



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.]

Without question, the COVID-19 pandemic has impacted our school as it has caused enormous stress and anxiety layered over top of PTSD caused by the CARR and Camp fires for many of our families and staff. As the pandemic moves into it's sixth month of implications, the continued stress of constant vigilance needed to provide a safe environment for our community has been expensive and physically and emotionally exhausting. Moving to a 100% distance learning situation in March 2020, was challenging. At Stellar Charter School we are fortunate to operate as a hybrid homeschool/onsite learning school, so there are many components to a solid instructional distance learning program that were in place that made the transition to full distance learning much easier than for most schools. We are, however, used to a lot of in person support for our students and families and it was a quick learning curve for all staff to learn online video conferencing software and work from home. Teachers were thrown into at home teaching with little to no professional development. On the positive side, families already had all curriculum and had been trained in how to give instruction, grade and give feedback for our K-8 students. Our teachers work proficiently in Google Classroom in the 6-12th grades and we had 1:1 digital devices for 4th grade through 12th grade. The younger grades (TK-5) were the groups that really struggled with online learning. Our teachers did a great job of rallying and quickly had kits put together for art classes, materials and additional resources for parents to supplement their at home instruction. As a school, we continued to plan for whole school activities. For example our first all school Zoom 'assembly' we shared 'good things,' the teachers took a minute each to let the students know how much we missed them, then our music teacher led us in a whole school sing-a-long of Bob Marley's, Every Little Thing is Gonna Be Alright. The next Zoom assembly was part of our 50's day celebration (normally there is a huge car show in Redding in April and we always celebrate at school with a 50's day). We dressed up in 50's clothes and had a whole school 'hand jive." For kindergartners, we sang songs, read a book and did a science experiment! Teachers kept in constant contact with families and we had a virtual staff meeting every week to discuss students and brainstorm interventions for students who were struggling. We pulled some students in for 1:1 support - mostly 504 and IEP students, although not all. All IEP students were given virtual Zoom meetings to continue services or access to the special education teacher to implement at home interventions. Teachers checked in on these students more frequently. Our reading

interventionist was able to do online Zoom intervention for most of the students. We had only three families that could not access internet. Those families lived in rural areas that made it impossible to have internet. Those families either drove down and used our wifi or wifi at public places within their communities. We also purchased thumb drives to download content if needed. Some of our challenges was collecting data on students who are at home, especially ones without internet. Moving forward we are coming up with solutions to deal with these obstacles.

Stakeholder Engagement

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

In developing the Learning Continuity Attendance Plan, Stellar Charter School used multiple opportunities to engage with parents, staff, and stakeholders.

In March 2020, the school sent multiple educational and informational emails to staff, students and families keeping them apprised of the situation and soliciting feedback from stakeholders. A Needs Assessment was quickly developed and sent to all families. Teachers of Record contacted every family on their caseload to determine needs and to check in regarding current plans. Teachers kept records of students participation, parent phone calls, emails and other online contacts. An all staff meeting was held weekly to determine if any students were falling through the cracks and needed additional resources or support and to share stakeholder input. The Stellar Website was updated to provide current information specific to COVID-19 and on how to contact teachers, staff and administration for questions and feedback.

A survey was given to all families July 21st regarding the possibility of re-opening schools.

March 30-Present, the Director participated in district leadership trainings and discussions.

A workgroup was developed with parents and staff. The workgroup worked on a re-opening plan virtually and in person on August 4, 2020.

The DRAFT plan was shared with staff on August 6th to solicit feedback.

The plan was shared with parents, students and staff on August 7th.

A draft was shared with the Superintendent on August 7th.

A survey was given to all staff on August 26th to garner feedback on challenges last Spring, challenges this Fall, and ideas for mitigation of learning loss and overcoming obstacles in the future.

A survey was given to 6-12 student on August 31st to garner feedback on challenges with COVID-19 and ideas for overcoming those challenges.

A survey was given to all parents TK-12 on August 27th to garner feedback on challenges with COVID-19, the school's response to COVID-19 and ideas for mitigating learning loss and overcoming obstacles regarding to education in the time of COVID-19.

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

All surveys were given on a virtual platform. All parents were invited to virtually attend public hearings and give public comment via email or in person at board meetings.

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

The teachers shared their biggest challenge was learning the new technology and having access to technology, electronic materials, materials for students and teachers, for distance learning. Hybrid models create challenges with attention needed to onsite students as well as those that are working from home in a distance learning model. Ways to connect with our students and support them in the home need to be expanded on and protocols and procedures for monitoring engagement, access and work completion all need to be refined for our new reality. Collecting data on students who are distance learning is also a challenge.

Parents shared that the biggest impact has been social-emotional and want students to be back on campus with as much interaction with peers as possible. They felt comfortable teaching the curriculum but struggled with synchronous online programs with multiple students at home needing assistance, sometimes patchy internet and teachers used different platforms (Zoom, Google Meets) which was challenging to learn. Students shared that they prefer to be back on campus without masks. They appreciate the teachers who make themselves available and would like additional teachers or assistants to be hired to assist with questions or troubleshooting during Zoom classes. Students would like opportunities for more physical activities.

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

Training for teachers, parents and students on how to access materials, resources, classes and staff have been developed and will continue to be developed as stakeholders continue to give feedback. Additional equipment provided to assist students who are participating online (cameras, microphones, large t.v. screens) to improve the engagement and accessibility for students participating at home and for distance learning days should they occur. Setting up additional mentoring, tutoring and office hours to assist students with homework and questions on at home assignments.

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.]

The school implemented its' reopening plan to provide onsite and in person learning in the safest manner possible. Great effort went in to following local, state and national guidance. The plan is extensive and thorough and can be read here: Stellar Charter School Reopening Plan and Handbook .https://docs.google.com/document/d/10tRB7IW7jDBbPh1OdlwrSktXrl6f8JHNo_CFgHfCm9E/edit?usp=sharing. The plan includes information on phases from going from onsite/in person learning to distance learning, strategies for keeping students in cohorts, entering and exiting protocols, screenings at home and at school, face covering requirements, information on proper handwashing, the use of sanitizer stations, social distancing measures, plans for increased cleaning of high touch surfaces and whole campus cleaning, no touch garbage cans, increased fresh air in classrooms, continued use of HEPA filters and additional HEPA filters in classes, plans for outdoor lunch and limiting class sizes and increasing distance. between desks. Adjustments have been made to electives to keep cohorts in tact. Lunch and recesses have been modified to ensure cohorts remain isolated from one another.

Students were assessed with early foundation skills assessments such as BPST and Lexia. Dibels and Moby Max for math. The STAR comprehension assessment was given as well to determine if there has been learning loss. Being a homeschool/hybrid program we do not anticipate large learning losses. Our program has shown year after year high levels of performance utilizing this model. Due to COVID-19 restratints, we have modified our assessments and how we deliver them to maintain social distancing, to provide more opportunities for homeschool only students and to ensure that materials are not shared. Our reading interventionist is providing online direct instruction with students at home instead of on site instruction. We are continuing our weekly collaborations to ensure that we problem-solve and address any learning concerns we or parents see.

The school counselor continues to provide teachers and families with resources for social emotional needs. Teachers have been increasing relationship building and social emotional activities in the classroom. An affirmation online program has been purchased to continue the emphasis on and collection of data surrounding social emotional learning.

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

Description	Total Funds	Contributing
The school purchased face coverings, soap, and hand sanitizer.	\$300	No
Ordered spray bottles and increased the delivery of microfibers cloths to ensure frequent washing of high-touch surfaces. Purchased hand-sanitizing wipes, gloves masks and disinfectant to assist in cleaning.	\$1,000	No

Description	Total Funds	Contributing
The school purchased fans and Hepa air filters to increase the flow of fresh air in classrooms as well as filter air.	\$1,446	No
The school purchased voice amplifiers to assist teachers in speaking through a mask for onsite and in person learning.	\$500	No
Installed sinks in four portable classrooms to provide for frequent hand washing including new paper towel dispensers and hand soap dispensers.	\$30,000	No
Purchased plexiglass for office, Room 6 and P1 as well for Special Education center.	\$3,000	No
Hire additional hours for sanitization.	\$10,000	No

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.]

Staff has received professional development regarding online learning tools and will continue to build on this knowledge. Equipment is being purchased to further accessibility for students in onsite learning and direct instruction and increase the viability of onsite and at home instruction. Additional curriculum is being purchased and developed by teachers to provide quality and engaging learning with onsite and at home programs. Students, K-12th grade, have been given 1:1 Chromebooks and are receiving training on how to access classes remotely. Teachers are continuing to develop their online resources for students. Additional supports are being provided to home school only families including a liaison to help collaborate between onsite and home, setting up parent mentors, setting up virtual Q & A's, developing resources and offering personalized assistance in developing the homeschool program.

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 K-12 grade have been offered 1:1 Chromebooks. For families living in rural areas where connectivity is challenging, USB sticks have been purchased and resources, materials, videos and class lessons loaded for students to access off line. Families are continuously surveyed to determine needs.

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.]

Stellar is a nonclassroom based charter school. We will continue to measure participation and time value of pupil work complying with Article 5.5 commencing with section EC 51745. We work closely with our auditors to ensure that adequate record keeping and bookkeeping procedures remain compliant with both time value and contemporaneous record requirements.

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.]

Beginning in March 2020, staff have been receiving professional development in online instruction. Zoom, Google Classroom, Flipgrid, screencastify, Clever, and other online platforms are continuously being offered to teachers to supplement their instructional programs. At the beginning of the 20-21 school year, standards for online teaching were introduced to staff and incorporated in professional development goals. The iNacol Blended Learning Teaching Competency Framework and the National Standards for Online Quality Teaching have been shared with all staff. An emphasis on social emotional learning and relationship school has been communicated to all staff.

Staff Roles and Responsibilities

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

An increased emphasis on competency with online instruction has been a focus since returning for the 20-21 school year. All staff and students recognize that in order to receive an engaging education online, improved technological skills is a prerequisite. Staff and students know that learning is not passive and therefore we need to rethink how we deliver online instruction. Many of our training's and increased access to technology have led to greater access for all students. EVERYONE's roles have changed regarding this. We continue to experiment with applications and continue our professional development proactively. It is necessary for all staff to participate with sanitizing equipment and facilities. Teachers have spent additional time planning lessons that maintain social distancing and that don't require the sharing of materials.

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 learner students will continue to receive integrated and designated English language development using the ELD strategies embedded within the adopted curriculum. When necessary, Tier 2 supports may be provided. The English Learner coordinator is available to assist families and teachers with supports for this population.

Special Education services will be provided in accordance with each student's IEP. Services are being delivered both in person and virtually.

The staff analyzes all students performance and learning and collaborates weekly (or more frequently as needed) to develop supports and interventions for students with unique needs. Student Success Team meetings, 504 meetings and IEP's will continue to be held to develop individualized supports for students.

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

Description	Total Funds	Contributing
Purchase Chromebooks to distribute to all students without a reliable device to participate in Distance Learning.	\$50,000	Yes
Purchase equipment (TV's, cameras, microphones, etc.) to fit classrooms with technology that supports blended learning.	\$15,000	No
Purchase applications that supplement online learning (Moby Max, Lexia, AR, Scoot Pad, Near Pod,	\$2,000	Yes
Purchase Apple iPad to utilize with whiteboard app for online math instruction.	\$1,000	No
Purchase document cameras to assist with online instruction.	\$300	No
Purchase staff laptops to ensure equipment is current and can handle online applications being utilized.	\$20,000	No

Description	Total Funds	Contributing
Install interactive projectors in three classrooms.	\$3,000	No

Pupil Learning Loss

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

We believe, without question, that the stress, anxiety and isolation due to COVID-19 contributes to pupil learning loss and ability to retain what is taught. While we feel fortunate to be a homeschool program that is set up for at home learning, we believe that the social emotional impacts of this unprecedented shut down of our communities have impacted our staff, students and community in unprecedented ways. We strive, as a personalized community to address any learning loss explicitly and immediately. We have prioritized intervention for math and reading as well as provided additional in person intervention for those students struggling with work completion, organization, executive functioning, and subject matter retention all due to being exposed to high levels of stress, a disruption in routine and trauma. We have emphasized social emotional and relationship building activities during our instructional times recognizing the contributing factors to pupil learning loss.

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.]

We believe it is essential for students to have access to engaging, standards-aligned, grade-level content and instructional rigor. We will continue to provide families and students with equitable access to engaging curriculum, instructional practices, personalized learning, and access to credentialed teachers for individualized planning of accommodations, interventions and enrichment. We increased support to homeschool only families by creating a homeschool liaison position whose purpose is to reach out to homeschool only families to help with technology needs, curriculum needs, intervention and enrichment support and stay connected with our school community. We will continue to use formative and summative assessment to identify the strengths and weakness of students and develop individual plans and strategies for those students. Virtual math and reading intervention services have been increased.

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.]

Summative and formative assessments will be utilized to determine effectiveness of services and supports. Assessments will inform individualized plans for services, strategies and supports. Parents and teachers will work closely to analyze work samples and identify areas of need

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

Description	Total Funds	Contributing
Stipend for Homeschool Liaison.	\$4,000	Yes
Virtual/online reading and math intervention/tutoring.	\$2,000	Yes
Increased professional development for technology applications including those that increase our capacity to assess and/or intervene with student achievement.	\$1,000	No
Development of online assessments: Dibels, STAR, Lexia, Moby Max, Scootpad, BPST etc.	\$500	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Stellar Charter School is a personalized learning public charter school and as such values our close relationships with students, staff, families and our community. Without a question, COVID-19 has affected everyone. The life changes and stresses can have a major impact on children's development such as increased numbers of anxiety, depression, disruptive behavior problems, sleep disorders, substance use disorders and suicidal symptoms (Gleason, June 2020). This, on top of the stress from the Carr and Camp fires, has led to high levels of stress for our parents, students and staff. Because of this, it is imperative that teachers and schools prioritize the social emotional health of our students. Our school counselor has provided our staff and parents with many resources to assist them in monitoring and supporting

mental health and is available for consult. For our staff, as well, we have to prioritize their social emotional wellbeing by providing fact-based information, limiting exposure to frightening media, allowing time to process new information, planning for fun, having professionals available to speak to, providing tips on self-care, and prioritizing relationships at school as well as ensuring we are implementing our safety and wellness plans as well as our reopening plans consistently with fidelity. We include social emotional professional development at every staff meeting, in weekly email updates, and throughout the week to emphasize the importance of providing research-based practices and continuing to implement our school wide programs such as Give Thnx! and Capturing Kids Hearts to name a couple. We are constantly striving to improve our ability to provide opportunities for connectedness with the homeschool only students and families while continuing to implement strategies consistently onsite.

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 countywide Help Me Grow initiative provides schools with support for truant students so that we can re-engage students in school. A three-tiered system has been put in place to collect data on participation data and plan for intervention such as home visits and outreach to our most vulnerable populations. Students who are not engaging in school are contacted to identify individual family needs such as access to technology, internet, food and family resources. A collaborative effort has been made with the school, the Shasta County Office of Education, Human Health Services, Children's Legacy Center, Child Protective Services, and the Shasta County Sheriff's Department to assist our school with reaching out to students and their families who are not accessing their education. We also rely on our School Safety Officer to assist with home visits for these families, as well as our internal supports such as SARB and Student Success Team meetings.

Parents, students and staff were provided with a Reopening plan and handbook with further outreach services and resources.

Our tiered response includes, but is not limited to:

Tier I: schoolwide outreach such as classroom teachers implementation of social emotional and relationship building strategies, virtual orientations describing expectations for student engagement, schoolwide resources such as handbooks, emails, videos and online resources provided by newsletters, website, youtube channel and schoolwide emails.

Tier II: Teachers of Record who have individual contact with families through email, texting, in person meetings, home visits and phone contacts. Schoolwide, the staff meets once a week to analyze school data (academic, attendance, and social emotional data) to determine what students need additional support and to design next levels of support and follow up. The school counselor, resource specialist,

teachers, reading interventionist, and other specialists are folded into individual support plans for students as needed. The school counselor and TOR's monitor student attendance and work completion in online classes in collaboration with subject matter teachers.

Tier III: the development of 504's, attendance plans and individual support during Student Success Team meetings. Special Education students have the extra layer of special education staff monitoring and touching base with students and families as do other students with unique needs such as ELL learners, foster youth and economically disadvantaged students. The next level of response could include school resource officer intervention, or formal responses such as SARB or assistance from the Help Me Grow collaboration.

Intensified Support with Countywide Help me Grow! Initiative

CLC will receive referrals from HMG using a Google Sheet. The Sheet will be used to enter the families' information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student's school, HMG case management, CLC, Law Enforcement, HHSA Children's Services, and potentially others during a weekly HIPAA compliant Zoom meeting.

Intervention may be provided by Community-Based Organization (CBO) , a coordinated response among MDT members and CBO and/or a request for a Welfare Check completed by Law Enforcement.

The results will be discussed at the next MDT meeting. The school and HMG will inform the team if the family/student has made contact.

This Project is not a referral to or a pathway to Children and Family Services. An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning.

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.]

Stellar Charter School coordinates with Redding Elementary School District to provide daily meals for students. Lunches are delivered to individual students and eaten outside in cohort groupings.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
8.17%	\$147,400

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.]

For the 2019-20 school year, the school's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 40.84%. Our school will receive approximately \$147,400 in supplemental and \$30,214 in COVID Relief Funding in 2020/21 to provide improved or increased services for identified students.

The school proposes to spend the increased funding of \$30,214 on academic intervention services, instructional support services, student support services to serve English Learners, Foster Youth and Low Income students primarily. The actions listed above show how we have increased and improved services for our unique student groups.

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

Equity is at the forefront of all decisions in regard to COVID funding and supplemental funds. We strive to overcome any obstacles we face as we tackle learning during the COVID-19 pandemic. All actions and services