

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

COVID-19 pandemic forced Holly Drive Leadership Academy to close for in-person instruction on March 13, 2020. All students, staff, families and our HDLA community was affected by this closure. The week immediately following school closures, students engaged in educational activities provided by their teachers, at home. Immediately following the closure, our administrative and educational team began working on a distance learning plan. The week of April 4th, HDLA began a very soft launch of our distance learning plan. Our academy uses a few online platforms, so our students were well versed in how to access and use these platforms in our absence. During this soft launch time HDLA reached out to families to find out what their needs were in order to continue the educational process at home, During that inquiry time we found that access to a reliable computer and Wi-Fi were the biggest challenges. We distributed Chromebooks, desk-top computers and laptops to all families in need of technology to engage in distance learning. On April 12th, HDLA launched full 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 the students at HDLA. 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 their peers, loss of educational programs, special services, and mental health supports. Additionally, the economic impacts of the pandemic, including increased unemployment, childcare instability, 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, and Homeless Youth. All students have been impacted by physical separation from the school community, including in-person interactions with teachers and peers.

The 2020-21 school year at HDLA started with Chromebook distribution, teacher led online classes on Zoom and printed materials for students. This roll out distance learning model with printed materials instead of all technology-based curriculum for all students strives to make the at home educational process easier for families to navigate. HDLA is committed to upholding our design principles, whether students are engaged in distance learning or in-person. The HDLA instructional model incorporates a theme-based, integrated curriculum approach based on State Standards. Instructional planning includes some multi-disciplinary units of study in which ELA and math standards and the arts are developed to support the main themes. Teaching thematically allows students the opportunity to delve deeply into content, developing an awareness and understanding of existing connections between ideas and topics. The core of the program at HDLA will be aligned with the current California State Common Core Standards and Frameworks. It is the intent of this charter to align instruction to the

most current set of standards available. Standards along with curriculum assessment data are the factors that drive instruction at HDLA whether in-person or virtually.

Stakeholder Engagement

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

In April 2020 we launched distance learning and emailed families weekly regarding the successes and challenges they have had during distance learning. Our goal was to find out what needed to be changed, what was working and what supplies and resources were needed to continue learning. All teachers and other school-based instructional staff conducted weekly check-ins with students. These check-ins allowed students to share their experiences and challenges. Feedback from students also helped to provide services and support during distance learning.

At the conclusion of the 2019-20 school year, teachers reached out to families regarding their spring distance learning experience. HDLA used the data from students and families to help construct the design of instruction for the 2020-21 school year. During the month of August, teachers solicited input specific to the Learning Continuity and Attendance Plan Draft and the plan for returning to school. Many families are eager to have their children return to school as many of our parents are essential workers so finding a safe, inexpensive place for their children to go each day has been a tremendous task. All this information, challenges, concerns and desires will assist us in developing the final Learning Continuity Plan. Our Public Hearing will support final refinement of the plan to be approved on 9/29/20.

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

All Public meetings were held virtually via Zoom

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

Following is a summary of feedback provided by families via phone calls, zooms, and direct emails.

Feedback from Families:

What was difficult last year?

Knowing how to use the online platforms

Knowing what and when things were due

Knowing which items were optional and which were just for personal growth and which things were required

Reliable internet and devices

Needing more devices for multiple students in the same family

Difficult for families to help due to language barrier

Older students must help younger siblings

Too much screen time -Schedule conflicts with siblings in other grades sharing devices

Desires for the 2020-2021 school year?

Students will have opportunities to work together in small groups hopefully in person

More classes that are both challenging and fun

More opportunities for students to socialize with each other and build friendships

Keep families in the loop – send information and assignments to students and to family emails so that parents understand the requirements

Teachers continue to communicate with families - Weekly communication from teachers to families

More ways for families to track student progress and check if assignments have been submitted

Consistency in schedules from day to day

Families will receive education and training on learning platforms that the students will use

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

The majority of students participated in the Zoom sessions with the teacher and our afterschool enrichment classes. Lots of differences in motivation between grade levels. Many of the students said they knew how to access the online platforms, but motivation, internet and device sharing was an issue. Students did not like the online distance learning experience and want to return to school. Students felt that there was enough opportunity to receive tutoring or assistance from staff and communication with teachers was substantial. The majority of the students stated they felt bored, lonely, and discouraged.

HDLA utilized this feedback to develop our focus during our planning and implementation of instruction and instructional supports for the 2020-2021.

School Connection- Students need more opportunities to connect with each other both on an academic and personal level – HDLA has made connection and mental health of our students a priority. We will have 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 fun engaging enrichment classes in the afternoon Tuesday – Thursday. Teachers and other support staff will consistently communicate with families to find out about the home experience during distance learning and address any needs that may arise. HDLA will provide consistent schedules: Synchronous instruction will begin at a consistent time, with a consistent lunch period, and a consistent ending time for synchronous instruction and/or asynchronous work each day. Teacher availability: Teachers and/or support staff will

be available to students via text, zoom, and 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.

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 goal is to provide one device per student which will enable siblings to engage in learning simultaneously. HDLA informed families about low cost Wi-Fi and mobile hotspots to increase internet bandwidth.

Support for Families: Schools will host Parent University to introduce parents to the plat-forms students will be using. Schools will host virtual meetings for parents, as an opportunity to keep everyone informed and connected.

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-August, HDLA was planning for in-person and/or hybrid 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 cases continued to climb in California in early August, HDLA concluded and announced (in alignment with local school districts) the decision to begin the school year with distance learning for all students.

HDLA is continuing distance learning for at least the first quarter in an effort to keep our students, staff, teachers and families safe. This planning is tentative, and subject to change based on the evolving health situation and community conditions in San Diego.

Re-open plan – Once we are able to welcome students back to campus, we will offer full in-person classes for those who wish to return to campus and a distance learning option for those who elect to continue with distance learning. The same online programs will be used for both in person and distance learning to maintain continuity of instruction. HDLA has one class per grade (and about 20 students per class) so students in the same grade will remain in the same cohorts for all events, classes, lunch and recess as much as possible. Maintaining proper physical distancing, masking, cleaning and other safety measures will be in place.

Arrival/departure and lunch plans will be developed to minimize interaction between grades and to maintain physical distance between students. Passing periods will be minimized and plans will include passing period safety measures.

Staffing: In a dual mode of instruction model (some students 100% distance learning and some students 100% in-person learning). Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning. HDLA plans 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 HDLA 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: HDLA 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 in the back of each room. Each class has a sink as well. 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 near one another. - Recess/play/break spaces: Students will go to recess and/or break in grade level cohorts and will have staggered use of outdoor spaces. - 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 railings.

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

Description	Total Funds	Contributing
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	\$25,000.00	YES
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.	\$5,000.00	YES
Increased supplies of soap and hand sanitizer that is greater the 60% alcohol.	\$1200.00	YES
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who shows signs of illness.	\$500.00	YES
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$3,000.00	YES

Description	Total Funds	Contributing
Additional supplies to limit the number of individuals using shared objects.	5,000.00	YES
Plexiglass to provide barriers where close contact occurs and physical distancing of 6-feet is difficult, such as the front desk	\$6,000	YES
Carpet cleaning and Outdoor canopies/tents to create staff meeting places and student workspaces in the fresh air, where respiratory droplets are less likely to spread from one individual to another.	\$10,000.00	YES
Handwashing stations to provide additional places for students and staff to wash hands	\$4,000	YES
Air Sanitizing of classrooms and office	\$10,000	

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.]

HDLA 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 when we transition from distance learning to in-person learning. Distance learning will include daily, live, synchronous instruction for all students. In addition, students will have asynchronous activities and assignments that students will complete each day. Each day the students will begin the day with a teacher led instruction on zoom. Printed materials are sent home every two weeks and collected every two weeks to limit the amount of time students are spending in-front of a screen. Printed material also allows us to see their handwriting and work to ensure the work is being completed by the student. Parents also stated that many of them are essential workers and must take their children to be watched by other family members during the day who may or may not have computer devices so having printed materials allows for them to complete their work away from home.

Distance learning meetings via zoom allows for students to collaborate with teachers and peers and have 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. Distance learning schedules and instruction were designed to allow flexibility for single and working parents. We have tutoring services every day for those who need it and teacher office hours have been increased for additional support and help. We have daily support for English Learners and special education students as well. Weekly communication

with families regarding class schedules, assignments, and expectations - Weekly feedback to students and families about student progress, including intervention if necessary. Our program is limiting the amount of screen and zoom time by printing materials and allowing for students to sit and read an actual book and write on actual paper. We have opportunities for students to develop and practice foundational skills as well as opportunities to participate in enrichment opportunities such as weekly art, cooking, science experiments and dance. Fridays allow for teacher office hours, a chance to catch up on assignments and an opportunity to complete online individual path learning programs. We have opportunities on Fridays for teacher collaboration, planning, preparation and professional development.

Sample Elementary Student Daily Zoom Schedule:

Kinder

Monday - Thursday

9:00am - 9:30am - Ms. Cunningham/ELA

10:00am - 10:30am - Read Aloud/Ms. Deidra

11:00am - 11:30am - Ms. Cunningham/Math

11:30am - 12:00pm - Extra help/Ms. Cunningham, **Wednesday only**

4:00pm - 4:30pm - Ms. Trisha/Art/Emotional Support, **Tuesday Only**

4:00pm - 4:30pm - Ms. Deidra/ Cooking/Science, **Wednesday Only**

4:00pm - 4:30pm - Mr. Dominique/P.E., **Thursday Only**

9:00am - 9:30am - Ms. Claudia/Dance, **Friday Only**

Sample Fifth grade

Monday - Thursday

10:00am - 10:30am - Ms. Day/Math

11:00am - 11:30am - Ms. Connal/ELA

12:15pm - 12:45pm - Read Aloud/Holly City

1:00pm - 1:30pm - Extra help/Ms. Day, **Wednesday Only**

2:00pm - 2:30pm - Mr. Dominique /Academic Pullout

4:00pm - 4:30pm - Ms. Trisha/Art/Emotional Support, **Tuesday Only**

4:00pm - 4:30pm - Ms. Deidra/ Cooking/Science, **Wednesday Only**

4:00pm - 4:30pm - Mr. Dominique/P.E., **Thursday Only**

1:00pm - 1:30pm - Ms. Claudia/ Dance, **Friday Only**

The teacher will track participation of students with assignment checklist, daily attendance, completion of printed materials, attendance on the online program or some other method of tracking completion of assignments • Teachers will provide feedback on completed assignments.

Distance learning Instructional Materials: California I-Ready, Achieve 3000, Teach your Monster to Read, Go Math - K-5 Journeys ELA, Pearson Science and Mystery Doug

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.]

HDLA has collected data from all families via phone calls and on our website survey in order to identify families in need of Internet access and/or a keyboard-enabled device. Based on this data, HDLA will distribute HDLA owned Chromebooks to all students in need. Prior to the beginning of the school year, HDLA will provide Chromebooks and information about low cost internet service providers. HDLA teachers and staff will continue to reach out to families if students are not participating in distance learning zoom sessions and/or not submitting assignments 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. HDLA staff are available to support families with troubleshooting both hardware questions and to provide support with printed and online learning platforms that students are using for instruction.

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.]

Currently HDLA uses California I-Ready as our online platform for both language arts and math. We also use Achieve 3000 for reading comprehension and fluency. The program itself tracks time on task, attendance and progress. We utilize these platforms to track 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 measure student understanding and will modify instruction based on formative assessment data. Synchronous and asynchronous instruction will allow multiple opportunities for objective mastery. Methods of formative assessment include, but are not limited to teacher check ins, quizzes and exams taken on the online platforms and student self-assessments. 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 drive instruction moving forward. Students will receive formal progress reports and formal grade reports during distance learning. Teachers will utilize the diagnostic exams on California I-Ready and 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.

September 30 – Benchmark 1

January 30 – Growth Check 2

April 30 – Growth Check 3

June 3 – Final Check of the year

Student attendance in daily zoom sessions with the teacher is required and attendance will be recorded via attendance in PowerSchool on a daily basis. Student progress on assignment completion will be entered in I-Grade on a weekly basis. Assignment completion will serve to document engagement during asynchronous learning segments. HDLA will contact families regarding absences and missing assignments and intervene if students become chronically absent. The goal of attendance and missing assignment intervention is to support the family in helping their child continue their education during distance learning and to find out what we can do to assist them with this effort.

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers and leadership from HDLA meet weekly to plan and coordinate distance learning goals, materials and implementation procedures.

Planning included: objective goals and deadlines and enrichment opportunities

Staff Day Workshops:

August 25, 2020 – First Aide/CPR - August 26, 2020 – Teacher Collaboration on Common Core Objectives to build first quarter Daily plans, student required assignments and meetings, mental health and fun opportunities.

August 27, 2020 PPE supply station creation and distribution along with plans for campus readiness for in-person classes workshops.

August 28, 2020 – Staff workshop on how to implement Special Ed and ELL programs and support during distance learning.

September 25, 2020 Teacher staff development on California I-Ready on-line platform

October 2, 2020 Teacher training on Achieve 3000 on-line platform.

Teachers at HDLA 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) weekly. These ongoing meetings will allow the staff to engage in professional development that is relevant to our potentially changing instructional model and requirements.

Staff Roles and Responsibilities

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

HDLA teachers and staff have developed smaller distance learning Leadership Teams. The goals of the teams are to stay informed of orders and guidelines from state, county, and district school officials. The team develops the HDLA Distance Learning Plan and gathers feedback and concerns from the parents, students, faculty and staff. It develops professional development needs for teachers and special education support staff. Ensures students have device and connectivity to fully participate in distance learning. They identify and create the calendar of benchmarks and requirements of all our distance learning platforms. They communicate HDLA plans and send updated information to all staff and families. They ensure effective implementation of our current Distance Learning plan and accountability to student learning goals. As well as address challenges any of the HDLA community may be facing. They design and facilitate staff experiences (virtual PD, meetings, etc.) and support staff with distance learning technologies through professional learning opportunities. They communicate school-specific plans to staff and families and ensure all students receive necessary support during distance learning.

They create opportunities for staff and teachers to share effective distance teaching practices with colleagues and collaborate with SPED colleagues to support students with special learning needs. They collaborate with EL Coordinators to support students who are English Learners, communicate with and provide timely feedback to students. They collect feedback from students and families, and adjust instruction as needed. They Inform office staff about absent or non-communicative students and families.

Individual Distance Learning Educational Plans will be adjusted and sent home to families and added to the IEP. They schedule times for direct connections with students for pullout services and collaborate with general education teachers to accommodate and modify instruction for students with IEP's. They ensure SAI is delivered in ways that support distance learning and addresses the goals set forth in the IEP.

They help in the modifications made to assignments given via the distance learning platform in collaboration with the gen ed teacher. All Related Services will still happen via distance learning on zoom: including SLP, OT and Counseling, OT check ins with practice activities and School Psychologists as needed.

They review record assessments and provide In-person assessments as allowed by County Health Department. Office Staff will make daily attendance phone calls for any absent students and respond to emails and phone calls to the school. Office staff will assist in ordering low cost supplies for staff, including additional cleaning supplies as necessary, process mail, coordinate IT support and device check out, coordinate graded work and assignment pick up and drop off days. Support 8th graders as they prepare for high school applications and create high school planning and beyond binders with all necessary documents and presentation of learning exhibition binders.

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. Our My Path program on California I-ready provides additional support for language acquisition and growth. HDLA has a designated EL Coordinator and support staff who will support EL students. Teachers 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 will take place via small group Zoom sessions. Teachers will collaborate with EL Coordinators to provide appropriate support and accommodations as needed. Pupils with Exceptional Needs: Individual Distance Learning Educational Plans (IDLEPs) will be created to ensure that all students with special needs receive services to the greatest extent possible while participating in distance learning. Gen Ed teachers will conduct weekly check ins with each of their students and review and update needs and goals 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. Foster and Homeless Youth will receive weekly check-ins. Referrals to both district and community agencies for additional support and resources as needed and provide community resource information for families/students, such as shelter, housing, food, clothing, health.

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	\$25,000	YES
At home learning kits	\$5000.00 per semester	YES
Printed Educational Material	\$2000.00 per semester	YES

Description	Total Funds	Contributing
Special Education Instructional Assistants, Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services for the distance learning model	\$45,000	NO
English Learner Coordinator: Continue providing appropriate staffing and support to classroom teachers, with a focus on helping ELL students with language acquisition	\$35,000	NO

Pupil Learning Loss

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

HDLA teachers and staff are effective at teacher efficacy. Our goal is to maintain close family like relationships and maintain positive student morale. Teachers will begin the school year with a focus on maintaining and building relationships and re-engaging students in school via distance learning. Teachers will also begin the year with a focus on benchmark testing on Californian I-ready, which will provide information about pupil learning loss due to COVID-19. Teachers will address pupil learning loss by effectively using the data to drive instruction. The data will also create an individual learning growth plan and will provide built in grade-level appropriate assignments. Teachers and support staff will be in regular communication with students and families to provide feedback on student progress and engagement. The teachers will assess pupils to measure learning status, particularly in the areas of English language arts and math through I-ready that will be administered in late September and early October. Students reading level will be assessed in Achieve 3000 and math and language arts in I-ready, and writing will be assessed through multiple student writing samples. Teachers will collaborate to review and score student assessments and plan instruction and intervention based on the results. Although we rely and will use the standardized assessments mentioned above to assess student learning loss, teachers are still assessing students on a daily basis on zoom in “class” and will use all the data to drive instruction and to provide support, and intervention.

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.]

HDLA will address learning loss through synchronous and asynchronous instruction during distance learning. Students at HDLA will engage in standards-aligned instruction via zoom that will focus on specific objectives during the first quarter of school. All specific goals will be spelled out and sent home, so all stake holders are aware of the plan. In Synchronous instruction, students will attend zoom sessions with their grade level teacher and work in small groups with their peers on targeted skills. Throughout the day students in need of additional support with work with a staff member and one to two other students in a small group zoom setting to gain additional help on standards and objectives taught in the morning zoom class. Additional sessions throughout the day will support students with IEP’s and 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 charter support staff. During asynchronous instruction, teachers will differentiate assignments for students based on their instructional levels in order to provide challenge for some students and additional supports for other students. The goals of adjusting assignments based on instructional levels and not grade levels allows us to limit the amount of frustration and will help us combat learning loss and give students extra time and opportunity to reach grade level standards.

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.]

HDLA will measure the effectiveness of the services or supports provided to address learning loss through formative student assessments and summative student assessments on growth reports given by California I-Ready in both Reading and Math. We will also obtain Lexile reading levels from Achieve 3000 and growth at each benchmark date. HDLA will send home individual objective reports to all parents at the end of each quarter.

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

Description	Total Funds	Contributing
Take Home Manipulative Kits and Supplies	\$5,000.00	YES
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	\$12,000	NO

Description	Total Funds	Contributing
Paraprofessionals who support with small group and individual student support, with a focus on students most disproportionately affected by COVID-19.	\$10,000	Yes

Mental Health and Social and Emotional Well-Being

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

HDLA contracts a school psychologist that works closely with the administrative and educational staff to build systems of care for students. When the pandemic began, we implemented fun programs to stay in contact with our students to ensure that not only their basic and educational needs were met but that their emotional and mental health was supported. We started a “where in San Diego ISPY” series of our school leader which provided much needed laughter and wellness check-ins to obtain clues and solve puzzles in the game, to ultimately find our principal. The staff used the game as an opportunity to provide emotional wellness checks and to keep our academy connected while in distance learning format. As the year continues, our team will continue wellness checks in the form of daily emails, daily tutoring and afternoon enrichment clubs, as well as a referral system for students who may require more intensive support and therapy.

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.]

HDLA is a family like school where relationships with our families are at the core of our foundation. HDLA will begin the school year with a focus on making connections with families and students by hosting a virtual parent night. In order to stay connected HDLA, when possible, will offer virtual meetings and in-person “drive through” family night events. Weekly emails and check-ins from teachers and staff will keep our team abreast of each student’s distance learning conditions and will help us put supports in place that can assist in conditions that are conducive to learning. HDLA teachers and office staff will track student engagement and participation in distance learning through daily attendance in PowerSchool and weekly records of assignment completion. Office staff will make phone calls home 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.

HDLA 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 absence 60% or more in teacher led required zoom calls will be considered “chronically absent.” HDLA administration will reach out to families to find out the reasons for the absent and to put systems in place to clear any obstacles that are in the way of learning, attendance and required assignment completion. HDLA will track chronic absenteeism through its PowerSchool and will contact families of chronically absent students via letters and phone calls communicating the importance of attendance and engagement 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.]

Holly Drive Leadership Academy contracts with San Diego Unified School District for food services. HDLA is a Provision II status school. Food services will continue to support the nutritional needs of all HDLA students during distance learning. Beginning August 31, 2020, curbside grab and go meal distribution will take place at the co-located cafeteria. Meals are available Monday – Friday from 12:00pm – 2:00pm. Students will receive a nutritious breakfast and lunch each day Monday - Friday.

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

Section	Description	Total Funds	Contributing
TBD		[\$ 0.00]	[Y/N]

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
TBD	

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.]

HDLA is committed to the continuation of learning during distance learning. We currently have weekly teacher open zoom tutoring sessions and daily homework and academic support for all students in the afternoons each day by an instructional assistant and by classroom teacher during the week.

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

HDLA is taking action to contribute to this increased/improved requirement. Some actions are unique to the school closure/distance learning context and some of the actions already exist within the previous Local Control and Accountability Plan (LCAP).

Actions specific to school closure/distance learning: technology device and connectivity access are currently being applied to all students who request and need one. This support is primarily intended to provide access for low income students who may not have devices or internet connectivity at home. HDLA purchased and distributed Chromebooks to any student whose family requested a device. HDLA also provided information on low-cost internet service to all families in need. HDLA teachers continue to reach out to students to build and maintain strong relationships and to find out the challenges and needs that may be present in the distance learning context.

Goal 1: Ensure objectives are met: All teachers have a support staff that assist the students in verification of learning presentations. This approach allows students to participate in their own learning and reflection. -HDLA will continue to host biannual presentations of learning exhibitions to showcase mastery of standards and objectives learned in the semester. In addition, HDLA will continue to host parent/teacher/student conferences in the fall and spring where families can hear from their children about their learning and set academic and behavioral goals for the rest of the school year.

Goal 2 - Provide professional learning experiences on all our online platforms to assist students with objective mastery. Provide additional supports to improve literacy instruction. Conduct small group zoom classes with student interns and assign daily stories on achieve 3000 online curriculum – Provide training on individual programs like California I ready to teachers. Provide additional supports to improve mathematics instruction and provide training on our online program I-Ready. Provide daily additional academic supports and services for EL students. And continue to implement restorative practices, and support teacher efficacy to uplift and nurture the social and emotional needs of all students. HDLA provides ongoing professional development opportunities on all-staff days for teachers.

Goal 3: Increase attendance and Support for Struggling Students: HDLA provides targeted interventions to students in need of additional academic support by providing daily tutoring sessions. - Provide training and professional development for improving academic performance for students in need. In addition, provide student transportation passes, breakfast and lunch grab and go meals and administrative support. - Work with teachers and office staff to implement chronic absenteeism intervention.