California Department of Education, July 2020

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.]

On March 13, 2020, SJCCCS made the difficult decision to close school in order to slow the spread of the coronavirus. At the time, it was anticipated that schools would reopen shortly after Spring Break. However, with the State of California continuing its Stay At Home order issued March 19, 2020, this did not occur and schools remained closed through the end of the 2019-2020 school year.

Through the weekend of March 14th and 15th SJCCCS principal developed distance learning expectations. We immediately surveyed families to determine whether they had access to the internet. By Tuesday March 17 distance learning began and printed materials were made available to support all learners. Immediately SJCCCS began adjusting its grading policy and tracking students' distance learning engagement. An administrator was assigned to contact any families from whom we were not receiving response. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens.

As they designed their COVID-19 response, SJCCCS administrators considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our adult students and families as partners in education. It has been essential to build a strong relationship with our students throughout this crisis.

In July, 2020, we made the decision, with the support of the Board of Directors, to begin the 20-21 school year in full distance learning due to the rise in cases and spread of COVID-19 in our area, and the unique nature of our adult student population, making them more susceptible to the virus. We have built this school year on the foundational work completed in the spring, leveraging the policies already developed, adding additional professional development for teachers, and ensuring that our technical capabilities were adequate. Teachers and students

alike are embracing this decision, recognizing the magnitude of the COVID-19 pandemic and supporting the school's decision to make the safety and health of all of our SJCCCS stakeholders paramount.

Stakeholder Engagement

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

Stakeholders for San Jose Conservation Corps Charter School include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning model presented itself, adjustments were made quickly with immediate input from teachers, staff, and students from San Jose Conservation Corps Charter School. Updates were given regularly to the Board of Directors, and feedback was solicited as well.

Weekly video conferences 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 ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to the weekly staff meetings to help inform the resources being made available to staff, students and families.

To meaningfully engage our adult students and families, paper surveys were conducted. The survey was conducted over the month of July, as SJCCCS staff reached out to more than 200 potential SJCCCS students to discuss distance learning, areas of need for support services, and the services provided to students.

Feedback received from students/community and staff in connection with the Public Hearing where SJCCCS' Learning Continuity and Attendance Plan is presented will also help to further inform the direction of the schools program.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Directors were to be held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Directors.

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

SJCCCS stakeholders including staff, students, and families completed the Back to School Survey. The survey responses were analyzed to identify themes based on needs during this time of conducting school amid a pandemic. The following general themes were identified for consideration by SJCCCS:

1. STRENGTHENING STUDENT CONNECTEDNESS: Reduce class size and caseloads, emphasize personal relationships with students both in a virtual setting and in-person instruction.

2. LONG TERM DISTANCE LEARNING and IN-PERSON INSTRUCTION: Students and families requested the option for full year distance learning and in-person learning option. The in-person model would be a hybrid model to reduce the number of students at any one time on a school campus. A hybrid model would blend in-person instruction and additional independent instructional assignments.

3. PROFESSIONAL DEVELOPMENT: Increase professional learning for staff in specific areas of distance learning and provide more individual choice; focused professional learning for English Learners, Special Education, and other student groups.

4. SOCIAL-EMOTIONAL LEARNING SUPPORT: Increase counseling services, increase mental health support, adopt and implement a Social- Emotional curriculum

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

The following general themes were identified for consideration and influenced actions within the Learning Continuity and Attendance Plan by SJCCCS:

1. STRENGTHENING STUDENT CONNECTEDNESS: Support staff/student caseloads were introduced to lower the ratios for administration. Student connectedness is also a part of our overall multi-tiered system of support, which includes social-emotional learning. As a small school SJCCCS has only six teachers so class sizes are tougher to lower.

2. LONG TERM DISTANCE LEARNING and IN-PERSON INSTRUCTION: SJCCCS has created an option to provide Long-Term Distance Learning for students and an in-person hybrid model when permissible and safe to do so. The in-person hybrid model will emphasize smaller class sizes to minimize the number of students at any one time on campus and in an individual classroom. The hybrid model would blend in-person instruction and additional independent instructional assignments.

3. PROFESSIONAL DEVELOPMENT: SJCCCS will continue with our annual professional development plan. The professional development plan for 2020-21 incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English Learners, Special Education, Foster Youth, homeless, and low socioeconomic students. The Professional development plan will incorporate more training on learning management systems to support workflow in distance learning, including curriculum and instructional support for enhancing a distance learning program.

4. SOCIAL-EMOTIONAL LEARNING SUPPORT: SJCCCS has partnered with ATLAS Mental Health to provide all students with immediate Mental Health support at their fingertips through an online app. SJCCCS is also in conversations with the YWCA and County of Santa Clara to continue their partnerships to provide a 0.5 FTE counselor.

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.]

SJCCCS will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Santa Clara County permit us to return to in-person instruction in the school year ahead. We will also take into consideration the impact that the age of our adult students has when making this decision to move toward in-person instruction.

Any return to in-person instruction will begin with a hybrid model.

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

Description	Total Funds	Contributing
Additional cleaning services and supplies: in order to ensure that surfaces and classrooms are cleaned between any shifts of student cohorts and, at a minimum, once per day	$12,000	Y
PPE for staff and students: ensuring that mask wearing can be promoted until such time as the recommendation is removed	$5,000	Y

Distance Learning Program

Continuity of Instruction

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

SJCCCS is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

SJCCCS will maintain its typical course offerings and allow access to the full course catalog through Edgenuity for students who request or require classes outside of the scope of classes SJCCCS has the teaching resource to offer. For any Edgenuity class students take, they will be assigned an SJCCCS teacher who will oversee their coursework and help to create regular interactions to support student learning and success.

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.]

SJCCCS spent considerable staff time to ensure that devices already owned by the school, and which were typically used on campus, could be issued to students to take home. As part of the back to school survey, needs were assessed. SJCCCS is exploring the use of Learning Loss Mitigation Funds to ensure that all students have a working device and connectivity. Staff are also providing ongoing tech support to ensure continuity in students' learning.

During distance learning, we will also make available a computer lab on campus each day, with staff supervision. This will allow students to utilize the devices and connectivity on campus, as well as receive some in-person support. Social distancing will be followed and COVID-19 protocols will be adhered to, as established by SJCCCS.

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.]

SJCCCS instruction will be delivered through a blend of synchronous and asynchronous work, meeting the required daily instructional minutes of 240 minutes. SJCCCS has adopted a block schedule this year and students will have live interaction with each teacher on each day that class is scheduled. During the 90 minute block, students will have a minimum of 30 minutes synchronous, live interaction with teachers as well as time to complete independent assignments with teacher support. Teachers will work to actively create small groups within each class in order to ensure close connections can be made and student progress monitored. Participation will be measured through attendance at synchronous sessions, completion of assignments, participation in online discussions, and attendance at teacher office hours,

which are offered daily. Each assignment will be given a time value by certificated teachers, in order to ensure that instructional minutes are being met for asynchronous work. Fridays will be dedicated to homeroom activities which will help to build community and allow students time to focus on their social emotional and personal development, including job search skills and other life skills. Support staff will work with teachers to identify any students who may be having difficulty and will also make regular connections, through phone, text, and email, with students as needed.

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.]

At the beginning of school, teachers and staff participated in additional professional development on Edgenuity and on general skills for virtual/distance learning teaching. Webinars and additional support has also been offered in the use of Google Classroom, and soon, how this system can integrate with our SIS, Infinite Campus (this is a new capability just released by Google). We are planning device updates for teachers and staff in order to ensure a smooth delivery of online content. Staff has also assembled a resource list of additional online learning tools that teachers can access in order to augment their teaching and encourage interaction with and among the students.

Staff Roles and Responsibilities

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

The impact of COVID-19 on San Jose Conservation Corps Charter School's instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative staff

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools, and training on the use of these systems. Support staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students.

Since the beginning of Distance Learning SJCCCS support staff, including Education Navigator, School Recruiters, School Secretary, School Registrar, and Campus Supervisor, each have a caseload of students that they do daily check ins with.

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.]

SJCCCS is committed to supporting English learners (EL) during distance learning by providing designated ELD curriculum on two digital platforms: Google Drive and Google Classroom, to ensure accessibility by all teachers and students.

To ensure EL students are showing growth in the area of reading, regularly scheduled Edgenuity assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course.

During distance learning, all students with disabilities have a team of administration, support staff, and teachers who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. SJCCCS Special education coordinator maintains frequent contact with students and families via phone, text, e-mail and video conferencing. The Special Education coordinator also has ongoing and frequent contact with a student's general education teachers.

For students who are foster youth, SJCCCS administration ensure the foster youth have what they need to be successful during remote learning, including connecting them to devices.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. SJCCCS staff conduct needs assessments with all students experiencing homelessness within a week of enrollment, and connect students to school and community based supports through a referral process. Options for paid job training are also extended in an effort to help financially stabilize these students.

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

Description	Total Funds	Contributing
Purchase of additional Microsoft Surface Laptops for students in order to ensure all students have access to a working device.	$138,365	Y

Purchase of hot spots in order to ensure that students have access to the Internet, particularly for our students who may be experiencing homelessness.	$13,870	N

Pupil Learning Loss

SJCCCS recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, SJCCCS' school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

Teachers and the Special Education Coordinator participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

Pupil Learning Loss Strategies

For students who are English Learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, English/ELD teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Designated ELD curriculum is offered on the digital platform: Google Classroom. SJCCCS' principal will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff are available to guide students through the distance learning process and offer virtual and in person presentations on how to use various learning platforms. Outreach to adult students and families also provides an opportunity to assess the needs of our students to determine

appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring through SJCCCS food pantry.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teachers work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Communication between teachers and special education coordinator occurs weekly in staff meetings.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, SJCCCS support staff work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their Google Classroom accounts, or submitting assignments regularly.

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.]

Ongoing teacher-based formative assessment and analysis of individual student work and attendance in live courses will provide evidence that any learning loss a student may have experienced has been or is being addressed.

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

Description	Total Funds	Contributing
Edgenuity assessments through MyPath	$6,500	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.]

Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our school administration will provide training and support to all teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

Through the Stanford Teen Health Van SJCCCS immediately began providing Telehealth services to ensure continuity of mental health services to students needing more targeted or intensive levels of interventions.

Tier I – Universal Interventions

o Mental Health and Social Emotional Wellness trainings for teachers and staff

o Restorative Circles

o Linkage and connections to school and community supports

Tier II – Targeted Interventions

o Group Interventions (Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.

o Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc.

o Linkage and connections to school and community supports

Tier III – Intensive Interventions

o Individual Counseling

o Risk & Safety Assessments

o Linkage and connections to school and community supports

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.]

SJCCCS' learning community is prepared to ensure that students continue to receive educational experiences. Devices were provided to all students and communication with students and families increased via letters mailed home, emails, text messages, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. SJCCCS is currently working with its IT Director to acquire Hotspots that would allow those students without internet access to stay connected.

Measuring Attendance During Distance Learning

Teachers will document daily attendance using the required Engagement Logs and SJCCCS' Student Information System (SIS) based on student participation in synchronous and asynchronous activities. In the Engagement Logs, teachers indicate whether the instruction/assignment is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the school and classroom levels.

Ensuring Attendance and Engagement Equity

All SJCCCS support staff and administrators have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. All support staff and administrators have a given caseload to ensure engagement within classes.

Reengagement Strategies

At the beginning of the year, SJCCCS administrators verify all contact information including telephone numbers, email addresses, and mailing addresses are correct. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. School secretary and Education Navigator contact students who have not engaged during a school day to verify the reason for the absence. Students may also be connected with our Support Services coordinator for additional resources.

A three-tiered approach was created to reconnect teachers with students for whom they have not been able to have live daily interaction:

Tier I

o Teachers will have live daily interaction with each student at least once daily

-Contact will be made in the student's home language following each absence by Education Navigator/School Secretary

-If a student is absent for three days during the week, the Education Navigator/School Secretary will submit a Referral Form

-School Registrar will provide the Principal with an attendance report at the end of the week.

Tier II

o One of the members of the re-engagement team (Principal/ Education Navigator, School Recruiters, School Secretary, School Registrar, Campus Supervisor) will contact the student and family

-Contact will be made in their home language

-If contact is made, the Team member will inform the teacher by email

-If contact is unsuccessful after three attempts, the Principal will mail a certified letter in their home language

-If a family doesn't respond to the certified letter within 5 school days, the Principal will facilitate the scheduling of a Student Support Team meeting.

Tier III

o A Home Visit will be scheduled following SJCCCS guidelines.

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.]

SJCCCS-in partnership with East Side Union High School District allows its students to go to one of ESUHSD's food distribution sites for all those who qualify for free and reduced lunch.

To support all of our students and families, SJCCCS has partnered with community-based agencies and nonprofit organizations to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. SJCCCS facilitates its own Food Pantry, located at school, which provides fresh produce, bakery items, dry goods, and other fresh and frozen foods to students and families once a week. Operated through a partnership with **Second Harvest Food Bank**, the pantry is staffed by SJCCCS staff. Families may access the pantry on Fridays during pantry hours. SJCCCS also provides families with hygiene products and personal care items on request based on availability through donations from the Stanford Teen Health Van.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Provide Director of Support Services to ensure robust delivery of individualized interventions and outreach to high risk students.	$12,500	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
5%	$97,640

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.]

SJCCCS exists to serve some of the most vulnerable populations in Santa Clara County, including formerly incarcerated students, foster youth, and students with disabilities, as well as those with significant gaps in their education. When evaluating the entirety of its school programs, SJCCCS must first consider these and other significant student groups in order to ensure the school builds a model that supports academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind.

Ongoing self-evaluation allows SJCCCS to monitor its school program with respect to the support and services provided to foster youth, English learners, and low-income students and adjust accordingly to reflect changing times. In March 2020 when schools shifted to distance learning, SJCCCS immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, follow up surveys and conversation with our adult students and families were made in July to verify students still had the devices and connectivity necessary for distance learning and assign devices to students whose circumstances had changed since the first equipment rollout.

Trainings and workshops to support teachers' instructional skills were mandatory for all teachers, but the benefits of these professional development opportunities were felt the most by our population of ELs and Students with Disabilities who required additional support from their instructors to mitigate learning loss. In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

Specific to the Covid-19 pandemic, the services directly impacting students include outreach and solving access barriers to virtual learning that are largely due to socioeconomic status. The same is true for food service and home assistance programs.

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

For SJCCCS, the transition to distance learning provided a unique and unexpected opportunity to re-examine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students.

In order to operate a fully-functional distance learning program, the distribution of devices was of paramount importance. When distance learning began, SJCCCS distributed devices to students, which for many low-income families marked the first time a device was consistently available in the home. When the return to in-person learning does occur, students will be able to keep their assigned devices at home and use the class set of Chromebooks when on campus.