

This document was provided, as is, to the California Department of Education (CDE) by **John Henry High**. This document is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

JHHS Academic Memo for SBE

A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level. Teams of teachers and Deans of Instruction met to design instruction to support distance and/or in-person learning. They are also collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or distance learning. Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, reading and math program intervention sessions, and counseling support in a virtual environment.

A key decision supporting symmetry and cohesion in the AMPS teaching domains was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, teachers attended a full two-week professional development summit to address: Building Positive Relationships and Restorative Practices - Student Expectations and PBIS during Distance Learning - Virtual Learning Etiquette and Tips for Teachers and Students - MTSS and Counseling - Best Practices for Supporting ELLs during Distance Learning - Using Tech Tools Such as Zoom and Flipgrid - Creating Intentional Spaces for Our Students - Encouraging Community and Relationship Building in the Virtual Classroom. The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in after school small group support sessions. A key expectation is that teachers and tutors provide availability to students outside of instructional time. Access and availability enables students to fully access instruction. Whether at a distance or in-person, students - and family members - will receive consistent and reliable access to teacher support.

Response from John Henry High

JHHS Academic Memo for SBE

A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

AMPS is committed to ensure equitable access to education for all students and will make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi. The AMPS Technology Department has inventoried all devices this summer and collected all non-working devices to ensure updates and equipment is ready for student distribution. Hotspots were made available to students and have been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system (Infinite Campus) to allow for easy integration to CALPADS, attendance, and academic tracking. Staff will personally follow up with children who are not participating in distance learning to mitigate the problem and ensure their participation.

A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.

It is our goal to assure all students and families have access to appropriate, engaging, instructional materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be offered synchronously so that students have support from their teachers and can have meaningful interactions with both instructional staff and peers.

To address identified learning loss, AMPS will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. AMPS is launching a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow staff to import third-party K-12 data to identify and group students based on past and present assessments, attendance, and behavior data. This way, we can confidently address gaps through targeted instruction and progress monitoring as well as adjust supports based on student results.

All stakeholders, including families and students, should expect assessments during distance learning and throughout the school year. These assessments will be used to evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. The data will help us understand what learning loss has occurred and provide support based on each student’s individual learning need.

A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

To support and monitor student mental health and social/emotional well-being, we have hired an additional School Counselor. The School Counselor will ensure we are creating an environment for students where they feel safe, cared for, supported, and heard. Through

Response from John Henry High

JHHS Academic Memo for SBE

community outreach efforts, we will create a support system and facilitate connections to essential needs in response to COVID and other social needs. Our school will promote healthy habits and consider the total workload placed on students. We will also identify children and families who need additional support through the use of survey data and staff referrals. Our staff is committed to connect families and students to resources based on needs assessments and our MTSS RtI model.

Schools will conduct social-emotional surveys of students multiple times during the year. This data will be tracked and monitored to ensure that students and families are receiving the support they need. The Community Outreach Coordinator will attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. They will also assist in ensuring that all students are present for classroom time in distance learning by calling parents/guardians of any student who misses class. The school is committed to making home visits when a higher level concern arises for a specific family and/or student; always making sure our staff is following all safety protocols.

A description of how the charter school will address the anticipated apportionment deferrals.

While our current projections show that the school's reserves will allow us to meet our financial obligations after accounting for the deferrals, we decided to also submit an application for borrowing under the California School Finance Authority's ASAP program. AMPS is also having parallel conversations with various financial institutions to discuss borrowing needs should they arise.