California Department of Education, July 2020

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.]

ECR recognizes that students' lives have been greatly impacted socially and emotionally due to COVID-19. Students have experienced greater insecurity and anxiety, food shortage issues, family issues (including loss of jobs, divorce, relocation, etc), as well as internet connectivity issues. We further realize that parents have had to take on support teaching roles in the home as a result of the pandemic and acknowledge that many may not know how to help students. In this regard, we have multiple measures in place to assist such as counselors who reach out to students daily, Interventionist who support students who are underserved and underrepresented, Deans who monitor student attendance and reach out families to find out what help is needed, and administrators who field 100s of phone calls and emails as well create onsite options (when permitted) for students who are experiencing difficulties.

The move to distance learning everywhere has been abrupt and unprecedented. Like many other schools, we have transitioned to 100% distance learning a move that was unforeseen and untested. Fortunately, we purchased Canvas Learning Management System in 2017 and had been working on incorporating it into the classroom since that time. This has eased the transition for us tremendously as most of our teachers had already been implementing online instruction to some extent.

Therefore a Distance Learning plan was created with the following six as goals:

1. Access for all students to connectivity and devices
2. Content aligned to grade level standards
3. Academic and other pertinent supports for students who are not performing at grade level or have unique needs
4. Implementation of Special Education supports
5. Designated and Integrated Instruction in English language development for EL learners
6. Daily live interaction with certificated employees and peers

An email explaining the LCP as a new state requirement that would replace LCAP for the 20-21 academic year was sent to all stakeholders on July 27, 2020. ECR solicited feedback from all stakeholder groups including administrators, teachers, staff, board members, and students via survey also on July 27, 2020. A virtual meeting with remote participation was held July 30, 2020 to discuss the LCP and its contents as well as answer stakeholder questions. An initial review of the LCP with board members was held on August 27, 2020. Public hearing was held on September 16, 2020 and a final board vote was made on September 24, 2020.

Survey responses were as follows;

138 parent responses

50 teacher responses

15 staff responses

3 student responses

3 administrator responses

1 board member response

Remote participation options included a virtual meeting via Microsoft Teams for all stakeholders on July 30, 2020. A board meeting agendized item on August 27, 2020 where the meeting was held via GotoMeeting Webinar. A second Microsoft Teams meeting held on August 28, 2020 via Teams to review the drafted LCP. Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were held remotely with agendas, minutes, and posted digitally in accordance with

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

Administrator feedback regarding:

- Learning loss should be dealt with via tutoring time, essentials classes, and enforcement of high quality instruction.
- Providing a full curriculum of substantial quality by teaching key curriculum standards
- Measure student participation via LMS and other digital platforms, teacher input, and Deans/Counselor call logs
- Professional development resources via Distance learning Empathy Training, Remote instructional strategies, Heavy tech support
- Assess student progress through Teams, Online Formative Assessments, Dept/Grade Common Assessments,
- New Roles and Responsibilities for Staff providing more direct contact with students and parents
- Additional supports for unique needs office and support time built into the bell schedule

Teachers feedback regarding:

- Learning loss:

  - Remediate classes before school, at 8 am classes, and after school classes
  - Additional counselors, social workers, deans and school psychologists to support student academic and emotional well being
  - Instructional time at the beginning of the year reviewing concepts/skills students 'should' know

- Providing a full curriculum of substantial quality

  - Live teaching can go a long way in ensuring that they have a similar quality learning experience.
  - Teachers will be available during the support and intervention periods to assist students or possibly even do extended sessions with groups.
  - Provide stipends and other support materials for teachers to create their home offices.
  - Hold teachers accountable - admin should visit classes to ensure goals are being met; All lessons/agendas should be in Canvas. This will show preparation and delivery.
  - Aeries can be used for grades (one measurement of progress).
  - Adoption of guidelines that are consistent throughout all departments that address such issues as make-up work and grade % breakdown. Also develop plans that teachers follow in case of internet issues and the like

- Measure student participation

  - Through discussion, assignments, tests and quizzes
  - By looking at when and how long a student is in Teams meetings; when, and how much interaction a student has with Canvas, the work a student submits, relevant participation in chats in Teams, looking at formative assessments (via Pear Deck, EdPuzzle, Google Forms, etc).
  - Counselors should have a specific number of students they 'check in on,' daily (perhaps not during super busy times like programming, etc), looking at the previously stated goals, as well as the student's grade in Aeries.

- Professional development resources via Distance learning

  - Virtual pedagogy, strategies for building community
  - The school needs to be flexible and responsive about what works and what doesn't. For example, Zoom is easier to use than Loom. Can tech make the switch? More support with the Microsoft Teams platform as this seems to be the program we are solely using to deliver instruction and to count student attendance for ADA.

- Assess student progress

  - Formative and summative assessments of learning. Fulfilling requirements of each assignment. Using their full potential and creativity.
  - Turning in a completed assignment - not just partial
  - Assessment should be comparable to in-person classes. During class, teachers should check for understanding and provide enough time to answer all students' questions. Quizzes, tests, essays and projects should be used to track progress.
  - Free response and reflective assignments and projects can be used as alternative methods to assess student progress.

- New Roles and Responsibilities for Staff
  - Teachers, with the help of Counselors, increase one-on-one communication with students. If a student is not in attendance for 3 days, it is imperative for teachers, with the support of deans and other out of classroom personnel, to contact counselors to follow up on attendance immediately.
  - Having the attendance office and counseling office follow up on absences and students who are not doing the class work and not submitting each week.
  - Deans and Counselors need to call students that are not attending or are logging in and not participating.
- Additional supports for unique needs
  - There needs to be more communication with parents/guardians (possibly in the form of virtual professional development sessions).
  - Additional counseling would also be of great assistance for the students to help them cope; giving them longer due dates. Maintaining students with the Special Ed teachers only. Do not have students in the regular classes during long distance learning.
  - Foster and homeless - make sure we make physical contact with them (at a distance) Dean's and other personnel can go to the home and check on the student. The school can ensure that we have food available for those in need to pick up or be delivered or find out what else they might need.

Parents feedback regarding:

- Learning loss

  One idea is to have students do additional independent reading and writing.Giving more live revision classes to students and giving live coaching .The online format is efficient, but students should have access to tutoring or teacher assistance. Tutorials or videos should also be available to further help the students grasp information taught online if need be.

- Providing a full curriculum of substantial quality

  The school can provide a forum under which the students can post their learning/thoughts regarding something they were learning about. Students should be required to give feedback in a way that showed learning occurred; All remote learning opportunities should have the capability to provide real-time feedback to the instructor. Student quizzes/check-ins should be built into remote instructions and these should be reviewed by ECR administrators to ensure the highest standard of instructional delivery.

- Measure student participation

  Make all classes live and not recorded where roll call is taken; Students should sign on when a lecture or class in session & that should be sufficient as participation in class; In class contributions, participation in class chats, submitting homework and assignments on time.

- Professional development resources via Distance learning

Consolidate multiple applications to ONE area to avoid students login to multiple systems, record daily classroom sessions for future reference for those who believe to have either missed it partially participated due to unforeseen distractions; Additional tech support for students and teachers, perhaps an online text chat.

- Assess student progress

Progress should be assessed through quizzes or tests. It should be timed to ensure that it is their own work because that will make it harder to cheat. Students are there, with video on, actively participating - small group breakouts with teacher for discussions to check for learning

- New Roles and Responsibilities for Staff

Classified staff should be added/reassigned & trained to help in the nurse's office to do contact tracing in the event that students are allowed back on campus; Online curriculum development and tech support for teachers. Awards should be given to instructors that can effectively transition material in new and innovative ways.Sports coaches can still have their prior teams in a "class" to build a "team" community. Kids have lost so much during this time. Coaches can still coach

- Additional supports for unique needs

Perhaps the staff should be available for counseling and consultation by each of these disadvantaged situations on a case to case basis; For language learners, they should have the information for parents in the language spoken in the home. Parents need to know what is expected of their child so that they can give the child the help they need. Special Education students should have the same resources given at school through telecommunications. They should be able to receive the services they need, OT, speech etc. Foster families are mandated to keep child learning and growing and the school should keep tabs to see if that is happening. It will be easy to monitor the child's progress throughout the weeks and communication with family. Therapist might be essential with foster children. Homeless students need to have therapy available and a location where the students can go to for them to get the learning they need throughout the day. Food should be provided.

Students feedback regarding:

- Learning loss

A thorough review of the second half of the year should be performed for the grade level, to make sure that students are up to speed. Last year, it seemed to some that my teachers stopped putting in effort by the time of online learning due to the very low number of students on live sessions. Ecr should make sure that everyone is on every teacher is still going live. There should be accountability if not.

- Providing a full curriculum of substantial quality

Offer the technology that has been provided and make sure all students have what they need and are accessing it. Ideally allow students to go to school in a socially distanced manner.The teachers should be easy to access and thoroughly explain everything. they should meet and make sure everyone is on the same page.

- Measure student participation

  Check before and after class that all students have been on the entire class period; With an attendance system. You could do it where teachers have to take attendance and the students have to clock in with a pin of when they log on

- Professional development resources via Distance learning

  We need lots of teacher support and tech help so we get the instruction we need.

- Assess student progress

  Assess student progress through projects and less testing; by grading normal and doing basic checks for understanding

- New Roles and Responsibilities for Staff

  Creating social media presences. Teachers should teach the very same and not teach less than what they used to do.

- Additional supports for unique needs

  Access to social worker 24/7

Staff feedback regarding:

- Learning loss

  A multi prong approach that incorporates additional hrs of instructional support; such as tutoring hrs., homework hotline, study groups, coffee with teacher, also mentoring models w/ older young adults that can share different ideas on remote distance learning using a "big brother/ big sister model". Volunteers from local post high school institutions can sign up. Maybe provide incentives for improvement in areas where loss has occurred other than good grades such as goodie bags by mail that include teenage cherished snacks, school materials like cool pens/ journals, art materials, photo supplies etc

- Providing a full curriculum of substantial quality

  Must offer live online learning. With time set aside for questions with the teacher or tutor; we already do a pretty good job of ensuring students have access to equipment/ materials needed and technical support which increases opportunities for students to receive as full a curriculum. Of course, distance learning improvements can always be made but we seem to be ahead. A focus on absenteeism and missing assignments could signals that the student is not receiving the fullest curriculum possible.

- Measure student participation

By measuring attendance, completion of assignments, having group projects/ assignments. having students actively learning during online class time. Also providing opportunities for student leadership within a class, Also measuring communication such as how often a student emails a teacher, participates in tutoring hrs., or reaches out to peers for feedback, or offers help to other students.

- Professional development resources via Distance learning

A deep knowledge and understanding of tech and software being used for distance learning. Equipment and extras area needed of course. Expanding staff exposure to recognizing student emotional health and wellbeing, cultural competency. Resources on how to cope with professional stress and balancing roles and responsibilities. resources on improving communication remotely.

- Assess student progress

Some ways to assess progress are finding out Does the student have a good grasp of concepts/ objectives in what is being covered? Is the student able to build upon what they have learned? Are they able to draw their own sound conclusions, is the student able to ask questions that identify problems and lead to clarification? Do results from assessments reflect what the student has learned or are results in line with the work the student has turned in throughout their coursework and does the student demonstrate this through their participation during lessons?

- New Roles and Responsibilities for Staff

The roles should be using security and admins to help keeping everyone safe during school time, making students wear their mask , keep hand sanitizer available for students and staff in each class and practice 6 feet distancing. ECR staff responsibilities are going to be focused on our students protections through COVID-19. Employees should receive a stipend for home office equipment and supplies.

- Additional supports for unique needs

Weekly reports of each students to see how they are doing by end of month; fun group zoom time, group chats with counselors or our school psychiatric social worker or school psychologist;

Board Members feedback regarding:

- Learning loss

Possibly utilizing more third-party self-guided learning tools or creating student study groups or study pods, but I think it's incredibly challenging.

- Providing a full curriculum of substantial quality

We may need additional counselor/advisor help to assist more students through this issue.

- Measure student participation

Give quick one or two question surveys (quiz) that they can do throughout the class that demonstrate participation (and reinforce learning)

- Professional development resources via Distance learning

N/A

- Assess student progress

N/A

- New Roles and Responsibilities for Staff

We need a medical advisor and we probably need additional cleaning assistance.

- Additional supports for unique needs

Additional bodies given the challenges of EL, Homeless, Foster, and Special Education during this time.

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

The Learning Continuity and Attendance Plan, in its entirety, was influenced by stakeholder input. In terms of specifics:

1. Learning Loss strategies were influenced heavily by administrators, teachers and parents. Additionally, departments have decided to create and provide their own tutoring programs. This will be new for ECR. MAP testing will be used to gauge where students are upon return in August 2020 and again for progress in Spring 2021.
2. Unique Learning needs strategies were heavily influenced by Student Support Services Administration and department members as well as the EL Coordinator. This year, we have increased the number of students being served in Special Education by more than 40 students. A focus on more one-on-one support combined with Resource Teachers in every classroom where there is a Special Services student was critical.
3. Extensive and continuous training needed in the use of Canvas (our LMS), Class Policy and other virtual tools needed to ensure high levels of student engagement.

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.]

ECR will continue to revisit returning students to in-person instruction based on guidelines set forth by local and state authorities. Because none of us know exactly when schools will be allowed to reopen, it is hard to say what it will look like. Tentative actions ECR will take to offer classroom instruction whenever possible are:

- Engage and encourage everyone in the school and the community to practice preventive behaviors. These are the most important actions that will support schools' safe reopening and will help them stay open.
- Implement multiple SARS-CoV-2 mitigation strategies (e.g., social distancing, cloth face coverings, hand hygiene, and use of
- Communicate, educate, and reinforce appropriate hygiene and social distancing practices in ways that are developmentally appropriate for students, teachers, and staff.
- Educate parents and caregivers on the importance of monitoring for and responding to the symptoms of COVID-19 at home.
- Staggered attendance, start and stop times, and possible alternating shifts to enable social distancing
- Implementing block schedules with longer periods of time to minimize movement
- Offer tutoring in small groups of 10 or fewer after school daily
- Offer a built-in enrichment period to offset learning loss particularly of students with unique needs and underrepresented

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

Description	Total Funds	Contributing
After School tutoring	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

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.]

ECR is committed to providing continuity of instruction in the 2020-2021 academic year to ensure students have access to a full curriculum that is substantially similar regardless of method of delivery. Our teachers met during designated PD days on August 5th & 6th to receive further training on using Canvas LMS for 100% remote instruction, Microsoft Teams for Live Conferencing, and Class Policy that allows viewing of student screens. August 7th, teachers met in departments to ensure curriculum alignment and Common Formative Assessments were in place. It is very important for us to ensure teachers have time to collaborate and receive training on use of the learning management system and other virtual tools needed for continuity of instruction. Administrator oversight that provides feedback on lesson plans, live classes, and focus on state standards is equally important and requested many teachers. As indicated above, the major resources needed in this regard are Canvas LMS, Microsoft Teams for Live Conferencing, and Class Policy (allows viewing of student screens). A host of other virtual platforms were offered during PD training as well.

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.]

The ECR Technology department ensures that all students and teachers have access to devices and internet connectivity. In fact, all of our students are given a school laptop during textbook and laptop distribution each year. We are fortunate in this regard. Teachers, too, are offered the same (with an option to decline if they have their own). Our students have access to wifi hotspots if they do not have internet access at home or are in an area where internet connectivity is lacking. Students are offered laptop insurance for $25 in the event something happens. This fee will cover the replacement of the laptop and students are provided with a new device as soon as the old one is returned. Our Technology department has hotlines as well as specific email addresses where students and teachers can reach out to them throughout each day regarding tech issues. Because of the high level of expertise in the technology department, student issues are handled promptly on the same day. There is also a support form students can complete for Tech support if needed.

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.]

California State Department of Education has mandated live conferencing in the remote learning environment. Students receive instruction on a block schedule with anywhere from 2-4 courses per day depending on their grade levels. Each class is held for approximately 80 mins. Built into the 80 minutes schedule is a mixture of asynchronous learning with time to complete independent assignments. All instructional minutes required by the state are being met.

Student progress will be assessed through multiple checkpoints during asynchronous instruction. Through Microsoft Teams, students are able to interact with the teacher aloud and on webcam, as well as with their peers in virtual breakout groups. Additionally, student progress can be tracked in Teams via built-in timestamp, Canvas discussion board and assignment participation, submission of assignments, possible points received for relevant responses in chat during class discussion, and formative assessments (via Pear Deck, EdPuzzle, Google Forms,

etc.). Other strategies to assess student progress are questions, oral quizzes, thumbs up/thumbs down, whiteboard questions, polls, completing worksheets using One Note, and timed writings.

All teachers and staff are required to attend Professional Development that supports the distance learning program. Professional Development was provided on the following topics from August 5th-7th: Virtual Connectedness and Stress Management, Understanding and Uprooting Anti-Blackness in Schools, Exploring Microsoft Teams, Canvas LMS Deep Dive, as well as Albert.IO, NearPod, PearDeck Trainings. These professional development topics will serve as a framework for all professional development opportunities throughout the year. Teachers will have access to modules created by the Tech Committee and Tech team for the duration of the school year.

Staff Roles and Responsibilities

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

ECR has already been meeting guidelines in this area as many teachers and staff members fall into the COVID-19 high risk categories. There are staff members in the 62 and older range who have been working from home in various ways provided by the HR department. Additionally, all returning teachers have been provided the option to either work from home or return to their classrooms and deliver remote instruction via webcam. Paraprofessionals in some instances have also been assigned new roles and/or responsibilities; they are now assisting students remotely. Substitute teachers, through Kelly Educational Services, are on standby in the event an entire day needs to be covered due to teacher absence(s). Instances where only one or two class periods need to be covered, are handled by our out of classroom personnel such as Deans and School Safety Manager. Counselors, School Psychologists, and Deans are also supporting instruction by checking on students daily. Teachers who contract COVID 19 are offered the COVID leave which consists of 12 weeks of leave and 75% of teacher pay (Note: Check this for accuracy).

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.]

Fape 1 Accommodations and/or Modifications and FAPE 2 services to be used in the general and special day classrooms; Case Carriers, DIS Service Providers, Counselors, Transition teacher, Nurse, School Psychs, DIS Service Providers including (Language and Speech, Hard of Hearing, OT, & PT, BII, and BID)...to help with attendance, mental health issues, lack of turning in work; not participating in any class, to help with general ed teachers meeting the needs of the students; In Special Day Classes, paraprofessionals (classroom assistants are available to help the students as well as the classroom teacher). Teachers provide constant positive reinforcement, opportunities for engagement, and differentiated instruction for students at their individual ability levels.

Regarding ELs, ECR will provide a curriculum that is research-based (the same curriculum we use in the classroom) for our everyday lessons online. In addition, the EL Coordinator will meet with students daily and provide consistent instruction (same as in the classroom) - working on the four domains: reading, writing, listening, and speaking. The El CoordinatorI will also periodically be on campus to provide any support that students need. Appointments with the EL Coordinator can be made on a one to one basis to cover any issues students may be having with the curriculum or with online learning.

English language learners will be supplemented via offerings that utilize language support thru resources, as well as inclusion of interpreters when needed. Special Education will continue to offer all accommodations within the scope of the IEP and/or 504, that are practical and able. Support is still there via the Spec Ed department support staff. Foster Care and Homeless need to be identified. Most Foster Care are able to provide wifi access, and the computers have been given to the student. Lack of assistance from Foster care providers would require Social worker intervention and/or partnerships. Homeless can still be provided for in that they also have the computers, but the school may need to explore the idea of providing mobile hotspot access for students that do not have a home to connect to wifi.

1 response

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

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.]

We recognize that despite even the best distance learning circumstances, learning loss is likely to have occurred. NWEA predicts that students under the current pandemic will have only made 50 to 70 percent of academic progress needed to achieve in a year. In an effort to combat learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years we have done the following:

ECR will measure learning loss using curriculum embedded assessments such as CFAs, and Measures of Academic Progress assessments for English, Mathematics, and English language development. Progress will be monitored by individual classroom teachers, Interventionists, and Counselors who will identify targeted intervention strategies that will address the areas of learning. Instructional schedules include "coordinated student support" time, which is dedicated time for teachers and support staff to support students in their areas of need. According to recent reports from the CDE, we will likely be SBAC testing in spring 2021, so this will be an additional measure of learning status in the aforementioned areas.

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.

ECR will implement the following actions and strategies to address learning loss and accelerate learning progress student students who are English learners, low incomes, foster youth, pupils with exceptional needs, and those who are experiencing homelessness using the following methods:

- Holding virtual summer school from June to July 2020 (**completed**)
- Require Teacher Feedback and communications to Counselors and Interventionists once students fall two assignments behind
- Utilize Interventionists to make contact with students who are in danger of falling behind or have already fallen behind
- Create a Saturday virtual tutoring academy for Reading and Writing
- Create a Math hotline for assistance

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of these services and supports will be measured three ways:

1. Progress on goals set by School Psychologists, Counselors and/or Interventionists

2. Monitoring of Daily Attendance through Aeries and tracked by Administration and attendance support staff.
3. MAP (Measures of Academic Progress) Testing

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

Description	Total Funds	Contributing
● Create a Saturday virtual tutoring academy for Reading and Writing ● Create a Math hotline for assistance *(note; discuss amounts with Mr. Wood)*	[$ 0.00]	[Y/N]
	[$ 0.00]	[Y/N]

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.]

Counselors are usually the primary point of contact for teachers regarding student intervention. They also make direct contact with students (and their parents) who have been flagged for attendance/behavioral support. There is an intervention form students can complete when assistance is needed. Our School PsychoSocial Worker (PSW) Johanna provided an excellent training to staff on August 10 on Staying Emotionally Connected in a Virtual World. Johanna will continue to provide support to teachers through monthly professional development. For students, Johanna schedules remote appointments where she continues to meet the needs of those most affected mentally, socially and/or emotionally by COVID-19.

Students who receive mental health services designated in their IEP will continue to receive services from the school [psychologists virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis.

Student Council and Senior Cabinet, or School Leadership groups, will also start Wellness Wednesdays and provide tips and techniques for stress management. In addition, school clubs and activities will be available throughout the year for students to feel and/or stay connected to the school community.

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.]

A support period was designated in the 20-21 bell schedule to allow for time to conduct student outreach. This bell schedule actually allows teachers more planning and support time in an effort to meet the needs of student learners. In addition, out of classroom personnel such as counselors, attendance office staff, interventionists, and deans, are daily contacting students to monitor engagement.

Procedures for tiered re engagement are:

- phone calls
- parent contact
- home visits
- wellness checks
- and collaborating with community based agencies

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.]

ECR will provide nutritionally adequate meals for all students, including those students who are eligible for free or reduced price meals, when students are participating in both in-person instruction and distance learning, by creating a flexible serving time and schedule that is supportive to the needs of students and parents. Currently, meals are being served Mondays and Wednesdays from 11:30-12:30 only.

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] **N/A**	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]
[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] **N/A**	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[$ 0.00]	[Y/N]

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
[Insert percentage here]%	[Insert dollar amount here]

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.]

> Ensured the needs of unduplicated students were met first with regard to internet connectivity, device and textbook pickup or delivery. The above PD trainings provided during the week prior to school openings also met the needs of all students, including unduplicated students. *(note: give further details)*

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

> TBD (note: speak with Barrie, Jon & Emilie again as this question is asking about increases/improvements)