

El Rancho Charter School
Public Hearing
Wednesday, August 26, 2020

**PUBLIC HEARING: PROPOSED 2020-2021
LEARNING CONTINUITY AND ATTENDANCE
PLAN**

TOPIC: PUBLIC HEARING: EL RANCHO CHARTER SCHOOL 2020-2021
LEARNING CONTINUITY AND ATTENDANCE PLAN

DESCRIPTION: The Learning Continuity Plan is a vehicle to:

- Clarify and communicate thinking around how the local educational agency (LEA) is supporting its students and families.
- Reflect on planning and stakeholder engagement that has taken place.
- Communicate with stakeholders through meaningful engagement.

The intent of SB 98 is to provide LEAs with flexibility to respond to the impact of the COVID-19 pandemic on their local community and to clarify requirements for LEAs. The Learning Continuity Plan should be developed with the totality of SB 98 in mind.

FISCAL IMPACT: As stated in proposed budget.

RECOMMENDATION: It is recommended that the Charter Board of Education hold a public hearing and receive public comment on the 2020-2021 Learning Continuity and Attendance Plan.



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
El Rancho Charter School	Michele Walker Principal	mwalker@orangeusd.org (714) 997-6238

General Information

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

Beginning March 16, 2020, El Rancho Charter went to an online distance learning platform. As a transition to distance learning, the following was implemented:

*Provided families with multiple surveys including: technology needs, distance learning, and fall reopening plans.

*Provided students with a Chromebook and/or Hot Spots as needed to ensure students could attend all classes while at home.

*In coordination with our authorizing school district, Orange Unified, El Rancho students were able to pick up daily meals through the school closure period and throughout the summer. As we begin the 2020-2021 school year, students have the opportunity to pick up breakfast and lunch Mondays and Wednesdays from 11:30 am - 2:30 pm. Monday will be distribution for both Monday's and Tuesday's, and Wednesday's distribution will be for the remainder of the week.

*Moved to synchronous and asynchronous lessons through virtual platforms such as Google Classroom, Google Meet, Google Hangouts, Zoom.

*Students are provided daily mental health tips to help during this time through grade level google classrooms. In addition, our two psychologists held office hours for any student who requests mental health support.

As we return to the 2020-2021 school year, the following are goals for the new school year:

- * Determine the technology needs of our students and staff.
- * Provide high quality, live instruction daily.
- * Provide consistency through a daily bell schedule.
- * Provide professional development for teachers prior to the start of school, and throughout the 2020-2021 school year.
- * Provide ongoing mental health services for both students and staff.

Stakeholder Engagement

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

In an effort to gather input from our community, a series of communications and surveys were sent by phone, email, and social media to parents, students and the El Rancho staff. Communication was focused in the areas of technology needs, reopening choices including in class or 100% distance learning, and general reopening guidelines.

Communications sent home via email to both students and parents, by phone call, or through social media included:

- 3/13/20 School closure #1 went home to all families.
- 3/15/20 Technology Survey sent to families.
- 3/16/20 Distance Learning Update sent to families.

4/7/20 School Closure #2 sent to families.
5/2/20 School Closure #3 sent to families.
5/6/20 Distance Learning feedback survey sent to parents.
5/6/20 Distance Learning feedback survey sent to students.
5/18/20 Distance Learning feedback survey sent to teachers.
5/29/20 Fall re-opening plan survey sent to teachers/staff.
6/19/20 Fall re-opening Plan Survey sent to families.
6/22/20 Fall re-opening Plan Survey sent for a second time.
6/30/20 Fall re-opening Plan Survey sent for a third time.
6/22-6/30 Individual phone calls made to families who had not responded to the fall survey.
7/6/20 Survey Reminder sent to families.
7/29/20 2020-2021 School Year Re-opening Plan sent to families.
8/5/20 Return to School and Technology Needs Survey sent to families.
8/7/20 First school newsletter sent home to families and posted on social media.
8/14/20 Newsletter with first week of school reminders sent to families and posted on social media.

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

In an effort to reach all community members, phone calls were sent to all parents/guardians, emails were sent to all families, and social media posts were made to encourage participation in meetings. Zoom links including video and phone-in options were made available to the community. The Learning Continuity Plan (LCP) document was uploaded to our website for public view on Friday, August 21st. The public hearing was conducted at a regularly scheduled board meeting on August 26th to gather stakeholder input. The adoption of the LCP will be at a regularly scheduled board meeting held on September 23, 2020.

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

We know things will look different as we start the 2020-2021 school year. Based on feedback from parents, students and staff last spring, there was a need for teachers to be more connected with their students and students to engage more with their peers. Some students did very well and adjusted to the change in structure, however, others struggled and became withdrawn. In addition, to "do no harm" to students during the pandemic, letter grades did not apply to most classes, therefore, no matter how much time or lack of time a student put into school, they received a passing mark. This led to students doing fewer class assignments and class attendance diminished as the school year came to an end. In both the parent and student surveys, it was a mixed response on the quality and time spent for students during distance learning. Some parents and students felt as though they had way too much work, while others felt like there was not enough work. Based on this feedback, we will use this feedback to shape the 2020-2021 school year.

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

Through the many stakeholder surveys, El Rancho staff determined the main areas in the success of the 2020-2021 re-opening plan would include: live synchronous learning, a daily bell schedule, high quality instruction, re-engagement strategies, and the need for mental health

supports. Parent concerns when returning to school include: class size and social distancing procedures, the importance of a vaccine, the increase in cleaning procedures, and increased hand washing and mask wearing at school. While some families would like 100% in class instruction, and others have chosen a 100% on-line option for the year, the majority of families chose a hybrid when we return to school. The interaction between teachers and their students, as well as between classmates, are an important factor to the school year. While we will be starting the 2020-2021 school year with distance learning, we realize the importance of building relationships, between teachers and students and peer relationships, will be critical to the success of the school year.

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.]

El Rancho Charter School 2020 - 2021 Reopening Overview and Plan

As we look forward to starting the 2020-2021 school year, El Rancho is committed to returning to the traditional school format prior to COVID-19 as soon as it is safe to do so. However, as a public school, we must follow guidelines set forth by the California Department of Public Health (CDPH) and the California Department of Education (CDE). We must take into consideration the health and safety of all students and staff, which will include social distancing, the use of facial coverings and face shields (which will be determined by the most current guidance by the CDPH and OCHCA), and a reduced number of students in each class.

On July 17, 2020, Governor Newsom shared the California “Plan for Learning and Safe Schools” which outlines the importance of safely opening schools and returning to in-class instruction. Based on the current California’s Department of Public Health guidelines, schools located in counties that are on the Monitoring List must not open for in-person instruction until their county is off the Monitoring List for 14 consecutive days.

El Rancho’s reopening plan was developed around three components: 1. Health and safety for all students, staff and families. 2. Flexible curriculum and instruction. 3. Emotional support and mental health and to maintain consistency for both students and staff.

1. Health and Safety for all students, staff and families:

Under current CDPH guidance, schools are allowed to re-open with modifications, only after it has been deemed safe and the county has met the Monitoring List requirements. El Rancho will monitor CDPH recommendations closely and make adjustments if necessary. Once on-campus instruction is allowed to resume, the following requirements will be implemented.

With the safety of students, staff, and the community as El Rancho's top priority, procedures and policies will include:

Encouraging Minimal Contact, Physical Distancing, and Limiting Gatherings

- * Physical distancing on campus
- * Limited gatherings and groupings
- * Offering late start and early release schedules
- * Encouraging the use of outdoor space

Proactive Measures and Appropriate Responses for Illness and COVID-19 Cases

- * Daily screening for fever and symptoms
- * Separate room for students or staff with COVID-19 symptoms
- * Potential of school closure

Personal Protective Equipment (PPE), Cleaning, and Sanitization

- * Facial coverings and face shields (El Rancho will follow the current recommendations of the CDPH and OCHCA)
- * Disposable masks and gloves
- * Hand-sanitizing stations
- * Daily Cleaning and Sanitizing

2. Flexible curriculum and instruction:

As we planned for the reopening, the results from the May parent survey were extremely valuable. We recognize the need for a more structured schedule, whether through a blended or online model. For the 2020-2021 school year, families may select one of the following options for the entire school year: Live instruction will occur in 90 minute blocks every other day. Fridays will be reserved for distance learning in 30 minute increments.

Hybrid Model: Students attend on-campus classes on either Monday and Tuesday or Wednesday and Thursday from 8:30 AM to 2:50 PM. Students will attend half of their classes on one day and the other half on the second day with a block schedule of 90 minutes per class period. All students will participate in distance learning on Fridays. **Distance Learning (Online) Model:** Students will attend all classes online on a structured schedule. The goal is to have our special education students, EL students, and our homeless/foster youth on campus four days a week for in class instruction.

Whether students are 100% distance learning or in a hybrid model, all students will be participating in daily synchronous instruction with their teachers.

Per the Governor's mandate and the current California's Department of Public Health guidelines, until Orange County is off the Monitoring List for 14 consecutive days, El Rancho will start the school year 100% distance learning. If conditions improve prior to the start of school (August 18), El Rancho families will begin the school year with their choice of a hybrid model or continue with 100% distance learning.

3. Emotional support and mental health

El Rancho recognizes the situation surrounding COVID-19 may have caused uncertainty and anxiety. There may be widespread mental and emotional needs, and we pledge to support students, families and staff. El Rancho will implement a comprehensive mental health plan for the students and staff in order to support the different effects of the COVID-19 pandemic.

As we continue to navigate this unique time, El Rancho is committed to providing families with accurate and ongoing communication. Emails will be sent out on a regular basis, and both parents and students are encouraged to regularly visit our website and follow us on social media.

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

Description	Total Funds	Contributing
Purchasing of PPE (face masks, shields, hand sanitizer, thermometers, gloves, disinfecting wipes)	9149.61	Yes
Cleaning Equipment and supplies	11,042.36	Yes
Plexiglass barriers	3715.64	Yes

Distance Learning Program

Continuity of Instruction

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

El Rancho Charter School
2020 - 2021 Distance Learning and Plan

On July 17, 2020, Governor Newsom shared the California “Plan for Learning and Safe Schools” which outlines the importance of safely opening schools and returning to in-class instruction. Based on the current California’s Department of Public Health guidelines, schools located in counties that are on the Monitoring List must not open for in-person instruction until their county is off the Monitoring List for 14 consecutive days.

Distance Learning (Online) Model: Students will attend all classes online on a structured schedule. Students will be in class live, daily with their teachers.

Per the Governor’s mandate and the current California’s Department of Public Health guidelines, until Orange County is off the Monitoring List for 14 consecutive days, El Rancho will start the school year 100% distance learning.

Due to the uncertainty of the Orange County conditions, and to maintain consistency for both students and staff, Distance Learning will be online the first quarter of the 2020-2021 school year. Conditions will be re-evaluated using the Governor’s Monitoring List timeline to determine future options.

Flexible curriculum and instruction

Students have the option to maintain a full 7 period schedule until in-person classes can resume. Students also have the option of 100% online learning for the entire 2020-2021 school year. Students will participate in live learning with their teachers in a block schedule for 75 minutes every other day and 30 minutes on Fridays.

Emotional support and mental health

El Rancho recognizes the situation surrounding COVID-19 may have caused uncertainty and anxiety. There may be widespread mental and emotional needs, and we pledge to support students, families and staff. El Rancho will implement a comprehensive mental health plan for the students and staff in order to support the different effects of the COVID-19 pandemic.

As we continue to navigate this unique time, El Rancho is committed to providing families with accurate and ongoing communication. Emails will be sent out on a regular basis, and both parents and students are encouraged to regularly visit our website and follow us on social media. In order to provide consistency for both our families and staff, El Rancho Charter School has determined the first quarter will be distance learning, regardless of the County's place on the Monitoring List.

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.]

Multiple surveys have been sent to both students and their parents to request both computers and hotspots. These devices will be distributed during registration the week of August 10th. El Rancho will continue to distribute computers and hotspots on an as-needed basis throughout the school year.

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.]

El Rancho has purchased various platforms to provide student feedback, assess students through formative and summative assessments, track student participation and measure the time value of student work.

Screencastify allows the teacher to record a video of the browser or desktop with audio either using narration or computer system. It is a Chrome browser extension that will allow users to record their screen. The teacher can make a high-quality video to show what they are doing on the screen and simultaneously record an audio track or opt to utilize the computer system audio. This one-click tool allows for the creation of video tutorials, presentations, guides, discussions or lectures.

EDPuzzle is designed as a unique way where a student and teacher can measure the ability of their learning and understanding within a class. This tool has a designation side for a student and a teacher. When a student logs in they will be able to look at the assignment lists that a teacher has generated. On the teachers end, it demonstrates where they can see how well student is responding to their assignments and tasks for the week as well as sharing videos that are beneficial to the student.

Formative has features to assist in monitoring student performance and progress. Teachers can embed content from other websites and allows for interactive question types like show your work (drawing), drag and drop, audio recording, graphing, essay, and math typing. Responses provide live alerts needed for teachers to intervene. The software can provide feedback to easily score or auto-grade student work. It allows teachers to view responses in a summary, to see where students are struggling or they can watch student responses one question at a time for a deeper look at student work.

Zoom K12 - allows for live interaction between students and their teacher. It allows for collaboration on projects by allowing for content sharing, real-time co-annotation, and digital whiteboarding. Students engage through video breakout rooms, multi-sharing, polling, and group chats.

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.]

El Rancho has provided staff with professional development opportunities to include: 10 hours of flipped classroom instruction to earn their flipped classroom certification, 14 hours of extra earnings for teachers to create flipped classroom videos, and time to meet within departments. El Rancho hired an educational consultant to work on an ongoing basis to assist teachers in the transition to online learning and in class instruction if/when it becomes possible. El Rancho has purchased pro versions of Screencastify, Edpuzzle, Formative, and Zoom K12 as platforms to create and deliver synchronous and asynchronous instruction. Teachers have been provided computers with cameras, webcams, and document cameras to support in their instruction.

Staff Roles and Responsibilities

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

As a staff, we have all had to redefine our roles within school through both distance and in class learning. We have all had to increase our interest and connection with both our students, families, and fellow staff members. As we start the 2020-2021 school year, our office staff has become proficient in answering questions about Google Classroom, class scheduling, and distance learning platforms. Our librarian has become the go-to person for everything technology for teachers and staff. Our campus supervisor will transition to help keep students connected to school. He will make daily phone calls to check in with students as well as make home visits as necessary. The administrative team, along with our instructional coach, have provided professional development opportunities for teachers to learn and implement distance learning tools.

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.]

In addition to our teaching staff, our instructional assistants will be vital in the transition to distance learning. We have instructional assistant support assigned to particular classes to help teachers support students with unique needs, our EL learners, and our foster and homeless populations.

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

Description	Total Funds	Contributing
Distance Learning Tools (Zoom, Edpuzzle, Goformative, Screencastify, Brainpop, NEWSELA, and Edulastic)	23,839.15	Yes
Distance Learning Equipment (computers, webcams, document cameras, and hotspots)	38,690.66	Yes
Instructional Assistants (above what is generally needed)	52,775.22	Yes
Instructional Coach	30,000	Yes
Webinars	125.00	Yes

Description	Total Funds	Contributing
Mental Health Supports (equipment/supplies)	248.56	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Initial assessments will determine learning loss of all students in the area of ELA, EL , and math. In the area of ELA, the English department usually uses 4th quarter to review for testing and then typically teaches a novel. The concepts in the novel have usually been covered through the year in other formats (theme, plot, characterization, setting, etc.). Knowing not all students accessed the curriculum equally since March, the English department has set up our first quarter of the 2020-2021 school year to review these concepts again. We will be starting with big ELA concepts like theme and plot and then diving into a novel (or a unit that will showcase those ideas). The English department assume that all students will need review on these concepts and will be sure to cover these standards in detail. In the area of math, teachers will use Edulastic to assess an initial baseline for concepts. Before a new math concept is taught, prerequisites will be reviewed in the form of mini lessons, warm-ups, assignments, or other formative activities to determine if intervention is needed before moving on to grade-level concepts. Interventions will be provided on an as-needed basis during class in one-on-one or small group settings. During intervention, students will learn through direct instruction and interactions with their teacher and peers. Students will get time to practice skills to ensure they are ready to move on. For our EL students, pre-assessments through our Read 180 curriculum will determine where to start in rebuilding any learning loss.

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.]

Interventions in ELA, EL and math, will be provided on an as-needed basis during class in one-on-one or small group settings. During intervention, students will learn through direct instruction and interactions with their teacher and peers. Students will practice skills to ensure they are ready to move on. Interventions will be implemented based on student need and learning style. All interventions will be done during class to ensure all students get equal access to these interventions. Interventions taking place during class ensures that teachers are able to modify and differentiate supports to ensure they are reaching all students, especially our EL, at-risk, and special needs population. Students who master content will be able to move on to higher level independent work, while those still struggling will receive additional support and scaffolding.

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.]

Determination of needed interventions will be ongoing throughout the school year. Class activities, group space, will be used to monitor student learning to determine if/when students need additional interventions to be successful. If all students struggle with prerequisites, then intervention will be done as a whole group and will move to one-on-one and/or small group settings as more students progress. If needed, tutorials and individual tutoring will be added based on student needs. Currently, there is 30 minutes per period which is designated as "student support" which allows students to work independently, while teachers gather small groups of students for individual or group remediation and checks for understanding.

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

Description	Total Funds	Contributing
Distance Learning Tools (Zoom, Edpuzzle, Goformative, Screencastify) Duplicated from previous section.	0	Yes
Read 180	3260.00	Yes

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.]

Mental Health and Social and Emotional Well-Being

Tier 1: Universal Supports: Whole School Safety and Prevention Planning

What is the LEA doing to promote wellness of students on a daily basis?

Mental Health Website

Accessible to all students, parents and teachers. Site will be updated weekly with opportunities to support mental health.
<https://sites.google.com/view/ercsmentalheaalth/home?authuser=0>

Social, Emotional Learning School-wide Curriculum

First week school wide curriculum will include SEL prompts and activities that will help staff identify/address social and emotional needs.

Student/Parent referral

At any time, students or parents have the opportunity to refer themselves or others to their academic counselor or school psychologist. Referrals can be made by email or by phone call.

Suicide Prevention Program – Mindwise, Signs of Suicide Program

Staff Training: Prior to school start staff will be trained by psychologists using the SOS programing. Teacher trainings will run between 45 to 60 minutes.

Student Presentation: Virtual presentations will be scheduled in October 2020. Presentations run between 45 to 60 minutes. Group sizes will run between 75 to 100 students. Seventh graders will receive introductory content and eighth will receive a refresher lesson.

Parent Portal: Portal is designed to provide parents with information about our suicide prevention efforts and helpful tools for supporting your child's mental health. No log in required, <https://sossignsofsuicide.org/parent>.

Students Identified as at risk of self-harm/suicide: ERCS's Youth Suicide Prevention Policy is accessible to students, parents and staff on school website as well as mental health websites. Staff will follow procedures outlined in Youth Suicide Prevention Policy:

* "If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911."

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- The Principal or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

Additional procedures applicable in virtual setting:

- Suicide prevention liaison(s) will make contact parent and student by phone.
- If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- If student is not willing to communicate with liaison parent will be referred to contact CAT/PERT (Crisis Assessment Team/Psychiatric Emergency and Response Team). Both are 24-hour mobile response services to support persons experiencing a behavioral health crisis. (866) 830-6011

- If the above two items are not required, liaison will develop a safety plan with student and share with parent.
- Liaison will make referrals to parent for additional resources and determine what follow up plan would be appropriate.

Tier 1: Community and Family Engagement and Support

How are LEAs engaging community-based and local government partners in supporting the mental wellness of staff and students?

Care Solace - In partnership with Orange Unified School District, Care Solace is an online resource with a live 24X7 concierge line meant to assist individuals in finding local mental health related programs and counseling services. <https://www.caresolace.com/site/ousdfamilies/>

Access to Resources Prominently Available

Links to increase access to mental health and wellness resources are assessable on ERCS Mental Health Website as well as Orange Unified School District website.

TIER 2/3: Early and Targeted Intervention for Students and Staff

Virtual Social/Emotional Learning Groups

Fall and spring groups will be formed for students identified and referred by school staff that need additional support in the areas of social and emotional learning will be invited to participate in a six-week group. Parent permission to participate is required.

Curriculum will be developed based on needs; potential topics could be coping strategies for anxiety and depression, strategies to sustain attention and organization. Groups will be offered during unstructured time within the school day.

El Rancho has subscribed to Gaggle Safety Management System to ensure the safety of our students. Gaggle provides content analysis technology which blocks potentially harmful content and images in students' school-issued email and online file storage accounts. The in-house team of trained safety professionals work 24/7/365 to evaluate blocked content, categorize incidents, and determine their severity. In severe situations, district-appointed contacts are notified immediately, even after standard business hours. In the most imminent cases, Gaggle will contact law enforcement to intervene.

Check IN/OUT

Students referred by the Assistant Principal will be assigned a staff member to check in and out daily. Throughout the day, the student will request feedback from their teachers regarding academia and behavior. This information will be reviewed with assigned staff member during end of day check out.

Pupil 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.]

El Rancho has been providing numerous emails and newsletters to families in order to inform them too what the 2020-2021 school year will look like. During registration, we spoke with each family individually about the expectations for this year. For the students who did not come through registration, we called each family to determine their enrollment status. On the first day of school, we had all office staff members ready to answer phone calls for students who are unable to log into their google classroom accounts. We will continue utilizing office staff to provide student and parent support as needed. We sent multiple messages prior to the start of school through our school's phone messaging system with instructions to students on how to join their Google Classrooms. The first day of school was highly engaging and informative with teachers using Powtoon, Screencastify, and Google Slides to record and explain how students can be successful this school year. Each period of the day, teachers will take attendance the first 10 minutes of class. For any students not present, a personal phone call will be made to determine where the student is and if there are connectivity issues. Out of the 1150 students we were expecting the first day at El Rancho, the staff was able to reach every family except one. Once a regular routine is established the following attendance guidelines will be adhered to:

Attendance procedures:

Single day or Single period absence- attendance will call to clear absence.

3 absences/tardies- teachers make contact and cc student advisor as to how contact was made.

5 absences/tardies- letter will be sent home and advisors will make contact.

10 absences/tardies- second letter will be sent home and student will be placed on a contract.

15 absences/tardies- third letter will be sent home and we will conduct a SART meeting (tardies) or SARB meeting (absences) if needed.

Weekly updates will be sent to parents regarding their student's academic progress. Teachers will continue to reach out through emails and phone calls to ensure students are attending classes regularly. If needed, our administration and school psychologists will make in-person home visits to re-engage students.

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.]

In coordination with our authorizing school district, Orange Unified, El Rancho students have the opportunity to access breakfast and lunch on Mondays and Wednesday from 11:30 am - 2:30 pm. On Mondays, meals will be provided for Monday and Tuesday, and meals provided on Wednesdays will be for the remainder of the week. All school campuses are set up in accordance to the CDC Social Distancing Guidelines to ensure a healthy distribution of meals to families.

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
7%	292,800

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.]

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

Our foster youth, EL and Low-Income students will be our priority as we begin the 2020-2021 school year. Students are the first to receive additional academic and mental health supports. In addition, nutrition services will be important for them to access since they will not be physically at school. Frequent check-ins by staff will be important to ensure students have what they need in order to have a successful school year. Foster youth, EL learners and Low-Income students will have the opportunity to attend tutorials/office hours outside of the regular school day, in order to support their needs. As far as academic supports, we have a full time staff member who oversees our students in this category. She is responsible for helping students in their classes, homework, and at this time, distance learning. We have also assigned additional instructional assistants to support our foster youth, EL's and Low-Income in the virtual environment with one to one help. In addition, last year we hired an additional psychologist to help support the mental needs of our students. It is going to be critical moving forward we connect with foster youth, EL's and low-income since we currently are in a distance learning environment. As soon as it is safe to re-open schools, our first priority is to return our most at risk students to the classroom.