



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.]

Rocky Point Charter School has been impacted by the COVID-19 in the following ways: It has altered the way we provide services and support for our students and families. Our staff has worked tirelessly, this summer, to put new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. Most families have expressed interest in returning to in-person learning while a few have requested an Independent Study/Distance Learning option be put in place.

As a result, our Learning Continuity Plan has responded to meeting these needs by: As students and staff return to school, they will put new practices in place for learning, moving around the facilities, and interacting with one another. Face masks, implementing social distancing protocols, staggering schedules, providing additional cleaning, modeling hygiene practices, addressing learning loss, implementing distance learning and in-person learning, staggering cohorting meals, protocols for communicating to parents and students, distributing technology, temperature checks, postponing assemblies and sports, providing professional development in technology and social emotional learning, changing the way we serve meals, appointing a COVID-19 Liaison to the Health Department, and creating new desk arrangements and employing a Guidance Counselor are some of the things that have been implemented.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

1. Pupils: Surveys or in-person meetings were conducted in an attempt to engage all stakeholders to seek feedback regarding the reopening of our school.
2. Families: We use the following to communicate with our families: conversations, newsletters, virtual meetings, email, phone calls, One Call Now, Board Meetings, texts, and school website.
3. Educators: Multiple opportunities were provided to the community, families, and staff to provide feedback for our plan.
4. Stakeholders without access to internet: Upon request, students, families, educators, and other stakeholders that did not have access to the internet were provided with a Chromebook and wifi access to attend the virtual meeting and to eliminate barriers for our most at-risk families. Additionally, we provided free internet access in our parking lot so that stakeholders could join meeting(s) from their cars.
5. Stakeholders who speak Languages other than English: Our EL Site Liaison is available to support families whose primary language is not English.

Social distancing and mask requirements were implemented for those parents and community members that want to meet face-to-face to provide feedback on the plan.

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

Rocky Point Charter School promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways: Holding public meetings via teleconferencing Making public meeting accessible telephonically/otherwise electronically to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

Parents/Community: A majority of the parents have requested that we provide in-person instruction 5 days a week with social distancing and hygiene protocols in place. Some have indicated a need for their students to participate in remote learning or Distance Learning.

Teachers/Support Staff : Sick leave, Family Medical Leave, safety protocols, and COVID exposure protocols were discussed at great length.

Other items that were discussed were: The need to provide adequate PPE, identify essential standards, provide professional development in identified areas of need, provide technology and technology training, cleaning schedules, additional cleaning stations, thermometers, water

bottles, support for truancy, staggering schedules, implement minimum days when needed, distribution of Chromebooks to students, changing Back to School Night format, and training parents on how to use technology, access the online adopted curriculum.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways: Stakeholders indicated that they wanted school to return as normal as possible. The staff requested more PPE, improved technology, and training on virtual platforms and school wide protocols. Support for truancy was also an expressed concern. Additional Chromebooks and hotspots were purchased and will be distributed to students when and if RPCS go to Distant Learning. Hand sanitizing stations were installed in each classroom and portable hand sanitizing stations were distributed around high traffic areas. Frequent hand washing was implemented and lessons in hygiene were provided by staff. Egress and ingress areas were established for different grade levels. Delivery personnel are required to enter with a mask and exit in a timely manner. Lunch schedules and recess schedules have been staggered to limit cohorts mingling with each other. Seating for lunch will be expanded to include shaded areas outdoors, outdoor tables, in the cafeteria, and in open areas on the campus.

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.]

Rocky Point Charter School is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model will look like this: We plan to offer in-person school 5 days a week with all students in attendance while implementing social distancing, hygiene practices, and requiring students to wear protective masks/shields in grades 3-8 and recommending that students in grade k-2 wear masks. Protocols for safety (students and staff): RPCS has purchased masks, face shields, hats with full face shields, and plexiglass dividers for student and staff use while at school. Additionally, students are required to wear masks during drop-off, dismissal, after school program, anytime they may need to interact with peers from other cohorts.

There are 4 different phases of school operation for 2020/21 that could be applied. Rocky Point Charter School will begin the 2020/21 school year in Phase 2, Hybrid Model for the first 2 weeks and then move into Phase 3, face to face, in person, 5 days a week. If Shasta County is moved to the “watchlist,” we may then move to Phase 1.

The phases are as follows: Phase 4: All students return to school with no restrictions. Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts). Phase 2: Students return in a Hybrid Model with an A, B type schedule of approximately

fifty percent of students on campus at a time. Phase 1: Full Distance Learning with limited in-person instruction in small groups. Stay-at-home order is in place. Staff works remotely or from their classroom.

Distance Learning is an option during all phases for students whose parents choose not to send their children for in-person instruction. Teachers have been identified to manage the paperwork and to meet with the families. Teachers are expected to prepare remote learning work each week. If our school is required to close due to exceeding the percentage of affected staff/schools in the district or an infected staff member or student, we will immediately migrate to a remote learning model for all students.

For hygiene practices, physical distancing, and protective equipment: RPCS has developed best practices for safety and health based on public health's most recent guidance. High standards for cleaning have been implemented. The best ways to protect oneself from infection include frequent handwashing, social distancing, and wearing face coverings. As a result, these will be practiced on campus for as long as recommended. In order to minimize the potential risk of spread, we will not hold assemblies or field trips for the time being. Extra-curricular activities are on hold until further notice.

Parents are asked to help prepare their children by teaching them about face coverings and proper hand washing. Rocky Point Charter School promotes the use of soap and water and the use of unscented hand sanitizer with at least 60% alcohol when soap and water are not available. Parents are asked to check their child's temperature each day before sending them to school. Children must stay home if they have a temperature of 100.4 or higher. To help protect everyone, families should be familiar with the symptoms of COVID-19 and all students and staff members should stay home if they are feeling ill or experiencing symptom. Cleaning protocols will be put in place daily for each classroom. Site staff will ensure desks, masks, social distancing, handwashing, and other protocols are implemented based on their classroom environment to ensure continuity of learning.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. The assessments used will be grades K-2 CBM-reading and math, BPST as well as iReady reading and math diagnostics. For grades 3-8 iReady reading and math, CBM-reading and math, BPST (3rd), San Diego Quick Assessment (4th and up). This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19.

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

Description	Total Funds	Contributing
Classroom desks to replace existing tables to allow for proper physical distancing.	\$13,000.00	No
Materials to create plexiglass barriers for areas of campus where proper physical distancing cannot be maintained.	\$1,300.00	No

Description	Total Funds	Contributing
Additional ongoing support to monitor local and state guidelines related to in-person offerings.	\$1,000.00	Yes
Television collaboration platform/access with students and teachers	\$3,100.00	No

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.]

Rocky Point Charter School will provide continuity of instruction and learning through the following specific ways:

We will determine that the distance learning curriculum is of substantially similar quality by: 1. Maintaining grade-level content and instructional rigor 2. Focusing on the depth of instruction and pace 3. Prioritizing English Language Arts and mathematics content standards 4. Maintaining the connection of each and every learner 5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum

We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by: If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including Zoom, Google Enterprise, Google Classroom, Google Meets, phone calls, and individual conferences.

We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by: Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily in Aeries, as determined through engagement. Teachers will also be expected to teach or provide rigorous lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 2-3 hours per day. Students in Kindergarten will receive 180+ minutes, while students in grades 1-3 will receive 230 minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules will be provided to parents and students.

The following curriculum and instructional resources that have been (will be) developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary:

We will work with staff to determine expedient instructional transitions should a school be required to change from in-person instruction to distance learning, or visa-versa, by: From the beginning of the school year, all teachers will design lessons in our Google Classrooms for on-campus learners and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible. Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning. Content for core subject areas will be provided through supplemented instructional resources. In grades TK-2, learning packets and live virtual learning will take place via various platforms. In grades 3-6, content and instruction will be provided by teachers through Google Classroom/Meets and other platforms. These teachers are the point of contact for distance learning. In grades 7-8, content and instruction will be provided through Google Classroom/Meets by departmentalized teachers. These teachers are the point of contact for their prospective subject areas. Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

Grading will be the same as on-campus learning and outlined in our district handbook and policy. Students will frequently and consistently use Google Classroom. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day. Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades TK-8.

The transition plan will be communicated to families by: Teachers and administrator and support staff will establish a common protocol for regular and consistent communication to parents. We communicate through email, One Call Now, phone, Facebook, text messaging, and newsletters.

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.]

Rocky Point Charter School will ensure access to devices and connectivity for all pupils to support distance learning in the following ways: First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by: Use of surveys, phone calls, emails and in person conversations.

We provided technical support to ensure access to devices and connectivity by: Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school in the event we have to go into a distance learning model.

We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by: All RPCS students will be provided materials needed for day-to-day instruction including a Chromebook. Portable WiFi hot spots are available and our parking lot/WiFi access points will be open 24/7 for parents and families to be able to access the internet.

We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as: Offering WiFi hot spots to those in need. Chromebooks were passed out to all students.

Paper packets were distributed every week to those who requested for any grade. We created a board policy regarding device use for distance learning.

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.]

Daily feedback will be provided through Google Classroom and/or directly from the teacher through student work and assignment completion. Progress reports will be provided (via Aeries or in writing) and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Additional feedback is provided to students as needs arise. Students will access assignments, including assessments, projects, and communication through various remote learning platforms or by learning packets. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily or when due according to the teacher for completion and credit for enrolled courses.

Active engagement is a student who is active in his/her coursework. The student is marked present when all of the following items have been achieved. 1. Completion of lessons- activities, assessments, projects on a daily basis 2. Attending synchronous (live lessons) for tutoring, intervention, enrichment 3. Daily contact with the teacher.

A teacher will input the student's attendance into Aeries, based on the student's engagement. Course completion is based on demonstration of academic proficiency.

For assessments, that will guide instruction: 1. Individual Education Plans (IEPs) will be adhered to in all testing environments. 2. Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments. 3. Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.

Teachers will assess students at the start of the school year. Using the assessment data, personalized learning pathways will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels, curriculum based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with our adopted curriculum's scope and sequence.

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 the implementation of a high-quality distance learning program, Rocky Point Charter School has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>). Google Suite, staff participated in synchronous and asynchronous

professional learning and collaboration meetings. This year, staff and teachers will engage in ongoing professional learning that is specific to their content area and instructional materials. Staff will be provided with Google Suite (Forms, Calendar, Docs, Slides, Sheets, Meets, Classroom, etc.) professional development based on their needs. Administration will provide professional development to support distance learning based on direct feedback from teachers. Teachers have the opportunity to participate in the Shasta County Office of Education professional development training.

Technological support was also given by: Technological support will be provided to staff on an as needed basis. IT will be available to assist staff during in-person and remote learning.

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, Rocky Point Charter School has had to adapt staff roles and responsibilities in the following ways :The office staff: Isolate students or staff with COVID symptoms. Protect school facilities by keeping the public from entering campus. The custodians: Clean facilities in-between student and staff use including cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas. Paraprofessionals: Assist as needed with COVID related items. Teachers: Provide a quality education for all students utilizing multiple means of accessing the curriculum. Be able to be flexible with any transition quickly from the in-person, face to face classroom model to a distance learning model. Plan for both independent study students, distance learning, and in-class learning. Teach students proper hygiene, hand-washing, social distancing protocols. Teach students and parents how to use Chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Director: Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Teach and reinforce hand washing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE

To meet the academic needs of students, we have:an intervention teacher who supports teachers and works with students who are academically low.We have two paraprofessional who are designated as extra support staff to work with low performing students. We also have an after school program that offers daily tutoring and homework help.

To meet the social-emotional needs of students, we have: the Second Step Program,and Restorative Chats.

Rocky Point Charter School will continue to monitor the impact of the extra duties listed above, we now have a Guidance Counselor to help support students and we will also continue to support staff as needed.

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: During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success.

Technology devices will be provided to all students so that they can participate equitably in remote learning while at home. Instructional materials and lessons, provided by the teacher, for on-campus learning will be uploaded in Google Classroom or provided in a learning packet. Assignments will be differentiated and adaptations will be provided as needed for individual students with disabilities, Foster Youth, Homeless Youth and English Learners.

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: English learner students will continue to receive integrated and designated English language development either in-person or virtually.

Pupils with exceptional needs served across the full continuum of placements Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in the person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Pupils in foster care: We will work with each of our foster youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary. Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during distance learning

Pupils who are experiencing homelessness: We will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers and school Director will establish a common protocol for regular and consistent communication to parents with pupils with unique needs.

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

Description	Total Funds	Contributing
Individual Student Devices (Chromebooks) for all students to ensure full access to all distance learning resources.	\$44,000.00	No
Individual Teacher Devices (Chromebooks) for all teachers to ensure full access/compatibility to all Student Devices to distance learning resources	\$2,000.00	No
Cellular internet devices ("hotspots") for students who do not have internet access at home.	\$750.00	No
Television collaboration platform/access with students and teachers	\$3,100.00	No
Professional Development resources including books and related training materials to support teachers in effectively implementing a research-based approach to distance and hybrid learning.	\$2,500.00	Yes
Additional Employee hours for staff to deploy technology to families and provide technical assistance.	\$11,250.00	Yes
Additional ongoing support to monitor local and state guidelines related to distance learning offerings.	\$1,000.00	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.]

Rocky Point Charter School will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status) in the following content areas; Students will be assessed in English language arts, mathematics and English proficiency within the first 35 days to identify gaps and areas of need. We will utilize: CBM for ELA and Math, San Diego Quick Assessment for ELA, BPST for ELA, iReady for Reading and Math. We will assess starting at the beginning of the year (Aug./Sept.), middle of the year (Jan./Feb.) and end of the year (April/May)..

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.]

Rocky Point Charter School will address the learning loss for students and will accelerate learning progress for students will be addressed here. As part of our planning for the 2020-21 school year teachers have identified standards which may have been missed during the 2019-20 school year, as well as the essential standards for this coming school year. Teachers have redesigned their units of study and scope of sequence documents to address these essential learning standards and provide targeted supports to student. Teachers have developed intentional and consistent instructional schedules that work with distance and in-person learning formats to maintain consistency for students and accelerate learning. In terms of English learner support , teachers and staff will provide targeted language support aligned to English language development (ELD) standards. To support low income and foster youth, Rocky Point Charter School will continue to provide social-emotional support and services as needed. We are providing technology and curriculum support so that all students will have access to technology regardless of household income.

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.]

Rocky Point Charter School will measure the effectiveness of services and/or supports provided to address learning loss by: Beginning of the year diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, middle of the year etc.) Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal.

Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Actions and services will be adjusted and refined based on student data and reflection.

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

Description	Total Funds	Contributing
iReady Instruction and Assessment to provide a diagnostic assessment and differentiated support in reading and math to identify and address any skill gaps created as a result of COVID-related closures.	\$10,307.00	Yes
Additional standards based curriculum for students to access content and instruction in order for students to progress toward standards and make academic growth.	\$3,000.00	Yes
Mental Health/Social Emotional Well Being: Personnel (counselors) to support/mitigate academic and social-emotional loss with our highest need students and provide resources and supports for students, staff, and families.	\$3,500.00	Yes
Mental Helth/ Social Emotional Well Being: Additional hours/days for special education staff to develop support structures for students during in-person and distance learning.	\$1,500.00	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.]

Rocky Point Charter School will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, stall wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports. Those include: mental health support, and a plan to help teachers support SEL in the classroom. The return to school this year will be unlike any other in our history and will be emotionally charged for students and adults. We believe relationships and connectedness are at the core of

our school community. Social Emotional Learning supports will be inter-woven in daily lessons by teachers and support staff. Teachers will check in daily with students to build connections and monitor their mental health. Teachers will provide social emotional supports based on student needs.

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.]

Rocky Point Charter School will continue to provide engagement and outreach to students who are absent from distance learning. The tiered re engagement strategies we will use for pupils who are absent from distance learning are as follows: When students struggle with distance learning we will follow a tiered re engagement strategy for students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week.

Tier 1 The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher. Teachers or other RPCS employees will attempt to make contact with the student and parent. Teachers will ensure all assignments and grades are uploaded weekly.

Tier 2 Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the RPCS school Director. As part of the re-engagement strategy, the Director will reach out and determine the cause for the absence. The parents will be informed that continued absences from distance learning could include: A conference with the school Director. Development of an Attendance Plan through a Student Study Team (SST) process Through the SST process, 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; and Discussion of the student being removed from distance learning when in-person instruction is available.

Tier 3 If the re engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held, RPCS may develop an attendance plan that includes: Teacher engagement Both positive behavior supports and consequences for further absences; Review of the family circumstances for outside connection with health and social service; Make a recommendation to transitioning the student to additional in-person learning and supports when available.

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.]

Nutrition services for Rocky Point Charter School is provided by Gateway Unified School District. We deeply appreciate this partnership and the dedication of the nutrition services team that supports our campus. As the school did during the spring campus closures, we will continue to partner with Gateway USD nutrition services staff to ensure all students receive nutritionally adequate meals. This partnership will include communicating with families about lunch availability, working with district and school site nutrition services staff to ensure the schedule allows for meal delivery. When school campuses are closed all meals will be available on a pick up basis. During a hybrid model, on-campus students will access meals through a physically distanced model either in classrooms or in assigned areas in the cafeteria or associated outdoor spaces. Students attending via distance learning on those days will have meals available at the front of the 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
10.93%	138,287.00

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.]

Rocky Point Charter School supports students who are low income, English learners and foster youth in various ways. Equity is at the forefront of every decision we have made with the COVID funding and supplemental/concentration funds. No matter the instructional schedule model, we will continue to work to eliminate the barriers to student success that existed before the closure. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program. In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall program. In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered: Review of survey results from stakeholder groups Review of one-on-one feedback from parents, staff, students, and community members Review of the CA School Dashboard student group report to identify which student groups need additional support Current local and state metrics with actions and services in place History of success with actions and service in district programs Refinement of RPCS programs to improve services to students Validity of services based on best practices.

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

With this analysis, RPCS has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:
Social emotional learning professional learning and support, Guidance counselor, Additional Chromebooks so that all students had a computer, Use of Explicit Direct Instructional practices, Early intervention in reading and math, One-on-one support and small group instruction, Establishing expectations for learning, Assisting parents with tips and tricks for educating their students at home, Family outreach and individual check-ins with our most vulnerable students, Student Study Team, and progress monitoring in place, Weekly collaboration meetings to identify students that need targeted support, Multi-tiered system of support, Tiered system of support for student engagement and attendance, Professional development instructional strategies to support our most vulnerable students, Parent engagement and effective communication, Weekly homework assistance, Curbside pick-up for “grab and go” meals will be available during distance learning, Foster youth/homeless youth/English Learner liaison, Support staff, Tutoring and after school program.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to set students up for success. Using engagement and local assessments as a measurement, we will be able to see the progress students made

during the first trimester. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.