tech staff include, UDL lesson design for those with connectivity issues during distance learning with Dr. Matt Rhoads and the Fall virtual CUE Rockstar Event.

Staff Roles and Responsibilities

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

As a result of Covid-19, FRCS has had to adapt staff roles and responsibilities in the following ways:

To meet the academic and social emotional needs of students,

Teachers jobs have become more multifaceted with increased training/parent support demands; modification and development of new on-line lessons; and the need to learn new programs, platforms and practices quickly. To support them in doing this we have decreased class sizes, decreased the direct instructional time (in line with new state requirements), increased aide time to support teachers increased work, and increased planning and PD time available.

Support staff' (instructional aides, intervention aides, office manager) positions have been modified in multiple ways. Instructional aides help to provide phone support to families; copy and distribute learning materials; assemble science, art and other material kits; help run virtual clubs and lunch time sessions; and conduct wellness checks and phone surveys. They also cohost on Zoom to support teachers with class management and provide small group support in break out rooms. Intervention aides assist in Zoom sessions with creative reminders through private chat or inconspicuous visual messages for the students they support as well as offering one to one small group support in break-out sessions and on-line, phone tutoring and check in support for the students they serve. Support staff meet weekly with Admin. SPED staff and teachers to receive training and brainstorm challenges.

Our office manager has increased her tech. support role and spends most of her morning supporting families with technical difficulties, emotional support and making changes to the google management system as needed.

In addition, all staff have been trained in Covid-19 Health and Safety procedures (including sanitizing) and will be used to help with increased sanitizing and wellness checks when we return to campus.

In addition to modifying existing staff responsibilities, FRCS has added new positions to meet changing needs on campus during the Covid-19 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.]

We will assess the unique needs of all learners to determine what additional supports are needed by: utilizing a well established, systematic cycle of assessments that include initial screenings, formative and summative assessments.

Assessment will occur in short, one on one or small group synchronous sessions with students in TK-3rd grades and with others that are struggling in reading. Parents will be trained to assist when needed. Teachers in 1-3 assess students in language development and basic math skills. For reading they are continuing to use benchmark passages with running records, BPST, high frequency word inventories, retelling rubrics and comprehension quick checks. Kindergarten is delivering 1/1 benchmark assessments in ELA, math, gross and fine motor with parent support through Zoom.

i-Ready will be delivered toward the beginning of the year (giving them a little time to get warmed up and comfortable), when they return to the physical school site or mid-year depending on timing and again at the end of the year. Various formative and summative assessments will occur during units to determine what student's need to learn and how effective instruction has been. Multiple methods of assessment will be used to make sure teacher's have a clear picture of each student's unique needs. In addition to paper and digital written assessments, conversations, simple performance tasks, and short student lead presentations will be used to determine student learning as well. CAASPP materials/testing will also be used throughout the year and compared with i-Ready scores. SPED and English Language Learners will be assessed in person whenever possible with the initial and summative EI PAC being delivered using social distancing measures. In addition, teachers will meet regularly with EL students one on one or in small groups via Zoom to deliver instruction and assess progress. Results of multiple measures will be analyzed at the school and class level regularly to determine grade level, small cohort and individual needs including those of EL, Foster Youth or those with exceptional needs. Administration will meet with teachers individually to make class, small cohort and student plans for improvement including further assessment and additional intervention plans. Our Admin. Team, along with our Learning Loss Mitigation Coord. and Intervention Team will meet to brainstorm whole school programs and practices to support future learning.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

- **English learners** - During distance learning EL students will continue to be an integral part of the classroom, neither conceptually or physically separated from the rest of the class. However, additional time for support will be made available through teacher office hours and tutoring sessions and customized services will be provided during small breakout groups as the teacher is working with other small groups of students. During this time teachers will frontload key vocabulary and concepts, integrate strategic scaffolds, engage in multiple modes of instruction within the classroom, naturally allowing for multiple modes of input and output, providing students with real-world applications and built-in visuals to contextualize new learning. Teachers will continue to provide integrated ELD, opportunities for listening and speaking, promoting engagement and access through frequent check ins and

additional support as needed. They will utilize existing materials in their curriculum to provide designated supplemental lessons as needed to support individual students.

1. **Pupils with exceptional needs served across the full continuum of placements** – Many universal supports have been put in place to ensure students have adequate access to materials and to not single out challenged student groups. Some of these include providing Chrome Books (1-8), tablets (TK-K), science, art and other hands- on learning material kits to all, providing digital and paper texts, lending library of books, games and educational materials, free meals to children 18 and under and weekly parent training/support meetings. For all in need we have provided hot spots and other support with connectivity; daily wellness and support check ins; outside home visits; individual parent training; additional one/one and small group virtual or phone tutoring; assigned our independent study or other teacher support to families with multiple students that needed a more streamlined program, and supplied extra materials, including paper, school supplies and learning support activities.
 1. For SPED students, FRCS has worked with CUSD staff to communicate IEP goals; continue virtual or modified RSP, speech, and other services; assess students, in person when possible; conduct virtual IEP meetings, and continue to set progress monitoring goals.
 2. For students with 504 plans, FRCS continues to deliver needed modifications and meetings virtually and teachers check in with students and families to modify plans to meet changing needs.
2. **Pupils in foster care** – FRCS administration and teachers have reached out to individual foster families to assess increased needs during distance learning and have maintained connections with BCOE Foster Youth and McKinney-Vento leads and other county services so that additional supports/resources can be offered if needed. In addition, all of the supports outlined in the universal support section above have been made available to our foster families and regular check ins are conducted to assess changing needs of the families and students.
3. **Pupils who are experiencing homelessness** - connections with BCOE Foster Youth and McKinney-Vento leads and other county services - Currently FRCS only has one family that is still doubled up after the Camp Fire and meets this designation. We keep in touch and offer the aforementioned services and other supports as needed. In the past, when we had homeless families an array of services supports were offered including significant support with transportation.

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

Description	Total Funds	Contributing
<p><u>Connectivity/Tech. Needs</u> - computers/tablets, head sets, Kajeet hot spots, speakers for outside assembly, doc. cameras, video equipment \$18,000 <u>Tech. Support</u> \$3,000</p>	<p>\$39,500</p>	<p>Yes</p>
<p><u>Credentialed Admin. Asst.</u> - to support attendance tiered reengagement strategies, student SEL/support check ins, campus supervision/safety during distribution of materials \$1,500</p>		
<p><u>Increase aide time</u> to support small breakout groups, extra prep and support for students with unique needs (including EL/foster youth), support wellness checks and collection of phone survey data and to support virtual activities. \$3,000</p>		
<p><u>Zoom/Class Dojo/Kelvin/extend Reflex /Outschool /Canvas</u> - to allow for dial in service on Zoom, improve communication, create community building, student incentives, survey family wellness and need and provide extra enrichment \$3000</p>		
<p><u>Purchase new units/curriculum</u>for on-line learning and parent friendly packets</p>		
<p><u>Increased Printing/ink/paper costs</u>for packet work and color for extra engagement \$1000</p>		
<p><u>Incentives/prizes</u> (for motivation to meet goals, progress in plan) \$500</p>		
<p><u>Supply/Material Kits</u>for low income, foster youth, EL students \$500</p>		
<p><u>Science/Art/Math/ELA manipulatives</u>for at home use (all groups) \$4000</p>		
<p><u>Creation of Lending Library</u>(educational games, learning activities for foster youth, EL, low income families and others as needed) \$2000</p>		
<p><u>Distance Learning PD</u>for teachers (CUE Rockstar, The Toggled Term, Using UDL to design on-line instruction with limited connectivity) \$3000</p>		

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.]

Assessment will occur in short, one on one or small group synchronous sessions with students in TK-3rd grades and with others that are struggling in reading. Parents will be trained to assist when needed. Teachers in 1-3 assess students in language development and basic math skills. For reading they are continuing to use benchmark passages with running records, BPST, high frequency word inventories, retelling rubrics and comprehension quick checks. Kindergarten is delivering 1/1 benchmark assessments in ELA, math, gross and fine motor with parent support through Zoom.

i-Ready will be delivered toward the beginning of the year (giving them a little time to get warmed up and comfortable), when they return to the physical school site or mid-year depending on timing and again at the end of the year. Various formative and summative assessments will occur during units to determine what student's need to learn and how effective instruction has been. Multiple methods of assessment will be used to make sure teacher's have a clear picture of each student's unique needs. In addition to paper and digital written assessments, conversations, simple performance tasks, and short student lead presentations will be used to determine student learning as well. CAASPP materials/testing will also be used throughout the year and compared with i-Ready scores. SPED and English Language Learners will be assessed in person whenever possible with the initial and summative EI PAC being delivered using social distancing measures. In addition, teachers will meet regularly with EL students one on one or in small groups via Zoom to deliver instruction and assess progress. Results of multiple measures will be analyzed at the school and class level regularly to determine grade level, small cohort and individual needs including those of EL, Foster Youth or those with exceptional needs. Administration will meet with teachers individually to make class, small cohort and student plans for improvement including further assessment and additional intervention plans. Our Admin. Team, along with our Learning Loss Mitigation Coord. and Intervention Team will meet to brainstorm whole school programs and practices to support future learning.

The Learning Loss Mitigation Coordinator and our MTSS Leadership team will meet regularly to identify students in need of additional supports and services to meet grade level learning goals. A continuum of services will be provided and on-going additional formative and summative assessment will occur to determine if students are making adequate progress. Dibels and built in Wilson Reading, SIPPS and other utilized program assessment will be regularly delivered to determine progress toward goals. Classroom teachers will be an integral part of this process, regularly working together with the team to provide data, referrals and Tier 1 and Tier 2 level services in class. The same process will be followed with CUSD staff to serve students with IEP's and refer students that need a higher level of service. Time will be set aside for assessing English proficiency and for teachers to collaborate with teams to analyze student learning loss data.

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.]

FRCS will prioritize accelerating student learning to account for learning loss by providing instruction in grade level aligned content standards and skills to all. We will do this within a framework of a multi-tiered system of support. Universally, teachers will prioritize the most critical pre-requisite skills and content knowledge for each subject area, they will use a range of assessments to identify content knowledge and skill gaps for the class and individual students. They will clearly establish and explicitly communicate learning goals to all involved. We, as a team, will address inequities by providing all students with a myriad of resources and regularly checking in to make sure students have materials and supports they need to engage in learning at home and when they return to school. This will include providing a range of supports to boost parent/ or available caregiver skills to support student's learning at home. Teachers will provide a range of learning opportunities designed to meet the diverse needs of their student's family situations and learning styles. They will also use various learning loss instructional strategies including strategic, targeted scaffolding to make grade level work accessible to all, use of text sets that are increasingly more challenging to build content knowledge, strong, key vocabulary instruction, reteaching in new ways. Multi-tiered levels of support will be provided to students based on assessment results. EL students, foster youth, and other students with exceptional needs will receive tiered supports services needed for success in meeting their grade level academic and social/emotional goals. Examples of tiered supports include:

Tier 1

Use of Universal Design for Learning in the classroom, more frequent feedback, time management supports, classroom check-ins, teaching self monitoring and self assessment skills, chunked assignments, regular parent training by teacher and school administration, a strong classroom based SEL program to support emotional well being and collaborative work, use of choice boards with various options to demonstrate work, small group instruction time, teacher/aide tutoring hours available to all or after school tutoring when we return to campus, daily written or visual agenda, chunking assignments, pre highlighting texts, and posting pre-teaching videos for student use.

Tier 2

Additional teacher or intervention teacher sessions with student to support learning and provide additional EL, resource/intervention program lessons, individual or small group aide support outside of class time to provide support with assignments and instruction, daily phone or video wellness or learning goal check ins, learning support plans, behavior contracts or individualized daily work list, counseling, customized visual or student agenda with plan, outside home visits to support academics/SEL, individualized parent training and support to support learning and/or behavior, SBIT referral, 504 accommodations, IEP, counseling at school or through Zoom

Tier 3

More extensive one/one aide time, functional assessment and behavior support plan, more extensive IEP or 504 plan, families/students requiring a wide range of daily supports to participate in distance learning, regular outside of home visits to support academics, and/or SEL,

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The Learning Loss Mitigation Coordinator and our MTSS Leadership team will meet regularly to review student data and analyze effectiveness of the implemented pupil learning loss strategies. They will do this by reviewing summative data such as i-Ready and intervention assessment results. They will also meet with individual teachers to review multiple measures for class and individual students to confirm accuracy of i-Ready results. The data will be disaggregated by subgroups to determine effectiveness and equity of instruction and to identify groups in need of additional supports and services to meet grade level learning goals. Additionally, teachers will keep record of formative and summative assessments delivered during and after use of lessons with target strategies and will meet regularly to collaborate with other faculty surrounding most effective evidence based strategies.

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

Description	Total Funds	Contributing
Learning Loss Mitigation Coordinator (to support intervention for struggling students including low income, foster youth, EL students) \$3000	\$6,000	Yes
Credentialed Trainer/Tutor for Middle School - to support new teacher in the delivery of on-line math and help support struggling students including EL and foster students in writing and math \$3000		
School Psychology intern - to support various student learning needs 1 day a week No Cost		
Many of the services and supports listed under in-person and/or distance learning section will also contribute significantly to supporting learning loss.		

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.]

Forest Ranch Charter already has a strong system of family and student support in place to enable us to better serve our families during emergencies. We focus on family centered practices that are culturally sensitive and trauma informed; we utilize a positive behavioral intervention and support framework that encourages strong relationships with others and consistent procedures to support learning of positive skills. We also connect frequently with families and encourage active listening and proactive communication. We utilize a multiple

tiered system of supports and have a range of supports and services we provide to both families and employees to promote overall well being and SEL skill development. Additionally, we are a small school and operate with a case management model where families are paired with admin and various teachers that follow their student from TK to 8th grade to provide greater continuity of services.

During Faculty/Staff development sessions staff received additional PBIS training in strategies to support student and adults with challenging behaviors or circumstances, they also received materials and training in personal growth and wellness, supporting families in challenging times through family centered, culturally responsive, and trauma informed practices. Faculty/Staff have access to a range of county and SELPA trainings including restorative practices, supporting parents with on-line learning, trauma informed SEL and much more.

During distance learning and while developing the plan for this year community building and wellness were prioritized. FRCS continues to have regular activities to involve students, parents, and staff in positive community and support activities. Some of these include starting the week with a live (broadcast) assembly with teachers that focuses on connection with the school, student recognition and discussion of wellness and life skills.

Students in K-5 have mindfulness, lifeskills, and other SEL activities as well as the arts integrated into daily class lessons. They have Town Hall with the school director and live (broadcast) story times and Zoom clubs/lunch interactions during the week.

Middle School has daily Town Hall with the school director and their teachers. Town hall incorporates check ins, mindfulness, and a range of health/wellness related topics . Digital Second Step is utilized at times. Mindfulness, wellness checks and the arts are woven throughout the middle school virtual (or asynchronous) day. They also have Student Government and other virtual clubs, activities and drop in support sessions to keep them feeling connected.

Faculty/support staff regularly report to admin. or check in directly with students as needed to meet student and family needs. All upper grade staff have been trained in suicide prevention and recognizing students that may be depressed or anxious. All concerns are followed up on and referrals are made to more intensive internal or outside services as needed. The continuum of services includes a range of increasing levels of support from wellness screenings to daily phone calls/individual wellness checks to more intensive counseling or parenting support. A continuum of tiered services are in place.

A few of these are:

Tier 1

Universal Supports including most of the aforementioned supports and weekly parent support/training meetings, teacher access to our school psychologist virtual office with a wide range of support materials, wide range of student incentives and recognition activities; Kelvin survey system to identify concerns or needs

Tier 2

Aide behavioral support during Zoom; daily short wellness check ins via phone or Zoom; break out sessions during class to support student social skill dev. and problem solving; other small group support sessions; targeted outside home visits or individualized parent training and support; behavior contract or simple classroom plan, referral to outside services including counseling and parent training

Tier 3

Daily on-line/phone support; Functional Assessment and Behavior Plan Development; On-going individualized parent training; students on site in small group due to significant family or student wellness needs, referral to Friday counseling either through Zoom or in person;

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.]

At Forest Ranch Charter we recognize that solid connections with the school, strong campus relationships between students and staff, and engaging instruction will promote active attendance, especially during these challenging times. We have put multiple practices in place to promote all of these factors.

Forest Ranch Charter's faculty and staff have been trained in the new state requirements for daily live interaction, use of weekly engagement logs and attendance procedures developed utilizing state forms and our SchoolWise student information system. FRCS administration has also attended significant training in the reduction of chronic absenteeism and more recently in strategies to promote greater attendance during distance learning. Our MTSS leadership team, along with our Re-engagement Coordinator and office staff will work together with teachers to administer a tiered reengagement system.

Forest Ranch Charter will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for students who are absent from Distance Learning are as follows:

Tier 1

1. Teachers will have live daily interaction with each student at least once a day unless another arrangement has been made (and documented) due to lack of connectivity
2. If teacher has not heard from family, contact will be made in the student's home language

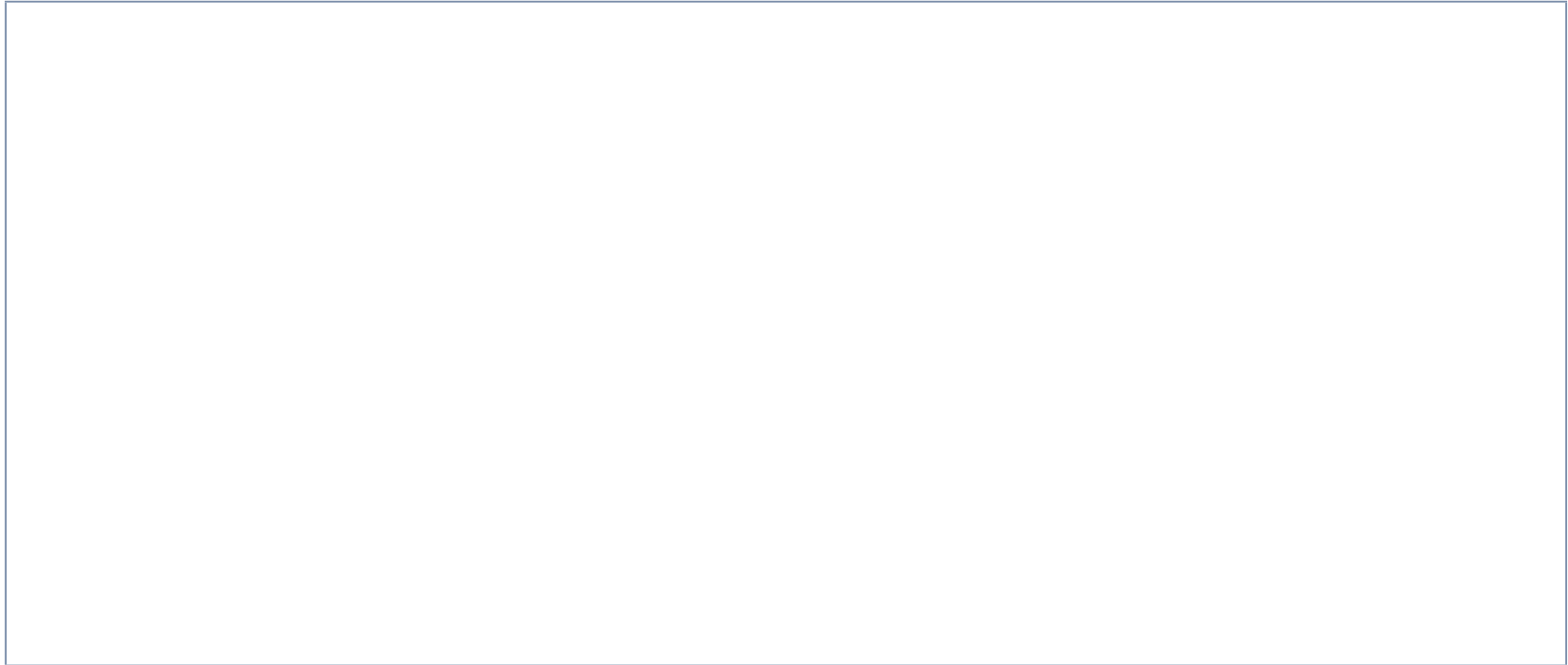
3. Teacher will track communication efforts made for re-engagement in SchoolWise in the notes section of the attendance log. Teachers will notify the office or Re-engagement Coordinator when support is needed.
4. If a teacher is unable to make contact with a student at least three times during the week the teacher will e-mail the Re-engagement Team (School Director, Office Manager, Re-engagement Coordinator).
5. Re-engagement team will meet weekly to review attendance and engagement reports and collaborate to discuss potential barriers to engagement.

Tier 2

1. Re-engagement team will contact family in home language.
2. If contact is made, the re-engagement team will inform the teacher via e-mail and add a note in SchoolWise. Team member will discuss potential barriers and address any needs the family may have, offering supports when available (materials, tech. support, meeting with teacher, admin, referral to virtual site based services such as parent training and support or student activity).
3. If no contact is made, the School Director will mail a letter outlining possible supports and welcoming them back to school
4. If no response an appointment will be scheduled for a conference with School Director
5. If no response or work submitted after multiple attempts a referral will be made to the Attendance Committee (Re-engagement Team and MTSS Leadership team)

Tier 3

1. Attendance team will meet to brainstorm potential solutions and continue to locate family.
2. Dependent on Attendance Team concerns a Home Visit or last attempt at communication will be made.
3. If no response, Butte County agencies will be contacted for support.
4. If no response or action from family in, district of origin will be contacted to report the student has not been attending school and records have not been requested from another 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.]

FRCS participates in Chico Unified School District's Nutrition Program. Our school employs an elementary cook/nutrition coordinator that is on site daily preparing school meals. Currently, school meals are distributed from 11:30 - 12:00 daily for free to all children 18 and under who request them. At some point we will be moving back to a paid program. At this point students will purchase lunches in the usual fashion and low income students will continue to receive free or reduced lunches. During periods of distance learning or for students that remain off campus in distance learning for whatever reason, lunches will continue to be available for pick up from 11:30 - 12:00 or, with extenuating circumstances, by appointment. When small groups or classes return to campus students will be served following outlined procedures in our Covid-19 Health and Safety policy. Meals will be served all days that FRCS is in session either remote or in person to all students enrolled in

FRCS that request them. Additionally, when CUSD is able to offer free meals to all we will serve free meals to all children/teenagers, regardless of where they attend school.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
9.99%	\$97,540

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.]

Many of the services to support English Learners, Foster Youth and Low-Income students at our school are delivered universally so as not to single out students. During the Covid-19 crises multiple types of services/supports were put in place to support families in need. These included providing Chrome Books and materials to all that requested them; delivering materials to families with transportation issues; providing meals to all; assigning our independent study teacher to families with multiple students that needed a more streamlined program; providing student support over the phone and in small groups to students that were struggling or students that had parents with challenges. Our administrator attended weekly meetings with county and charter leaders where strategies were discussed and resources reviewed for families in need. Additionally, weekly meetings were held with school staff to identify families needing extra support, discuss how each family was doing, and then assign check ins and extra support, as necessary. In addition to weekly written and video communications, we also provided targeted check ins where we offered additional services as needed such as copy paper, additional school supplies, games, more training, and support. Specifically, for larger foster families, we provided extra student support via phone and on-line and offered one on one vocabulary instruction and on-line academic support to our English Language Learners. During the 20/21 school year we are continuing the above services but have added additional services some of which are targeted to EL, foster and low income students and others that are universal but will be offered first to student groups with high need (EL, foster, low income). These services include intermittent check ins to assess needs by our Reengagement Coord. or School Director; one on one tutoring/academic support to students in distance and site based learning (Learning Loss Mitigation Coordinator, Math Tutor); increased aide time and Small Group Coordinator to support small groups on campus during Distance Learning and additional packets, materials, delivery and phone computer support for families in need as well as access to hot spots, books, lending library materials and access to school supplies as needed to meet learning goals. Bringing students on campus during Distance Learning allowed our foster, EL and some of our low income families to receive much needed support with their academic program, allowing students that had not been adequately accessing the curriculum the opportunity to have support and start learning needed skills and content more effectively than at home. Additionally, providing extra materials, training, support and tutoring when the students return to school will allow students a greater opportunity to learn content and new skills needed to be successful in grade level curriculum whether learning at home or on campus.

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

We have added multiple new positions and services to support foster, EL and low income students. These include:

1. Reengagement Coordinator
2. Small Group Coordinator and increased aide time
3. Additional Technology and Tech. Support
4. Math Tutor
5. Learning Loss Mitigation Coord.
6. Lending Library with assorted books, hands on learning materials, and games
7. Supply kits and ELA, Math, Science manipulatives

