REACH Charter School

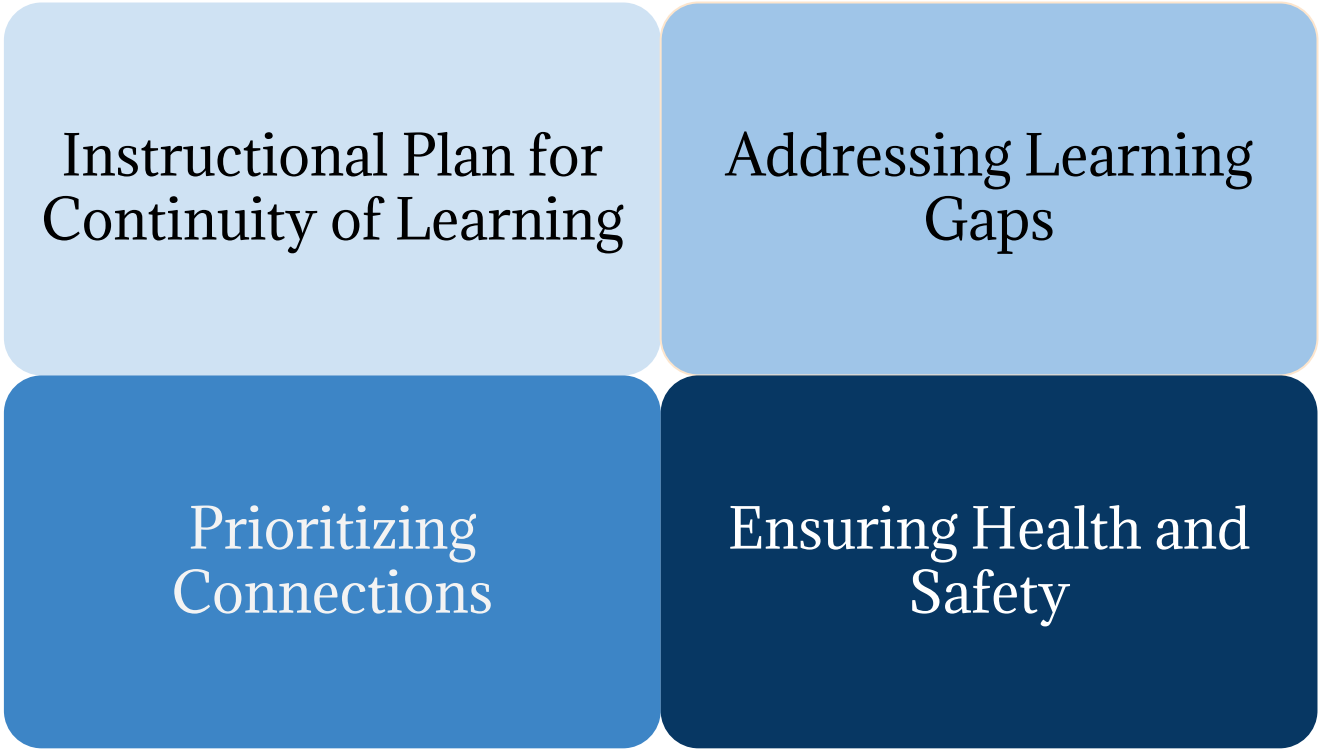
Learning Continuity and Attendance Plan

Please use the chat window to post questions and comments as we proceed.

Purpose of LCP

- The Learning Continuity and Attendance Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while streamlining meaningful stakeholder engagement and condensing several preexisting plans
- This is a required written report and an off-cycle Local Control and Accountability Plan (LCAP)
- A formal plan for the 2020–21 school year in the midst of the uncertainty caused by the COVID-19 pandemic
- This plan is intended to memorialize the planning process that is already underway for the 2020–21 school year.

Focus Areas of Plan for REACH



Preparing for Different Scenarios

- School days with all students on campus when permitted.
- School days with required physical distancing that allow for a hybrid of reduced size cohort attendance for a portion of school days and distance learning on others.
- School days with community-wide stay-home orders that require the continuation of full distance learning.
- School days where one or more students are required to quarantine.
- School days where families request the continuation or alternative of long-term Independent Study.

Main Elements of the LCP

Flexibility – using a combination of distance learning and in-person when available.

Leveraging Technology – Contact the office for technology support when needed.

Attendance, Participation, Progress- Daily attendance and weekly participation is key to student progress.

Support for Students with Unique Needs – adapt our learning plan to meet student needs.

Continuity of Learning

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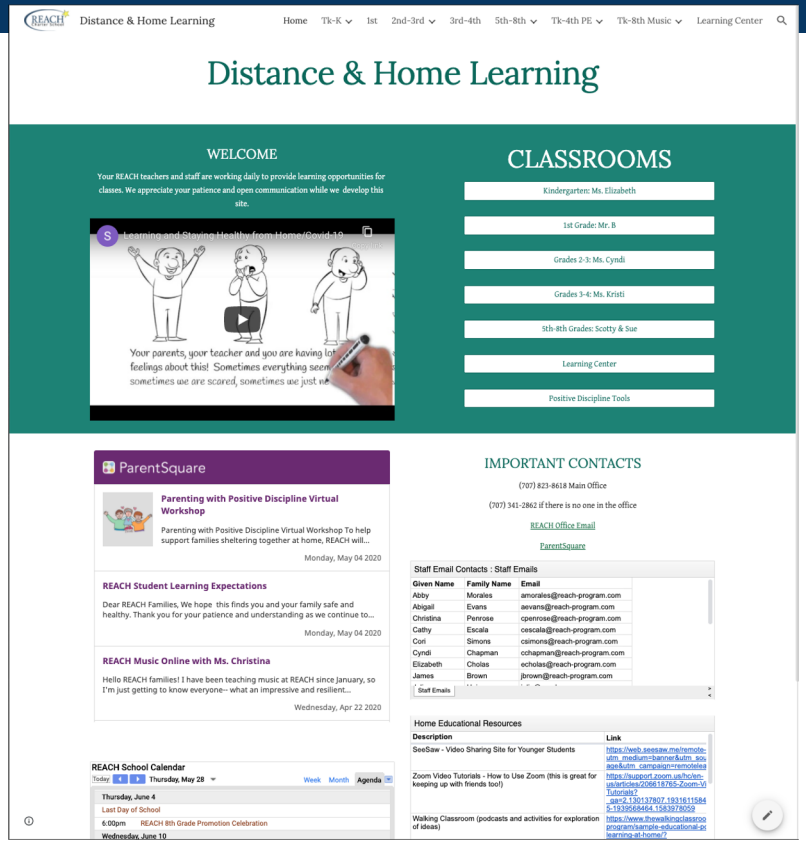
In-person Instruction

- Current status is full distance learning (DL)
- In-person will likely resume in hybrid mode combining in-person and DL
- Continue using same resources and curriculum from distance learning development
- Continually assess students to monitor progress
- Leverage online systems to provide additional support and interventions

Distance Learning Program

- Live daily peer and teacher interactions.
- Self-paced learning and projects through learning management system (LMS)
- Regular office hours for parent and student support
- Small group and one to one break outs
- Daily attendance and weekly engagement tracking

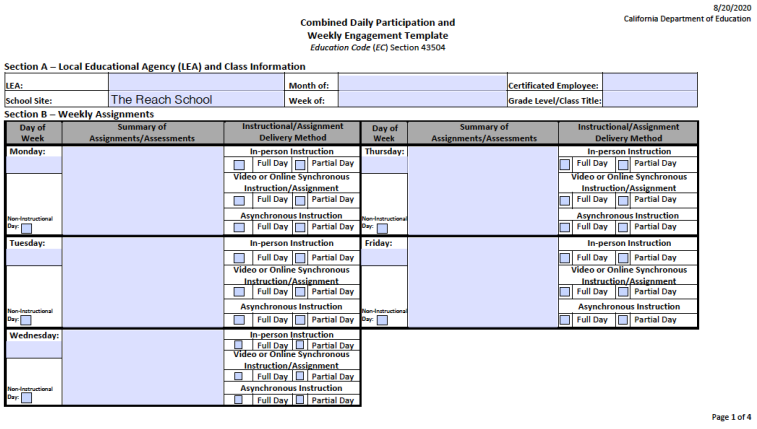


Access to Devices and Connectivity

- Chromebooks and hotspots issued to students for home use upon request and based on need.
- Learning Management System (LMS) being used for distance learning to enable location independent content and resources
- Additional devices ordered for hybrid return of student, back ordered by manufacturer due to COVID
- Alternative resources and lessons delivery available to families

Pupil Participation and Progress

- Prioritize daily live peer and teacher interactions
- Daily attendance and participation monitored by teachers
- Regular formative assessment by teachers
- Use of CDE approved monitoring template
- Regular and immediate follow up by office staff for absent students



8/20/2020
California Department of Education

Combined Daily Participation and Weekly Engagement Template
Education Code (EC) Section 43504

Section A – Local Educational Agency (LEA) and Class Information

LEA:		Month of:		Certificated Employee:	
School Site:	The Reach School	Week of:		Grade Level/Class Title:	

Section B – Weekly Assignments

Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method	Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method
Monday:		In-person Instruction ☐ Full Day ☐ Partial Day Video or Online Synchronous Instruction/Assignment ☐ Full Day ☐ Partial Day Asynchronous Instruction ☐ Full Day ☐ Partial Day	Thursday:		In-person Instruction ☐ Full Day ☐ Partial Day Video or Online Synchronous Instruction/Assignment ☐ Full Day ☐ Partial Day Asynchronous Instruction ☐ Full Day ☐ Partial Day
Non-Instructional Day: ☐			Non-Instructional Day: ☐		
Tuesday:		In-person Instruction ☐ Full Day ☐ Partial Day Video or Online Synchronous Instruction/Assignment ☐ Full Day ☐ Partial Day Asynchronous Instruction ☐ Full Day ☐ Partial Day	Friday:		In-person Instruction ☐ Full Day ☐ Partial Day Video or Online Synchronous Instruction/Assignment ☐ Full Day ☐ Partial Day Asynchronous Instruction ☐ Full Day ☐ Partial Day
Non-Instructional Day: ☐			Non-Instructional Day: ☐		
Wednesday:		In-person Instruction ☐ Full Day ☐ Partial Day Video or Online Synchronous Instruction/Assignment ☐ Full Day ☐ Partial Day Asynchronous Instruction ☐ Full Day ☐ Partial Day			
Non-Instructional Day: ☐					

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Distance Learning Professional Development

- Summer staff training on delivery of distance learning through SCOE Disrupt and Making Math Real
- 5 days prior to school start for staff distance learning planning.
- Individual app trainings (asynchronous)

Staff Roles and Responsibilities

- Daily delivery on instruction minutes (sync and async)
- Daily live interactions with students
- Regular “office hours” for students and parents
- Participation in regularly scheduled staff meetings
- Participation as needed in daily student health checks
  Assist in training students on appropriate hygiene and safety protocols, and leading students in performing them regularly throughout the day.

Supports for Pupils with Unique Needs

- Use of Universal Design for Learning best practices
- Pull out and push in aide and RSP support in DL environment
- Virtual and in-person (with appropriate precautions) service delivery

Pupil Learning Loss

- Early initial benchmark assessment of students in math and ELA
- Tracking students through MTSS process
- Ongoing progress monitoring assessments for students at risk
- Regular formative and benchmark assessments
- Small group RTI push in and pull out for Tier 1 & 2 students

Pupil Mental Health and Social-Emotional Wellbeing

- Continuation of Positive Discipline and Trauma Informed class supports for students from teachers and support staff
- Continuation of SEL curriculum for students in classes
- Polling/survey of students by teachers to monitor student wellbeing
- Office hours for parent/student concerns

Pupil and Family Engagement and Outreach

- Use of Combined Daily Participation and Weekly Engagement Template for daily and weekly tracking
- Daily attendance reporting in Student Information System (SIS)
- Tiered re-engagement process:
    - Tier 1: Automated absence reporting and follow-up contact with office staff
    - Tier 2: Student Attendance Review Team (SART) Conference with teacher and administration for problem solving and support
    - Tier 3: Student Attendance Review Board (SARB): Attendance plan and agreement, recommendations for further action if needed

School Nutrition

- Grab and go breakfast available in the office at 9:00am daily

Questions & Public Comments

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