

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.]

In response to the COVID 19 pandemic, the REACH Charter School has implemented a 2020-2021 School Reopening Plan that allows for learning that is “location flexible” using a combination of distance learning and in-person depending on the current public health order; leverages technology to deliver learning; monitors daily attendance and weekly engagement to facilitate student progress; and supports students with unique needs through an adaptive learning plan. This plan was written in consultation with teachers, staff and parents. It is based upon the most recent guidance from the Sonoma County Office of Education (SCOE) Roadmap to Safely Reopening Schools, the Sonoma County Public Health Guidelines, and the California Department of Public Health (CDPH) Guidelines.

The plan includes health and safety, communications, and models for providing learning for students in the safest environment possible during different conditions of the pandemic. At this time, Governor Newsom has ordered schools closed in counties on the State watchlist, and as a result, REACH has started the school year in a full distance learning program intended to provide a rigorous and accountable learning experience for our students as the County operates under stay at home orders. In addition, The REACH School continues to provide a limited alternative Independent Study program that caters to students and parents wishing to merge more parent/student driven education with home-based activities and lessons.

It is our priority to open the school for students, but only when it is safe to do so. We will continue to follow the State and Health Department requirements around opening, and have prepared plans for a staged return of students that contains preparation for different situations which may include:

- 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.

Stakeholder Engagement

REACH School uses a whole system engagement process that connects students and families, the school community, the Sonoma County Office of Education and State level resources to create a Learning Continuity and Attendance Plan. REACH School has solicited stakeholder feedback to examine equity issues, create educational program options, to inform instruction and create safety plans. Student and parent surveys gave the REACH School feedback on that included access to devices, internet and childcare. The REACH parent feedback informed the school's plan for creating learning cohorts for a hybrid program as permitted. The REACH School held virtual community meetings to foster community engagement through Zoom, which accommodates both video and phone dial in capability, giving parents and students a place to ask questions, make recommendations and comments, and voice concerns. At these meetings, administration provided a comprehensive view of conditions and needs of the school during the pandemic to guide understanding and improve decision-making, as well as possible solutions. Parents, staff, and students were also able to post written comments and recommendations to the school-wide communication platform, ParentSquare where the presentations were posted for anyone not able to attend in person. REACH School followed up the meetings with emails, phone calls and in-person meetings when possible. In addition, The REACH School held a virtual public hearing on September 9, 2020 during the regular REACH Parent Foundation Board Meeting to solicit community and stakeholder comments and feedback on this plan prior to public approval by the board of directors. As conditions of the pandemic change and health orders are modified to reflect improving or worsening conditions, REACH will continue to communicate these changes to the school community through the ParentSquare platform where families are able to post written suggestions, comments, and concerns, as well as solicit additional feedback through community virtual meetings and surveys as the conditions for learning change.

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

All REACH community meetings and REACH Parent Foundation Board meetings are currently held via Zoom conferencing during the pandemic and are publicly posted and open to the public. The Zoom platform provides both video and telephonic participation by meeting attendees. In addition, REACH uses the ParentSquare platform to post vital information to the school community. On this platform, families are able to post written comments to staff, and staff and administration can provide written responses. REACH also provides school email addresses for all staff members to facilitate direct communication from the public and school community members.

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

REACH School implemented a parent survey, sent community emails and made phone calls to the REACH parents for collecting feedback about the type of learning model that worked for their family, any equity issues in the community such as access to internet or devices, and identified childcare needs. Included in these strategies for feedback was an option for sharing other information to support mental health and wellness of our community. REACH Parent feedback informed the need for REACH School to have stability in our reactions and plans towards COVID 19, for consistency in our leadership, and responsibility through public health modeling and support. In addition, the parent feedback supported the REACH School in preparing for different learning situations and plans based on public health guidance and community concerns.

Through virtual collaborations, REACH Teachers gave feedback on distance learning support needs, instructional needs, and mental health and wellness needs. REACH Teacher feedback included the need for distance learning training, as well as social and emotional support for teachers.

Board and parent comments also addressed the schools intention to prioritize the needs of vulnerable students that are struggling with the distance learning model for in-person instructions as per guidance from the State health department.

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

From the stakeholder feedback, REACH School determined the Learning Continuity and Attendance Plan to include learning models that are flexible and responsive to the conditions of the pandemic; plans for responding to technology and internet access needs for student remote learning, professional development for teachers to improve the rigor of distance learning, and a safety plan for the campus and school community. In-person, hybrid, and distance learning models were created after soliciting parent feedback and following the public health and safety guidelines. Data analysis from the parent surveys informed REACH School of the access issues and the school responded with a process for borrowing devices and hot spots. REACH Teachers gave feedback on specific instructional needs and the school offered distance learning trainings through the Office of Education and other online resources. REACH School developed a safety plan by following the public health guidelines and community needs related to appropriate respiratory hygiene, health screening, physical distancing, personal protective equipment, safety training and protocols, and sanitation of facilities. In addition, REACH will prioritize vulnerable students based on the small cohort guidelines to allow in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments when possible for a specified subset of children and youth, including students with disabilities for receiving targeted supports and services, plus English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness.

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.]

At the current time starting the 2020-2021 school year, in-person instruction is not allowed under state and local health orders and REACH will begin the school year in distance learning. As health orders permit, REACH has plans in place to phase in in-person instruction via a hybrid model that combines distance and in-person instruction. While 6' distancing is required (6'distancing does not allow us to accommodate all students in a classroom at a time) we will return to school with a blended learning/hybrid model. We will blend In-Class Learning with Home Learning. Students will be separated into groups and approximately half of the class will attend school on campus at a time. They will attend for two days and learn from home for three days. The learn from home will be a distance learning model during which classroom learning will be continued at home with a set schedule and support provided. Students with special needs may be scheduled more

than two days per week. When the Public Health Department states that it is safe to go to reduce or eliminate social distancing, we will be able to welcome all students back to campus. All recommended hygiene and cleaning protocols will continue to be used.

The REACH School will administer diagnostic assessments through EasyCBM and Collaborative Classrooms SIPPS for Tk-1 upon reentry into school and during distance learning, as well as CAASPP Interim Assessments at specified intervals to measure learning gaps and inform instruction. The REACH School will schedule regular community engagement events, and REACH teachers will schedule individual family meetings and parent evenings for the classroom community to build relationships and community. REACH parents are included in the student information system and have online access to their child's progress. REACH teachers will use student data to communicate student progress to parents and guardians, and create strategies with parents/guardians to support at risk students.

Whenever possible during distance learning, REACH will provide in-person, one-to-one specialized instruction and services to students with Individualized Education Plans. These services will be performed outside whenever possible and with appropriate distancing and personal protective equipment.

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

Description	Total Funds	Contributing
Preparation of facilities and outdoor spaces to maximize social distancing and reduce indoor exposure.	\$11,367	Y
Personal Protective Equipment (PPE) and hygiene equipment for staff and students engaging in in-person instruction.	\$2,000	Y

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.]

REACH School will provide a continuity of instruction during the school year to ensure access to the curriculum through the digital delivery of core curriculum through Google Classroom and Google Apps for Education as the school's primary Learning Management System. Grades Tk-4 will supplement asynchronous learning through SeeSaw and grades 5-8 will supplement using Canvas LMS. Common Core aligned curriculum delivered through our LMS will consist of SFUSD math curriculum and MidSchool Math, Collaborative Classroom for ELA, Positive Discipline for SEL, as well as a variety of supports and evidence-based strategies such as PLC's, social stories, and trauma informed practices. Core curriculum will be supplemented with digital apps such as SplashMath and Kahn Academy (math), ABC Mouse and NewsELA (ELA) among other apps and digital resources. As a Project-based Learning school (PBL), REACH will continue to encourage 21st century skills development for students in distance learning by synchronous and asynchronous collaboration between students on the project themes of Community, Systems, and Adaptation. Synchronous interaction between teachers and peers, as well as small group sessions and

Instructional Aide push in support will occur daily through the Zoom or Google Meets conferencing systems. Teachers will have ample office hours to conduct frequent one to one session to support teachers and parents via email, phone, or video conference.

REACH Teachers use a professional learning community approach to monitor progress as a team, and to identify any problems in practice to best meet all student needs. REACH teachers hold an equity lens in regards to instruction for academics, behavior and social emotional learning. REACH Teachers will be providing daily touch points through virtual circles, workshops and one to one meetings with students and families. REACH School staff attended Disrupt, a distance learning training through Sonoma County Office of Education (SCOE), with the focus to learn best strategies for distance learning through a PBL lens. In addition, the Disrupt training gave REACH Teachers more resources and support for creating better systems of support in order to maximize learning outcomes for all students during COVID 19 pandemic. Relevant to the COVID19 pandemic, REACH teachers attended training on trauma informed practices to better support all students. REACH teachers attended trainings for google classroom, canvas, and seesaw, while collecting online resources from SCOE's Disrupt training and Making Math Real.

REACH School reinforces family and community engagement through virtual community meetings, surveys, phone calls and in person meetings when safe and possible. REACH School will provide parent training for online platforms throughout the first two weeks of school to ensure successful implementation of distance learning processes.

The resources and curriculum above are available in person or through distance learning, and will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. In addition to these resources, REACH has developed a distance learning information site at <http://REACH-program.org> that provides a centralized hub for important links and information related to distance learning at the school, as well as distance learning resources for students and parents for at home learning.

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.]

REACH School surveyed the REACH Families to determine 2020-2021 baseline of student access to a digital device, to determine types of devices, and to what degree students are sharing a device or have individual access to a device. Also, the survey was used to determine 2020-2021 baseline of internet connectivity and to assess to what degree connectivity supports the types of learning activities (video streaming; multiple students in household) necessary for distance learning. REACH school will create a process to monitor access to devices and connectivity and collect data to regularly address gaps in access, while providing technology support for students and families. Students needing devices for use at home were provided a Chromebook both in the Spring session of 2019-2020 as well as for Fall 2020-2021. In addition, families without Internet connectivity were provided wireless hotspots for use in distance learning for the 2020-2021 school year. In addition, REACH School has created a board policy regarding device use for distance learning.

During the 2019-2020 Spring distance learning, students that were unable to access materials digitally were provided paper packets of work when needed. Paper packets continue to be an option for distance learning for 2020-2021 distance learning if students experience issues with digital access.

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.]

The REACH School will measure participation and value of student work by clearly and collaboratively defining what constitutes daily attendance during distance learning and communicating this to all stakeholders logging in daily to the LMS, submitting a daily check-in through a google form on a centralized platform.

The REACH School collaboratively determined processes and provided training for certificated personnel to monitor and interact with students regularly and synchronously. REACH Teachers are using similar platforms across the grades, and the interactions with students will be logged into a student information system such as Google Classroom, Canvas, Powerschool and SeeSaw.

All students are required to receive daily live interaction with both a certificated employee and their peers for the purpose of instruction, progress monitoring and school connectedness.

Daily live interaction is two-way communication between a certificated staff and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. Examples may include:

- In-person instruction (hybrid model)
- Virtual communication or interactions, including but not limited to synchronous online instruction
- Phone calls where both parties communicate at the time of occurrence (with certificated staff and peers)

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day as well as weekly logging of student engagement in learning.

Attendance is met through the following:

- Daily live interaction (see above)
- E-mail
- Evidence of participation in online activities (online platform)
- Completion of assessments or assignments
- Contacts between any staff member and a student or their parent or guardian

A student who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall participate in a reengagement process as outlined by the school's engagement plan.

Staff will use the California Department of Education "Combined Daily Participation and Weekly Engagement Template" to monitor student participation and engagement daily, and over the course of each week. (<https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf>)

REACH Teachers are using a centralized platform for attendance in Google, to ensure consistency in reporting. REACH Teachers have collaboratively determined that learning activities and assignments will be evaluated through informal feedback, rubric scores, presentations, as well as a list of choices representing their learning. REACH Teachers will monitor student progress in various platforms such as Canvas, Google Classroom, Powerschool and Seesaw. Teachers will also perform regular formative and benchmark assessments to continuously monitor student academic progress and determine need for additional student support.

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.]

The REACH Teachers analyzed school data on student achievement and social emotional learning to determine professional development options. The data informed the REACH teachers that training on the most effective practices for each model of instruction will maximize learning outcomes for all students. The REACH teachers attended Sonoma County Office of Education training, Disrupt and Making Math Real. REACH School scheduled virtual professional development for Seesaw and Google Classroom, offered planning time for vertical articulation and grade level teams. Also, REACH School provided a COVID 19 safety training.

REACH staff meets weekly to discuss best practices and share resources and current or upcoming training opportunities related to distance learning.

Staff Roles and Responsibilities

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

In addition to their regular duties, staff will participate and assist in the following duties during distance learning and/or upon the resumption of in-person learning.

Preparation and delivery of daily asynchronous content and synchronous student interactions that will consist of a minimum of the following instructional minutes:

- 180 instructional minutes in kindergarten
- 230 instructional minutes in grades 1 through 3
- 240 instructional minutes in grades 4 through 8

Daily live interactions with students via video, phone, or email.

Regular “office hours” for students and parents via video, phone, or email.

Participation in regularly scheduled staff meetings via video conferencing or in person.

Participation as needed in daily student health checks with students at the start of school and periodically throughout the day as needed.

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

[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.]

REACH School uses trauma informed practices that focus on all students, regardless of eligibility.

The REACH teachers use a UDL lens for all instruction, and they will support students with exceptional needs by documenting progress and consulting with the SPED teacher to inform instruction and better support all students in the GE virtual classroom environment. REACH teachers plan to offer daily check ins, one to one meetings, as well as targeted intervention for math and reading, with classified instructional support. REACH teachers are aligned with the IEP goals of all students in their classrooms and collaborate with the SPED teacher to meet targeted goals. In addition, REACH teachers will work closely with parents to meet the needs of their students and monitor progress through continuous formative assessments, revising instruction and supports as needed. General education and RSP teachers will also utilize Instructional Aides to provide additional support to students when needed to support progress or assist in closing learning gaps. REACH teachers and office staff will offer parents training and ongoing support for distance learning.

To the greatest extent possible, specialized instruction and services specified in IEP's will be conducted in person in a one-to-one outdoor setting during distance learning. If in-person sessions are not feasible, IEP services will be conducted virtually during distance learning.

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

Description	Total Funds	Contributing
Staff professional development related to the improved delivery and capacity of distance and hybrid learning.	\$3,000	Y
Instructional resources, apps, and platforms to support distance and hybrid learning.	\$7,000	Y
Additional devices and wireless hotspots to accommodate families in need of technology for distance and hybrid learning.	\$7,000	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.]

REACH School will address student learning loss in many ways. REACH School has established protocols for identifying gaps in learning and measuring learning status. Every 8-10 weeks students will be assessed in math and language arts through EasyCBM. This will give the

REACH Teachers information to analyze and determine next steps so they can respond appropriately to learning loss. REACH Teachers will provide small group instruction and feedback workshops, one to one support, as well as math and language arts intervention options. REACH School has an established Multi-tiered System of Support (MTSS) framework for supporting all students and REACH teachers will continue this process, as well as incorporate a running record of learning engagement. The REACH teachers will establish family relationships with the students, clear and consistent communication about expectations and concerns and ongoing formative assessments, to identify and address learning gaps. REACH School will provide parents with distance learning platform training and support for grade level criteria and assessments. The REACH teachers will administer continual assessments in mathematics and language arts through EasyCBM and apply a tiered approach to intervention outlined in the school's MTSS and guided by a Student Support Team (SST).

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.]

The REACH School will administer a diagnostic EasyCBM assessment early in the 2020-2021 school year and follow up assessments throughout the year to monitor learning progress. REACH School has established protocols for identifying gaps in learning and measuring learning status. REACH Teachers collaboratively determined that continuous, formative practices such as exit tickets, student work, student discussions and presentations will be used for distance learning instruction. Formative assessments will inform the REACH Teachers of student progress, their own instructional practice, and will inform students about their own learning. REACH Teachers will focus on low floor, high ceiling instruction when planning curriculum to create a pace that works for all students and allows the teachers to identify gaps in learning and respond accordingly.

The REACH teachers will create learning goals and positive relationships with students, as well as utilize parent teacher conferences, along with students, when appropriate. REACH classified instructional assistants will give targeted instruction to small groups in math and language arts. Student progress will be monitored by REACH teachers and the REACH School will have a virtual record of student data from google classroom and other platforms that will inform instruction, learning goals and curriculum planning.

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.]

[REACH Teachers collaboratively selected services and supports to determine what methods to use for data collection, analyzing, and targeting any gaps in access, opportunity or achievement. Using EasyCBM, interim assessments and other formative assessments, the REACH Staff will collect, analyze and respond accordingly to learning loss. REACH staff is trained in the various platforms to ensure better access by all stakeholders, including parents. The REACH school will schedule data analysis sessions to inform instruction and respond effectively to student needs.

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

Description	Total Funds	Contributing
Retention of Instructional Aide hours to support at risk students through small group and one-to-one instruction during distance learning and hybrid, in-person instruction.	\$26,532	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.]

The REACH Teachers attended a training on building resilience during this time, and refreshed their trauma informed practices. REACH School will survey staff periodically during the school year to continually assess staff needs, with the option to schedule individual conversations (in-person or virtual), to illuminate additional needs. The REACH School provides mental health and wellness resources for educators from the Sonoma County Office of Education that include managing stress and anxiety, helping children and families cope with COVID-19, talking to children about COVID-19, and crisis hotlines.

REACH teachers will administer surveys, make daily contacts and offer one to one meetings with students to screen for student mental health that includes anxiety and depression. REACH School will offer services and resources based on the feedback from students.

REACH Staff will be frequently surveyed to determine systems of support that may be needed. REACH teachers use morning meetings and continuous meetings throughout the day to check in with students to identify needs as they arise. REACH teachers differentiate resources for different students to address trauma and other impacts.

REACH Teachers are trained in trauma informed practices and are ready to determine appropriate tiered interventions, using a checklist for screening students each day for coping skills such as ACES, and to take into consideration the life stressors experienced by students and families during this global crisis. REACH Teachers will offer local resources to families in need. REACH also retains its status as a Positive Discipline Lab School and provides regular training updates and coaching for teachers and staff to maintain the coherence of the program throughout the school.

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.]

REACH School is committed to engaging the community continuously through virtual meetings, phone calls, community emails and sharing successes from the classrooms. The REACH School is a certified Positive Discipline School and teachers are aligned and trained in using

positive discipline. REACH teachers integrate positive discipline into the curriculum and plan for instruction using a UDL lens to REACH all students. REACH teachers provide inclusive instruction and supplemental supports based on need, regardless of eligibility. This approach fosters engagement and allows for teachers to recognize at risk students and respond to learning loss early.

REACH School developed a tiered reengagement system for students who are absent. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Students who are absent from home learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered re engagement process: TIER 1: The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher. Teachers or the attendance clerk will attempt to make contact with the student and parent. TIER 2: Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendance clerk and director. As part of the re-engagement strategy, the school director will attempt to REACH out and determine the cause for the absence and will ensure that communication with the parent is working, phone dialer, emails, and internet access; Determine if there is a breakdown in communication and make any corrections; and determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved. The parents will be informed that continued absences from distance learning could include: A conference with the director; Other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions. TIER 3: If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance, then a follow-up Student Attendance Review Board meeting will be held. The director may develop an Attendance Plan that includes: Teacher engagement; Both reward and consequences for further attendance; Review of the family circumstance for outside connection with health and social services.

REACH School will develop a process for representing how teachers know the student was in “attendance” for the day using the California Department of Education “Combined Daily Participation and Weekly Engagement Template” to monitor student participation and engagement daily, and over the course of each week. (<https://www.cde.ca.gov/fg/aa/pa/documents/template.pdf>). Teacher will document that has a student checklist for turned in work, completed assessment, logged into a class meeting, phone call, virtual collaboration with a small student group with verification by teacher.

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.]

For distance learning, The REACH School will be the distribution site and offer free and reduced breakfast for pick up at a specific time of the day. REACH School will continue to collect data regarding meal distribution throughout distance learning time. REACH School can easily transition to in-person learning and continue to collect data regarding student needs and distribution.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Hour counseling services contracted with Social Advocates for Youth (SAY)	\$7,500	Y
Pupil and Family Engagement and Outreach	Retention of full-time office and attendance support.	\$20,000	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40%	\$72,040

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.]

The School's unduplicated count for the 19-20 school year was approximately 41% with most of these students falling in the SED category. Based on previous benchmark assessments, family survey's, previous data points, and teacher evaluation, we have determined the most effective use of funds is to provide increased interventions in two key areas:

- Increased Tier 2 interventions in math and reading
- Increased support in daily attendance and weekly student engagement
- Increased support for digital access during distance and hybrid learning
- Increased social-emotional supports from teachers and staff

We believe a strong focus on adaptation and continued development, refinement and increased staffing hours for the school's Response to Intervention Program will have the largest impact on our unduplicated population during distance and hybrid learning. The previous program development provided a foundation of support for all struggling learners and continuing to refine procedures and increase staffing for the program will give us the opportunity to identify and specifically target unduplicated students.

Unduplicated students have also been disproportionately represented in the group of students who are chronically absent in past years under normal circumstances. Increasing resources in absence tracking and early intervention with students struggling with engagement will help struggling students to maintain regular connection with learning during this crisis.

Based on a survey of families during the closure in Spring 2019-2020 and prior to the start of school in the 2020-2021 school year, REACH ensured that any family that needed devices or internet connectivity was provided those items for participation in distance learning. In addition to this increased investment in devices and hotspots, additional staffing hours are being included to provide alternative paper packets to students that continue to struggle with accessing online learning.

In addition, the school's strong Social Emotional Learning (SEL) component includes a focus on our most at-risk students many of which fall into the unduplicated category. The goal of our SEL program as outlined in our charter seeks to create a culture of safety and inclusiveness that often bridges a gap for our low-income students who may lack necessities or deal with poverty related struggles at home.

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

REACH has increased the availability of devices and of internet hotspots for the use of families needing access for participation in distance learning from home. REACH also covers the monthly cost for families that need support.

Instructional aide hours have been maintained to the greatest extent possible during a time of budget tightening to allow for increase in the availability of one to one and small group support for struggling students.

REACH has increased investment in digital resources and production of alternative packet material to help with access and improve student learning and intervention.

Staff support time has been dedicated to follow up for absences and student re-engagement efforts, as well as supporting students with supplemental paper learning packets for any students unable to access materials online.