

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.]

The COVID-19 pandemic has affected the Leadership High School community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic.

Stakeholder Engagement

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

Parents

We solicited input from parents in numerous ways. We conducted a survey that addressed school climate, distance learning, and student wellness in spring. We also did a survey on internet access. We held three re-opening meetings virtually with telephone call-in options during the summer to discuss and get input on our developing plans. We conducted outreach in English and Spanish.

Students

We surveyed students on distance learning in spring. We asked about their home set-up, including access to devices and Wi-Fi. We also solicited feedback through the Advisory structure and from parents.

Teachers and other staff

We conducted a reopening survey with teachers to learn about their degree of comfort, safety concerns, and needs for distance learning. Teachers also had opportunities to provide input during weekly instructional leadership meetings and informal one-on-one discussions with the principal. Our Instructional Leadership Team, consisting of seven teachers and staff, met regularly and participated in designing instructional model.

SSC and Board

Our School Site Council (including staff, parents, and a student member) provided input on the Learning Continuity and Attendance Plan on August 27. Our Board provided input on August 25.

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

The public hearing for this plan was held on 9/14 and the public meeting for Board approval on 9/15. The meetings were held virtually via Zoom video-conferencing with a telephone call-in option. We provided translation as needed. The meetings were publicized through the posted agenda, our website school calendar, and through our newsletter.

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

Parents

We learned that of our parents, more than half wanted in-person instruction, if possible. The next largest group wanted 100% distance learning due to health concerns. Parents expressed concern about the supervision of students at home & parent responsibility in the distance learning. They were concerned about the need for reliable internet access & technology. Parents requested mental health resources. Some parents expressed concern for the progress of students with IEPs and wanted to ensure they receive the support and minutes that they are entitled to.

Students

We learned that students wanted to return to learning in-person. They were sad to be missing out on events. They found it more difficult to stay engaged in distance learning.

Teachers and other staff

More than half of our teachers were not comfortable to return for in-person learning. They were also concerned about distance learning and expressed the need for professional development and home equipment. Teachers also asked for clarification of their job responsibilities under distance learning. They had the desire to be back in building or at least to have access to their rooms.

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

We addressed technology concerns of all stakeholders by making a significant investment in laptops and hotspots. Wellness concerns on all parts led to a focus on social emotional learning. Our RSP department created detailed plans for serving students with IEPs.

Although we weighed carefully the input around models for reopening, as we approached the end of the summer, the Governor released criteria for reopening that necessitated opening in full distance learning. We therefore focused on developing the distance learning program and decided that we would commit to this model at least for the first semester.

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.]

We have reopened in a distance learning model for semester one. We will transition to in-person learning when cleared by the Department of Health, in consideration of stakeholder input, and should we have sufficient staff and space to meet the requirements of social distancing and health and safety protocols.

When in-person we plan to implement a hybrid model with A/B Cohorts attending two full days in-person with reduced class sizes. Cohorts would attend in-person either Monday/Thursday or Tuesday/Friday, engaging in distance learning through their regular schedule on the days they are not on-campus. On Wednesday, we will have additional campus cleaning.

The schedule will continue to include all courses offered under distance learning for continuity of learning. The same curricular resources will be utilized, including course textbooks and online resources, tools, and applications. Social emotional learning will continue to be provided through our advisory program. The yearlong cycle of assessments to assess learning status and measure progress will continue during in-person learning.

We have established protocols to ensure the safety of students and staff that include access, screening, hygiene, use of protective equipment and social distancing. We have reserved one day per week without students for campus cleaning. We will be following all of our county public health guidelines.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Janitorial expenses to ensure school meets health and safety guidelines for in-person learning | \$75,000 | N |

Distance Learning Program

Continuity of Instruction

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

Schedule and Course Offerings

The distance learning schedule includes all core course offerings in a block schedule, with each class occurring twice weekly. The schedule includes daily office hours for student support and practice, by class period and by course content across the week. Wednesday is

designated as a day for independent work and for optional electives offerings. Electives include Music Production, Print Making, and Surfing (through City Surf Project-- 2 days per week; 8 students at a time). Advisory occurs twice weekly and includes both academic advising and social-emotional learning through a restorative practices framework. Office hours provide time for tutoring both on current content and to address learning loss.

Schedule

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|--|---------------------------------------|
| Advisory 9:00-9:45am | Period 3 9:00-9:45am | Independent Work Day Electives Offerings (optional) | Period 1 9:00-9:45am | Period 4 9:30-10:15am |
| Period 1 10:00-10:45am | Period 4 10:00-10:45am | | Period 2 10:00-10:45am | Period 5 10:30-11:15am |
| Period 2 11:00-11:45am | Period 5 11:00-11:45am | | Period 3 11:00-11:45am | Advisory 11:30-12:15pm |
| Office Hours / Period 1 12:30-1:15pm | Office Hours / Period 3 12:30-1:15pm | | Office Hours / Spanish & Art 12:30-1:15pm | Office Hours / Math 12:30-1:15pm |
| Office Hours / Period 2 1:15-2:15pm | Office Hours / Period 4 1:15-2:15pm | | Office Hours / English 1:15-2:15pm | Office Hours / Science 1:15-2:15pm |
| | Office Hours / Period 5 2:15-3:15pm | | Office Hours / Social Studies 2:15-3:15pm | |

Curriculum

We continue to offer the full array of course offerings, including Advanced Placement, arts (through an outside partner), electives, and an option for PE. We continue to offer credit recovery through City College, in partnership with SFUSD. Following are some of the resources and curriculum utilized:

Learning Management - Google Classroom

Pearson Math Lab (Alg 1)

IXL for Spanish language practice

Duolingo for English Language Development

ST Math program

Rubenstein Geography

Health--SFUSD curriculum

English books: **9th grade:** *The Hate U Give* by Angie Thomas; **10th grade:** *Dear Martin* by Nic Stone; **11th Grade:** *The Catcher in the Rye* by JD Salinger; *I Know Why The Caged Bird Sings* by Maya Angelou; **AP Language:** *The Crucible* by Arthur Miller; **AP Literature:** *Homegoing* by Yaa Gyasi; *Bless Me, Ultima* by Rodolfo Anaya; *If Beale Street Could Talk* by James Baldwin; **12th Grade** *Kindred* by Octavia Butler; *In the Time of the Butterflies* by Julia Alvarez; **All Grades:** assorted short stories, poems, and non-fiction articles shared digitally

SFUSD Equity Studies Framework

Various teacher-created curricular resources (World History, US History);

Continuity of Learning

Whether delivered through distance learning or an in-person model, our program continues to provide the full course offerings and same curriculum and resources.

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.]

Devices and Connectivity

We determined the needs of our students for devices and internet access through a survey. We distributed Chromebooks and Wi-Fi hotspots (240 Chromebooks and 60 hotspots distributed to-date) to all who needed them and will continue to provide them as needed to ensure that 100% of students have devices and connectivity.

Technology support for families

- Families are offered video and troubleshooting resources in English and Spanish via weekly emails.
- Main office fields questions via phone and email and provides opportunities for students to trade in their school-issued laptop for another one.
- Families also have access to SFUSD tech support – a free service staffed by volunteers and offered in many languages.

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.]

We have aligned our practices with the SFUSD attendance-taking policy. Students are marked as present based on attending class, logging in and doing work, or make one-on-one contact with a teacher by phone, email, or text. In addition to tracking attendance during live instruction, certificated staff determine the time value of work to be completed during asynchronous instruction. We maintain weekly engagement records.

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.]

We addressed the needs of our teachers for professional development in support of distance learning starting last spring during the initial closure. We then conducted internal professional development for four days prior to the start of school. Topics included:

- Distance learning with a focus on Google Classroom and Zoom

-Wellness framework, anti-racist curriculum, and the mission & vision of school

We provided external professional development for some staff to learn about distance learning techniques and trauma informed pedagogy & Social Emotional Learning during the summer.

During the 20-21 school year, we continue to engage in weekly professional development. Teachers will engage in affinity groups to collaborate on anti-racist pedagogy, resilience, parent/family communication, engagement strategies, and assessment.

Teachers can access technological support through the Office Manager and administrators.

Instructional coaching for teachers continues in the distance learning format. Each teacher has a coach who works with them to set individual goals and create an individualized professional development plan. Teachers meet with instructional coaches twice monthly, when they debrief observations, engage in p.d., and reflect on progress toward goals.

Staff Roles and Responsibilities

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

We created work plans to address adjustments in responsibilities for our Dean/Athletic Director and Director of Restorative Practice to include classroom support parent outreach. We have also engaged our Attendance Coordinator and Office Manager in making phone calls to parents. Our Office Manager and administrators have provided technological support for staff and students. Advisors alert the Office Manager and administration when support is needed. We plan to transition the role of technological support to a designated staff member or outside contractor.

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.]

Special Education

We formed a MOU with our District for serving students with IEPs. Our plans include:

- During distance learning special education teachers will continue to support students with IEPs by working with small groups of students, co-teaching lessons, collaborating with general education teachers and scheduling and holding virtual IEP meetings. Related service providers (speech therapists, occupational therapists, etc.) will also continue to support students virtually.
- Students service minutes (SAI) may be adjusted based on individual needs. Case managers will collaborate with families/guardians to determine what each child needs to make progress on IEP goals via distance learning.
- Each child's schedule will be reviewed to ensure that the total number of minutes meets the requirements of SB-98.
- Intensive Individual Services (IIS and/or 1:1) services should align with the area of need identified in the IEP and/or the required instructional minutes for a specific content area.

English Learners

English learners continue to receive Integrated and Designated ELD. We added an English Language Development Specialist to our staff for 8 hours per week. This is a new position designed to support our English learners. The specialist provides numerous supports, including:

- Implement and oversee use of Duolingo to support English Language Development. English Learners will be set up and ELC specialist will track progress and set the goal for each student of 100 earned “stars.”
- Via Google Classroom, students will also receive a recording of the ELD specialist with verbal directions on responding to develop their spoken language skills. They will be required to submit short audio recording responses.
- ELD Specialist works closely with ELAC
- English Learners will be assigned 2.5 hours of asynchronous learning

Foster Youth and Students Experiencing Homelessness

We provide additional support as needed through our counselor and advisory structure, monitoring attendance closely and providing frequent check-ins. We provide devices and hotspots to ensure equitable access to the curriculum. The counselor and advisor support students as needed to meet state minimum graduation requirements as allowed for foster youth and homeless students by law. We utilize a Student Support Team process for developing support plans for students who need intensive supports. The team meets to assess the needs and develop and monitor a plan of support, including referrals for outside support from community agencies when needed.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase additional technology so every student has a device and connectivity (100 Hotspots, Chromebooks) | \$114,000 | N |
| Purchase teacher computers, internet stipends, and home classroom set-up | \$30,500 | N |
| Curriculum and assessment tools (ST Math, NWEA MAP) | \$10,000 | N |
| Provide online learning platforms to allow for self-paced, individualized learning (IXL, Duolingo, Pearson Math Lab, etc.) | \$6,100 | Y |
| Professional development for teachers to support distance learning, including Google Suite, Zoom, trauma-informed pedagogy, SEL, anti-racist pedagogy with National Equity Project | \$15,000 | N |
| Professional development for teachers on distance learning best practices, particularly for highest needs students | \$10,000 | Y |
| English Learner Development Specialist (.2 FTE), Counselor, and Advisory to support students with additional needs or at greatest risk of learning loss | \$310,000 | 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 administer NWEA-MAP (3x year) to measure learning status and monitor progress in ELA and math. The results are analyzed and used to adapt instruction and student supports after each administration. We also utilize SBAC practice test items embedded into daily agendas to informally assess progress and to prepare students for state testing.

Pupil Learning Loss Strategies

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

The Instructional Leadership Team reviews the NWEA MAP data quarterly to inform coaching, support, interventions and changes to curricula. Teachers analyze MAP data during departmental collaboration time. The data is used to identify students for support and intervention. Assessment results are shared with families at least twice each year. Teachers also use the data to inform the development of best practices for supporting student needs. First, in late September, we share the data with families, and our students set goals. Then after the second round of testing, data is shared again with families to note progress and reflect. School-level achievement data is shared with stakeholders to provide an overall picture of progress as well.

Based on a weekly assessment of engagement via data culled from PowerSchool, a list of students who would benefit from intervention is established and intervention plans are put in place.

English learners will receive additional monitoring and support from the ELD coordinator. Students with IEPs will receive support in coordination with the RSP Team. Foster Youth and students experiencing homelessness may receive more intensive support if needed through our SST process.

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.]

We expect to see steady growth in MAP RIT scores over time as a result of our efforts to address and prevent learning loss. We also expect to see strong student attendance and work completion as a measure of student engagement. The Instructional Leadership Team will meet quarterly to review these indicators and make any adjustments to the plans in order to ensure the program is effective.

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

| Description | Total Funds | Contributing |
|-------------|-------------|--------------|
|-------------|-------------|--------------|

| | | |
|---|----------------------------------|---|
| Tools to identify learning loss and monitor growth: <ul style="list-style-type: none"> NWEA MAP assessments (reading and math) | Represented in Distance Learning | N |
| English Learner Development Specialist, Counselor, and Advisory to support students with greatest needs | Represented in Distance Learning | 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.]

Social Emotional Well-Being

Our program integrates Social Emotional Learning (SEL) through advisory. The program is based on a Restorative curriculum and features weekly circles. The Restorative Practices Framework utilized in Advisory was synthesized and adapted by Director of Restorative Practices, Aaron Nakai, from two key resources: 1) Ron and Roxanne Claassen's book *Discipline That Restores* (2008) and 2) Oakland Unified School District's "Restorative Justice Implementation Guide: A Whole School Approach." Social Emotional Learning is also incorporated into students' regular classes. Each class also has opening and closing routines that are rooted in creating community. In terms of student activities and school culture, we hold monthly all-school meetings, and we produced a monthly radio show. We also provide engaging electives such as Surfing, Printmaking, and Music Production.

Mental Health

We employ a school counselor to provide mental health support to our students. The counselor also provides training and professional development for staff on Social Emotional Learning. We have dedicated Wednesdays primarily for teachers to conduct outreach to students. They make calls and outreach to check in with students and see how they are doing, prioritizing outreach to students who show signs of disengagement. Teachers maintain a weekly contact log that is reviewed by our Student Support Team (three administrators), for follow-up. Our counselors and administrators make referrals to outside agencies such as the Boys and Girls Club, YMCA, Third Street Clinic, and Huckleberry, as needed. Full-time staff members can access mental health services through their health insurance.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

Family Engagement

We continue our robust family engagement during distance learning. We send weekly emails to families, in English and Spanish, to keep them informed and connected. We host virtual Principal chats. Our English Learner Advisory Council and Latinx Family meetings continue virtually. School Site Council continues its work virtually as well.

Tiered Re-engagement

We designed our schedule to allow for all-day support on Wednesdays. Advisors devote time to calling advisees who were unable to engage M/Tu or whose work doesn't demonstrate understanding of concepts to get to 100% engagement. We utilize a tiered process of re-engagement for students absent from distance learning. The tiers include the following steps:

Tier 1

- Advisor notification
- Parent call
- Office hours reminder
- Materials check

Tier 2

Academic Intervention Process - Step 1 led by teacher with student.

Tier 3

Academic Intervention Process - Step 2 led by advisor. Teacher attends and/or provides input.

Tier 4

SST Meeting/Academic Intervention Process - Step 3 led by Principal. Advisor, Teachers and Parents/Guardian attend with student.

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.]

The San Francisco Unified School District is the food provider for our school. We share the information about meal pick-up sites and times with our families. We are encouraging families to submit applications for Free/Reduced Lunch Program. We are also sharing information about community resources for free groceries. Information about community resources for weekly groceries in addition to school meals. Meals will be provided in both distance learning and in-person learning models as applicable.

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

| Section | Description | Total Funds | Contributing |
|---|---|--|--------------|
| Mental Health and Social and Emotional Well Being | Staff for start-of-year (Fall Semester) check-ins on mental health and social and emotional well-being: Dean of Students/Athletic Director, Campus Supervisor, and 30% of Director of Admin and Principal | \$120,000 | N |
| Mental Health and Social and Emotional Well Being | Staff to oversee ongoing mental health and social check-ups throughout the remainder of the year (Spring Semester), including counselor, Dean of Students/Athletic Director, Campus Supervisor, Director of Restorative Practice, and 30% of two administrators | \$120,000 (Counselor represented in Distance Learning) | Y |

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

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 17% | \$474,963 |

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.]

80% of the students at Leadership High are low income students, English learners or foster youth. When considering the use of the funds, Leadership first considered the needs of these students and then planned actions that are effective in meeting the needs of these students. With such a high concentration of unduplicated students, Leadership High expends the Supplemental and Concentration grant funds schoolwide on the following items contained within the Learning Continuity and Attendance Plan:

Distance Learning Program:

- Online learning platforms for self-paced, individualized learning (IXL, Duolingo, etc.)

- Professional development for teachers on distance learning best practices, particularly for highest needs students

Student Learning Loss:

- English Learner Development Specialist and English learner support (.2 FTE of English teacher job)
- Advisory Program

Mental Health and Social and Emotional Well Being

- Counselor, Dean, and Director of Restorative Practice

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

By providing online learning platforms, we are able to increase learning opportunities for our students to have personalized content to meet their needs and more quickly fill learning gaps and accelerate learning. Supporting our teachers by providing professional development on distance learning best practices, particularly for our students with highest needs, increases the quality of instruction our students receive. Providing the services of our ELD Specialist for English learner support increases the amount and quality of instruction for our English learners. By providing an advisory program we are able to provide additional instruction on Social Emotional Learning and strengthen connections between students and school staff. Our Counselor, Dean, and Director of Restorative Practice work together to increase the opportunities for SEL and positive school climate and to increase the amount of individual Social Emotional support students receive.

The following actions are part of Leadership HS's LCAP for increasing and improving services:

- Small class sizes with high quality teachers that require investment in teacher salaries (\$241K – 3.0 FTE compensation, benefits, STRS)

By providing small class sizes with high quality teachers, we are increasing the quality of instruction received by students and the quantity of support available to students both within class and for one-on-one and small group support through office hours.