

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

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

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## General Information

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

The Health Sciences High and Middle College (HSHMC) community, like most urban communities, has been heavily impacted by the COVID-19 pandemic. Compared to last year the unemployment rate in San Diego has risen from 3.3% in June 2019 to 13.9% in June 2020. The rising unemployment rate has led to increased food and housing insecurities. For HSHMC families and communities one of the biggest impacts was the need for child care. While the high school students themselves don't need child care, they are frequently relied upon by families to be the child care for younger family members. The struggle to find safe and affordable child care has wide reaching ramifications in the community.

HSHMC actions in response to the COVID-19 pandemic and its impacts on the community have pretty much mirrored those of the charter's authorizer, San Diego Unified School District. From March 16 through April 25 our closure activities included developing our technology access capacity, supporting virtual college classes and outreach to most vulnerable students. From April 27 through June 9, we continued that outreach, intensified special education interventions and virtually reopened all second semester courses consistent with SD County Superintendent guidelines. On June 15 we opened a virtual six-week summer session of required and elective coursework. Family outreach and staff support and training have been extensive. Planning for Fall 2020-21 virtual and physical options has been ongoing. The school is being transparent and acting as proactively as possible with respect to operational unknowns and significant budget challenges, cuts and unanticipated COVID-19 costs that have, and are expected to, incur. The Board has been well informed of these issues and is supportive. We expect to be prepared to reopen our 2020-21 school year with programmatic options based on the status of COVID-19, parent preferences and federal, state and local guidelines and policies. HSHMC is cognizant that the decisions they make impact the entire community.

## Stakeholder Engagement

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

Since the beginning of COVID-19's impact on education, HSHMC has been working with all stakeholders in a transparent and proactive manner to find the best possible solutions for students, parents and staff. As changes in state and county requirements for schools are enacted the school has responded with a focus on safety and quality education. Staff development, planning and curriculum writing teams have been supported to work since March 16 and extensively throughout the summer in preparation of our Learning Continuity Plan presented herein and for opening the HSHMC 2020-21 school year. Resources and processes for establishing communication, collaboration and record keeping between course instructors, ELD and special education specialists, mentors, newly formed attendance and engagement teams and administration resulted in the substantive elements contained in the Learning Continuity Plan that was presented for public comment on August 13, 2020 and the final plan submitted for Board approval on September 10, 2020.

Parents/Students: Both extensive and ongoing outreach to parents and students occurs to ensure students are aware of, have access to, and understand the advantages of the supports and services that are available. These learners also benefit from the support plans and staff being deployed throughout our virtual learning environment and the mentoring and outreach we are making to families and students. Surveys, work with parent leadership team, parent academies and trainings are all part of the on-going, two way communication system at HSHMC. Staff meets regularly to share updates and problem solve challenges.

Information regarding the LCP has been made available to all stakeholders (students, parents, community, teachers, administrators and other staff) via public meetings, professional development sessions, Parent Group meetings, and through the school's website. Meetings were held virtually due to COVID-19 restrictions and in compliance with Executive Order N 29-20. Additional input was derived from stakeholder surveys that were provided and completed through the school website in multiple languages. A draft of the LCP will be presented, and feedback solicited, during a public hearing on August 13, 2020 at HSHMC's Board of Directors' meeting. The LCP will be taken to the Board for approval in September 10, 2020

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

Public meetings and hearings have been held virtually since March 16, 2020, per Executive Order N-29-20.

Advance notice regarding meetings, including time, agenda and teleconferencing information, will be done in a variety of ways, including notices on the website, Facebook and other distribution channels.

When possible, virtual meetings will be held using platforms that are accessible via phones, tablets and/or computers, and may include social networking platforms to expand availability.

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

Feedback from surveys and meetings

Parents – Key themes that emerged from parents and families included the need for clear and timely communication to be sure that all students and families are aware and have access to supports and services available during distance learning and in-person instruction. Families are seeking assurance that HSHMC will be a safe and healthy environment for students and that there is a focus on the social and

emotional well-being of all students in addition to appropriate grade-level curriculum taught by highly-qualified teachers. In addition to the need to be informed about their children’s successes and challenges, parents are looking for ways to engage with the school through parent academies, trainings and special events. All of these themes influenced both the development of the Learning Continuity Plan as well as how we have/are communicating or Learning Continuity Plan with parents and families.

Students – Key themes that emerged were partially reflected in the themes expressed by parents above as parent comments often reflected the conversations that were happening in the family including concerns raised by their students. As students spent more time with their assigned mentors issues surfaced that ranged from technical issues (such as tech access), to communication issues (such as when will we go back to school), to operational issues (such as when will I get my schedule; will I have to be on Zoom all day long) to social emotional issues and needs (specific to general concerns about limited social interactions to specific mental health needs and concerns). All of these themes influenced both the development of the Learning Continuity Plan as well as how we have/are communicating or Learning Continuity Plan with students.

Staff (administrative, certificate and classified) – Key themes largely addressed the need and desire to establish effective communication, collaboration and record keeping between course instructors, ELD and special education specialists, mentors, newly formed attendance and engagement teams and administration. In addition, staff expressed gratitude for, and a need to continue practices and resources which recognize, address and strengthen the adult social emotional needs of HSHMC staff as both a community and as individuals. All of these themes influenced both the development of the Learning Continuity Plan as well as how we have/are communicating or Learning Continuity Plan with staff.

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

Feedback provided by stakeholders as noted above influenced the development of the Learning Continuity Plan. The school has determined that the LCP is a living document such that collaboration, communication, and engagement will be ongoing with all stakeholders.

## 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.]

When allowed by state and local regulations to transition to in-person instruction HSHMC will continue to focus on maintaining a safe, clean and caring learning environment. HSHMC is transitioning from a two-floor facility that was occupied by 650 students to a four floor facility to still accommodate 650 students. This transition will include the following:

- Individual floors with a cohort of students, teachers and staff

- Differentiated start times
- Safe, locked and alarmed doors
- PPE (masks for students, face shields for staff)
- Physical Distancing Practices
- Partnered teachers
- Quarter system (9 week classes/ 1 unit) ABBA schedule

HSHMC will follow a quarter system for the year of 20-21, allowing students to take two core classes a day, along with internship and college opportunities. Students will have four days a week in their core classes and one day a week for college and internship opportunities. 9th and 10th grade students will have core classes Monday, Tuesday, Thursday and Friday. This will allow Wednesdays to be a day focused on internships and college courses. For 11th and 12th grade students they will be taking classes Tuesday-Friday, leaving Mondays as a day focused on internships and college courses. This school year schedule will follow an ABBA format, where students will take their unit of study in quarter one, and then complete their second unit of study in quarter 4. Quarter 2 and 3 will be back to back classes. HSHMC will be broken into four floors where students, staff and supports will work as a cohort.

Each room has been measured and designed for space based on the CDC and county recommendations.

Upon arrival, before entering the building, students' temperatures will be taken along with a health survey. Students with symptoms or fever will be taken to a designated quarantined space until parents arrive to pick them up.

Students who arrived sooner than their assigned start time, will be asked to remain outside until it is their arrival time. Students who need to leave before their assigned release time will be signed out at the entrance and a staff member from their assigned floor will notify them.

HSHMC's site plan:

4th Floor -

Start time: 8:30, release time 12:30

There will be a one history class of around 25-30 students. This class will have a partner class and teacher. History will be a partner class of mathematics. Mathematics will be disbursed into two classes of around 15 students each. Those two math classes of 15 will come together to enter history as a class of 30. The history class will be disbursed into two classes of 15. These two classes will be on the West part of the 4th floor. These students will not be permitted to the East side of the floor or any other floors of the school. On the East side of the building there will be a science class of about 25-30 students and an English class of about 25-30 students. These two classes will be partnered classes. They will rotate with each other after a two-hour period class. At the nine-week mark the students on the 4th floor will rotate between the two courses they had. Students that took English and science will move to history and math, and history and math will move to English and science. Each student will be required to wear a mask during their time on the campus, while all staff members will be required to wear a face shield. On the 4th floor we will have a SPED specialist, a staff member in charge of interventions, an acting administrator for discipline issues, a climate specialist to make sure doors are locked and stairways are secured, an academic coach and a paraprofessional for in-class supports. The 4th floor will have around 120 students and about 10-12 staff members. Anyone that is assigned to the 4th floor will

not be permitted to any other floors. The bathrooms on the fourth floor will only be used by those assigned to the 4<sup>th</sup> floor, and the number of people using the bathroom at a time will be controlled.

Students will receive a boxed lunch on their floor before their dismissal.

3rd Floor –

Start time 8:45, release time 12:45

We will continue to have a cohort focus on the 3rd floor. The third floor will have one science class, two history classes, two math classes and one English class. On the East side of the third floor we will have one science class of about 25-30 students. Those students will be in that class for two hours and then will rotate to their partnered class. Science will be partnered with the two history classes. There will be two history classes of 15 students. These two classes will then become one class of 30 when then rotate into science. These classes will be 9-week classes. On the West side of the building there will be two math classes of about 25-27 students. Those two math classes will be in class for two hours and then rotate to their partnered class. These math classes will be partnered with a larger English class of 50. The English class of 50 will be a co-taught class with two teachers in the room. English will disburse into smaller classes of 25 for math. Each student will be required to wear a mask during their time on the campus, while all staff members will be required to wear a face shield. On the 3rd floor we will have two SPED specialists, a staff member in charge of interventions, an acting administrator for discipline issues, a climate specialist to make sure doors are locked and stairways are secured, an academic coach and a paraprofessional for in-class supports. The 3rd floor will have around 160 students and about 12-15 staff members. Anyone that is assigned to the 3rd floor will not be permitted to any other floors. The bathrooms on the third floor will only be used by those assigned to the 3rd floor, and the number of people using the bathroom at a time will be controlled.

Students will receive a boxed lunch on their floor before their dismissal.

2nd Floor -

Start time 9:00 – 1:00

The second floor of HSHMC allows for more classrooms and more space within the building. On this floor we will have 8 of the possible 14 classrooms active. These classes will be upper division math, chemistry, physics, gov/ econ, upper division English. This floor and classes will not follow a cohort model. Students will be assigned classes as needed for graduation and to reach their A-G requirements. Classes will still be two hours long and on a quarter system. Each student will be required to wear a mask during their time on the campus, while all staff members will be required to wear a face shield. On the 2nd floor we will have two SPED specialists, a staff member in charge of interventions, an acting administrator for discipline issues, a climate specialist to make sure doors are locked and stairways are secured, an academic coach and a paraprofessional for in class supports. The 2nd floor will have around 150 students and about 12-15 staff members. Anyone that is assigned to the 2nd floor will not be permitted to any other floors, unless they are taking senior English that is located on the

1st floor. The bathrooms on the second floor will only be used by those assigned to the 2nd floor, and the number of people using the bathroom at a time will be controlled.

Students will receive a boxed lunch on their floor before their dismissal.

1st Floor -

Start time 9:00 – 1:00

The first floor will be held for students in senior English. The first floor will have 6 rooms to disburse the 75- 100 students that will be taking the course. Some of these students will transfer to the second floor based on the needs of their schedule.

All college courses and internship opportunities will be located on floor. Students will not leave their floor to attend a college class, the college professor will either be on the floor already with that student(s) or a co-teacher will support the lab/teaching on the floor. For internship opportunities, all students will stay on their floor and participate in their internship on their floor. Unless they are in the Cadet Program or Fire Science Academy which then they would report outside.

The bathrooms on the first floor will only be used by those assigned to the 1st floor, and the number of people using the bathroom at a time will be controlled.

Students will receive a boxed lunch on their floor before their dismissal.

Teaching staff will still get to meet together in team meetings, in a social distance format with their face shields on.

All doors will be locked on all floors and students will be escorted to places within the building as needed. All stairwells will be alarmed and surveillance will be made to ensure the safety of students is maintained by not interacting with one another.

All options for learning and instructions will include students being taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards based instructional materials for all core content areas. English Learner students will be identified appropriately and provided both Designated and Integrated ELD within a curriculum that develops language fluency and mastery of the state standards. Students with 504s/IEPs will receive appropriate instruction to meet their 504/IEP goals, adhering to federal IDEA requirements and timelines, as much as possible under current conditions.

Software and hardware will be purchased that will promote differentiated learning experiences for Students with Disabilities, English Learner and Low Income students based on their unique learning needs.

Programs that engage students in College and Career Readiness (CCR) and in developing 21<sup>st</sup> Century Skills will continue within either the online or in-person learning platform. The graduation coach will monitor students to ensure that they are on-track to graduate.

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

Description	Total Funds	Contributing
Basic Services – Foundation for success including appropriately credentialed and assigned teachers, access to standards based instructional materials for each student, and Professional Development (PD) related to teaching the standards.	[\$ 0.00]	N (LCFF Base)
Supplemental Services (personnel) and Materials for In-Person Instructional Offerings to provide Tier 1 intervention and enrichment services for all students. <ul style="list-style-type: none"> <li>- Instructional Coaching and Support</li> <li>- Supplemental Instructional materials</li> <li>- Software and hardware to promote differentiated learning</li> </ul>	\$ 40,000 \$100,000 \$ 38,836 \$20,000	Y (S/C)
Facilities operational and maintenance costs?	[\$ 0.00]	N
Targeted Support for those students not achieving at grade-level, or at risk of not achieving. Examples include: <ul style="list-style-type: none"> <li>- Graduation Coach</li> <li>- Credit Recovery, SWAG Lab, etc..</li> </ul>	\$ 60,000 \$ 70,000	Y (S/C)
English Learner support to meet the unique needs of that student group, including Professional Development and Academic coaching and counseling	\$ 95,000	Y (S/C)
Support for other unduplicated student groups (Low Income, foster and homeless students) such as: <ul style="list-style-type: none"> <li>- attendance monitoring and support, and additional academic and family support based on need.</li> </ul>	\$ 50,000	Y (S/C)
College and Career program support	\$ 45,000	Y (S/C)
Maintaining a safe and healthy environment: Purchase of Personnel Protective Equipment for students and staff, additional cleaning and sanitizing supplies; additional time for staff for cleaning; thermometers and physical barriers or other necessary equipment to keep students and staff safe.	\$25,000	N

## Distance Learning Program

### Continuity of Instruction

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

HSHMC has also been planning and preparing for a vastly improved online program and plan. Teachers have spent the summer redesigning their courses to be delivered both online and/or in school. Students will experience a high-quality online education. Courses will now be offered and completed in nine-week quarters instead of 18-week semesters. Every 9-week quarter, students will be assigned 2 required core subject courses along with college, career, and elective options.

Our plan provides a planning template, weekly expectations that include opportunities to: engage live with teachers five times per week, work at their own pace within the week, collaborate and interact with peers, practice and receive feedback in advance of competencies, receive supplemental tutoring and retake competencies, test out of a module and receive credit and experience challenge. Students need to: know what they are learning; have examples of success; understand the task demands; be monitored for success; read and write every day; demonstrate mastery; and, have their parents informed about their successes and challenges

HSHMC's distance learning plan will follow the same concept as if students were attending live sessions on site. HSHMC will have students attend two classes a day via zoom. These sessions will be held daily at 11 AM for ninety minutes and then at 1 PM for ninety minutes. These Zoom sessions will be followed up by synchronous and asynchronous work online. This work will represent the four hours of learning via online sessions and combine to total 10-15 hours of learning per week. Each teacher will be given a planning log that will depict how many hours the teacher estimates that students will be learning. This log will also have a place for learning intentions, tasks and assessments and success criteria. Each log will consist of the following areas: attend, read, watch, discuss and turn in. These logs will be turned in and examined by coaches and administrators to make sure content is clear and cohesive. Students will take two classes per quarter with the opportunity to still take college courses on Mondays and Wednesdays. Along with core classes, HSHMC will offer electives in the following course, Spanish, art, physical education and cooking. These classes will be monitored by lead teachers and a person from the attendance and engagement teams.

All options for learning and instructions will include students being taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards based instructional materials for all core content areas. English Learner students will be identified appropriately and provided both Designated and Integrated ELD within a curriculum that develops language fluency and mastery of the state standards. Students with 504s/IEPs will receive appropriate instruction to meet their 504/IEP goals, adhering to federal IDEA requirements and timelines, as much as possible under current conditions.

Software and hardware will be purchased that will promote differentiated learning experiences for Students with Disabilities, English Learner and students from low-income families based on their unique learning needs.

Programs that engage students in College and Career Readiness (CCR) and in developing 21<sup>st</sup> Century Skills will continue within either the online or in-person learning platform. The graduation coach will monitor students to ensure that they are on-track to graduate.

## 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.]

From March 16 through the summer we have focused on ensuring sufficient technology access to all of our students. We have offered a wide range of classes and services to staff, students and families to build familiarity with online virtual learning tools, procedures and expectations. Through a needs assessment, Health Sciences High and Middle College will continue to ensure that all students have adequate access to computing devices and broadband. Each student will be provided a computing device that will be compatible with the distance learning tools that the school will use to facilitate teaching and learning. Broadband resources will be provided to families. HSHMC will leverage low-cost options with local service providers, as well as school purchased hotspots.

## 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.]

Student participation will be monitored daily. For live contacts, attendance will be taken during every Zoom class session in order to ensure that student participation is accounted for. Parents will be notified if their child is not in attendance. Pupil progress will be assessed through a variety of activities such as assignments, collaborative conversations, and formative/summative assessments. The time value of work will be determined by a certificated classroom teacher. Pupil participation will then be measured by the amount of work completed by each pupil. This completion of work will be monitored by the teachers, the attendance and re-engagement team.

In order to ensure that students are meeting required grade-level competencies and prepared for the rigors of postsecondary programs, assessments will be administered and evaluated every 4-6 weeks providing specific and immediate feedback to students. Learning gaps will then be addressed in one-on-one and/or small group tutoring and interventions.

## 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.]

Throughout the transition to online learning, HSHMC has been developing and updating an instructional frame to better articulate and support a more robust learning experience for the summer 2020 session and now in preparation for 2020-21. Teacher teams have been supported to redesign our standards-based courses for both virtual and blended offerings.

Staff will participate in a Distance Learning training prior to the beginning of the school year. The Distance Learning training will provide the staff with an opportunity to learn from area experts. The training will highlight ways in which teachers can implement the curriculum and diverse activities into an online platform. Staff will engage in continuous learning throughout the year with weekly professional development meetings.

## Staff Roles and Responsibilities

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

As a result of COVID-19 several new roles/teams were created, which include:

**Attendance Team-** The team was created to monitor student attendance and participation in courses daily. The team will be responsible for contacting and engaging families of students that have failed to participate in class.

**Re-Engagement-** The re-engagement team will be responsible for monitoring students' progress and participation. If a student fails to attend live sessions, or fails to turn in work, the re-engagement team will work with that student in order to get them back on track. The team will be responsible for holding tutoring sessions, contacting families, and working one-on-one with students as needed.

**Reading Intervention/ELD-** The team will have an assigned caseload of students for them to work with. The team will provide reading support sessions for students individually. Additionally, the team will provide an ELD course for our students who are English language learners.

**Career Development Team (CDT) -** The CDT team will be in charge of delivering supplies to students (as needed).

## 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.]

Health Sciences High and Middle College realizes that the transition to distance learning requires changes in systems and structures for everyone involved. The process of change and adapting to new routines can be stressful to students, and especially so for students who are already experiencing stresses due to pandemic fears, food insecurity, trauma or learning barriers. In order to assist students with unique needs HSHMC will provide a combination of social/emotional supports and academic supports. The mental health and social/emotional supports will be detailed in other places in this document.

HSHMC has restructured the Special Education Program to better fit the needs of students with learning disabilities during those times that Distance Learning is required. Each case manager will still have their assigned caseload of students and will schedule two mandatory zoom sessions per week to provide individualized support for their students. In addition, the case managers will work with classroom teachers to provide the appropriate accommodations and modifications to content in order for all students to have access to the curriculum provided. Further, the case managers will create a schedule to attend the content area zoom sessions with the classroom teacher to continue our model of co-teaching and provide support in breakout sessions to mimic the small group instruction, collaboration and support that was provided to students while on campus.

To address the needs of our English Learners, Health Sciences will create a Canvas course for English Language Learners that will have videos to assist parents with content, navigating Canvas, and academic tutorials for the specific courses provided. In addition, the members of the Academic Intervention and ELD team will work with content area teachers as well as case managers to ensure that the language and academic supports are provided and appropriate to ensure competency of content taught.

Our ELD team will provide meaningful access to content instruction through academic language development. By assessing the students at the beginning of the year, the course will meet the student's language proficiency level needs. Additionally, the ELD team will seek to support their distance learning needs, both academically and SEL. The course will be offered to ELLs four days a week.

The expectations of the ELD team will be:

- Assess student language proficiency levels, and determine learning loss during the spring semester
- Provide academic language instruction, differentiated for language levels
- Promote oral and written language production weekly through structured activities
- Engage students through weekly check-ins
- Develop resources and materials for students to use during distance learning (i.e., sentence frames, discussion starters, etc.)
- Collect evidence of student mastery or growth towards mastery of specific academic language needs
- Provide feedback to students individually about their language development growth
- Contact parents of EL students who are not engaging in the work to develop a success plan
- Take Attendance
- Document all attempts to contact both students and their families

Students in foster care and/or those who are experiencing homelessness, will be provided laptops and hotspots if needed (based on interviews and surveys) prior to the start of the year. In order to verify that these students are engaged and have options for academic and social/emotional support throughout the year, mentors have been provided for social/emotional check-ins weekly and as a Tier 1 academic support to communicate progress and updates to teachers if the student needs assistance. The Dean of Students will coordinate services for Foster Youth to ensure all requirements for Foster Youth are met, and they are receiving the resources they need to be successful. The Dean will also check-in with families.

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

Description	Total Funds	Contributing
Continuity of Instruction/Distance Learning – this includes staff planning time to ensure continuity of instruction and student/family support services, which are on-going throughout the time of Distance Learning and transitions into and out of distance learning.	\$139,000	N (Learning Loss Mitigation Funds)
Access to Devices and Connectivity:	\$160,000	N (LLMF)
- Purchases of computer devices and hot spots or other types of connectivity to ensure every student has equal access to distance learning.	\$10,000	
- Canvas		
- Tech support and training for staff, students and family regarding distance learning	\$63500	

Description	Total Funds	Contributing
Distance Learning Professional Development	[\$ 0.00]	N
Staff Roles and Responsibilities: - Additional costs for time, or training, for the Attendance, Reengagement, Reading, Intervention or Career - Development Team for summer learning support programs and changes in 2020-21 duties	\$145,802	N (LLMF)
Supports for Students with Unique Needs: - Case managers for Special Education Students, - Canvas Course for English Language Learners; - Academic Intervention and ELD Team; Mentors - Foster Youth Services	\$75,000 \$5000 \$120,000 \$20,000	Y/N (S/C, LLMF)

## 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.]

Health Sciences High will address learning loss by administering informal, formative assessments weekly to gauge student progress within the units throughout distance learning. Health Sciences will continue to give students formal assessments through competencies that will be given at the end of each unit of study. These will be used to determine the overall course grade and serve as a metric for the teachers to gain insight on student understanding and achievement. For students who do poorly on either the formative assessments and/or competencies and whose overall course grade falls below a 70%, our Academic Engagement Team will inform parents and provide support to help the student catch up through Zoom tutoring sessions and work alongside the teacher to create appropriate academic supports to ensure that the student is able to access the content. Assessments and supports will focus in the areas of English Language Arts, ELD and Math, but will be addressed in other content areas also.

The use of a Quarter system helps students stay focused on a smaller number of classes at a time, which is a benefit to students struggling to stay engaged in a distance learning environment.

As part of monitoring and measuring learning status HSHMC will continue to monitor basic metrics such as Access to a Broad Course of Study, Implementation of Standards, Access to Standards Based Instructional Materials, Chronic Absenteeism, and Appropriately Credentialed and Assigned teachers – all of which affect the quality of student learning, and preparation to move forward along their academic path.

## Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The initial response to learning loss from the Spring 2020 school closure was to establish a summer program to support students in continuing their education in order to be prepared for the course requirements in the coming year. HSHM offered both a six week session and 2 three week sessions where students can take enrichment classes or get additional support and practice in core classes. Students stay engaged in learning, and hopefully do not experience a summer learning loss.

For the 2020-21 school year the plan for monitoring student learning provides a planning template, weekly expectations that include opportunities to: engage live with teachers four times per week. work at their own pace within the week, collaborate and interact with peers, practice and receive feedback in advance of competencies, receive supplemental tutoring and retake competencies, test out of a module and receive credit and experience challenge. Students need to: know what they are learning; have examples of success; understand the task demands; be monitored for success; read and write every day; demonstrate mastery; and, have their parents informed about their successes and challenges.

The re-engagement team will be responsible for monitoring students' progress and participation. If a student fails to attend live sessions, or fails to turn in work, the re-engagement team will work with that student in order to get them back on track. The team will be responsible for holding tutoring sessions, contacting families, and working one-on-one with students as needed.

The Reading Intervention/ELD team will have an assigned caseload of students for them to work with. The team will provide reading support sessions for students individually. Additionally, the team will provide an ELD course for our students who are English language learners.

## 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.]

Benchmarks and targets will be determined based on attainment of state standards and teacher knowledge of student learning requirements. Methods of measuring and tracking were described above. The leadership of HSHMC will meet regularly to determine if students are engaged and successful in meeting their academic goals. Revisions to process or content can be made as needed.

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

Description	Total Funds	Contributing
Extended Programs (Summer, after school.)	\$ 85,000	Y (S/C)
	\$ 21,823	N (LLMF)
RTI teacher	\$ 62,000	
Purchase of additional assessment tools, or time spent developing interim and benchmark assessments to monitor and report on Pupil Learning Loss.	\$5000	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.]

HSHMC is committed to supporting the mental and emotional wellness of our students and staff. The HSHMC Climate Team works to create positive culture and a climate of success at the school. Some of the tools used at the school are Restorative Practices and creating a culture of equity. Knowing that many students and families are currently experiencing stress and trauma the school collaborates with community resources to provide help for families. Access to community mental health services and resources is made available through referral to agencies on the list below.

- 211 San Diego
- Center for Community Counseling and Engagement
- Crisis Hotline
- Directory of Behavioral Health Services Providers
- It's Up to Us
- Mental Health America of San Diego County
- National Alliance on Mental Illness (NAMI) San Diego
- National Suicide Prevention Lifeline]

HSHMC will continue to use teachers as a first response to the social-emotional needs for our students. Teachers will use the following techniques to work with students:

- Meet up and Buddy up's
- Sanford and Harmony cards

- Mentorship program
- 2 x 10's

Teachers will begin live zoom sessions with a meet up (emotional check in) to gauge how students are adjusting to school through a distance learning format. Teachers will have one-on-one meetings with students to check in and have conversations around support. The attendance team and engagement team will have professional development to deepen staff understanding around SEL and how to support students. Also, all staff will have professional development to be able to have the ability to see and hear if students are having suicidal ideations. HSHMC will use a counselor appointed by the SELPA for students that need counseling services. HSHMC will also have a counselor available to all staff as they continue working from a distance.

## 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 is not engaging in instruction and is at risk of learning loss.]

From the beginning of distance learning in March, 2020 to the present, progress and engagement logs have been kept of contacts made or attempted for students with disabilities, students completing college coursework or students who did not have passing grades and were being offered interventions. That documentation was reviewed daily by the administration team. Support for involved staff and communications to families were made as warranted. Starting during summer session, attendance was taken in all classes and each student was assigned a staff mentor. Mentors are regularly checking in with their mentees in their assigned classes, book clubs and directly.

Health Sciences High will engage all pupils in core content area courses, college classes, and other elective courses that students will be able to choose from in order to further interact with one another during Distance Learning. The students will be required to attend mandatory Zoom sessions for each course taken. If a student misses a zoom session, the tiered re-engagement is as follows:

1. The teacher will send a generic email to student informing them that they have missed
2. Staff members in charge of attendance will run an absentee report 30 minutes after the start of each Zoom session and send an auto dialer home to the families. The auto dialer will be sent in the native language spoken in the home as outlined in the application form.
3. The Attendance Team, separated by 9th/10th grade and 11th/12th, will make a direct call to the student and families and document information necessary.
4. If a student misses an entire day of distance learning the Attendance Team Lead will call parent/guardians to set up mandatory Zoom meeting to discuss the importance of engaging in learning and plan of action moving forward.

If a student is at risk for learning loss due to lack of engagement in instruction, the above steps will be followed to align with our procedures for attendance notification and re-engagement. Further, Zoom sessions will be set up to provide further tutoring services for the student to close the gap with the loss of learning.

HSHMC provides mentors for our foster youth (only 3 currently). In addition, we have reached out to the adults that live with them offering additional supports.

Regular school-home contact will be implemented using a comprehensive communication plan to engage all stakeholders. Multi-faceted communications include weekly updates and notices via email, mail, auto-dialers, and school website. All communications will be available in the family’s home language. In addition, regular surveys will be used to gather feedback from stakeholders.

Students will be motivated to attend school to engage in some of the clubs and extra-curricular activities. These will be available to the extent possible during both distance learning and in-person learning environments. Parents will be enticed to engage with the school through parent academies, trainings and special events. All of these activities build a positive climate that invites the HSHMC family to participate.

## 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.]

Health Sciences High is currently partnered with the San Diego Unified School District (SDUSD) Food and Nutrition Services to provide meals to all of its students. The students are eligible for food distribution services across San Diego County during the time that school is not in session due to COVID-19 or other instances where school will not be in session for a duration of time.

Notice is communicated on website and by auto dialer of all pick up locations throughout San Diego City School network. Our families are informed that our students are eligible to safely receive lunch at any of the school district distribution locations. All staff making family and student contacts are also instructed to share this information upon contact. Information about free lunch pickup locations continues to be provided to all families. As long as the school is physically closed we will continue to provided families with information and updates regarding San Diego Unified School pick up stations. When school physically reopens we will continue to operate our free/reduced lunch program on site in cooperation with SDUSD.

## 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/Emotional Well Being	Climate Team and SEL Resources	\$75,000	Y S/C

Pupil and Family Engagement and Outreach	Parent outreach events	\$5,000	Y S/C
Pupil and Family Engagement and Outreach	Extra-curricular events for students	\$ 10,000	Y S/C
School Nutrition	Additional costs associated with providing food during times of distance learning, including staff time and food costs.	N/A	

## 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
17.55%	\$959,677

### 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.]

The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward effective strategies for unduplicated student groups. Unduplicated student groups, who are scoring below their peers on core content assessments will benefit from these strategies, which are specifically designed to increase student engagement and comprehension, thereby allowing access to the rigor of the state standards. These strategies will also help at-risk students who may not fall in an specific student category, but the majority of the at-risk students are also unduplicated students. Students who are struggling need additional, and differentiated help to begin to close the achievement gap. The following are examples of the actions and/or services that will provide that supplemental support, and on which the charter is expending Supplemental and Concentration Funds in a charterwide manner.

Supplemental Services (personnel) and Materials for In-Person Instructional Offerings to provide Tier 1 intervention and enrichment services for all students.

- Instructional Coaching and Support
- Supplemental Instructional materials
- Software and hardware to promote differentiated learning

Targeted Support for those students not achieving at grade-level, or at risk of not achieving. Examples include:

- Graduation Coach
- Credit Recovery, SWAG Lab, etc.

English Learner support to meet the unique needs of that student group, including Professional Development for teaching EIs in the Content areas (Integrated), and Academic coaching and counseling

Support for other unduplicated student groups (Low Income, foster and homeless students) such as:

- attendance monitoring and support, and additional academic and family support based on need

Addressing Pupil Learning Loss – Extended Day/Year Programs

College and Career program support

Academic Intervention Team and Reading Intervention

Mental Health and Social/Emotional Well Being - Climate Team and SEL Resources

Pupil and Family Engagement and Outreach - Parent outreach events

Pupil and Family Engagement and Outreach - Extra-curricular events for students

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

These services provide more targeted supports for specific student groups, based on their unique needs. These supports are provided above and beyond the supplemental, charter-wide supports outlined in the section above.

We continue to assess and re-design our intervention support for English learners. There will be new teacher support and coaching efforts and we will adopt research-based instructional practices to continue our instructional focus. In addition, we have allocated funds for technology hardware and software to provide supplemental instructional differentiation across all core content areas.

Supports for Students with Unique Needs:

- Case managers for Special Education Students,
- Canvas Course for English Language Learners;
- Academic Intervention and ELD Team; Mentors
- Foster Youth Services and Homeless Youth Services