

High Tech Elementary

Learning Continuity and Attendance Plan (2020–21)

| 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.]

The COVID-19 pandemic has affected the students, staff, families and communities served by High Tech Elementary (HTE). HTE closed for in-person instruction on March 13, 2020. The week immediately following school closures, students engaged in educational activities provided by their teachers, at home. During the schools’ regularly scheduled spring break, March 23rd – April 3rd, 2020, HTE teachers and leadership began to prepare for extended distance learning for all HTE students. The week of April 4th, students continued to engage in educational activities provided by their teachers. During this time HTE distributed Chromebooks to all families in need of technology to engage in distance learning. On April 12th, 2020 HTE launched distance structured distance learning for all students. Students remained in distance learning through the end of the 2019-20 school year.

This unexpected closure of schools, accompanied by the COVID pandemic and resulting health and economic crises has impacted the physical, emotional, social, and educational needs of HTE students. It has also caused high levels of stress and trauma to them and their families. The closure of schools impacted students and families by separating students from educational supports, social supports, and mental health supports. Additionally, the economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families have also been impacted by the physical separation from supports and services that are typically provided in-person, including many services for English Learners, Students with Exceptional Needs, Foster Youth, Homeless Youth. All students have been impacted by physical separation from the school community, including in-person interactions with teachers and peers.

HTE will begin the 2020-21 school year with a robust distance learning model for all students, that exceeds state minimum expectations and strives to uphold the HTE Design Principles of: Equity, Personalization, Authentic Work, and Collaborative Design. HTE is committed to upholding our design principles, whether students are engaged in distance learning or in-person instruction.

Equity: High Tech High is an equity project. Teachers work to address inequities and help students reach their full potential. Our schools are intentionally diverse and integrated, enrolling students through a zip-code based lottery aimed at creating schools that are reflective of the communities we serve. Teachers recognize the value of having students from different backgrounds working together, and employ a variety of approaches to accommodate diverse learners without academic tracking. High Tech High has an acute focus on college entrance and college completion for all students.

Personalization: High Tech High teachers practice a learner-centered, inclusive approach that supports and challenges each student. Students pursue their passions through projects, and reflect on their learning. Recognizing that identity development and personal growth occur in the context of community, our schools foster relationships of trust, caring, and mutual respect among students and adults through program design elements such as small school size, small classes, home visits, advisories, and student collaborative work.

Authentic Work: High Tech High school projects integrate hands and minds and incorporate inquiry across multiple disciplines, leading to the creation of meaningful and beautiful work. Students engage in work that matters to them, to their teachers, and to the world outside of school. Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts. Our facilities are collaborative workplaces with small group learning and project areas, relevant technology, and common spaces where artwork, prototypes, and other artifacts of student thinking are created and displayed.

Collaborative Design: High Tech High teachers collaborate to design curriculum and projects, lead professional development, and participate in hiring, while seeking student experience and voice in each of these areas. With students as design partners, staff function as reflective practitioners, conducting inquiry into equitable teaching and learning, school culture, project design, and authentic assessment.

Due to the evolving nature of the COVID-19 pandemic our learning models, whether in person or from a distance, will meet the needs of all students and mitigate learning loss, while following the guidance provided by federal, state, and county health officials. We recognize the need to maintain flexibility during this time, as our schools and communities are continually adapting to changing situations and guidance. Our aim is to provide educational experiences that reflect the HTe Design Principles, regardless of mode of instructional delivery.

Stakeholder Engagement

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

HTe has regularly solicited stakeholder feedback on distance learning and on plans for instruction this fall.

April-May, 2020

During spring distance learning (April-June, 2020) families were sent distance-learning surveys on a bi-weekly basis as a means for providing feedback on what was working for their student and what needed to be changed. Also in the spring, teachers and other school-based instructional staff conducted weekly, one-on-one check-ins with students. These check-ins allowed students to share their experiences and challenges and feedback from students helped to guide and shape instruction during the spring of 2020. HTe used the data from families to inform the design of instruction for the 2020-21 school year.

June-July, 2020

At the conclusion of the 2019-20 school year, HTe students and families were invited to complete comprehensive surveys on the spring distance learning experience. Students in grades 6-12 completed the YouthTruth “Students Weigh In” survey which provided HTe with school-specific data that could be compared to other HTe schools and compared to schools across the nation in which students participated in this survey. Nationwide, 20,000 students from 166 public schools in 9 states completed this survey. HTe also surveyed families at the conclusion of the 2019-20 school year to gather their feedback on the distance learning experience and their hopes for instruction in the fall. HTe used the data from students and families to help inform the design of instruction for the 2020-21 school year.

August, 2020

During the month of August, HTe engaged families and students in listening sessions and think tanks to solicit input specific to the Learning Continuity and Attendance Plan Draft and the plan for returning to school. These meetings included presentations of draft materials and solicitation of specific input to inform improvements to the draft plans.

September, 2020

HTEsolicited feedback from family groups and the broader community of stakeholders in early September. ELAC/DELAC groups provided feedback on the LCP. The LCP was presented for public comment during the HTe School Board meeting on September 10. Feedback from these stakeholder groups supported final refinement of the LCP.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation and providing Spanish translation.

The Public Hearing and ELAC/DELAC meetings will also be held via zoom.

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

Following is a summary of feedback provided by families via surveys, focus groups, listening sessions, and think tanks:

Feedback from Families

What was difficult last year?

- Keeping track of work on different platforms
- Families work and students are left at home “alone” doing school work on their own
- No reliable Internet
- Needing more devices for multiple students
- Difficult for families to help due to language barrier
- Older students have to help younger siblings
- How do parents know if kids are keeping up?
- Too much screen time
- Schedule conflicts with siblings in other grades
- Long Zoom meetings can be draining for students
- Students may disengage when the live connection is missing

What are your hopes for this year?

Instruction:

- Zoom class time every day to simulate school environment as much as possible
- Students will have opportunities to work together in small groups
- Should be both challenging and fun
- More challenging math
- Small groups to support student learning
- Exhibitions of student work
- Consistent breaks away from the screen
- Virtual internships for high school juniors so they do not miss out on this opportunity

Connection:

- Students have one-on-one time to connect with teachers and advisors
- Students will have opportunities to work together in small groups
- More opportunities for students to socialize with each other and build friendships
- Virtual home visits from advisors

Communication:

- Keep families in the loop – send assignments to students and to family emails so that parents understand the requirements
- Teachers continue to communicate with families in their home language
- Weekly communication from teachers to families
- More ways for families to track student progress and check if assignments have been submitted

Schedules:

- Students will have lunch breaks at the same time to ease in scheduling for families with multiple students
- More consistency in schedules from day to day more consistent routines
- Streamlined schedules across schools

Support for Families:

- Families will receive education and training on learning platforms that the students will use
- Opportunities for families to connect with each other

Feedback from Students: Following is feedback from students on distance learning provided on the YouthTruth “Students Weigh In” survey in June, 2020.

School Logistics: The majority of students were able to navigate mechanics such as accessing and turning in their schoolwork (87 and 79 percent, respectively). However, students from low-income families, special education students, and students who are learning English (ELL) had less positive experiences accessing, completing, and turning in schoolwork. All students rated their school’s clarity about grading less positively than other dimensions of school logistics, with only 62 percent rating favorably overall.

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| 87% | I am able to access my school work |
| 78% | I am able to complete school work that is assigned to me |
| 79% | I am able to turn in school work that is assigned to me |
| 92% | My school regularly assigns me school work |
| 62% | My school has been clear about how I will be graded this semester |

Learning Experience: There are clear divides in the experiences of “A” students versus “D” students, with students who typically get lower grades rating their learning experience significantly less positively than those who typically get higher grades.

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| 51% | My teachers give me assignments that help me learn |
| 39% | I learn a lot almost every day |

Engagement: Half of students said they are able to focus on their learning, and only 41 percent said they are able to motivate themselves to do schoolwork. Asian students rated their ability to focus more positively than did other students, while Latinx students rated less positively. There were differences in students’ motivation across different grade levels, with 5th and 6th graders feeling more positively about their ability to motivate themselves to do schoolwork, and 10th, 11th, and 12th graders feeling less

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| motivated. | |
| 50% | I am able to focus on my learning |
| 41% | I am able to motivate myself to do schoolwork |
| <p>Relationships: Four in ten students (43 percent) said many or all of their teachers make an effort to understand what their lives are like outside of school, and six in ten students (61 percent) said many or all of their teachers are available to give extra help if they need it. On average, students reported that this is slightly better than usual. And just over half of students (54 percent) said there is an adult from school they can talk to when they're feeling upset, stressed, or having problems.</p> | |
| 43% | My teachers make an effort to understand what my life is like outside of school |
| 61% | My teachers are available to give me extra help if I need it |
| 54% | There is an adult from school I can talk to when I'm feeling upset, stressed, or having problems |
| <p>Belonging: Only one in three students said they really feel like part of their school community (30 percent) and feel connected to school (31 percent). On average students reported that this is worse than usual.</p> | |
| 30% | I really feel like a part of my schools community |
| 31% | I feel connected to my school |
| <p>Obstacles to Learning: Seventy percent of students reported obstacles to their virtual learning. Of those students, 64 percent reported facing distractions at home and 50 percent reported feeling depressed, stressed or anxious. A higher proportion of female students and students who identify in another way experienced feeling depressed, stressed, or anxious as an obstacle to at-home learning as compared to male students. On average, Black and Latinx students faced a greater number of obstacles than did White and Asian students.</p> | |

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| 64% | Distractions at Home |
| 50% | Feeling depressed, stressed, or anxious |
| 30% | There is not an adult who can help me with my schoolwork |
| 27% | My own health |
| 25% | My teachers aren't available to help me with my schoolwork |
| 24% | The health of my family members |
| 22% | Limited or no internet access |
| 16% | Limited or no access to a computer or a device |
| 12% | I don't feel safe at home |
| 12% | My job |

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

The following themes emerged from stakeholder feedback:

- Families and students need clear expectations and consistency in schedules and communication
- HTe must focus on our most vulnerable students in our planning and implementation of instruction and instructional supports
- Students need more opportunities to connect with each other – both on an academic and personal level
- HTe must prioritize both authentic project-based learning opportunities and maintain a focus on basic skills instruction

The following portions of the Learning Continuity and Attendance Plan were influenced by specific stakeholder input:

Synchronous Instruction: All students will participate in daily, live, synchronous instruction with a credentialed teacher and their whole class.

Opportunities to build relationships: Students will have frequent opportunities to engage with peers in small groups and to connect with teachers and/or advisors one-on-one. Academic work will be structured to prioritize opportunities for collaboration and connection between students. Teachers and advisors will conduct virtual home visits and empathy interviews at the beginning of the school year to build relationships and learn more about the student’s distance learning conditions.

Consistent schedules: Student schedules will be consistent each day. Synchronous instruction will begin at a consistent time, with a common lunch period across schools, and a consistent ending time for synchronous instruction and/or asynchronous work each day.

Teacher availability: Teachers and/or academic coaches will be available to students via text, chat, email during asynchronous work time. Teachers are also expected to be available to students and families outside of instructional hours.

Communication with families: Teachers will email families each week with details about the instructional plans and assignments for the following week. Teachers will regularly communicate with students and families about student progress. Teachers and advisors will conduct virtual home visits and empathy interviews at the beginning of the school year to build relationships and learn more about the student’s distance learning conditions. Communication with families will be offered in the family’s home language. Additionally, HTE will survey families on a bi-weekly basis to solicit feedback on the distance learning experience and what needs to be improved. HTE will provide training for families on using the virtual platforms students are expected to use for distance learning to aid families in supporting their students.

Access to Technology: During distance learning in Spring 2020, each family was provided with a keyboard enabled device from the school. In many cases students had to share a device. For the 2020-21 school year, the school will provide one device per student which will enable siblings to engage in learning simultaneously. HTE also offered resources to low cost wi-fi and mobile hotspots to increase internet bandwidth.

Support for Families: Schools will host family learning sessions to introduce parents to the platforms students will be using. Schools will also facilitate virtual connections between families. Schools will host virtual meetings for parents, at least monthly, as an opportunity to connect directly with school leadership.

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.]

Until mid-July, HTE was planning for a hybrid in-person/remote option, with students spending two days a week at school receiving in-person instruction and three days a week in a distanced setting. As COVID case counts rose across San Diego in early July, HTE concluded and announced (in alignment with local school districts) the decision to begin the school year with distance learning for all students. One day later, on July 17th, Governor Gavin Newsom shared guidance for school closures and the criteria for eventual re-openings, which affirmed that decision. Although HTE will open the school year with distance learning for all students, HTE is continuing to plan models for small group

instruction and blended learning that could be employed in the future. HTE will continue to align decision-making to public health experts at the state and county, including recommendations from UCSD's Expert Scientific Panel on COVID-19, who were enlisted to provide guidance to San Diego Unified School District. This planning is tentative, and subject to change based on the evolving health situation and community conditions in San Diego.

Tentative planning includes:

Dual modes of instruction: Once HTE schools are able to welcome students back to campus for in-person learning opportunities, we plan to continue to offer a full distance learning option for families who elect to have their students continue with the 100% distance learning model. Students who elected to engage in the blended learning model would receive part of their instruction each week at their school site. HTE is preparing for potential shifts in instructional models based on public health conditions or student need. One strategy will be to use the same platforms and apps for in-person instruction as for distance learning to maintain continuity of instruction in the event that all students need to return to a 100% distance learning model.

Cohorts: Students who come to campus for in-person learning opportunities will be kept in designated clusters, or cohorts, as much as possible. HTE will follow the Cohorting Guidance provided by the California Department of Public Health (CDPH) on August 25, 2020. This guidance includes:

- Limiting cohort size
- Restricting cohort mixing
- Maintaining proper physical distancing, masking, cleaning and other safety.
- Cohorts of students will be on the school site at designated days and times with disinfection occurring between those times
- The physical infrastructure of school buildings will currently allow for a maximum of 50% student occupancy for in-person instruction at any one time

Student Movement: Arrival/departure and lunch plans will be developed to minimize interaction between cohorts and to maintain physical distance between students. Passing periods will be minimized and plans will include passing period safety measures. Where possible, teachers will move classrooms rather than students.

Staffing: In a dual mode of instruction model (some students 100% distance learning and some students blended learning) some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning. A related services schedule will be developed for each school and determination made as to which related services will be provided on days of in-school attendance and which can continue in a virtual format.

HTE's plan to mitigate the risk of disease transmission on campus includes, but is not limited to:

- Physical distancing: Individuals must keep at least 6 feet away from other people at all times
- Face coverings: Wearing a face covering is required for all HTE staff, students, parents/guardians, and visitors.
- Ventilation and air flow: Doors and windows will be kept open as much as possible to increase air flow
- Entrances and exits: HTE will designate entrances to streamline temperature and symptom checks. Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Staggered start and end times will be considered.

- Handwashing/sanitizing: Students and staff will practice increased frequency of hand washing, facilitated by additional hand washing stations at each school site.
- Classrooms: Student work areas will be at least 6 feet apart. Sharing of materials and supplies will be limited and students will not engage in classroom activities that require them to be in close proximity to one another.
- Recess/play/break spaces: Students will go to recess and/or break in cohorts and will have staggered use of outdoor spaces.
- Designated care room: Schools will have a designated area for symptomatic students where they can be safely isolated, assessed, and wait to be taken home.
- Cleaning: Proper disinfection and sanitization procedures will be followed, with regular disinfection of high-touch surface areas during the school day, including: door handles, sink handles, bathroom surfaces, tables, chairs, light switches, and stair railings.
- Training: All staff will participate in training and professional development to aid them in following proper protocols.
- Staff will work with the San Diego Public Health Department to collect and track illness-related information, support contact tracing, and coordinate a response to illness as needed.

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

| Description | Total Funds | Contributing |
|---|---------------------|--------------|
| Personal Protective Equipment: Face coverings (masks, and where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. | N/A Provided by CDE | Y |
| Increased supplies of soap and hand sanitizer that is greater the 60% alcohol. | \$868.75 | Y |
| Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who shows signs of illness. | \$187.50 | Y |
| Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. | \$459.31 | Y |
| Custodial staff: Maintain and/or increase staffing at school sites in order to appropriately disinfect high-touch surfaces, as well as maintain standard cleaning protocols. | \$66,805 | Y |
| Plexiglass to provide barriers where close contact occurs and physical distancing of 6-feet is difficult, such as the front desk of each school. | \$312.50 | Y |
| Outdoor canopies/tents to create staff meeting places and student work spaces in the fresh air, where respiratory droplets are less likely to spread from one individual to another. | \$224.38 | 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.]

HTE will begin the 2020-21 school year with a distance learning model for all students. The model is designed to ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary. Distance learning will include daily, live, synchronous instruction for all students in addition to asynchronous activities and assignments that students will complete each day. Distance learning will also include opportunities for students to meet (virtually) in small groups to collaborate with peers and develop and strengthen peer to peer relationships. The school day schedule will align with the typical in-person school day schedule and contain the same classes and elements of instruction. The distance learning program will meet the state instructional minutes requirements of: Kindergarten = 180 minutes, Grades 1-3 = 230 minutes, Grades 4-12 = 240 minutes.

Each day, students will engage in synchronous and asynchronous instruction. Teachers will design learning experiences that align to common core and state standards, and are consistent with High Tech High's design principles of: equity, personalization, authentic work, and collaborative design – helping to ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Distance learning schedules and instruction were designed with the HTE design principles in mind:

Equity:

- Students will engage in distance-learning coursework through integrated classes where teachers differentiate instruction to provide access and challenge to all students
- Opportunities for students to communicate with a teacher or academic coach during asynchronous work time
- Targeted supports for English Learners, special education students

Personalization:

- Provide opportunities for students to connect with teachers and advisors
- Provide opportunities to students to connect with each other, both academically and socially
- Weekly communication with families regarding class schedules, assignments, and expectations
- Weekly feedback to students and families about student progress, including intervention if necessary

Authentic Work:

- Limit screen and zoom time by supporting students in engaging in authentic project based learning
- Opportunities for students to develop and practice foundational skills within the context of authentic project based learning

Collaborative Design:

- Multiple opportunities each week for teaching teams or grade level teams to collaborate on instructional planning
- Teachers engaging students in the
- Teachers soliciting feedback from students on a regular basis (at least once per week) to learn about distance learning successes and challenges
- Schools soliciting feedback from families on a regular basis (at least bi-weekly) to learn about distance learning successes and challenges

Sample Student Daily Schedule:

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| 8:00-9:00 | Breakfast and Student Prep for the Day |
| 9:00-9:30 | Live Morning Meeting and Attendance in PowerSchool (class teacher and students) <i>Could also include the following staff: Exploratory Teacher, Education Specialists, Academic Coaches, Speech-Language Pathologist, Counselor, or School Psychologist</i> |
| 9:30-11:30 | <p>Instruction Block 1: This could include synchronous whole group, synchronous small groups or asynchronous independent work</p> <ul style="list-style-type: none"> • Live interactive instruction for individual, small group, or whole group rotations focused on project work, connection, community-building, SEL and targeted guided literacy, math, science, history, or exploratory instruction (STEAM, Visual Arts, and Performing Arts). • Students might be watching instructional videos, completing independent work. • Teacher, Academic Coach, or Support Teacher can be available for support if needed during asynchronous times. • The teacher will track participation of students with assignment checklist or some other method of tracking completing of assignments • Teachers will provide feedback for assignments completed (quality over quantity). • Brain-breaks may be included in this time |
| 11:30-12:30 | Lunch and PE/Recess Synchronous or Asynchronous <i>If synchronous the following staff may support: Classroom teachers, Education Specialist, Exploratory teachers, Academic Coaches, Speech-Language Pathologist, Counselor, and Other Social-Emotional Support Staff.</i> |
| 12:30- | Instructional Block 2: This could include synchronous whole group, synchronous small groups, and asynchronous independent work |

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| 2:30 | <ul style="list-style-type: none"> • Live interactive instruction for individual, small group, or whole group rotations focused on project work, connection, community-building, SEL and targeted guided literacy, math, science, history, or exploratory instruction (STEAM, Visual Arts, and Performing Arts). • Students might be watching instructional videos, completing independent work. • Teacher, Academic Coach, or Support Teacher can be available for support if needed during asynchronous times. • The teacher will track participation of students with assignment checklist or some other method of tracking completing of assignments • Teachers will provide feedback for assignments completed (quality over quantity). • Brain-breaks may be included in this time |
| 2:30-3:00 | <p>Live Closing Meeting, Independent Reflection or Office Hours (classroom teacher and students)</p> <p><i>Could also include the following staff: Exploratory Teacher, Education Specialists, Academic Coaches, Speech-Language Pathologist, Counselor, or School Psychologist</i></p> |
| 3:00 - 3:30 | The teacher will update participation and attendance |
| 3:30-6:00 | Enrichment activities and supports (Aftercare Staff) |

Instructional Materials:

| Grade Level(s) | Subject | Instructional Materials |
|----------------|-------------|---|
| K-5 | ELA | Teachers College Units of Study, Fountas and Pinnell LLI, Words Their Way |
| K-5 | Mathematics | CGI, Investigations, ST Math, Context for Learning, EL Education K-5 Curriculum |
| K-5 | Science | NGSS Early Implementers, EL Education K-5 Curriculum, Teacher Developed Projects (informed by NGSS) |

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| K-5 | Social Science | Social Science Frameworks, EL Education K-5 Curriculum, Teacher Developed Projects |
| K-5 | ELD | Fountas and Pinnell LLI, Wilson FUNdations |
| K-5 | Intensive Intervention–ELA | Fountas and Pinnell LLI, Wilson FUNdations, Barton’s, Read Naturally |
| K-5 | Intensive Intervention–Mathematics | Investigations (embedded differentiation support), CGI (differentiated by design) Teacher-developed |

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.]

HTE has collected data from all families via Google Form and phone calls in the family’s home language in order to identify families in need of Internet access and/or a keyboard-enable device. Based on this data, individual schools will distribute HTE-owned Chromebooks to all students in need.

Prior to the beginning of the school year, HTE will provide Chromebooks and Internet hot spots to all students who request them. HTE will also connect families to local service providers offering low-cost or free service. T-Mobile is offering discounted mobile hotspots that HTE subsidized for families in need. Additionally, school staff will continue to reach out to families if students are not participating in distance learning synchronous classes and/or not submitting school work to determine whether access to technology is a factor in the low participation rate for that student. If so, school staff will coordinate Chromebook pick-up or drop-off for that family.

HTE IT staff are available to support families with troubleshooting both hardware questions and to provide support with online learning platforms that students are using for instruction. Families may contact HTE IT support through an online form or by phone.

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.]

HTE will assess pupil progress to identify and address gaps in learning, monitor student progress on grade level appropriate assessments and adjust instruction and supports based on student needs. Teachers will use formative assessments to gauge student understanding and will modify instruction based on formative assessment data. Synchronous and asynchronous instruction will allow multiple opportunities for formative assessment. Methods of formative assessment include, but are not limited to: entry and exit tickets, low stakes quizzes and polls,

think-pair-share exercise, and student self-assessments. Including whole-class, small group, and independent activities in distance learning instruction will allow many opportunities for teachers to conduct formative assessments with their students, and then use the information gathered to inform instruction moving forward. Students will receive formal progress reports and formal grade reports during distance learning.

Teachers will also administer diagnostic and benchmark assessments to track student progress over the course of the year. Scores will be shared with families and interventions will be put into place if necessary.

| Assessment | <p style="text-align: center;">ELA</p> <p style="text-align: center;">K-5 Fountas & Pinnell</p> <p style="text-align: center;">Grades 6-12 NWEA MAP</p> | <p style="text-align: center;">Mathematics</p> <p style="text-align: center;">K-5 CGI Math Assessment</p> <p style="text-align: center;">Grades 6-12 NWEA MAP</p> |
|-------------|--|--|
| Benchmark 1 | October | October |
| Benchmark 2 | January | January |
| Benchmark 3 | June | June |

Student attendance in synchronous learning segments will be recorded via attendance in PowerSchool on a daily basis. Student progress on assignment completion will be entered in PowerSchool on a weekly basis. Assignment completion will serve to document engagement during asynchronous learning segments. HTE will contact families of absent students on a daily basis and intervene if students become chronically absent. Contacts and intervention will be from the perspective of supporting the family and helping students more meaningfully engage in distance learning during this challenging time.

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.]

Summer collaborative work:

Teachers and leadership from school site met regularly during the summer to begin planning for distance learning instruction. Planning included: selecting platforms and apps and project development for a distance learning setting.

New Teacher Odyssey: All new to High Tech High teachers participated in the week-long HTH New Teacher Odyssey (The Odyssey) a series of online professional development workshops. The dates of The Odyssey were August 10-14. The focus of the professional development was leading with students to create equitable learning communities in a distance learning setting.

All Staff Professional Development Days: August 19-29

All HTE teachers participated in school-based professional development during these days. The focus of PD sessions was on developing projects, training on distance learning platforms, assessment during distance learning and approaches to connecting with families and students. During the August professional development days, staff from across HTE schools convened to participate in the following workshops and to meet in “job-alike” groups to collaborate on approaches to instruction this fall.

All Staff Day Workshops: August 24, 2020

- Google Classroom Training
- Pathwright LMS Training (also offered on August 17, 2020)
- College Access and Readiness During Distance Learning (college advisors and high school teams)
- Cultavando Relaciones Positivas
- Freedom Dreaming 101
- Inclusive Practices During Distance Learning
- The Power of Play
- PBL in a Virtual World
- Teaching English Learners in Inclusive, PBL, Distance Learning Classrooms
- Teaching Writing Online in a Culturally Responsive Way

Ongoing Professional Development

Teachers at HTE schools will continue professional development over the course of the school year. Teachers will meet in different configurations (all staff, grade level, teaching team, subject matter) 3-4 times per week. These ongoing meetings will allow the staff to engage in professional development that is relevant to the potentially changing instructional situation this school year. Additionally, all HTE schools have a full days of teacher professional learning calendared for: October 30, January 4, March 5, and April 5. School leaders have full days of professional learning calendared for: October 13, February 2, and April 20.

Staff Roles and Responsibilities

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

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| CMO | • Stay informed of orders and guidelines from state, county, and district school officials. |
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| <p>+ Senior Leadership Team</p> | <ul style="list-style-type: none"> • Develop the HTE Distance Learning Plan with feedback from various stakeholders • Develop Learning Continuity and Attendance Plans for each school • Identify learning platforms that will be used across schools • Ensure all students have equitable access to technology needed to participate • Communicate HTE-wide plans and updated information with all staff and families. • Ensure effective implementation of Distance Learning plan and accountability to student learning. |
| <p>School Directors</p> | <ul style="list-style-type: none"> • Design and facilitate staff experiences (virtual PD, meetings, etc.) that support collaborative design of distance learning experiences • Support staff with distance learning technologies through professional learning opportunities • Communicate school-specific plans to staff and families • Ensure all students receive necessary support • Support staff, students, and families as needed |
| <p>Classroom Teachers</p> | <ul style="list-style-type: none"> • Collaboratively design distance learning experiences and connection opportunities for students • Explore and share effective distance teaching practices with colleagues • Collaborate with SPED colleagues to support students with special learning needs • Collaborate with EL Coordinators to support students who are English Learners • Communicate with and provide timely feedback to students. • Communicate with families, as necessary • Collect feedback from students and families, and adjust instruction as needed • Inform administrators about absent or non-communicative students and families • Be mindful of diverse needs and challenges of families and students • Prioritize formative assessment practices • Attend virtual collaboration meetings |
| <p>Ed Specialists and Related Service Providers</p> | <p><u>Education Specialists:</u></p> <ul style="list-style-type: none"> • Check in families before the school year starts • Individual Distance Learning Plans will be created, sent home to families and added to the IEP. • Schedule times for direct connections with students • Collaborate with general education teachers to accommodate and modify instruction • Attend breakout groups to support student learning for student with IEPs • Deliver SAI in ways that support distance learning, which may include: <ul style="list-style-type: none"> ○ Video reading lessons ○ Zoom consultation ○ Google Drive editing and assignment support ○ Read alouds ○ Group project support and check-ins ○ Low-tech goal based assignments and practice lessons ○ Accommodations and modifications made to assignments given via the distance learning platform in collaboration with the gen ed teacher. |

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| | <p><u>Related Services:</u></p> <ul style="list-style-type: none"> • Teletherapy for SLP, OT and Counseling as appropriate SLP group services provided via Zoom or other platform with consent from all parents • OT check ins with practice activities offered |
| School Psychologists and DMCC Providers | <ul style="list-style-type: none"> • Office hours offered • Consult with case managers and gen ed teachers • Review of record assessments • In-person assessments as allowed by County Health Department • Weekly wellness check ins with students with counseling services • Counseling (based on determination made by the parents and the therapist during the week of April 6th) |
| Site Managers | <ul style="list-style-type: none"> • Make daily attendance phone calls for any absent students • Respond to emails and phone calls to the school. • Assist in ordering low cost supplies for staff, including additional cleaning supplies as necessary. • Process the mail for the site. |
| IT Team | <ul style="list-style-type: none"> • Develop and implement a plan for safe distribution of HTE-owned devices to families in need • Develop and/or update the HTE Device Checkout Agreement • Keep track of devices on loan to HTE families • Respond to family requests for IT support via Google Form. • Support staff with distance learning technologies • Explore and share possible technology tools to enhance distance learning practices |
| Deans | <ul style="list-style-type: none"> • Takes lead on identifying families who have unique needs and problem-solves with staff and community to help meet needs • Build a student check in document for the staff so all staff have a central space for keeping notes after check ins with students • Identify students who need a unique connection that isn't met with our current plan • Create a mindfulness component option for the weekly student plan • Create a physical activity component for the weekly student plan • Create advisory activity options for each week • Responds to student behavior challenges • In collaboration with aftercare staff (if appropriate), design community connections activities such as spirit weeks |
| Athletics Director | <ul style="list-style-type: none"> • Office Hours Offered Weekly • Zoom check Ins with SALTeam • Zoom Check ins with coaches: <ul style="list-style-type: none"> ○ Weekly emails and updates. ○ Continue community building providing a safe space for our athletes. |

- Share ways to move and train and hold each other accountable.
- Continue to send our newsletters sharing at home athletic skill building tips, ideas, goals
- Include ways to stay active and healthy
- All campuses prepare for Fall and Winter
 - Census reports
 - Schedules(league, non-league)
 - Physicals
 - Update Clearance Paperwork
 - Update Athletic handbooks
 - Inventory
 - Website Updates
- Encourage everyday movement, including motivational info from athletes, coaches, etc.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners:

Students designated as English Learners (ELs) will continue to receive necessary support for English Language Development (ELD) and language learning resources to ensure equitable access to integrated academic curriculum, though it may look differently than in distance learning than during in-person instruction. Teachers credentialed in California and through HTE are authorized for Specially Designed Academic Instruction Delivered in English (SDAIE). Each school also employs an EL Coordinator and academic instruction coaches who will support EL students. Teachers, academic instruction coaches, and EL Coordinators will collaborate to identify the ELD level of designated EL students and determine appropriate levels of integrated and/or designated support. During distance learning, designated remote instruction may take place via small group Zoom sessions, Google Hangouts or phone calls. Many accommodations may be effectively provided utilizing on-line services and programs. Teachers will collaborate with EL Coordinators to provide appropriate support and accommodations as needed.

Pupils with Exceptional Needs:

Individual Distance Learning Plans (IDLPs) will be created to ensure that all students with special needs receive services to the greatest extent possible while participating in distance learning. Case managers will conduct weekly check ins with each of their students and every two to three weeks the Individual Distance Learning Plans will be reviewed and updated as appropriate. Ed specialists and related service providers will work collaboratively with general education teachers to provide support and accommodations needed for each student to access the curriculum. IEPs and 504 Meetings will continue. They will be held remotely via Zoom or by phone.

Pupils in Foster Care:

Foster Youth will receive weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and email; monitoring of attendance/engagement and communication with teachers and administrators when needed; referrals to both district and community agencies for additional support and resources as needed; additional academic support from school as needed.

Homeless Youth:

HTE will coordinate and communicate with shelters to engage homeless youth in distance learning; contact families and students to determine if they have special or unmet needs for accessing distance learning and address their technology needs; provide weekly and/or bi-weekly check-ins with students and families via phone, zoom, and email; provide community resource information for families/students, such as shelter, housing, food, clothing, health, COVID resources; provide additional academic support as needed.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Devices: Chromebooks made available to all students who need a device to access distance learning at home | \$38,486 | Y |
| Additional Technology: Hot spots to all students who need support with internet access to access distance learning at home | \$1350 | Y |
| At home learning kits | \$3000 | Y |
| Chromebook and/or hot spot delivery: Delivery of Chromebooks and/or hot spots to students whose families are not able to come to school to pick them up | \$500 | Y |
| Meal delivery: Weekly meal delivery to students whose families are not able to come to school to pick meals up | \$50/week | Y |
| Collaboration Time: A minimum of 3 hours per week of time for teachers to collaborate with peers (general education teachers, SPED teachers, EL coordinators, academic support teachers, and school leadership) with a focus on assessing and addressing learning loss and responding to student and family needs, particularly those who are most vulnerable to disproportionate impacts as a result of COVID and school closures. | N/A | Y |
| Professional Development: Continued professional development for teachers and support staff, with a focus on engaging and supporting SPED and EL students during distance learning, including designated and integrated ELD implementation | \$10,000 | Y |
| Special Education Instructional Assistants (academic coaches) and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context. | \$120,085 | Y |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| School Psychologists: Continue providing appropriate staffing for this position type and adapt delivery of services and support to distance learning context | \$58,538 | Y |
| English Learner Coordinators and Director of English Learner Education: Continue providing appropriate staffing and support of classroom teachers, with a focus on adapting delivery of services and supports to distance learning context. New position to provide support and professional development for EL Coordinators and to provide support to EL students and their families. | \$85,000 | 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.]

Teachers will begin the school year with a focus on building relationships, establishing community, and re-engaging students in school via distance learning. Teachers will also begin the year with a focus on formative assessment that will provide information about pupil learning loss due to COVID-19. Teachers will address pupil learning loss through monitoring student progress on grade-level appropriate assignments and adjusting supports based on formative assessment results. Teachers and support staff will be in regular communication with students and families to provide feedback on student progress and engagement.

HTE will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics through assessments that will be administered in late September and early October. For elementary students, reading level will be assessed through Fountas & Pinnell reading assessment, math will be assessed through the HTE CGI mathematics assessment, and writing will be assessed through multiple student writing samples. Grade level teams of teachers will collaborate to score student assessments and plan instruction and intervention based on the results. For secondary students, reading and math levels will be assessed through the NWEA MAP ELA and mathematics assessments and writing levels will be assessed through multiple student writing samples. Teaching teams will collaborate to score student writing assessment and plan instruction and intervention based on the results.

Although HTE will use the standardized assessments mentioned above to assess student learning loss, the formative assessment data that is collected by teachers on a daily basis remains an actionable and important source of data for informing instruction.

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.]

HTE will address learning loss through synchronous and asynchronous tiered instruction in the distance learning model.

During synchronous tier 1 instruction, students will engage in standards-aligned instruction focused on key skills and concepts for that grade level. In tier 2 synchronous instruction, students will work in small groups with their peers on targeted skills. In tier 3 synchronous instruction, students will work one-on-one with a school staff member, and the instruction will focus on specific skills that students needs support with. The tier 2 small groups and tier 3 one-on-one sessions may include focused supports for English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. The small group and individual instruction will also be provided to pupils who have significant learning loss as a result of COVID-19. Small group instruction and one-on-one instruction may be facilitated by classroom teachers, education specialists, EL coordinators, and academic coaches.

During asynchronous instruction, teachers will differentiate assignments for students based on their levels in order to provide challenge for some students and additional supports for other students.

During the summer of 2020, HTE high schools offered summer school credit recovery programs for students. These programs were designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and make up credits to stay on track for high school graduation and college readiness.

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.]

HTE will measure the effectiveness of the services or supports provided to address learning loss through formative student assessments and summative student assessments including: Fountas & Pinnell, CGI Math assessment, MAP ELA, MAP mathematics, and student writing samples.

HTE’s data team will update student data in real time on its internal data dashboard. This data is available to all staff and the data will be used to inform instructional decisions and interventions for students.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Internal data dashboard: Maintain HTE’s internal dashboard of student data | N/A | Y |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Academic coaches: Paraprofessionals who support with small group and individual student support, with a focus on students most disproportionately affected by COVID-19. | \$120,085 | Y |
| Professional development: Ongoing professional development for teachers and support staff focused on addressing pupil learning loss, with a focus on students most disproportionately affected by COVID-10 | \$10,000 | 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.]

High Tech High has a dedicated mental health and wellness team comprised of eight School Psychologists, two Lead Mental Health Supervisors, ten licensed associate clinicians, and four mental health trainees. In addition, most campuses have deans who support social-emotional learning and some campuses have student support coordinators. These teams of professionals work in collaboration with one another to build systems of care for students, families, and teachers. Before school started, this looked like many hours of planning and preparing on how to reach each student and conduct empathy interviews in order to evaluate the needs of each child and family. This also included training on trauma-informed practices for teachers and what to look out for in students and how to refer them for support. As the year continues, these teams will begin to implement whole school SEL lessons and curriculum, offer wellness checks in and clubs, offer training and support for staff and parents, as well as a referral system for students who may require more intensive support and therapy. Bi-monthly consultation meetings with these teams will occur all year to track students and discuss whole school SEL and MH supports. Additionally, each School Psychologist has created Wellness Website with resources for parents, teachers, and students at access.

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.]

HTE will begin the school year with a focus on making connections with families and students in order to build relationships that will last through the school year and facilitate communication over the course of the year. Schools will offer virtual orientations and in-person “drive-through” parades to welcome students back to school and give them an opportunity to greet their new teachers in person (from a distance). Teachers and advisors will conduct empathy interviews and virtual home visits with students and families in order to build relationships and

learn about each student's distance learning conditions and supports that can be put in place to facilitate student engagement with distance learning.

HTE will track student engagement and participation in distance learning through daily attendance in PowerSchool and weekly records of assignment completion. Site managers will make phone calls home (in the student's home language) for all students who are marked absent in PowerSchool to notify the parent/guardian of the student absence. Teachers will communicate with parents/guardians and students about student progress on assignment completion on a weekly basis and will follow up with students who are missing assignments.

HTE will engage with the family and student as soon as absences or missing assignments occur in order to learn more about reasons for student absences and/or missing work in order to work with the family to increase student participation in distance learning.

Students who are engaging in less than 60% of synchronous instruction and/or less than 60% of asynchronous learning activities will be considered "chronically absent." HTE will track chronic absenteeism through its PowerSchool SIS and report data on chronic absenteeism through its internal dashboard. Directors, site managers, and deans will review chronic absenteeism data on a weekly basis and will be contact families of chronically absent students via letter and phone calls communicating the importance of attendance and engagement in distance learning. The school will set up virtual meetings with families to discuss ways the school can help clear the obstacles that stand in the way of student attendance and participation in distance learning.

For students who are unreachable (those with whom the school has not engagement or contact) the school will conduct home visits and/or refer to outside agencies.

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.]

Food services will continue to support the nutritional needs of all High Tech High students during distance learning. Meal distribution will take place at all HTE campuses, every Monday, between 11AM-1PM. Parents will receive one meal kit per student each week, which will consist of 5 days worth of breakfast meals and 5 days worth of lunch meals. Meals will be distributed in a drive-thru manner in the school parking lot. Parents will need to complete a free/reduced lunch application through www.EZMealApp.com in order for their student(s) to receive meals at no cost or at a reduced price. Meal kits will also be available to students who do not qualify for free/reduced meals, however there will be a charge of \$3.75 per lunch meal and \$2.10 per breakfast meal to the student's meal account. Students do not need to be present in order for parents/guardians to pick up the meals, however the parent/guardian must provide the School Lunch Assistant with the student's first and last name or student ID# upon pick-up for us HTE staff to properly claim the meals being served. An email regarding how to apply for the Free/Reduced lunch program, in addition to details regarding access to schools meals will go out to all families the week of August 17th. A meal survey will also be sent out to all families at each HTE campus to try to gauge the level of meal participation at each campus. Food orders will be placed based on these survey results. For families who are not able to travel to campus to pick up meals, we are looking into ways to deliver meals to the family's home.

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

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| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 33% | \$367,775 |

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.]

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

HTE is taking action to contribute to the increased/improved requirement. These actions are being implemented across the LEA. Some actions are unique to the school closure/distance learning context and of the actions already exist within the previous Local Control and Accountability Plan (LCAP).

Actions specific to school closure/distance learning:

Actions related to device and connectivity access are being applied across the LEA, but are primarily intended to provide access for low-income students who may not have devices or internet connectivity at home. HTE purchased and distributed Chromebooks to any student whose family requested a device. HTE also provided internet hot spots and information on low-cost internet service to all families in need.

HTE is committed to connecting with all families (in the home language) to support families in implementing distance learning for their students, with an acute focus on our most vulnerable students. HTE teachers and advisors will engage in empathy interviews and/or virtual home visits with all families to build connection and relationships and to troubleshoot issues that may be present in the distance learning context. HTE teachers and leadership will connect with families who are struggling and conduct home visits for students who are not able to be reached, or who are deemed at risk. HTE will increase one-on-one support for students who are foster youth, English learners, and/or low-income as necessary to support them in engaging in distance learning and to support their social-emotional well being at this challenging time.

Actions already exiting within previous LCAP:

Goal 1: Ensure High Quality Work: HTe students create high quality work characterized by complexity, authenticity, and craftsmanship that invites family and community members to participate in student learning and reflection.

-Continue to host biannual exhibitions of learning and invite community members to participate. In addition HTe will continue to convene student-led conferences (SLCs) where families can hear from their children about their learning, reflections on academic and social emotional learning, and goals for the school year.

Goal 2: Improve Student-Centered Instruction: HTe teachers design classroom instruction that provides access and challenge for all students, encouraging them to grapple, share their thinking, and construction knowledge together.

- Provide professional learning experiences aligned with a student-centered model of literacy for teachers. Provide additional supports to improve literacy instruction.

- Provide professional learning experiences aligned with CGI and discourse-based math instruction for teachers. Provide additional supports to improve mathematics instruction.

- Provide professional learning experiences focused on explicit vocabulary development for teachers. Provide additional academic supports and services for EL students. Each site has an EL coordinator responsible for coordinating these services and the reclassification process.

Goal 3: Nurture a Culture of Belonging: HTe creates safe, inclusive environments where all students feel a sense of belonging, as supported with socio-emotional needs, develop strong relationships and experience joy.

- Continue to fund a Dean or Social-Emotional Coordinator at each site to implement restorative practices, and support the development and maintenance of a happy, healthy, student community.

- Provide ongoing professional development opportunities on all-staff days for teachers, deans, and leaders to collaborate and improve use of restorative practices.

- Support collaboration across schools in examining data regarding sense of belonging from student surveys in order to identify and spread best practices across HTe.

Goal 4: Increase Support for Struggling Students: HTe provides targeted interventions to students in need of additional support.

- Provide training and professional development for Collaborative and Proactive Solutions (CPS) site leaders to work with students identified as having behavior challenges that are affecting their learning.

- Academic coaches and apprentice teachers provide additional academic support to identified students. In addition, provide student transportation, community outreach, and administrative support.

- Work with school staff to implement chronic absenteeism intervention across all schools.

Goal 5: Ensure College Access & Persistence: HTH schools support all students in accessing and excelling in college.

- Provide college counseling supports to students in completing FAFSA, college applications, SAT/ACT
- Deepen relationships with community college partners to increase the number of students taking college coursework in English and math
- Reducing summer melt text message campaign