

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 a major impact on our LEA. Many of our students struggle in a traditional setting and changing their setting has been a challenge for many of the students. Most of our students are people of color who are experiencing fear and concern as to how the current climate of their communities will affect their lives. Deaths from COVID-19, depression, fear, and worry about their current reality has some of them wondering if they will die, be killed, or sent back to their country. This has significantly impacted their ability to stay focused and stay present on a daily basis. Therefore, enhancing and making our SPED staff available to students and parents during school hours, evening and some weekends according to the need of the families.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused stress and trauma for families. The closure of schools has impacted many students and families by challenging their ability to access basic services including food, mental health, technology and social interactions. The broader economic impacts of the pandemic, including unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Stakeholder Engagement

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

The LEA put together a COVID-19 pandemic team to address strategies for moving forward for the 2020-21 school year. The LEA reached out to the various departments of the school, including administrative staff, English Learner department, Special Education, and Food Nutrition

department. The various departments met to create a plan that would best provide nutritional, educational, social, and emotional services for our students and their families.

Weekly teacher's meetings between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific support and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting on-going feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring student feedback and concerns to our weekly staff meetings linking staff students to available resources. The Learning Continuity and Attendance Plan are also discussed at the staff meetings to engage colleagues in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery.

To meaningfully engage our students and family partners, daily phone calls and frequent home visits are conducted. A PTO meeting has been scheduled on a month-to-month basis, inclusive of Spanish interpretation to reach out to our families to discuss distance learning, areas of need, and the services provided to students. PTO provide parents a place to offer ideas for improving the school program, needs to be addressed, and recommendations can be shared for educators.

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

PTO provided Zoom/IT training with full support for every family enrolled at Stallworth Charter School. When students/parents needed additional help, they could meet face to face at the school using COVID-19 social distancing practices with the correct Personal Protective Equipment (PPE). After they came to the school and still needed additional assistance, qualified staff with PPE practices went to the homes of the students to assist. Virtual meetings were conducted using Zoom with the phone-in options, and postings on the website provided information and updates. Communication with parents included home visits and parents were encouraged to personally call the Principal if they had input or concerns.

All public hearing information will be posted on the facility windows, the school website, a via the school-webcast phone network.

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

The team collaborated and created several scenarios to provide in-person learning for the students. The COVID-19 pandemic team will:

- 1) Make sure students/teachers have access to customized hardcopies of learning materials when technology is a challenge.
- 2) Significantly increase its supportive services by providing more social emotional support to the teaching staff members, student and parents.
- 3) Have an ongoing review and analysis of potential resources that could support parents more with the new Zoom setup.
- 4) Provide supportive coaching for distance learning from the school Principal and the IT team.
- 5) Provided distance learning-specific Professional Development during the month of July to prepare for the 20/21 school year and ongoing professional development throughout the school year.

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

Based on input from staff it was determined that offering either total in-person instruction or distance learning synchronous live instruction that mirrored the in-person schedule would take place as determined by health orders. Specifically, initially planned start for the school year, and start and end times for the school day were changed in direct response to the Covid-19 procedures.

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.]

Stallworth Charter has two potential plans for returning to classroom-based instruction and will initiate whichever version of the plan works best given the constraints of the reopening. Plan A involves teaching all students every day in ½ size class groups. To maintain smaller class sizes, students in Kindergarten through the 3rd grade will attend school in the morning (8:30 am-12:00 pm). Every teacher will teach one class in this grade band. In the afternoon, the students in grades 4th through 8th will attend school (1:00 – 4:00 pm) and every teacher will teach a class in this grade band. Students will receive synchronous instruction on campus and be required to complete asynchronous assignments in the online platforms as homework. Since this plan involves splitting family groups into different attendance hours, Plan B is the most likely to be implemented. Plan B involves splitting each class into two tracks, the Track 1 and the Track 2 for full day instructions (8:30 am – 3:00 pm). The Track 1 will attend on-campus classes on Monday and Tuesday. The Track 2 will attend on-campus classes on Thursday and Friday. Wednesday the campus will be closed for cleaning and sanitizing. The teachers will teach a combined Track 1 & 2 class synchronously and asynchronously. When students are not attending class in person on Wednesday, they have asynchronous assignments that meet the instructional minutes requirements for those days. Efforts will be made to ensure that members of the same household are placed in the same track to encourage consistent attendance.

When students return to campus, the LEA will take the following measures to ensure a safe environment:

- Stagger arrival/departure plans and lunch plans have been developed to minimize bottlenecks and blending of class groups. Lunch will be served in each classroom.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures. Designated directions for traffic flow will be clearly indicated.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers and long-term English Learners, homeless youth, and foster students. These students will be assigned to ELD, SPED and afterschool staff as needed.

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

Description	Total Funds	Contributing
To offer in-person instructions administration strategized and collaborated with other stakeholders to create schedules that are flexible to meet the needs of the students and families. Flow of traffic indicators, plexi-glass dividers, and temperature station, and additional food service equipment for serving lunch in class.	\$ 68,211.70	Y
The LEA will need additional cleaning and sanitizing to ensure there is no spread of the coronavirus. Support staff will need to ensure that students wash their hands frequently. PPE will be needed for each person on site, additional supplies for students will be needed to ensure no sharing of supplies occurs.	\$34,104.85	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.]

All students have been provided a Chromebook to complete their coursework and families that lack internet access have been provided with Wi-Fi access. Students are expected to attend three online classes per day (Math, ELA, and Science), with more targeted instruction provided in the afternoons in small groups with the instructors. Students have been trained in the navigation and usage of the Savvas platform to access their textbook curriculum, which is identical to the texts used in person for instruction. For students that cannot access the digital curriculum, physical copies of the textbook and assignments are available. Whether the LEA remains in a distance-learning environment or returns to campus, the textbook and assignment platforms remain constant.

Home-school Communication One of the LEA's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families weekly, utilizing Class Dojo, home visits, zoom sessions, and phone calls. Parents/guardians and family, homeschool communication has taken on a much more prominent role in the daily education of their students within the distance learning context.

Priority Standards It is important to acknowledge that ALL learning standards are important and were included in state frameworks by design. Teachers have been tasked with identifying the priority standards and focusing on depth of instruction, rather than pace. The prioritization of key content will enable teachers to effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing ongoing learning to be concluded while also introducing new content.

Synchronous and Asynchronous Instruction Robust distance learning includes a combination of synchronous and asynchronous learning. Stallworth Charter School acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians

sitting in front of a screen all day long. The LEA's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support.

Daily, live instruction and interaction is a key aspect of our distance learning program. During this time, asynchronous learning was the primary model. The Stallworth Charter community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, Stallworth Charter School will be offering consistent, daily, live instruction for every student.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability are acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained. All instructional and IT staff are currently working on-campus and the campus is open to parents and students for assessment and IT assistance, with social distancing and mask requirements. Teachers also have online office hours posted in Class Dojo and communicated to students and parents regularly.

Instructional Minutes Students in Kindergarten will receive a minimum of 180 minutes of instruction daily. Students in grades 1st through 3rd will receive a minimum of 230 minutes of instruction daily. Students in grades 4th through 8th will receive a minimum of 240 minutes of instruction and student support per day. These instructional minutes shall include both scheduled synchronous and asynchronous instruction. These instructional minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Maintain Campus Culture Students at Stallworth Charter have grown accustomed to the various amenities provided by the LEA and whenever possible, these services have been continued in the distance learning model. PE classes are hosted daily in grade bands to provide for levels of physical education. Counselling and intervention services have shifted to the online environment, with the option for on campus services if needed. ELD services have been expanded to accommodate the lack of technological savvy in the community by making home visits to demonstrate how to access and utilize the platforms and programs used in the classroom. The Eagle Bucks Store that served as the basis of the schoolwide PBIS system has also been adapted to a distance model. Students that have earned Eagle Bucks (and the associated incentives) are reported to the PBIS coordinator weekly, who prepares the awards for pickup by parents.

Given COVID-19 shelter in place mandate students are not able to participate in SCS tier 1 school-wide reinforcement program in which they receive EAGLE bucks for positive behavior. We have explored the need for continued reinforcement during the distant learning status and until all students return to school the LEA will make the following changes:

1. While in DL mode the only target behavior that can be consistently reinforced in work completion, on work completed by students on multiple interactive assignments (Savvas Realize, Smarty Antz, Wowzers, Achieve3000 and ASSISTments).
2. Students are expected to complete daily academic assignments. Given that each student has 3 academic classes a day he/she can earn 1 point for completing a daily assignment in each class. (3 work completion points for core am classes, and 2 points for pm break out

sessions inclusive of the after-school program homework. This will total 5 completion points per day or 25 point per week). Points need to be calculated into percentage of possible points earned for work completion.

3. Each General education teacher needs to monitor work completion points for each student and send electronically before school ends on Friday of each week. The report of the percentage of positive points for work of completion that week needs to be sent to PBIS tier 1 coordinator.
4. On Monday based on the information given by teachers the PBIS Tier 1 Coordinator will prepare for each class the work completion reinforcement bags. Each bag will be tagged with a color to indicate the percentage of earned points by the student.
5. PBIS Tier 1 Coordinator will be station at the food distribution table to distribute the Work Completion Bags.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The LEA purchased Chromebooks for every student attending Stallworth Charter School, creating a 1:1 environment for the first time. An Information Technology department has been established to aid parents and students with technology or connectivity issues they may run into with the Chromebooks. Students without internet access at home have been provided with Wi-fi access paid for by the school. Staff has made home visits and met parents on campus to attend to the needs of their students with regards to accessing their classes and assignments. The Information Technology department is accessible via phone, online, or on campus to update computers, run troubleshooting, or demonstrate how to access the various platforms and programs used to access the curriculum.

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.]

Stallworth Charter School will assess student progress through the implementation of common benchmark assessments and through the use of consistent formative assessment during instruction. Teachers will issue the quarterly MAP assessments, the CAASPP Interim assessments to close units, and running records for fluency and oral reading. Consistent and effective formative assessment practices during synchronous instructional minutes and live contacts will enable staff to best use these times to meet collective and individual student needs. The use of these practices during daily instruction provides teachers real-time assessments of students' understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson and/or unit. It also allows for identification of specific student needs and supports differentiation of instruction.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, and other forms of contact/communication with the teacher to be determined by the site and teacher. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of

student assignments and progress. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

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.]

Staff at Stallworth Charter School were provided professional development in specific technology features (Zoom management, online instructional practices, and etiquette in online classes) and site-specific subjects like developing intervention models for our lowest achievers, interpreting test scores, and creating positive online experiences in a PBIS model. During the initial closure, staff was directed to the online professional development opportunities available from Savvas, Flocabulary, Wowzer’s, Achieve3000, and Class Dojo to implement the distance model properly. Staff were trained on social emotional well-being, COVID-19 health and safety policies, behavioral training, and equity vs equality training.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the campus. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen the site for in-person instruction. Following are some of the key changes to roles and responsibilities of staff, organized by area.

- **Attendance and Engagement** Within distance learning and blended models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student’s attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student’s synchronous and/or asynchronous engagement each day. Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to student information system (SIS). They will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences.
- **Special Education** All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context.
- **Instructional Aides:** Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will assist students during distance learning and help the teacher manage instruction. In accordance with the student’s IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.
- **Operations/Custodial Staff:** Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis.

- **Food Service Staff:** Manage food distribution on Monday, Wednesday, and Friday mornings. Prepare packages of food for parent pick up and food delivery for homeless and families without transportation.
- **Instructional Consultant:** Teachers will be trained to implement best practices for student success. Consultant will analyze data, then guide and support teachers to utilize effective teaching strategies. Informative and formative assessment data will be examined and reviewed at grade level meetings. Consultant will provide various teaching methodologies to improve virtual learning and ensure that all students are on a learning path to succeed.
- **Teachers:** Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- **Support Staff:** Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children



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.]

English Learners English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.

Students with Disabilities To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur: Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student’s program in the event of future physical school closure in excess of ten (10) school days. Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided.

Homeless Youth Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of services available on campus.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology, as needed.
- Communication with schools/teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.

- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

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

Description	Total Funds	Contributing
The LEA provided Chromebooks for each student for distance learning; The LEA provided wi-fi or hotspot for each family that needed it. The LEA provided headphones for families with multiple students and limited working space	\$ 26,000.00	[Y]
The LEA provided additional classroom supplies for each student, such as notebooks, pencil, crayons, math manipulatives and science materials. The LEA mailed additional curriculum packets for students unable to submit work digitally.	\$ 15,000.00]	[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.]

Stallworth Charter School will measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. The benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in ELA, Science, and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss. Teachers are being provided a full month of time in which to administer the initial benchmark assessment to allow for effective establishment of a safe learning environment and re-engagement of students in school. It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs.

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. The strategies at each Tier of Instruction are:

- Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.
- Tier 2: Supports will be provided primarily through synchronous, small-group and one-on-one instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student’s learning needs. This will enable them to schedule small group or individual sessions to provide additional support.
- Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a ‘just in time’ rather than ‘just in case’ approach. This will focus the efforts of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews.

In addition to instructional strategies, support staff in ELD, SPED, and attendance departments will make home visits and provide internet connectivity resources or physical copies of expected coursework.

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 supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math, Science, and ELA administered at 3-4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Teachers will be trained to implement best practices for student success. Consultant will analyze data, then guide and support teachers to utilize effective teaching strategies. Informative and formative assessment data will be examined and reviewed at grade level meetings. Consultant will provide various teaching methodologies to improve virtual learning and ensure that all students are on a learning path to succeed.	\$ 50,000	[Y]
In-person assessments to ensure the integrity of the accurate testing results. Additional cleaning materials, and plexi-glass dividers utilize to assess the students on-site.	\$ 8,500.00	[Y]

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.]

At Stallworth Charter, Student’s Educationally Related Mental Health Services (ERMHS) are met through the three tier Positive Behavior Intervention Support (PBIS) model.

1. PBIS Tier 1: General Education (GE) teachers do daily Wellness Checks, and, when concern arises, they make a Wellness Check referral to the Tier 2 Student Success Team (SST) Coordinator. Tier 1 Coordinator facilitates GE teacher referrals to SST Coordinator. Copies of SST referrals are sent to, psychologist, Clinical Director, who reviews the referral status in weekly supervision.
2. PBIS Tier 2: Upon receipt of a Wellness Check referral, SST Coordinator contacts the parent via (phone or Zoom) and discusses the referral. The SST coordinator obtains parental consent to continue with Wellness Checks and observes the student through Zoom during class. There is on-going consultation with the referring teacher. If a student fails to respond to the contact, his/her Homeroom Teacher is notified. If significant intervention is needed, the SST Coordinator will arrange an SST meeting. Progress is reviewed weekly in supervision sessions with the Clinical Director. The SST Coordinator provides, on an as needed basis, relevant resource materials (CD, written articles that address stress management and COVID-19 related resources).
3. PBIS Tier 3: Students with Special Education (SPED) support, who have Designated Instructional Services (DIS) in counseling on their IEP are supported by the School Mental Health Therapist. All parents have given consent for teletherapy, and when needed, are involved in the teletherapy session. Progress is monitored through weekly supervision with through weekly supervision with the Clinical Director. When student’s fail to respond to a teletherapy call, the SPED Coordinator is notified.

Professional Development: Upon request, ERMHS team provides staff and Administrative support on issues related to trauma and other impacts of COVID-19. On a case-by-case basis, there is on-going collaborative dialogue regarding mental-health concerns between GE teachers, Administrations and ERMHS staff.

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.]

The district’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. The COVID-19 pandemic has presented

numerous challenges to the effective monitoring of attendance and engagement. The core expectations for each stakeholder group for attendance/engagement are:

- **Students and families:** Attend/engage daily with their teacher and report absences for ANY school day to the school (via telephone, Class Dojo, or email). Incentivize the parents/guardians that are diligently have their children attending DL classrooms daily and encourage their children to be engaged.
- **Teachers:** Document attendance/engagement for each scheduled class period, regardless of the instructional model.
- **Attendance Staff:** Monitor attendance/engagement, work with teachers and families, communicate expected absences to all staff affected, and provide tiered interventions when necessary. Mail truancy letters and schedule home visits and maintain records in SIS.
- **Administrators:** Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary. Monitor the device and security of appropriate site usage of Chromebooks.

Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff’s outreach efforts are continuing through the fall (and will persist) with the goal to reestablish and maintain the vital connection to each and every student, every day. Once students are identified as truant or disconnected, every effort will be made to reestablish that connection. Staff will make home visits to establish communication and determine the specifics of their situation (whether it be internet connectivity, trouble with devices, mental health, social emotional, and economic issues).



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.]

While distance learning the LEA will continue to provide nutritionally adequate meals for breakfast, lunch and snack for all Stallworth Charter students via the grab-and-go method of distribution. Student meals are prepackaged and delivered to the site from the vendor twice a week. Meals are then bagged and distributed to students via pick-up or drop-off, for those without transportation, three times a week. Parents were informed of pick up days and time via letter, zoom meeting and/or phone call. Parents receive written instructions for proper storage and heating with the meals.

The in-person method for meals will be as follows: Breakfast; upon arrival to school students will be escorted to the cafeteria to pick up breakfast, and then taken to class to eat at their own desk to help keep down the spread of germs. Lunch; TK-8th grade students will have their lunches brought to the classroom via cafeteria staff.

Snack; snacks will be delivered to all grades to the classrooms via afterschool program staff. There will be no meal sharing and all waste will be properly disposed of immediately after every meal.

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

Section	Description	Total Funds	Contributing
School Nutritional	Additional food expenses and the cost of transporting food to homeless and low-income students without transportation	\$45,000.00	[Y]
Mental Health and Social and Emotional Well-being	The additional incentivization,	\$4,500.00	[Y]
English Learners	Reading materials to read at home for English Learners	\$10,000.00	[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
[Insert percentage here]%	[Insert dollar amount here]

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There are several actions that are both (a) being implemented schoolwide and (b) increasing or improving services for unduplicated students. These actions include:

Devices and Connectivity The provision of devices and connectivity access is being applied across the entire campus, but is primarily intended to provide access for low-income, homeless, foster, English learner students who may not have full access at home. The LEA purchased and distributed computers to every student enrolled at Stallworth Charter School and will continue to distribute devices to incoming Kindergarten students and new students in grades 1-8. Targeted outreach is occurring through our ELD and SPED departments to make contact with ‘unreachable students’ and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Nutrition Services and Supplies This action was implemented during school closures across the entire LEA, but was primarily intended to provide food access to students and families facing food insecurity. Many Stallworth Charter students and families already faced food insecurity prior to COVID-19. The pandemic’s impact on employment and the resulting loss of income has made this an issue for many more Stallworth community members. Implementation of the action included additional food, PPE, sanitation supplies, and staff time to operate meal distribution. Homeless and low-income students will receive food delivery for the three (3) designated food pick-up days.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL) These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual’s social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low-Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. The Eagle Bucks program and Student Store will be adapted to meet the needs of students in this distance model and the implementation of daily wellness checks in each class period will encourage instructional staff to incorporate SEL practices into the academic environment.

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

Of the actions described within this plan, several are services that are provided primarily to unduplicated students and their families. These include the English Language Development department and Homeless Liaison and the services they provide with regards to establishing internet connectivity at home, making home visits to ensure that students are able to access the curriculum and attend classes, and providing for deficiencies that are uncovered in these visits. These also include the Special Education department and the counselling, speech and language, and academic supports and testing accommodations provided to the pupils identified in an IEP.