

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

With schools closing their physical campuses with little to no warning due to COVID-19, the impact was felt in all areas of education. The lack of “normalcy”, consistency, and the fear of the unknown all had an affect on our school - staff, students, and parents/guardians. Our school had people who became sick with COVID-19, had friends and/or family members who lost their life to COVID-19, or have been adversely affected by the fear and trauma of this unknown pandemic. I currently have students who have not left their home since March 13th, 2020.

Our staff worked all hours of the day with students and families on academics and mental health - we had several students on daily wellness checks. We had students who needed food but we were constricted with rules and regulations that would not allow us to deliver food to students. After several weeks, this was resolved. Our students were thrown into the position of “parent” and “teacher” at home to their younger siblings while still trying to figure out distance learning and their own emotional needs. Students lacked proper technology or their technology abilities suffered as everyone was home and systems constantly “glitched”. Students struggled with finding a “work environment” at home, as well as, retraining their brain to understand that they needed home to also become “work”.

## Stakeholder Engagement

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

STCHS worked diligently to stay in contact with all stakeholders and solicit feedback throughout school closure. Stakeholder engagement included staff (certified and classified), board members, students, and parents/guardians. Staff meetings were conducted weekly via GoogleMeet/Zoom. Board members were updated at monthly board meetings and added valuable input through collaboration. Students were given surveys to help determine what they feel worked well during school closure and what did not work well. Parents/guardians and staff were given a survey as well. Parents/guardians/students/staff were given a weekly email with updates on distance learning and new protocols. All stakeholders were encouraged to communicate with staff via text/phone call/email to offer feedback.

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

All board meetings were made public with remote participation through Google Meet and/or Zoom. Links were posted on the district's website.

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

Feedback was given from stakeholders, such as, parents/guardians, students, board members, and staff. The overall conclusions were that stakeholders were impressed by how quickly our school was able to transition into full-time distance learning with minimal disruptions. They felt we had prepared students for distance learning by already having programs like Google Classroom, Assignment and Work Record, and other online resources in place. Many stakeholders were concerned about their students emotional state as some students were becoming more isolated and offered ideas on how to help students with more social and emotional interactions.

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

After reviewing all stakeholder input, STCHS believed that “Stage Three - Blended Learning Model” was best for our stakeholders. We had a large percent of stakeholders who were: 1. students not ready to return to school full-time (due to safety concerns of being in public), 2. students who could not return due to being high risk, and 3. staff that are in the high risk (or a dependent). With Stage Three in place, staff were able to educate both students on campus, while also addressing the education of students on independent study.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

In-person instructional offerings will take place once our county is off the state’s “monitoring list”. When that happens, all students will receive in-person instruction three days a week - two days on core subjects and one day on enrichment (i.e. electives, tutoring, math intervention, writing lab, credit recovery, and student activities).

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

Description	Total Funds	Contributing
Weekly math tutoring and intervention to assist students with learning gaps	\$5,000	N
Weekly writing lab to assist students with learning gaps	\$2,000	Y
PPE for staff and students	\$400	N
Sanitizing equipment	\$1,000	N

## Distance Learning Program

### Continuity of Instruction

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

During all stages of re-opening, all students, no matter if in-person or distance learning, will have access to their curriculum. Textbooks, novels, digital curriculum access, Chromebooks, materials, work packets, individual science labs, art projects, and more are passed out to all students.

Students receive live instruction Monday-Friday with credentialed teachers in core subjects, electives, tutoring, Special Education, Speech services, ELL support, and more.

Teachers are required to take daily attendance and students and families are educated on our attendance policy (whether in-person or distance learning).

Clubs, Peer Mentoring Groups, and Student Activities are held weekly on Tuesday, Thursday, and Friday afternoons.

Teachers will be reporting to their worksites/classrooms on Monday-Wednesday and will have safe guards in place for when engaging in work duties (as needed). All staff have their own designated work space in their own classroom/office to help with minimal contact with other staff. Staff have the option to work from home on Thursdays and Fridays.

Tuesdays will be used for professional development and PLC/collaboration, as well as, office hours.

### 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.]

All students and parent/guardians were given a survey to determine their technological needs. Students who do not have a computer or share a computer were given a Chromebook to use at home for distance learning. The same survey asked about wifi needs as well. All students in need of technology were given equipment prior to school year starting. Technological needs are assessed monthly.

## 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.]

Live interaction takes place daily with teachers and students through core subjects, electives, tutoring, intervention, peer mentoring, clubs, and student activities Monday through Friday.

Students attendance is based upon attendance in class, as well as amount of work completed. Students log their time value and subjects worked on daily on their Attendance Log that is turned in monthly with live one-on-one contacts with their teacher.

Staff will also be conducting weekly “random check” calls to all students weekly.

	Monday & Wednesday	Tuesday & Thursday	Friday
8:00-8:55am	<ul style="list-style-type: none"> <li>• U.S. History</li> <li>• Algebra 1A</li> </ul>	<i>Independent</i>	<ul style="list-style-type: none"> <li>• Advanced Art</li> <li>• Algebra Intervention</li> <li>• Credit Recovery (9/12)</li> </ul>
9:00-9:55am	<ul style="list-style-type: none"> <li>• English 11</li> <li>• Algebra 1</li> <li>• Earth &amp; Space Science</li> </ul>	<i>Study</i>	<ul style="list-style-type: none"> <li>• Advanced Art</li> <li>• Algebra 1 Tutoring</li> <li>• Credit Recovery (9/12)</li> <li>• Foreign Language Tutoring</li> </ul>
10:00-10:55am	<ul style="list-style-type: none"> <li>• Career Education <i>(Wed <u>only</u>)</i></li> <li>• Geometry <i>(10th <u>only</u> attend on Mon.)</i></li> <li>• English 9</li> <li>• SPED (10/12) - <i>Mon ONLY</i></li> </ul>	<i>&amp; Clubs</i>	<ul style="list-style-type: none"> <li>• Credit Recovery (10/11)</li> <li>• Geometry Tutoring <i>(10th required to attend)</i></li> </ul>
11:00-11:55am	<ul style="list-style-type: none"> <li>• Internship <i>(Wed <u>only</u>)</i></li> <li>• Life Science</li> <li>• Senior Project <i>(Wed <u>only</u>)</i></li> </ul>	<i>&amp; Peer</i>	<ul style="list-style-type: none"> <li>• Algebra 2 Tutoring</li> <li>• Credit Recovery (10/11)</li> <li>• Writing Lab</li> </ul>
12:00-12:55pm	<ul style="list-style-type: none"> <li>• Art 1</li> </ul>		

	<ul style="list-style-type: none"> <li>Algebra 1B</li> <li>Algebra 2</li> </ul>	<i>Mentoring</i>	
1:00-1:55pm	<ul style="list-style-type: none"> <li>American Government</li> <li>English 10</li> <li>SPED (9/11)</li> </ul>	<ul style="list-style-type: none"> <li>SPED (10/12)</li> </ul>	<i>Student</i>
2:00-2:55pm	<ul style="list-style-type: none"> <li>World History</li> <li>English 12</li> <li>Service Learning <i>(Wed only)</i></li> <li>Physical Science</li> </ul>		<i>Activity</i>

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In preparation for the 2020-2021 school year, teachers participated in:

- COVID-19 policies and procedures
- Understanding the stages for reopening for STCHS
- Students and staff expectations
- Social and emotional education
- How to “Google Classroom”
- hHow to “Zoom”
- Training on special populations (i.i. speech, special education, EL, 504, foster youth, and homeless youth)
- Meal program
- First week of school
- Professional, student, and staff resources (i.e. screencastify, Pear Deck, IXL, Nearpod, etc.)

STCHS will continue to provide professional learning in effective distance learning practices, how to support student’s mental health, and social-emotional well-being, and other distance learning-related topics as the need is recognized. Teachers will also collaborate regularly to share insights into effective practices for distance learning and supporting a positive online classroom culture.

## Staff Roles and Responsibilities

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

Certified staff are responsible for teaching courses, as well as, conducting social/emotional duties such as:

- Peer Mentoring Groups
- Random check-in calls
- Running monthly clubs (stipend attached)
- Participating in weekly student activities

Classified staff will also assist with special education accommodations, such as reading tests allowed to students.

## 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.]

STCHS is offering small group or one-on-one live interaction support through:

- Special education classes with RSP teacher
- Speech services
- Writing Lab for EL students
- Peer Mentoring groups for all students with specific concentration on our students with 504 and IEP to receive social interaction and help the support of learning social skills
- Conducting weekly random check-in calls for wellness checks, etc.

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

Description	Total Funds	Contributing
Weekly math tutoring and intervention to help students with learning gaps.	\$5,000	N
Weekly writing Lab to help students with learning gaps (focus on EL and SPED)	\$2,000	Y
Diagnostic Curriculum	\$2,000	N
Online curriculum and digital tools	\$6,000	N

## Pupil Learning Loss

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

STCHS is working diligently to fill in the gaps of learning loss due to COVID-19. We have purchased a diagnostic curriculum for math and English-Language Arts to determine where the exact needs of our students are at due to the pandemic. We are working on these gaps in all core classes, as well as, tutoring, intervention, writing lab, and special education small group time.

### 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.]

#### **Writing Lab (*Fridays at 10:00am*)**

For EL and struggling students in the area of writing skills taught by credentialed teacher.

#### **Algebra Intervention (*Fridays at 8:00am*)**

For students showing 30% or less Algebra readiness through our diagnostic assessment program and 9th grade math placement test. Focusing on math facts and other remedial math needs taught by credentialed teacher.

#### **Math Tutoring (*Fridays at 9:00am-12:00pm*)**

Small group help with credentialed teacher.

#### **Special Education Small Group (*Mondays and Wednesdays 12:00-2:00pm*)**

Small group help and goal progression with credentialed teacher.

### 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.]

We have purchased a diagnostic curriculum for math and English-Language Arts to determine where the exact needs of our students are due to the pandemic,. We will use this, as well as, local assessments to determine the effectiveness of those services.

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

Description	Total Funds	Contributing
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Weekly math tutoring and intervention to help students with learning gaps.	\$5,000	N
Weekly writing Lab to help students with learning gaps (focus on EL and SPED)	\$2,000	Y
Diagnostic Curriculum	\$2,000	N
Online curriculum and digital tools	\$6,000	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.]

STCHS will monitor and support mental health and the social and emotional well-being of our students through:

- Peer Mentoring groups
- Random check-in calls
- Monthly clubs (stipend attached)
- Participating in weekly student activities

## 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.]

Families were sent a letter from the principal on August 6th that included a description of the schedule for reopening school and information on who to contact from further questions.

The principal conducts weekly email updates to families (including bi-monthly emails over the summer).

Mandatory one-on-one orientations were conducted by each teacher to describe distance learning process and expectations in person. Zoom session/phone conferencing will be acceptable when health concerns are an issue. For orientation, teachers create documents/slides for classroom processes which will be accessible by parents online.

All new families went through an in-person schoolwide orientation (one-on-one).



All families were invited to a Back to School Night through Zoom with 60% attendance to the meeting.

All families utilize the Remind app. for important communication.

## 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.]

STCHS receives our meals from an outside vendor. The vendor has determined that during distance learning, one package of meals (five breakfasts and five lunches) will be provided on Mondays from 10am-12pm for pickup. Once school is back in session, we will be dependent upon the vendor to determine if they will continue once a week pickup or go back to daily pickup. Home delivery is offered to families who cannot pickup their meals.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement	Communications Tools and Resources	\$200	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.74%	\$109,813

### 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.]

Below are the actions given to the entire school, as well as, actions effective in meeting the needs of our unduplicated students:

	<b>All Students</b>	<b>Unduplicated Students</b>
<b>Curriculum</b>	Digital, individual, and labs/kits	plus additional resources (i.e. full art kits and science kits)
<b>English Language Development</b>	Writing Lab	As space is limited, the first students enrolled were our EL, foster youth ( <i>if the service was needed as diagnosed through a pre-assessment</i> ), and homeless youth ( <i>if the service was needed as diagnosed through a pre-assessment</i> )
<b>Technology</b>	Chromebooks, Hotspots, and headphones checked out to needed students.	Chromebooks and Hotspots were reserved for all unplicated students whether they responded to our survey or not. A limited amount of unduplicated students did not need them.
<b>Math Intervention</b>	Algebra Intervention and Math tutoring	As space is limited, the first students enrolled were our EL, foster youth ( <i>if the service was needed as diagnosed through a pre-assessment</i> ), and homeless youth ( <i>if the service was needed as diagnosed through a pre-assessment</i> )
<b>Small Group and “Check-ins”</b>	Small groups led by staff to assist students with school, struggles, needs, and more. Weekly calls made by staff to all students for support and wellness checks.	We make it a priority to communicate with student and often families weekly to ensure our unduplicated students are receiving the help and resources they need.
<b>Homeless and Foster Youth Liason</b>		Approximately 5% of administrator salary is designated for providing services to homeless and foster youth
<b>504 Coordinator</b>		Approximately 5% of (one) teacher’s salary is designated for providing EL services

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

As of 2019-2020, over 70% of our school is considered an unduplicated student. The services above are intended to assist our unduplicated students in offering them services they need such as math tutoring, writing help, EL services, meals, and more. We feel that unduplicated students benefit from specific, small (or even one-one-one) group support from certified staff.