

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
San Juan Choices Charter School	Tony Oddo, Director	toddo@sanjuan.edu ; (916) 979-8806

General Information

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

As a hybrid independent study program, the largest effect of the pandemic has been on: 1) in-person instruction, interventions, and personal tutoring support; 2) student & family connections and relationships; 3) communication and collaboration, both with students/families and staff as a learning community.

Stakeholder Engagement

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

Because Choices is an Independent Study program that relies heavily on communication via the internet, electronic communication with families is the norm. Recent parent survey results have indicated that Choices parents prefer written communication via email. Parents were invited via email to respond to a survey that solicits feedback about how Choices may most effectively serve families in Distance Learning and on campus, once legally permissible. Most survey questions are open-ended and welcome written comments as responses.

The school’s Leadership Team and Advisory Council also responded to the survey and collaborated via Google Docs to address the individual prompts within the Learning Continuity Plan template. A rough draft of the document was shared with both groups via email; additional feedback was requested.

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

The plan is shared to the school’s governing body, the San Juan Unified School District Board, in an inclusive, open forum that welcomes participation from the public. SJUSD board meetings are held via the Zoom webinar platform and streamed via YouTube.

Choices Family Feedback Summary:

Parents suggested the following best way to spend resources (from most to least frequently requested):

- individualized tutoring support (one-on-one tutoring, help with Math, individualized teacher assistance/ office hours, references to online tutoring resources)
- strong, positive, clear, regular, readily-available, highly-responsive communication with teachers,
- reliable technology (including online curriculum, as well as computers for loan and wifi at home)
- quality curriculum, including fun activities (not just reading)
- textbooks and other hands-on materials for students to use at home that correspond to coursework
- more hours of instruction on zoom
- mental health support for students
- Zoom meetings that bring students together virtually to promote a sense of community
- once legally possible, modified learning environments that reduce viral transmission (classes outside)

When asked about how comfortable they would be about returning to campus:

- 21.43% responded that they would be “very comfortable”;
- 4.29% said “a lot;”
- 22.86% said “a moderate amount;”
- 14.29% responded “A little;” and
- 37.14% said “Not at all.”

When asked a question about how the school could help ensure the safety of students and staff when school campuses are allowed to open:

- A majority of the community said they would want all CDC protocols followed, including masks/face coverings, and social distancing; frequent cleaning and disinfecting; temperature and symptom screening, and; contact tracing.

When asked what the school can do to make the online-only experience better for students, parents suggested:

- Choices has been doing a great job!
- Support from teachers via online tutoring and regular calls home to check in.

- Simple instructions that require assignment completion on just one website.
- Student participation encouraged in Zoom classes.
- Solicit feedback during the first few weeks of school for informed recommendations.
- Instructions to lock laptops to allow students to access only Choices-related websites.

Choices Leadership Team Feedback Summary

The Leadership Team suggested the following best way to spend resources:

- Chromebooks and Wi-fi/ hotspots for students in need.
- Cellphones, microphones, cameras, etc. for teachers.
- Training for teachers on technology/ resources that contribute to effective distance learning.
- Task force preparations for the campus reopening process.
- Creation of resources web page for students; possible allocation of funds to cover costs of supplemental learning resources for students in need.

When asked about how comfortable they would be about returning to campus:

- 25% responded that they would be “very comfortable”;
- 0% said “a lot;”
- 25% said “a moderate amount;”
- 50% responded “A little;” and
- 0% said “Not at all.”

When asked a question about how the school could help ensure the safety of students and staff when school campuses are allowed to open:

The Leadership Team requested strict, well-communicated, and consistently-implemented measures to ensure that students are asymptomatic upon entry to campus and to control the flow of students through the school. Specific suggestions included: temperature checks, mandatory masks, plastic partitions on teacher desks, a single school entrance, antibacterial sanitizing gel, school passes that indicate that a student has been temperature-checked, students remain in a single room while teachers rotate, plan for what happens when someone becomes ill, ventilation encouraged through open doors and windows, social distancing, and parents allowed on campus by appointment only.

When asked what the school can do to make the online-only experience better for students, teachers suggested:

- Parent and student training about best practices for online learning, specifically with respect to PLP curriculum.
- Zoom classes to take place at the same time as regularly scheduled classes.
- Augmented communication with families via phone, text, and email.
- Clear and accessible online assignments, syllabi, due dates, and late policies.

Choices Advisory Council Feedback Summary:

The Advisory Council members suggested the following best way to spend resources:

- Ensure that all students have necessary technology/ equipment/ supplies for remote learning.
- Extra tutoring for new students and all students who need support during online learning.
- Technical support services for students struggling at home.

When asked about how comfortable they would be about returning to campus:

- 33.33% responded that they would be “very comfortable”;
- 0% said “a lot;”
- 0% said “a moderate amount;”
- 66.67% responded “A little;” and
- 0% said “Not at all.”

When asked a question about how the school could help ensure the safety of students and staff when school campuses are allowed to open:

Advisory Council members suggested the following safety measures: temperature screenings, hand sanitizer, face masks, social distancing, classroom cleaning between classes, students on campus only while in class, and antibacterial wipes and other cleaning supplies readily available to both teachers and students to use.

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

The following actions have been added to the Learning Continuity Plan as a result of school stakeholder suggestions (stakeholder groups that suggested each item are annotated in parentheses):

- Return of one-on-one tutoring via Zoom. (Families, Advisory Council)
- Expansion of teacher office hours for tutoring support. (Families, Advisory Council)
- Commitment to improve frequency, quality, and documentation of communication with families. (Families, Leadership Team)
- Commitment to provide more Zoom class meetings (during regularly-scheduled class times), as well as recordings of meetings/ lessons to be posted online. (Families, Leadership Team)
- Expanded Mental Health support. (Families)
- Chromebooks and Wi-fi/ hotspots for students in need. (Families, Leadership Team, Advisory Council)
- Technology purchases to support teachers with instruction from a distance. (Leadership Team)
- Training for teachers on technology/ resources that contribute to effective distance learning. (Leadership Team)
- CDC protocols in place for safe campus reopening (task force preparation). (Families, Leadership Team, Advisory Council)
- Parent and student training about best practices for online learning, specifically with respect to PLP curriculum. (Leadership Team)
- Technical support services for students struggling at home. (Advisory Council)

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.]

At this time, classroom-based instruction is not permitted by the Sacramento County Office of Education and our chartering authority, San Juan Unified School District. As soon as permitted, students will be welcomed back to campus for classes and individual meetings with teachers in the Independent Study/ Blended Learning format that is customary for the school. Students are typically in class for six or fewer hours per week; classes are made up of twenty or fewer students. Modifications will be made to minimize risk of viral transmission on campus. All preparation for and communication about campus reopening will be performed in accordance with CDPR and CDC guidelines. These guidelines will also be closely followed as the Choices staff implements safety precautions once the campus is open. Every effort will be made to ensure student and staff safety; this includes supporting student mental health through consistent implementation of safety measures and modeling of positivity and resilience in the face of new challenges. Teachers will wear protective face shields that allow students to view their facial expressions and movements, especially essential for English Learners and students with various disabilities. Diagnostic assessments, supported by ongoing formative assessments, will guide teachers in understanding student skill sets and learning gaps, so that re-teaching will effectively target areas of need.

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

Description	Total Funds	Contributing
Task force preparations for campus reopening that will adhere to CDC guidelines.	\$ 3,000.00	Y
At this time, classroom-based instruction is not permitted by the Sacramento County Office of Education and our chartering authority, San Juan Unified School District.	\$ 0.00	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.]

Choices Charter School utilizes an online curriculum system that allows pupils and parents 24/7 access to academic content, assignments, and grades. This program is highly prepared to seamlessly transition to an online-only learning environment. Teachers continue to provide classroom instruction online, at the same times that they traditionally offer on-campus instruction. Online office hours and tutoring services provide additional support. Choices families are well-equipped with the technology required for effective distance learning. Choices provides computers and assistance with low-cost internet access, as needed. Wifi hotspot devices are also available to families from Choices.

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]

Choices students are accustomed to accessing their curriculum online and are typically well-equipped with the required technology to do so. Laptops are loaned to students in need. Administrators direct students to low-cost internet providers on a case-by-case basis. Wifi hotspot devices are also available to families from Choices.

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.]

During periods of distance learning, students will attend live courses online and/or may watch recorded class sessions or “mini lessons” prepared by teachers. During live instruction sessions, teachers will check for understanding in various ways, including questioning students without notice and asking students to complete and submit work during class sessions. Ultimately, student attendance continues to be defined through students’ independent completion of assignments. The online curriculum system, PLP, allows teachers to monitor the amount of time that students spend on various assigned activities and may advise the student on how to most effectively devote their time for

success in a class. In some cases, attendance in Zoom classes is required and will comprise a percentage of a student's grade in the course.

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.]

The Choices staff selects two primary topics for professional development focus each year. In 2020-21, the staff will focus on training (from both internal and external sources) and staff collaboration, throughout the year, on (1) the new PLP curriculum system and (2) the craft of delivering engaging standards-based academic content through Distance Learning (and specifically through the use of Zoom). Staff is supported with technology required for professional development and instruction, upon request.

Staff Roles and Responsibilities

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

Staff members typically perform the same roles and responsibilities that they did prior to campus closure; however, they now operate from home offices and communicate exclusively via technology with coworkers, students, and families. Whereas staff members would previously communicate with students informally while on campus, they are now strongly encouraged to reach out more often via phone, email, or text, and to document the discussions in students' Discipline files on the online School Pathways system.

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.]

Both curriculum and instruction at Choices are highly adaptable to student needs.

PLP curriculum may be modified for individual pupils to accommodate a variety of learning styles and needs. Assignments may be supplemented with alternate curriculum and may be reduced for students who work slowly. Textbooks and hard-copy assignments may be distributed and collected on a case-by-case basis, utilizing safety protocols. PLP curriculum addresses students' various learning styles by presenting content in a variety of mediums, such as both video and written content. The same content is often made available via two mediums; for example, videos sometimes also include text versions or subtitles. Students demonstrate what they have learned through games, multiple choice responses, and open-ended short answers.

Curriculum is reinforced through corresponding weekly instruction sessions. These sessions are recorded, or teachers provide recorded "mini lessons" with more concise explanations of concepts. Recordings are available to students on course websites and may be watched multiple times to enhance comprehension.

The Special Education Department meets virtually with most students with IEPs on a weekly basis to assess needs and work together to address them. Choices works closely with the district's Foster Youth Program office, which resides on the same campus. Foster Youth

continues to support Foster Youth students' unique needs and communicates regularly with Choices staff to be sure that academic challenges are addressed. Foster Youth is in the process of planning an expansion of its career-related community outreach programs, designed to facilitate more interaction between students and community mentors.

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

Description	Total Funds	Contributing
San Juan Choices Charter invested in a new online curriculum for the 2020/2021 school year in order to provide a more consistent online interface and high-quality course curriculum.	\$ 108,300.00	Y
Professional development and curriculum development was offered to staff during the summer of 2020. Staff was compensated for developing lessons to better engage students, as well as help address Pupil Learning Loss during the initial site closure of spring 2020.	\$ 47,000.00	Y
Return of one-on-one tutoring by designated school tutor, via Zoom.	\$ 0.00	Y
Expansion of teacher office hours for outreach and individualized tutoring. (Commitment to improve frequency, quality, and documentation of interactions with families.)	\$ 0.00	Y
Expansion of online class session offerings. Classes or “mini lessons” to be recorded so that students can view them online at any time.	\$ 0.00	Y
Chromebooks and wifi/hotspots for students in need.	\$ 20,000.00	Y
Technology purchases to support teachers with instruction from a distance.	\$ 6,800.00	Y
Training for teachers on technology/ resources that contribute to effective distance learning.	\$ 0.00	Y
Parent and student training on best practices for online learning, specifically with respect to PLP curriculum.	\$ 0.00	Y
Technical support services for students struggling at home.	\$ 2,000.00	Y
Personal staff delivery of supplies to family’s homes when they cannot travel to site.	\$ 0.00	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.]

At Choices, class sizes are small and teachers, through the use of diagnostic and formative assessment tools, are able to assess individual students’ skill sets, identifying gaps and reteaching where necessary. Choices teachers meet students where they are, in order to build upon previous knowledge and encourage academic success. Though it is expected that many students will have experienced learning loss during the 2019-20 school year, as families and schools were, in many cases, ill-prepared for an unprecedented disruption in traditional school

attendance, Choices teachers will seek to minimize the impact of those losses by focusing on essential information and skills and moving forward with grade-appropriate curriculum.

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.]

Diagnostic assessments will inform teachers about what students know and where gaps in knowledge exist. Teachers will work to incorporate lessons that address important areas of need (related to learning loss) as they logically align with existing course content. Online tutoring services and assistance from teachers during their expanded office hours will support students who are struggling.

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.]

Formative assessment results will reveal whether students have understood both the content that they missed and the related content from the course’s original curriculum. This frequent feedback will empower teachers as they seek to make real-time adjustments in curriculum and/or instruction to respond effectively to the needs of their students.

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

Description	Total Funds	Contributing
Professional development and curriculum development was offered to staff during the summer of 2020. Staff was compensated for developing lessons to better engage students, as well as help address Pupil Learning Loss during the initial site closure of spring 2020.	\$ 47,000.00	Y
Investment in time and resources for timely formative assessment using Renaissance Learning ELA and math assessments at time of enrollment, multiple times during the school year, and at year-end.	\$ 5,000.00	Y
Additional equipment needed to prepare and present quality online instruction (webcams, document cameras, audio equipment, etc.)	\$ 22,027.00	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.]

Choices Charter teachers are committed to frequent communication with students and parents, and conversations are documented in the School Pathways Discipline file of each student. Teachers are able to view all notes from other teachers, which commonly provide important

information about student wellbeing. When students are struggling with health issues, teachers collaborate about intervention strategies that will support the student and minimize the risk of credit deficiency. The Choices Charter administration will run reports to ensure that at-risk students are receiving the interventions that they need.

The school counselor reaches out to at-risk students to offer individualized counseling and/or referrals to other agencies and resources. In 2020-21, the school counselor will host weekly lunch chats for middle and high school students and will maintain office hours each day that are dedicated for students in need. The Choices Charter administration will seek training for staff in 2020-21 on working with students whose health has been impacted by COVID-19.

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.]

At the core of the Choices Charter School program is the development of relationships between staff, students, and families. Staff has regularly reached out to students and parents, and as on-site activities have shifted during site closure, the result has been an increase of student and parent outreach via email, telephone, and text messaging. The use of the communication tool ParentSquare enables staff to message families in multiple modes of communication at the same time, and can include surveys, the exchange of documents, requests for participation at events (if needed during closure), and private two-way communication between parents and staff. Numerous surveys have also been utilized during site closure via ParentSquare and SurveyMonkey involving graduation, needs of services, and LCAP requirements. Additionally, our annual Parent Satisfaction and Student Satisfaction surveys will be done via online surveys at the start of the school year.

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.]

As a dependent charter school, Choices is not able to be its own Food Service Authority (FSA), and therefore meals are provided by the chartering authority's Nutrition Services Department. Although meals are not being served on the Choices Charter School site during campus closures, Choices families have been informed about locations throughout the district where they will be able to acquire meals.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School counselor outreach to at-risk students to offer individualized counseling and/or referrals to other agencies and resources.	\$ 8,000.00	Y
Mental Health and Social and Emotional Well-Being	Training for staff on working with students whose health has been adversely affected by COVID-19.	\$ 0.00	y
Pupil and Family Engagement and Outreach	LCAP/WASC Coordinator collection and analysis of school data via surveys to inform school programs, processes, and spending to effectively serve students during distance learning and upon return to campus, per CDC guidelines.	\$ 4,800.00	Y
Pupil and Family Engagement and Outreach	Personal staff delivery of supplies to family's homes when they cannot travel to site.	\$ 0.00	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
25%	\$ 22,027.00

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.]

Our largest subgroup is low-income students. When the site closed in March 2020, there was an increased demand for technology hardware, primarily by Foster Youth, EL's, and low-income students. By purchasing/increasing the amount of Chromebooks/laptops, investing in WiFi hotspots, and providing classroom materials to be taken home for learning and instruction available to all students in the school, we are also increasing the availability of resources to Foster Youth, English Learners, and Low-Income students.

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

As an online program, we will make sure foster youth, English learners, and low-income students have access to the resources they need to be successful. By providing these resources, these students will be able to access the curriculum, Zoom classroom meetings, and individual online tutoring sessions provided by teachers and staff.