

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.]

REALMS is a TK-6th grade Charter School that serves the needs of students in the Indian Wells Valley. On March 17, 2020 in accordance with state and county (Kern County Department of Public Health and Kern County Superintendent of Schools guidelines, REALMS transitioned from providing on-campus instruction to it's families to remote instruction via Distance Learning. The decision to close campuses impacted the social and emotional state of students, parents, and staff. Fear, worry, and panic ensued as the guidelines changed constantly. Parents expressed worry about student safety when considering if, how, and when to send students back to campus.

REALMS Certificated Instructors provided instruction to its students via Google Classroom with the support of Instructional Aides. In early May, students, teachers, and parents were introduced to CANVAS and sampled engaging within the platform. REALMS used this opportunity to compare programs that would meet state guidelines and provided information on attendance and engagement per new and emerging state guidelines. To support social and emotional learning, REALMS hosted virtual Spirit Days to continue engaging with its students. Staying in close connection with the school community and supporting Social Emotional Learning in addition to academics remained a priority for REALMS Administration.

REALMS received mixed reviews from excitement from those who had previous experience using CANVAS from previous experience and fear from those who lacked enthusiasm for another change and the expectation to digest working through a new platform in little time.

Due to the rising numbers within the county and the state, REALMS started the 2020-2021 school year via Distance learning. At the start of the year REALMS had an enrollment of 175 students. This was a significant drop mainly contributed by fear while navigating through information provided, necessity of accessibility to full-time child care, and personal family choice to home school.

We learned through surveys and parent interaction, that some of our at most risk students and families were in need of technology devices and connectivity in order to participate via Distance Learning. REALMS immediately deployed devices available on site and began working with the county and outside agencies to secure the increasing need.

Considering the safety and well-being of its staff, majority of REALMS staff worked remotely throughout the duration of the summer up to the beginning of the school year.

Stakeholder Engagement

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

REALMS recognizes the importance of stakeholder engagement and has for the last five months communicated regularly updates to its school community as well as solicited feedback in order to respond to the needs of those impacted directly and indirectly to mandated school closure(s). REALMS used its Student Information System, Aeries Communication, to communicate with families during the school closure. Parents received communication by way of email, phone calls, and postal mail.

A series of attempts were made to collect data regarding needs, concerns, and input on school instructional plans. REALMS deployed information to its school community and stakeholders in a variety of ways. The ultimate goal was to provide current information and allow opportunities for sharing and exchanging of information in light of the global pandemic.

Parents and staff received electronic and paper surveys which were sent electronically and through postal mail. Surveys and school announcements were provided in both English and Spanish so that families who do not speak English could participate.. In addition, REALMS used its social media accounts to engage with staff and students and their families frequently.

REALMS has remained in close contact with the school community, county representatives, and the local health department to provide accurate up-to-date information to determine best practices for safety and to meet the learning needs of students. The Learning Plan was developed with contributions of parent groups, certificated and classified staff, administration, and the School Board.

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

The Learning Plan was presented to multiple groups in a variety of ways. In these meetings there was representation of staff, students and parents, and Board of Directors.

REALMS conducted Regular, Emergency, and Special Board Meetings virtually via Zoom. Public notices were visibly placed in front of the school within the set-time frame of the meeting. Meeting participants could choose to phone in or use their computer device to access the meeting. In addition, a computer monitor and screen were made available in the school's conference room for attendee access.

REALMS presented the plan at a Public Hearing to the School Board (August 19), School Site Council (SSC) (August 27), and English Language Advisory Committee (ELAC) (August 26) to solicit feedback. During the ELAC meeting, no questions were raised resulting in no need to submit a written response.

Results revealed concerns in 3 major areas: safety, accessibility to electronic devices, and return to normalcy of the school experience. During the School Site Council meeting held in August, REALMS responded to two raised concerns from parents on structure of lesson delivery and lesson objectives in Math.

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

Parents responded to the surveys regarding their childcare and technology needs. The REALMS staff used this information to support the needs of its enrolled students. Approximately 45 parents responded to the online survey and under 10 paper copies were returned. Below is a summary of the responses received:

- 44.4% prefer Returning to attend in person for a full day
- 26.7% prefer Blended Learning Model with a two daily rotation (Group A attend M/W Group B attend T/Th)
- 17.8% prefer Blended Learning Model with a weekly rotation on and off site
- 11.1% prefer 100% Distance Learning

Primary reasons for their selections is as follows:

- 60% Personal preference
- 33.3% Health concerns
- 28.9% Child care needs
- 15.6% Other obligations

REALMS received approximately 10 responses from staff. A summary of their responses are below:

- 40% prefer Blended Learning Model with a two daily rotation (Group A attend M/W Group B attend T/Th)
- 20% prefer Attending school in person everyday
- 20% prefer Blended Learning Model with a weekly rotation on and off site
- 20% prefer 100% Distance Learning

The REALMS School Board provided input during the July Regular Board Meeting. No action was taken during this meeting due to all schools starting the school year via Distance Learning on recommendation by Kern County Superintendent of Schools.

REALMS responded to two raised concerns from parents on structure of lesson delivery and lesson objectives in Math. In the request for information on technology, REALMS learned that lack of devices particularly in families within families with multiple students and those economically disadvantaged. Some of the families within this subgroup had access to devices but lacked reliable internet connectivity.

REALMS students and families in the community expressed great appreciation for the continuation of meals in light of the school closure. Meals were distributed via grab-and-go to protect staff and participants. Meal service has continued weekly since March 2020 and has contributed to the social-emotional state of students and families in the community..

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

REALMS used feedback from the school community to create it's Learning Plan. School staff and the REALMS Board of Directors were provided opportunities to contribute. To address safety concerns and remain in compliance with the mandated county and state guidelines issued by Governor Newsom, a hybrid model for student learning was designed.

REALMS used data from surveys and parent engagement to prioritize the needs of students. Parents indicated an increase need for technology. In response to the need, REALMS purchased additional devices for staff and student use. REALMS provided students economically disadvantaged, English Learners, and Special Education students first in line access to devices. REALMS deployed Chromebooks and hot spots to mitigate the lack of technology devices to those who needed them most.

REALMS had to make changes to it's staffing in order to clean and sanitize the campus. REALMS purchased personal protective equipment, changed the lay-out of classrooms, and deployed hand sanitizer stations throughout its campus. REALMS placed posters and floor markings around campus as visual cues and reminders to staff, students, campus visitors on best practices to protect themselves and others.

REALMS hired additional staff in order to continue its meal service from March throughout the summer and provided multiple meals for all students eighteen and under. Meal service remained steady during the start of COVID with participation decreasing slightly over summer months. Parents and students received multiple meals for non-distribution days.

To address normalcy of the school experience, REALMS hosted a variety of School Spirit days so that students could participate in a collective experience. REALMS also hosted ZOOM meetings allowing students the opportunity to see and communicate with their peers. REALMS designed a 2020-2021 school schedule which included social/emotional learning activities and opportunities.

When it became allowable to return to campus, students and families would receive two learning plan options: 1: Attend classes on-site based on an A/B schedule. 3 days per week students would work from home allowing for one day of site deep-cleaning. 2: Families could elect to continue learning 100% remotely. These students would be provided the same grade level content and although working remotely, be held to the same work-level expectations.

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.]

In accordance with guidance provided by the county and local health department, REALMS students would not return to campus until the county is either removed from the monitoring list or the site receives approval to return to campus by way of a waiver.

Once one of the above criteria has been met and it is determined REALMS students may return to school for in-person instruction, REALMS will provide families with two options: 1: Return to site under a Hybrid Instructional Model. 2: Families can elect to continue learning via Distance Learning.

Families who elect option 1 will return to site in an A/B cohort group. Students will be on site for in-person instruction Monday/Wednesday or Tuesday/Thursday depending on their cohort schedule. On the days students are not on campus, students will continue working on assignments via CANVAS.

Students will be able to engage in pre-recorded lessons and have access to support via Classified Staff. On campus cohorts will be fixed groups and will not intermingle with each other. Families will be placed within the same cohort.

Students will be on site during normal school hours, 7:55am to 2:55 pm. They will engage in all instructional opportunities- small groups, intervention, and whole group instruction. All content areas will be taught, including English language arts, mathematics, social studies, PE, and science. There will be no teachers and students on campus on Fridays.

REALMS will provide PPE to staff and will provide PPE to students in need of it. REALMS installed plexi-glass throughout campus for the safety and well-being of students, staff, and campus visitors. REALMS purchased hand-sanitizer stations and distributed them throughout campus.

Fridays will be utilized as deep cleaning days conducted by classified staff members. These staff members will thoroughly sanitize all areas of the school, including classrooms, bathrooms, cafeteria, hallways, and playground areas. They will ensure the school is sanitized for the following in person instruction on Monday. Additional professional deep cleaning equipment will be purchased to clean and sanitize the carpet and other areas. REALMS will also purchase fans for classroom air circulation.

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

Description	Total Funds	Contributing
Adequate meal options and child nutrition is a high need for REALMS economically disadvantaged (low-income) students. REALMS will hire staff to continue meal service throughout the summer to decrease hunger and childhood poverty for those students..	33637.34	Yes
REALMS purchased devices for staff and student use. The technology survey results determined a high need for devices for English Learners and economically disadvantaged students. These devices will provide necessary connectivity and access to core content.	25,000	Yes
Hired contractors to provide 6 week intervals of social/emotional activities during the school day to mitigate social emotional needs of students and families.	30,000	Yes
REALMS will hire staff to offer extending learning activities (tutoring) after school. Special Education, English Learners, Foster Youth, and students economically disadvantaged will have priority in participating. Tutoring support will provide English Learners, low-income, and students receiving Special Education services extra time and opportunity to work on concepts that contribute to the learning gap that exists between those students and their peers.	15,000	Yes
Continue to implement Positive Behavior Intervention System	1,500	Yes
Provide school-wide, classroom, and individual incentives for the students meeting attendance participation expectations, to increase attendance and participation particularly for Foster Youth and those economically disadvantaged who have high absence and participation rates in the classroom(s).	1,500	Yes
Provide professional development training and consulting services to teachers, classified staff, and administrators with an emphasis on increasing achievement of low income, foster youth, and English learners.	2,000	No

Description	Total Funds	Contributing
Project Lead the Way requires students to have access to iPads in order to fully engage with the lessons and content. Not all students at REALMS have access to these devices. Based on survey results, a large number of students who lack devices at home were English Learners and students reporting from families with low-income. REALMS plans to purchase of devices and supplies for Project Lead the Way with an emphasis on supporting low income, foster youth, and English Learners. REALMS determined through the technology survey that parents of English Learners, Foster Youth, and disadvantaged, lack access to iPad devices which is used to access applications, content materials and engage in learning activities.	50,000	No
Purchase additional equipment/supplies for cleaning and disinfecting.	10,000	No
Purchase additional PPE for all staff and students.	1,000	No
Purchase dividers and/or other equipment to ensure distancing practices (i.e., sneeze guard for cafe' tables, supply pouches for each student, school-wide hand sanitizer dispensers, fans for room air circulation, etc.).	8,000	No
Hire Program Coordinators for Anchored for Life (Social/Emotional Support Program)	1000.00	Yes
Increase/re-align IT support service contract	50,000	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.]

REALMS staff received introduction to CANVAS at the beginning of May. In August, staff and parents received additional training in CANVAS provided by Kern County Superintendent of Schools. REALMS will continue use of Canvas as its distance learning management system. For continuity and to eliminate disruption in learning, students will access CANVAS whether instruction is held via Hybrid model and/or Distance Learning.

The Kern County Superintendent of Schools created courses in Canvas that are aligned to the CA state standards and ensure rigorous instruction. Teachers are providing daily live instruction at a minimum of twice per day. There is a morning lesson and an afternoon lesson. REALMS will continue all assessments via distance learning that they would have provided in person. Data from these assessments will be used to place students into small groups. These small groups will provide intervention as well as enrichment.

REALMS curriculum which is aligned to the CA state standards will be uploaded into CANVAS. This curriculum also ensures content is rigorous for instruction, intervention, and enrichment.

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.]

REALMS has partnered with organizations that have sought to meet the needs of students across the nation to support the technological needs of distance learning and becoming 1:1 with devices.

REALMS purchased Chromebook devices and iPads from Microsoft and Apple in order to provide laptops and hot spots devices to first at-risk, homeless, and foster youth and other families providing all student with access. REALMS deployed over 100 devices to students and staff members to date. REALMS provided meetings via Zoom which outlined the CANVAS platform and provided parents with opportunities to ask questions about the program functionality. REALMS held 2 meetings at different times for student and parent accessibility. Parents and guardians can also check out more than one laptop per family, if needed. Some families at REALMS are using multiple laptops.

REALMS purchased hotspot devices through Kajeet and pays the monthly subscription and usage fees so that students at risk, Foster Youth, and English Learners have accessibility to content. REALMS also purchased hotspot devices for staff use when working remotely.

Zoom licenses were purchased for REALMS staff. This platform allows teachers to conduct live-in person instruction, create small group and collaboration opportunities, and conference with students and parents.

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.]

Canvas contains functions which allow the teacher to see when the students last logged in and what activities they accomplished during the school day. Teachers are checking and reviewing these tabs daily to ensure student participation. Teachers are calling students to ensure that they log into Canvas daily and are completing their assignments. REALMS will continue to grade student work in Canvas and provide progress reports and report cards to parents/guardians. Benchmark assessments given every trimester and goal setting with students will ensure that progress is being made on a consistent basis.

Teachers are using a template created by the California Department of Education to also track and record attendance, engagement, and type of instruction provided (synchronous and asynchronous). Teachers contact students daily who are not present in Zoom meetings or show no activity on CANVAS. A student who is absent for 3 or more classes is referred to the School Principal or Administration.

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.]

REALMS staff were provided with professional development in Canvas. Teachers were also given training on the assessments that will be used to place students into small groups. They were also provided with professional development on English language learners and special education students.

Teachers were trained on techniques in order to support these students in the online environment.

Teachers were provided with laptops and two monitors in order to support their instruction from home. Teachers were also provided with hotspots, if they were needed. They were also given \$500 in funds to support their distance instruction.

Overs summer, teachers, students, and families were provided access to CANVAS and were encouraged to engage with the platform in the event it would be used long-term. Prior to the start of the 2020-2021 school year, REALMS provided CANVAS training for certificated and classified staff. Additionally, REALMS hosted two CANVAS training meetings for parents and families. Parents were provided with an overview of the platform and were provided opportunities to ask questions.

The REALMS IT Team is available for staff or parents daily. Teachers are provided with IT support throughout the week. However, weekly meetings for staff and IT were added to the schedule to provide teachers and staff with one-on-one access t ask IT related questions and receive one-on-one assistance as needed.

Staff Roles and Responsibilities

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

Over 80 percent of REALMS staff started the 2020-2021 school year working off-site. The Front Office staff, Meal Program Support Staff, and Custodial Team remain on site for meal and device distribution and campus cleaning and sanitation. New staff have been trained in Anchored for Life, a program to support student social and emotional learning.

The REALMS custodial team have been trained to deep clean the campus and apply constant cleaning to parts of campus with high activity.

The REALMS IT department have set aside regular and on-going training opportunities for staff. Staff and receive direct support from the IT Staff for 1 hour 2x per week.

The REALMS administration have provided IT support to staff, students, and parents.

The REALMS administration have worked with custodial and maintenance staff to ensure campus safety.

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.]

Students with unique needs are being placed into groups to accommodate their needs. Small group instruction is taking place via the “Conference” function in Canvas. Teachers can meet with students one on one or small groups. Launch to Literacy is the designated ELD curriculum used to meet the needs of English learners. Students are taught a level that correlates with their English proficiency. Students are grouped alongside others that are at the same level of proficiency. Teachers are also continuing to provide integrated ELD instruction through their morning meetings and live lessons. Teachers are scaffolding instruction to meet their language needs.

Special education students are still being given the same level of support with a special education teacher and two paraprofessionals. Lessons are modified to meet their accommodations. The special education teacher and paraprofessionals are meeting with their students one on one and in group settings via the “Conference” function in Canvas. They are also providing IEP and SST meetings via Zoom. The psychologist and speech pathologist are also using “tele therapy” to support students with speech needs.

EL students, special education students, pupils in foster care, and homeless students have all been provided with their technology needs in order to complete their distance learning. They receive extra support through phone calls, Zoom meetings with parents/guardians, small group instruction, one on one instruction, and intervention/accommodation supports.

Foster and Homeless Youth are provided with free meals during the school year. When working on-site students and families have access to free clothing that meet the school's dress-code. These items are available in the front office and can be accessed privately. REALMS

continued meal service and access to device and internet services are identified needs for REALMS Homeless and Foster Youth. Additionally, REALMS also will provide counseling and connections with counseling community service providers to support the social/emotional needs of those students.

Intervention and Acceleration services will be provided to low performing students and advanced students in small groups. All students will be supported with content and instruction at their learning level.

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

Description	Total Funds	Contributing
Purchase CANVAS Platform to deliver instruction via Distance Learning and Hybrid model.	2,000	Yes
Purchase headphones with microphones	4,000	Yes
Purchase 2nd monitor for certificated teachers to conduct distance learning, review data, and multi-task function increasing performance and productivity.	1,540	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.]

To assess student learning, teachers will administer diagnostic assessments in DIBELS, SIPPS, iREADY, NWEA, and IABs. Data from these assessments will determine if students have learning loss and allow teachers to place students in groups and meet their instructional needs.

Teachers will set growth targets with their students and use these goals to ensure that students are progressing over the school year.

English Learners will receive designated and integrated instruction from a certificated teacher. In a small group, the certificated teacher will provide instruction focused on ELD standards and learning goals/targets.

Foster Youth and Homeless students will be encouraged to participate in the Social Emotional lessons that will be scheduled. REALMS will provide 6 weeks of various social/emotional learning activities such as Yoga, Music, and Art. REALMS will continue meal service to ensure students have access to meals daily.

Special Education students will receive services via teletherapy. Students receiving Special Education services will also have first access to after-school tutoring.

REALMS will follow the safety guidelines issued by the county and will provide opportunities for students in the groups above to receive in-person services. REALMS will abide by social distance guidelines and will work with students in cohort groups.

Teachers will meet in PLCs to analyze data and discuss options for scaffolding, differentiation, intervention, reteaching, and providing rigor for students. Instruction will be provided for students in all DOK levels of questioning.

Intervention is also being provided for all students via SIPPS. Students will receive instruction in daily RTI groups using the SIPPS curriculum. This curriculum will ensure that students are receiving English language arts instruction at their current reading level. The iREADY program also uses stories and comprehension questions to increase student reading ability. Data from DIBELS will allow teachers to provide phonics and phonemic awareness instruction to those students who are struggling. Data from NWEA will allow teachers to see student performance and progress in English language arts as well as math instruction. Teachers will use the reading and math MAP Growth assessment to place students into small groups to support their learning.

Pupils with exceptional needs will engage in advanced learning opportunities during designated Response to Intervention (RTI) time. During these periods students have access to learning content at their individual level(s). For advanced students, this provides time to engage in material higher than than current grade level when warranted.

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.]

To accelerate learning progress for these pupils, REALMS teachers will provide one on one and small group virtual conferencing. Lessons and instruction will be modified to meet their needs and accommodations. Students will also set growth goals with their teachers and work to meet these goals every trimester. Intervention will be provided to those students who are falling behind via SIPPS, iREADY, DIBELS small groups, and math small groups. Designated EL instruction will also be taking place using the Launch to Literacy curriculum and integrated EL instruction will take place during daily live lessons. These lessons will be recorded, so that students may watch repeatedly for support.

REALMS teachers will meet regularly in Professional Learning Communities (PLC) to set goals, evaluate student performance toward goal, and collaborate to realign teaching strategies to assist students in obtaining learning outcomes.

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 supports will be measured via ongoing assessments every trimester. REALMS will use data from NWEA, DIBELS, AND iREADY as its diagnostic tool to determine student growth. Students and teachers will create goals for learning, which will be recorded on their ILPs (Individual Learning Plans). These ILPs will be reviewed every trimester. Teachers will collaborate in PLC's to form groups and create schedules with designated supports embedded. Teachers will be provided time have work with the Chief Academic Officer on effective teaching strategies.

Teachers will also have time embedded in their schedule for PLC'S and collaboration..

Project based learning will allow students additional opportunities to learn in a more engaging way and provide students the ability to demonstrate competency of content.

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

Description	Total Funds	Contributing
REALMS will contract services to provide translation of documents into Spanish and other languages of our school community (when possible .	2,500	Yes
Diagnostic Tools (DIBELS, NWEA, iREADY, SIPPS)	29,232	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.]

REALMS will make every effort to retain normalcy for it's staff and students. REALMS Chief Academic Officer, has begun and will continue to provide staff with inspirational broadcasts. REALMS will highlight staff members on a display in the hallway of the main building and will share this recognition with families using the school's social media accounts.

REALMS Principal will engage students in weekly announcements which include highlighting student birthdays and special accomplishments.

REALMS will provide students opportunities to engage in a list of activities throughout the year such as yoga, music activities, and virtual talent showcases. REALMS will also continue its school pride events such as Crazy Hair Day, Super Hero Day, Dr. Seuss Day, and more. Students will have the opportunity to share photos and videos that will be posted on the school's social media pages.

REALMS utilizes Anchored4Life as a social emotional support curriculum for its students. There is also an SEL class in Canvas where students are "checking in" with their emotions daily and have the opportunity to share what they are feeling.

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.]

REALMS teachers will monitor student activity and engagement via CANVAS. REALMS has developed a plan to monitor and track attendance and engagement. REALMS certificated staff will use the tracking sheet provided by CDE to monitor and track this data. The engagement plan is as follows:

Notification of students who are absent from CANVAS for at least two days will be sent to the school Principal. The Principal will reach out to families via phone and/or written correspondence. When warranted, an attendance plan will be created alongside the teacher, student, and parent/guardian. The REALMS Attendance Plan will be included in the student handbook and can be found below:

REALMS ATTENDANCE PLAN

GOAL: 98% School Wide Attendance Rate

SLOGAN: "Eagles, be cool. Stay in school. No wait. Let's get 98"

INCENTIVES/REWARDS:

At the end of every MONTH, the PRINCIPAL will determine which 3 CLASSES had the best MONTHLY attendance.

Gold=1st

Silver=2nd

Bronze=3rd

Each winning class will receive a (virtual) treat the following Friday between 2-3 pm or 11:15-12:15 pm Minimum Days.

The teacher from each winning class will receive the appropriate banner at monthly Board meetings to display outside their classrooms and virtually. The Principal will announce the winners monthly over the PA.

The teacher with the best class attendance for the year will be recognized at an end-of-year Board meeting and their students will be awarded a class party virtually or otherwise (tbd).

PROGRESSIVE DISCIPLINARY ACTIONS

Principal calls for every 2 days of consecutive absences

Parent Conferences

Targies=Grades Affected

Tardies and Unexcused Absences

3+ Tardies=Teacher Consequence

Skip Teacher Consequence=Additional Teacher Consequence ADT

Skip ADT=Principal Consequence

Absence Letter 5-Days; 10 Days; 15 Days

At-Risk of Retention

Truancy Policy

SART

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.]

When students are allowed to return to campus, REALMS will provide students with breakfast and lunch. REALMS has created a lunch schedule which allows students to remain socially distant and staff proper amounts of time for cleaning and sanitation.

All students were provided meals, lunch and breakfast, since March 16th until school started back on August 10th. During temporary closures, REALMS will continue to provide meals to students via Grab-and-Go.

Starting Monday August 10th, students are receiving meals based on their meal application status. Students without an application on file will be charged for meals.

During the week of August 10th, food distribution, for REALMS students only, was from Monday to Friday, 10:00 a.m. to 11:00 a.m. Students received 2 meals, breakfast and lunch.

From the following week of August 17th, REALMS will transition to "Take-and-Bake" meals. Meal distribution will be as follows:

On Mondays from 10:00 a.m to 11:00 a.m., students will receive 2 days worth of meals, breakfast and lunch, for Monday and Tuesday.

On Wednesdays from 10:00 a.m. to 11:00 a.m., students will receive 3 days worth of meals, breakfast and lunch, for Wednesday, Thursday, and Friday.

All meals will come with directions and heating instructions.

Parents can complete the online meal application via Titan using the link on our website.

All families are encouraged to complete the meal application as the school can receive funding even for those who don't qualify for free or reduced priced meals.

The link to complete a meal application is:

<https://family.titank12.com/application/new?identifier=WDHVBB>

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
14.25%	303,543

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.]

There are approximately 11% of EL students (21) as of 8-14-2020. An English Learners Advisory Committee (ELAC) has been formed to offer needed support to EL families and their students who are experiencing difficulty with Distance Learning, in English and Spanish. EL families will be able to offer suggestions and make recommendations to School Site Council and LCAP stakeholder meetings for appropriate budget expenditures through the School Plan and LCAP to improve the quality of programs offered to EL students.

Based on parent and staff feedback, along with data collection from surveys, it was determined that our unduplicated students lacked sufficient access to internet connectivity as well as accessibility to multiple devices when the family had multiple students enrolled. We also discovered parents of English Learners required additional basic support in the CANVAS platform to assist their children navigate through the platform and engaging with the teacher during live-instruction.

A large amount of our English Learner families expressed the desire for students to return to campus for in-person instruction. Priority will be given to foster youth, English learners, and low-income students when REALMS determines the capacity to serve students in person via approved waiver or cohort groups.

In order to respond to considering the needs of foster youth, English learners, and low-income students first, REALMS ensured the Office staff includes sufficient, qualified bi-lingual staff and liaisons to facilitate on-going communication with these families. Documents were provided to families in Spanish and social media messages were provided in English and Spanish.

In the classroom, teachers use research-based ELD program and activities. Teachers use standards-based ELD curricular materials and teachers collaborate to plan ELD activities of sufficient duration. Needs assessment are used to plan PD, ELD goals, and ELD activities. Teachers implement CCSS and ELD standards simultaneously.

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

Priority of device distribution was given to foster youth, English learners, and low-income students providing accessibility to content and the ability to engage with core content. Families were given the option to check out multiple devices when this option had not yet been awarded to all families.

REALMS hosts monthly ELAC meetings which provide parents of English Learners an opportunity to ask questions, provide input, and in some cases learn about REALMS programs and ways in which support can be provided at home. Over the summer, REALMS continued its accessibility to iREADY so that foster youth, English Learners, and low-income students could continue learning over the summer. REALMS website has the tools to transfer the content in different languages. Although the content is not word for word translations, it provides families the ability to understand the overall message being provided.

REALMS continued meal distribution throughout summer. On distribution days, students and families were provided with breakfast and lunch and to cover meal periods on days meals were not distributed. The REALMS Office staff includes sufficient, qualified bi-lingual staff and liaisons for added ease in communication. Opportunities for every parent to make recommendations are awarded during School Site Council (SSC). The SSC includes English Learner parents/guardians.

Oral and written translation services are made available when needed. REALMS created a plan to increase EL, Foster Youth, and low-income parent involvement and decision-making. The ELAC reviews LCAP regularly and participants have the opportunity to offer input. REALMS provides Parent training for parent leadership opportunities are also made available.