

# 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>.

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## General Information

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

The COVID-19 pandemic has directly affected the entire Pittman Charter School community: our students, staff, families and our school’s third party partners. Due to the impact of the COVID-19 pandemic, Pittman Charter School was forced to close March 17, 2020 to ensure the safety and healthy well-being of students, staff, and families.

The COVID-19 pandemic has had a systemic impact on instructional and operational logistics across Stockton Unified School District (SUSD), our home district, and in turn, these logistical challenges have also had a direct impact on basic services for our students and their families.

To lessen the impact on our students and our families, Pittman Charter School has continued to provide distance learning throughout the pandemic as well as providing students with meals, and mental health, social-emotional and physical well-being services for students, staff, and families. In addition, throughout the pandemic, we have had staff on site during the week to address the needs of students and families by appointment and following safety and health guidelines and protocols.

The most glaring and direct impact of the COVID-19 pandemic has been the need to implement Distance Learning: All direct teaching and student learning occurring has been taking place within the student's place of residence, in front of a computer screen. Learning within their place of residence, has also increased students’ needs for trauma informed care and culturally and linguistically responsive teaching and learning.

As a dependent charter, our school worked directly with our home district during the spring, summer and fall of 2020 and provided opportunities for stakeholders to give feedback in their desire for students to access learning through safe and healthy models of instruction in the physical and/or distance learning space, while planning for the strategic learning systems and interventions that need to be provided to students to directly assist grade level standards-based skill development, mental health and social-emotional well-being support to address the challenges experienced accessing learning during the spring and over the summer due to the impacts of the COVID-19 pandemic.

We value the need to address all students' learning goals and social-emotional development with an equitable approach focused in serving the needs of our foster youth, English learners, families in transition, low-income, and special education student groups. In providing needed

academic, nutritional, mental and social-emotional well-being services to students, staff, and families, our Learning Continuity and Attendance Plan is aligned with the expectations of all state and county public health orders to ensure as a charter school we are safely serving the needs of our students through delivery of whatever instructional stage is allowable as we continue to adapt to the new realities presented by the impacts of COVID-19 and recognize the fluid and dynamic nature of this pandemic.

## Stakeholder Engagement

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

The overall engagement effort revolves around providing opportunities for all stakeholder to be able to give their feedback via surveys, virtual online meetings, phone calls directly to families, parent/guardian advisory committee meetings (Coffee hour, ELAC, SSC, Charter Advisory Committee). Translation/interpretation services were offered and provided during the stakeholder meetings.

Stakeholder engagement feedback and input was and will continue to be analyzed to identify trends and needs. The greatest trend revolved around the need for student and staff access to devices and connectivity. To address this specific concern, all students at Pittman Charter were assigned Chromebooks, for grades K-2 all students were assigned touch screen Chromebooks, and all families will be provided with a hotspot to make connectivity easier as well as to address equity and technological gaps within our community and families.

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

Pittman Charter School promoted stakeholder engagement through phone-calls, committee meetings, social-media outreach, school site communication with families, parent/family committee meetings sharing the dates and various ways to connect and participate in the public meetings.

All public meetings were accessible to stakeholders who chose to connect either by calling in by phone or otherwise electronically to both observe and address and provide their input to the Pittman Charter School Administration Team. Meetings focused on the topics aligned with the Learning Continuity and Attendance Plan were communicated out to stakeholders through, phone calls, website posts, and social media outreach.

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

The main ideas and trends that emerged from our LCAP survey as well as district-wide surveys focused mainly on the need for students to have access to laptops, hotspots, need for counseling and mental health services, social-emotional learning lessons, professional development for instructional staff on engaging students through using distance learning platforms and workshops for families on how to use a computer and supporting their children using the distance learning resources.

Based on the daily calls received at our school, students and families shared that staying connected to live instruction was a challenge for them. At times, because either the student or the teacher would lose their connection to the live instruction and be dropped from the classroom learning group and would have to log back in. A common theme with certificated and classified staff feedback was that there is a big and fast learning curve in adapting to the distance learning formats and various platforms. In addition, stakeholders' feedback revolved around the importance of maintaining consistency in the distance learning school day schedule to the extent possible, to provide students and families with a consistent expectation of what school looks like during distance learning. Another topic the top survey responses and informal conversations with staff and families was the need for training in using "new" digital tools to ensure students are accessing learning and best ways to and keep students engaged the in learning once connected.

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

Stakeholder engagement feedback and input was analyzed, data analysis was utilized to identify trends that emerged from feedback received from stakeholders, student's, staff, and families' needs were identified, and health, safety, and instructional logistics for providing high quality rigorous instruction were considered, a public hearing was held providing for opportunities for stakeholder feedback regarding specific actions and expenditures proposed to be included in the Learning Continuity & Attendance Plan (LCP) and were posted on the Pittman Charter School website with paper copies available at the front office, and a public hearing on the plan was held at the Sept. 14th at a School Site Council meeting prior to finalizing and adopting the Learning Continuity and Attendance Plan (LCP) at a public School Site Council meeting held on September 28th, 2020.

## 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.]

As a dependent charter, we will be shifting to in-person instructional offerings when our home district makes that option available. During the in-person instructional offerings, the primary focus will be on the health and safety of our students. The school plan will include measures to effectively conduct contact tracing, if need it. Per initial district discussions, students will be organized into cohort groups and will attend in-person instructional offerings together on the same days each week, as much as is feasible. During this process all district, state, and county guidelines will be followed to ensure the health and safety of students, staff, and families.

A school site plan will be developed to minimize crowding situations that would not be aligned with social-distancing protocols and blending of student cohorts.

The hybrid model will combine face-to-face instruction with online learning, thus, reducing the number of students in the school building. Within the hybrid blended learning instructional model, class sizes will be reduced and furniture strategically positioned throughout the in-person learning settings to ensure feasible social-distancing learning environments are created.

Personal Protective Equipment (PPE) will be provided to all on-site staff and students, soap will be available at all times, and hand sanitizer stations will be placed at strategic areas around the campus. Recess, physical education (PE), and lunch schedules will be strategically created to address the health and safety guidelines of having students and staff on campus.

On campus movement of students and staff will be developed in a way where movement is designated in a to and from flow that allows for reduced close encounters and health conscious movement.

The classroom-based instructional schedule model will ensure student learning and competency development through providing the needed instructional minutes in a smaller class sizes to address the health, safety, and academic needs of our students.

District and classroom formative assessment data will be analyzed to develop instructional supports to address the learning challenges experienced by students due to the impacts of COVID-19 and implementing interventions to provide a Multi-Tiered System of Supports (MTSS) approach to meeting the diverse learning and social-emotional needs of all our students.

An in-person, after school program will also be offered to provide families with after school options. Again, all daily safety and health protocols will be implemented and followed aligned with the guidance of the local and state health professionals' guidance.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE): Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer, and thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$8,000	Y

Description	Total Funds	Contributing
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$600	Y
Individual materials and supplies to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process.	\$15,000	Y
Individual instructional supplies and books/novels/picture books to limit the number of individuals using shared objects and ensure students have the materials they need to be fully engaged in the learning process.	\$5,000	Y
Signage, posters, and floor decals for visual cues throughout school to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing/sanitizing protocols.	\$2,000	Y
Teacher support focused on providing training, workshops, and resources in providing in-person instructional offerings.	\$5,000	Y

## Distance Learning Program

### Continuity of Instruction

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

Pittman Charter School is committed to providing high quality distance learning, driven by standards-based district adopted learning materials, focused on grade-level content, while providing social-emotional learning opportunities that address social-emotional well-being of all students.

Pittman Charter will administer grade level standards based diagnostic assessments with all enrolled students and instructional staff will collaboratively analyzing the assessment data results and strategically plan instruction to address identified gaps of academic skills and knowledge.

Our teachers use a variety of platforms to provide live sessions in which teachers focus on priority standards, grade level content, monitor student progress, provide immediate feedback for our students, while providing full student access to the district-adopted curriculum online and physical copies of the textbooks for student learning during distance learning.

Synchronous, live real time, instruction between students and teachers will be provided on a daily basis. The live instruction will model a real classroom as much as possible within distance learning, provide opportunities for students to ask questions and receive feedback, engage students in

collaborative learning experiences, guide students through accessing the online curriculum and assessments, and provide small group and one-on-one instructional support.

Students will be provided with learning assignments to complete during live real time interaction with their teachers and during off line times with teachers keeping track of student assignments within their grade books. Distance learning instruction will be based on SUSD's adopted curriculum: Benchmark, Pearson, and iReady Math with online access to all of the curriculum.

Daily attendance will be taken by the teacher and contacts between teachers, students, and parents and/or guardians will be ongoing in support of ensuring instructional continuity for students.

Students' and families' ability to access teachers for questions and support was a common thread within stakeholder engagement input and systems were put into place at school sites to maintain open communication opportunities, such as office hours at identified times, to sustain and develop meaningful partnerships between school staff and families.

Back to School nights and Title 1 Parent Presentations were all provided through virtual platforms allowing for families to attend and engage school staff with questions and shared needed areas of support within distance learning.

In accordance with SUSD Board Policy 5121, "grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests and portfolios." SUSD grading policy for TK-6th grades will be based on a rubric scaled scores of 1, 2, 3, 4 on report cards and grades 7th-12th will receive letter grades A (90%-100%), B (80%-89%), C (70%-79%), D (60%-69%) and No Mark (replaces F, 0-59%, will not affect GPA) on report cards.

The District ensured that within distance learning all students received at least the minimum of instructional minutes that were required by Assembly Bill 77: Transitional Kindergarten (TK) & Kindergarten at 180 daily instructional minutes, 1st-3rd grades at 230 daily instructional minutes, and 4th-12th grades at 240 instructional minutes; after accounting for daily live instruction, teachers strategically structured for the remaining distance learning minutes for the instructional day.

Instructional coaches have been trained on how to provide access to the full district adopted curriculum to assist teachers with distance learning focused on instructional content, assessment timelines and protocols, foundational skills to be systematically and directly taught supported by small group practice time, formative assessments to guide instructional modifications, unwrapping the Common Core State Standards (CCSS), and instructional support for English learners within both designated and integrated English Language Development (ELD). Instructional coaches are also assisting teachers with their usage of Google Classroom, SeeSaw, Classdojo, Reminds, Padlet, Kami, Zoom, and other online platforms.

## 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.]

Pittman Charter checked out Chromebooks to all enrolled students who were in need of a computer to access distance learning and complete assigned schoolwork. In order to ensure our students had access to the internet during distance learning, Pittman Charter, with the assistance of all grade level teachers, identified priority families who were in need of a WiFi hotspots.

Our home district ordered enough WiFi hotspots to ensure each one of our families had access to at least one device. We are currently awaiting shipment delivery.

Front office staff and teachers are in constant contact with students and families and have been assisting families with addressing connectivity access by checking out new technology to students if computers break or malfunction.

Our staff continues to work with our families to identify safe and feasible opportunities for students to gain access to internet connectivity so they can participate in distance learning until the shipment of WiFi hotspots arrives and devices are distributed.

## 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.]

High Frequency Words, Basic Phonic Skills Test, Fluency (K-5), Benchmark Assessment Comprehension checks for i-ready, Imagine Ready Espanol Star Reading Assessment (2-8)

Pittman Charter is using at a minimum the instructional minutes set forth in Assembly Bill 77 as a minimum for accounting for daily live instruction and distance learning experiences. We created a distance learning instructional bell schedule to ensure daily attendance via “live sessions” and asynchronous instructional minutes are met daily. Administration “walk throughs” during distance-learning approach to parallel normal on-site visits to a physical classroom.

Assessments that evaluate how students are progressing within the core content areas of Spanish Language Arts, (SLA), English Language Arts (ELA), Mathematics, and English Language Development (ELD) will occur throughout the year and instructional staff will utilize curriculum-based assessments and common formative assessments to monitor student progress and adapt instruction to meet the individualized needs of students.

Partnerships between teachers and parents/guardians will be ongoing with communication of distance learning expectations, goals, and student progress. StudentVue and ParentVue are resources for families and students to utilize to monitor attendance and grades.

Live instruction will be delivered during distance learning with a strategic inclusion of whole class, small group, one-on-one, and independent learning activities. Many of the same instructional strategies utilized within in-person instructional offerings will be utilized to measure participation and time value of student work such as checking for understanding, curriculum-based assignments, projects, presentations, curriculum-based assessments, summative assessments, and student work products such as notes, written assignments, and teacher created activities.

Teachers will utilize various modes of communication to provide frequent and ongoing outreach and communication to students and families sharing student's progress consistent with SUSD's grading policies to maintain the home-to-school connection.

All students are expected to participate in online live instruction each day and any student who does not participate daily in distance learning (synchronous and/or asynchronous) shall be marked absent for each school day for non-participation and efforts from school site staff will be made to contact the family and student and inquire why the student was not present for learning, and how the school can support the student attending distance learning on a daily basis.

Teachers will take daily live instruction (synchronous) and student paced learning (asynchronous) attendance. Live instruction attendance will be based on the student being present within the distance learning platform and student paced learning (asynchronous) will be based on multiple measures of student learning products such as log-in records to learning management systems (Google Classroom), student completed assignments, and other on-line applications used by the teacher for student submission of assignments to the teacher.

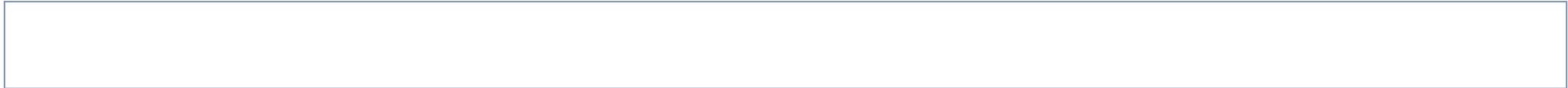
The expectation is that all attendance/engagement will be documented on a daily basis within the student information system (Synergy) every day, with a daily record being kept of student attendance and engagement with both the school site and Child Welfare and Attendance department staff communicating with families of students who are absent and/or not documented as engaging within daily distance learning opportunities.

Teachers will keep a student engagement weekly record documenting each student's synchronous and asynchronous participation for each school day; indicating student participation in live instruction and completion of student assignments. Teachers, as credentialed instructional staff, will assign the time value of assignments provided to students within their classes/courses aligned with student guided learning (asynchronous). This approach to teacher assigning time value to learning assignments will allow for differentiation to meet the modified instructional and assignment learning approaches aligned with unique needs of students supported by assessments and teacher observation.

**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.]

- Instructional coaches have been provided with professional development to support teachers with implementing designated and integrated English Language Development (ELD) within distance learning, accessing and utilizing the district standards-based curriculum online resources, and utilizing learning management systems (LMS) such as Google Classroom and ClassDojo.
- Instructional coaches also have access to the Curriculum and Instructional Technology department's virtual professional recordings library to provide teachers with assistance in the topics of: Science, ELA, ELD, Math, the 4C's of Technology, Starting Off The Year Right, Overview of Universal Design For Learning, Utilizing Visual Supports for Structure and Reinforcement at Home, Virtual Differentiation/Intervention Math, Unwrapping The Common Core Standards, STEM Activities, Social Sciences, Creating Video Content for Online Teaching, Building A Virtual Classroom, Building Knowledge in the Disciplines, Google Everything, Supporting New & Beginning Teachers, Project Based Learning, Grading for Equity, English Learner Virtual Strategies, Building Rapport, Culture, & Management, and Collaborative Teaching To Ensure Equity for All.
- Support staff (paras, noon duties) need to be trained in the basics of Outlook and video conferencing (Zoom, Google Meets).
- Counselors were trained on a variety of ways to continue servicing students through the distance learning (setting up Google classrooms, maintaining student confidentiality through virtual meetings, school closure risk assessments and wellness plans).



**Staff Roles and Responsibilities**

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

- The school counselor has transitioned all meetings, supports and services to virtual settings. This includes virtual meetings with parents, teachers and students (CARE's, SST's, 504's, one on one counseling sessions, group counseling, classroom presentations, etc.)
- The school counselor supports the school's attendance by reaching out to students who are not regularly attending their online class. The counselor speaks to students and parents/caregivers to discuss a variety of support systems they can put in place at home during the distance learning.
- The school counselor reaches out to teachers on a weekly basis to discuss struggling students and to develop plans of support.
- AP becoming proficient in maintaining social medias and websites.
- AP, and all office/support staff, provide tech support to colleagues and students/parents.
- AP has had to provide many "15 minutes onlies" to staff.
- Office/Support Staff is having to coordinate school-home communications and resources to address attendance & engagement issues during DL.



### 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.]

- Foster and homeless students will be provided school supplies, personal items and other items and services to allow children and youths to participate fully in school activities to reduce negative impacts of their situation academically, socially, and emotionally.
- Foster and homeless students will be provided with virtual counseling and therapy services as well as referrals to outside agencies for additional supports and services.
- Utilize community foster youth mentoring programs.
- Cristal Rodriguez (Mental Health Therapist) continues to accept new referrals and meets with students virtually on a weekly and bi-weekly basis.
- Virtual CARE meetings to address student concerns.
- Modified testing procedures/timelines for ELPAC and diagnostics
- Phillip Soria (Behavior specialist) has been assigned to the school to support students and teachers with behavior management tools and strategies.

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

Description	Total Funds	Contributing
Laptops to continue to the refresh and replace cycle process and ensure they are provided for every student enrolled at Pittman Charter School.	\$20,000	Y
WiFi hotspot provided to every student's place of residence/household (730 WiFi hot spots)	\$21,000	Y
Substitute teachers to provide extra support during asynchronous/synchronous distance learning for students.	\$30,000	Y
School site budget allocations to support addressing student learning needs, creating a safe and equitable learning environment, and building meaningful partnerships with the students and families they serve.	\$8,000	Y
Hire day subs to provide all teachers with opportunities to participate in grade level collaborations with their grade level peers to analyze student data, plan lessons, create formative and informative assessment, co-plan and co-teach as well as time to debrief lessons after work hours.	\$ 25,000	Y

## Pupil Learning Loss

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

Instructional coaches have been trained and can provide assistance to teachers with curriculum-based assessments, baseline student academic data, common formative assessments, and summative assessments data to monitor student's progress on grade level standards-based progress. Instructional coaches and teachers can collaboratively and strategically address leveled supports based on student results aligned with a Multi-Tiered System of Supports approach.

Instructional coaches can provide support to teachers on how to use data to inform their instruction and how to strategically plan to address learning and knowledge retention challenges connected to the impact of school building closures due to the COVID-19 pandemic. Strategic planning will focus on the instructional content areas of English Language Arts (ELA), English Language Development (ELD), and Mathematics.

- Leveled/small group instruction, office hours for additional support
- Provide tutoring virtually (AVID, teachers)?

## 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.]

Synchronous learning, live instruction, will be the primary focus of addressing learning challenges. Ongoing professional development for teachers was offered during the summer and will continue to be offered through our home district with the main focus being on high quality first instruction. In addition, we are partnering with the San Joaquin Office of Education to provide Professional development in mathematics at our school with the focus being on lesson studies, co-planning, and co-teaching.

All students will receive standards-based direct instruction, supported by academic activities that are curriculum-based, focused on mastery of grade level content. High quality first instruction will provide students with direct instruction, modeled examples by the teacher, and opportunities for students to engage with grade level standards-based skills, concepts, and vocabulary connected to all of the core content areas of learning.

Office hours facilitated by teachers were provided for student access to receive extra instructional support and homework help. Tutoring and homework assistance opportunities will be provided to all students who are in need of support. Tutoring will also be available to foster youth, families in transition, English learners, low-income, and students with exceptional needs.

After school programs also served the needs of these students providing socialization experiences, homework help, tutoring, and enrichment experiences.

Rosetta Stone access will be offered to our students in the Dual Immersion program as well as for our English learners to support English and or Spanish language acquisition and expansion of vocabulary activities.

A long term substitute teacher will be providing extra support for students who are one or two grade levels below in small group settings.

Our Resource teacher will continue provide academic supports to all students in her caseload. Interventions for these specific students are tailored to their specific individualized reading, math and social emotional needs.

Professional development and learning support will be ongoing for instructional staff to support the process of addressing learning challenges and accelerate learning progress for all students with strategic tiered approaches principally directed towards meeting the needs of foster youth, families in transition, English learners, low-income, and students with exceptional needs.

In addressing accelerating student learning, instructional staff will take part in at least twice a month Professional Learning Community (PLC) collaborative grade level designated times in which data cycles of analyzing student data.

**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 the services and or supports provided to address learning challenges will be measured by ongoing assessments of student progress, student engagement data, and daily attendance data. These forms of ongoing assessments include common formative assessments, curriculum-based assessments, and interim and benchmark assessments for ELA, ELD, and Mathematics administered over the course of the 2020-2021 school year. School climate survey data will also be taken into account in measuring the effectiveness of the services and supports provided.

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

Description	Total Funds	Contributing
After school tutoring, homework help, and enrichment activities provided through distance learning platforms	\$10,000	Y

Description	Total Funds	Contributing
Reading intervention program provided to Tier 3 students to address the need for increased tiered acquisition of literacy and reading skills	\$10,000	Y
Reading program Imagine Learning provided to Dual Immersion students to close missing curriculum gaps between core ELA curriculum and the missing curriculum components in SLA Benchmark Adelante.	\$20,000	Y
Instructional coaches to support the integration of research-based supports within providing high quality rigorous first instruction during distance learning and in-person instructional offerings.	\$150,000	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.]

During distance learning, RSP services are taking place through the use of a variety of technologies including, but not limited to zoom, google meet, google classroom, class dojo, seesaw, etc. RSP teachers collaborate with general education teachers in joining their virtual classrooms and their virtual learning platforms in order to meet all Individual Education Plans. These collaborative conversations are meant to facilitate planning around the student’s accommodations, modifications, and individual goals. RSP is using our district curriculum including Benchmark, Steps to Advance and IReady, so that all students have an opportunity to be presented with and exposed to their grade level core curriculum. RSP teachers are holding virtual small group and individual intervention sessions with their RSP students to support their classwork and individual goals.

During distance learning, we are providing our RSP services in various ways including online learning websites, online instructional materials, paper packets, instructional videos, etc., to meet the needs of each student based on their IEP. RSP teachers are also collaborating with related service providers, other RSP teachers and administrators, as needed. We regularly collaborate with families through phone calls, class dojo, emails, etc to check in on the student’s academic and emotional needs. We provide virtual learning sessions with individual students and small groups. RSP teachers provide virtual office hours to families and students. RSP teachers continually monitor student progress and adjust accommodations and modifications in collaboration with teachers/related services as needed. RSP teachers are doing in-person assessments for initial and triennial requests for special education services, on an appointment basis, following all County and State health guidelines.

- Pittman School has a full time counselor and a part time mental health therapist to monitor and support the mental health and social and emotional well-being of pupils. Additionally, the school counselor has created a counseling tab under the school’s web page with various links to resources and materials to help support our students and their families during both distance and in-person learning.
- Counseling classroom lesson plans focuses on presenting topics designed to support and enhance student’s social and emotional well-being.
- Mental health department has created a “Virtual Calming Room” for students and families to access.

## 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.]

- Student support staff streamlined all school-home contacts, tracking them on a Google Sheet. CWA is brought on as a resource to help teachers reach students.
- Bilingual paras assisted in calls to families.

## 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.]

The Child Nutrition and Food Services department has continued to serve and distribute meals to students and families from the moment that SUSD closed school buildings due to the COVID-19 pandemic. In the spring and summer months the District was able to provide meals to any child under 18 whether they were an enrolled SUSD student or not.

For the 2020-2021 school year with the change of regulations and expectations meal distribution is focused on providing meals to only students who are currently enrolled in SUSD. Meals are distributed three times a week, two days worth of breakfast, lunch, and dinner meals are provided on each distribution day, Monday, Wednesday, and Friday.

A collection of disinfectant solutions, gloves, and masks were organized to ensure proper personal protection equipment (PPE) would be available for all staff involved in food distribution.

The following meal distribution procedures were put in place: a staff member would ask the number of children the adult was picking up meals for, staff would scan the bar code on the student meal postcard the adult had in their possession, staff would place the meals at the end of the table or cart, after the staff had moved to the opposite end of the table or cart, the parent/guardian could approach the table or cart to pick up the meals, it was advised that parents and guardians should refrain from touching the table.

All staff providing meals were provided with and advised to wear PPE and communication was shared with families that aligned with guidance with health agencies both expecting and appreciating parents/guardians wearing facial masks or nose & mouth covering when picking up the meals while adhering to the six feet social distancing Center for Disease Control and Prevention (CDC) guidelines.

The Public Relations, Family Education and Engagement, Language Development Office, and Child Welfare and Attendance departments and Pittman Charter School staff shared communication and provided families with support in accessing extra food benefits called Pandemic EBT or P-EBT that assisted families in California buy food while school buildings were closed because of the COVID-19 emergency.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Increased number of days of Mental Health Clinician from 2 days to 5 days to increase direct services provided to meet the social-emotional needs of the students in partnership with instructional staff and families within distance learning and in-person instructional offerings.	\$30,000	Y
Pupil Engagement and Outreach	Sustain, increase, and adapt student engagement and leadership opportunities for foster youth, English learners, families in transition, low-income, and students with exceptional needs to participate in clubs, athletic and academic activities, programs, and leadership experiences within distance learning and in-person instructional offerings.	\$7,000	Y
Pupil Engagement and Outreach	Student engagement incentives provided to schools focused on increasing student participation in distance learning and in-person instructional offerings and setting goals for students with a tiered approach focused on increasing attendance and engagement for foster youth, families in transition, English learners, students with exceptional needs and other student groups supported by data in the need for increased and improved support around increased student engagement in daily learning opportunities.	\$10,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
88.93%	\$356,600

## 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.]

We have one counselor on site, five days a week who provides supports for our K-8 students in areas student academic guidance and social-emotional needs. Counselor developed social-emotional lessons to integrate into distance learning experiences addressing the impacts of trauma and isolation related to the COVID-19 pandemic on foster youth, English learners, and low-income students.

In collaboration with our K-8 teachers, our counselor helps reinforce and set up systems for students to set goals correctly, prioritize weekly tasks, set a time frame in which to complete tasks, to build in breaks for well-being throughout the day, strategies to organize work space, planning ahead to address any challenges that may arise.

Our Mental Health Clinicians provides mental health and behavioral supports for our students twice a week Mental health clinicians and behavior intervention team staff promote the healthy social-emotional development of all students and principally address trauma-informed needs and mental health related barriers that many foster youth, English learners, and low-income students experience within their learning.

Mental health clinicians and behavioral management staff are effective in meeting the needs of students through increasing within distance learning the incorporation of trauma informed practices and PBIS into the classroom cultures to help develop a welcoming, safe and healthy distance learning experience for students and staff.

Foster youth, English learners, and low-income students were provided with instructional supplies to support their participation in distance learning. School sites and the Families in Transition and Foster Youth office provided pencils, high lighters, crayons, notebooks, and other supplies for students to utilize within their place of residence during distance learning experiences. SUSD ordered individual instructional supplies to provide all foster youth, English learners, and low-income students once in-person instructional offerings are allowable. These actions and services are effective in meeting the student active engagement and increased access to supplies in order for students to have the resources they need both within their place of residence and within the physical classroom to directly engage in the learning process.

School Counselors contact Foster youth and students in transition to ensure they maintain participation in distance learning and are able to meet their basic needs. School counselors partner with families to strengthen the home-school connection. Foster/Families in Transition/English Learners are taught learning/study skills and social-emotional learning via class lessons (including the Second Step curriculum) by school counselors who also provide one-on-one check-ins, and group support.

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

Pittman Charter is dedicated to serving the needs of English learners (ELs) and provides ongoing supports within distance learning and in-person instructional offerings to ensure English learners (ELs) have access to high quality first instruction and educational experiences designed to support ELs acquiring proficiency in English, the academic skills and vocabulary, in order to meet or exceed grade level standards for academic achievement. Additional outreach, communication, and supports are provided by the Language Development Office (LDO) staff in collaboration with other Stockton Unified School District (SUSD) departments and outside agencies to ensure wraparound services for addressing barriers and obstacles faced by students and families are provided through a whole child trauma-informed care approach.

Students and families in transition, foster youth, English learners, students with exceptional needs, and low-income students will continue to be supported by the Family Education and Engagement Office, the Families In Transition and Foster Youth Office, Language Development Office (LDO), and the Child Welfare and Attendance staff to ensure students receive quality educational experiences within distance learning, have the connectivity needed to access distance learning, are aware of and supported in accessing the resources offered within the District and the city at large, and continue to provide resources like workshops and training for job readiness, health clinic well-being services, bus tokens, food, instructional learning supplies, support in accessing emergency housing, translation and interpretation services, and other needed services within distance learning and in-person instructional offerings.

Addressing the diverse needs of low-income students, services continued to be increased and improved in the areas of mental health services, restorative justice practices, access to nursing, services provided at the wellness centers, restorative practices and trauma-informed practices professional development for staff, social-emotional learning and well-being workshops focused on strategies for staff to integrate into distance learning and in-person instructional offerings, health care services, academic resources and supports, and behavioral management support for students, families, and staff.

Our home district created a link to services and resources that provides a library of resources and information for families to use. Principally addressing the needs of foster youth, English learner, and low-income families, SUSD has created video libraries of workshops, training, and professional development offerings in multiple languages so that families, students, and staff can access resources and revisit the information shared at times that work for their schedules.

Through these links, parents and guardians have the ability to now join meetings from a location convenient to them and increase their participation in adding their voice to school planning processes and needs aligned with their children.

Attendance incentives and intentional daily, weekly, and monthly systems of outreach to foster youth, English learners, and low-income students will continue to place in support of reinforcing the importance of students attending distance learning and engaging in synchronous and asynchronous learning every day. Students will be recognized for their efforts during our monthly Shout-out Assemblies.

Staff strategically will reach out to families to ensure students are engaging in distance learning and in-person instructional offerings, instructional staff will keep a weekly engagement record for each student documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

This process will help support progress monitoring of focal student groups and provide integration of tiered supports to address any barriers to student's attending daily instruction and accessing learning experiences. Counseling and guidance services provided to foster youth, English learners, and low-income students provide social-emotional support focused on supporting students and addressing challenges for consistent daily attendance through creating wraparound of student services through developing an equitable, trauma-informed, trusting relationships while ensuring students needs are met in and out of the classroom setting.
