



Huntington Beach
City School District



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.]

Huntington Beach City School District began to closely monitor COVID-19 as news began to surface in late January/early February and continued to be monitored of its impact at the national, state and local level. On February 25, 2020 the Orange County Public Health officer declared novel corona virus (COVID-19) a local health emergency, which was followed by the March 4, 2020 declaration by Governor Newsom of a State of Emergency due to the outbreak and spread of COVID-19. Communication to all stakeholders began on February 25, 2020 notifying our community about health and safety practices taken by HBCSD and promoted ongoing health and safety practices recommended by health officials. On March 12, all HBCSD community events were cancelled following guidance from CA Department of Health and OC Health Care Agency. Following Governor Newsom's executive orders, on March 13, 2020, the Huntington Beach City School District Board of Education voted to enact School Dismissal and any necessary steps to ensure the continuation of public education, and the health and safety of students and staff at its District sites. Initial action included closure of all HBCSD schools and programs for a two-week period through March 27, 2020. Optional enrichment activities were provided to students via online and hard-copies to keep students engaged and active. Beginning March 17, two days after the school closure, HBCSD began providing free meal service for any child under the age of 18 via drive-through service, serving an average of 510 lunches per day. A needs assessment was shared with parents via social media and other communication process to ascertain families' needs, including but not limited to food, shelter, technology and connectivity to plan for emergency remote learning, which was scheduled to begin on March 30, 2020. On March 18, the District's response to COVID-19 extended the school closure to April 20, 2020. Distribution of Chromebooks and expansion of meal distribution began on March 24, 2020 to prepare students and staff for access to emergency remote learning scheduled for launch on March 30, 2020. On April 1, 2020 HBCSD announced school closures would remain in place through May 1, 2020 only to be updated the following day with an announcement that

school closures would remain in place until the end of the school year, or June 19, 2020. A total of 25,648 breakfast meals and 31,089 lunches, or a combined 56,737 meals were served by our Food Services Department over the course of the school closure. Additionally, approximately 2000 Chromebooks and 27 hot spots were distributed to families, targeting distribution to our English Learners, foster youth, students with disabilities and low income students. Surveys were distributed to families after the first week of emergency remote learning and at the conclusion of the school year. Before and after-school continued to operate through partnerships with each site's YMCA program and the local Boys and Girls Club program.

Throughout the school closure of 2019-2020, HBCSD focused its priorities on (1) providing access to meals, technology, connectivity, and mental health services, (2) providing engaging emergency remote learning, and (3) providing professional development and technology support for staff to support emergency remote learning. Staff were grouped by grade level teams and department/subject matter teams, supervised by a site administrator, to ensure continuity, consistency, and support for emergency remote learning. Emergency remote learning consisted of grade level content area lessons in reading, writing, and math offering three levels of access which students/families were able to select levels that were accessible for their family situation and for all subject areas in middle school. Social studies, science, PE, art, and music were offered as extension opportunities for elementary students. In addition, the District procured resources such as ZOOM licenses, SeeSaw, printing services, and remote access licenses to support students, staff, and families in accessing instruction. Students with disabilities, English Learners, foster youth, students experiencing homelessness, and students who were disengaged were contacted regularly by site and district staff, including the two middle school counselors, to provide services and referrals to services within the community. Of the 6,446 students enrolled in the District at the time, 41 students did not check-in at all during the school closure.

Since then the devastating effects of the COVID-19 has had a ripple effect in the community, including the day-to-day lives of our students, families and staff. The social isolation that came about due to unexpected school dismissal/closure affected all students, particularly our English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Furthermore, the isolation has impacted the mental health crisis and limited the access to services that were once offered by schools. As the crisis progressed, families and staff experienced the larger economic impacts of the pandemic, such as unemployment, food and housing insecurity, and lack of access and connectivity to technology has also taken a toll on our families. At the conclusion of the 2019-2020 school year, a survey was given to families, teachers, and staff to provide input and planning for the 2020-2021 school year.

Survey results indicated the following needs:

- 1) Preference for traditional schedule
- 2) Priority for Health and Safety measures to be taken to ensure safe return to school
- 3) Increase in access and frequency of communication with teacher
- 4) Increase in variety of learning opportunities and programs to mirror that of in-person instruction
- 5) Provide ongoing professional development and resources to support distance learning

The focus of the Learning Continuity and Attendance Plan (LCP) is to address the unique needs of our students and staff while taking into consideration the recommendations from our stakeholders. With the input of stakeholders, following state and local guidance at the time, HBCSD is poised to begin the school year virtually for all students, with an option to pivot to in-person learning, when it is safe and reasonably practical to do so. The plan includes the core and supplemental academic and social-emotional aspects of school, aims to identify learning loss and trauma experienced by students and staff, and ameliorate the impact COVID-19 and school closures has had on

students and staff. The overall purpose of the LCP is to mitigate learning loss by providing high-quality instruction, assessments, and other services that meet the academic, social and emotional needs of students and families, regardless of the instructional model. The COVID-19 crisis has given us an opportunity to implement a variety of blended learning strategies and to reimagine teaching and learning post-COVID. Our theme this year is "Healing, Rebuilding, Reimagining, and Resiliency."

Stakeholder Engagement

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

HBCSD's efforts to solicit stakeholder feedback to inform the opening of schools plan began in late June and continued until the final plan was approved on August 11, 2020. Stakeholder engagement has been conducted through parent and staff surveys, data collection, analysis, collaborative research, input from work groups representing various stakeholder groups, district webpage, and social media outlets. Materials were translated in Spanish to allow for input of families who were not able to participate due to a language barrier. The District's Blackboard Connect was utilized to send phone voice/audio recordings to families, in both English and Spanish, any time a communication or survey was distributed.

Some highlights from our outreach and engagement efforts include:

A parent survey sent in June 2020 to gather input about distance and in-person learning options, including health and safety factors and assessing needs for the 2020-2021 school year. Of the 3,964 families surveyed, 2,851 responded (72% response rate), 56.3% families preferred a traditional model, 45.5% found a hybrid model suitable, and 73.7% did not prefer a 100% virtual or distance learning model of reopening schools. The results were presented and shared with the community at the July 22, 2020 Board Study Session and posted on the District's website.

On July 27, four work groups totaling 69 members, consisting of administrators, teachers, classified staff, and parents, assembled the plan for the Learning Continuity and Attendance Plan (LCP). Work groups consisted of safety and logistics, curriculum and instruction, health and hygiene, and mental health and wellness. The specific make up of the groups represented an interdisciplinary approach including the interests and perspectives from health services, academics, special education, site operations, technology, assessment and accountability. Parents represented families from cross section of stakeholders including District English Advisory Committee (DELAC), Parent Teacher Association (PTA), parents of students receiving special education services, and students from Title I schools. Classified and certificated staff, including members of the association's leadership teams, were included in the work groups. Students were given the opportunity to provide feedback by participating in focus groups to pilot the online curriculum programs we were exploring. The groups utilized guidance documents from the California Department of Education, California Department of Public Health, Centers for Disease Control, Orange County Health Department, California Occupational Safety and Health Services, California's Social and Emotional Learning Guiding

Principles, SB 98 guidance, and HBCSD's Health Services and Student Illness Procedures to formulate the re-opening plan. Meetings were held remotely between July 27 through August 4, 2020 due to the County's public health restrictions at the time. Recommendations were presented in a draft plan on August 4 with an opportunity for additional input and final approval for the reopening plan on Aug. 11, 2020. The reopening of school plan followed the four guiding principles: (1) Ensure the health and safety of all students and staff, (2) Ensure robust and rigorous instruction regardless of delivery scenario, (3) Ensure student well-being and connection with social-emotional supports, and (4) All policy considerations for the coming school year start with a goal of physically returning students back to school as soon as it is practical. The reopening plan (draft and final) were translated into Spanish and shared on the District's website for additional feedback.

An additional survey was shared with staff and families on August 14 through 28 to solicit interest in distance learning for the full year, or blended model when deemed safe to do so. Ten percent of HBCSD families elected to participate in distance learning for the 2020-2021 school year with 21 teachers volunteering to teach in distance learning for the 2020-2021 school year.

HBCSD's District English Learner Advisory Committee (DELAC) met to review the Learning Continuity and Attendance plan on 9/11/2020. Input was gathered from DELAC members through verbal comments and an opportunity to submit written comments. Their feedback was considered as revisions were made to the plan before the public hearing on 9/15/2020.

The public hearing was held on 9/15/2020 with an opportunity to provide feedback and input to refine the plan. Additionally, the Community Input form posted on the District's website allowed for additional input by stakeholders following the public hearing. The plan was approved by the HBCSD Board of Education on September 22, 2020.

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

Parents, including District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC), representing the District's families participated in the four work groups to develop the Learning Continuity and Attendance Plan. Remote participation was advertised through the District's Parent Square communications tool, which is translated to meet the parents' language preference. Furthermore, Parent Square communicates with parents via their communication preference, i.e. email, text, phone message. Opportunities for participation in public meetings include DAC/DELAC meetings were held remotely on Sept. 11, 2020. Additionally, the Board's public hearing on September 15, 2020 was held remotely and provided an opportunity for parents to provide feedback on the LCAP via a google link to have comments read aloud during the Board meeting. A Community Input link was shared via Parent Square to provide input regarding aspects of the LCAP plan. HBCSD work group meetings and public hearings were provided through teleconferencing using ZOOM. In advance of a public hearing, documents are posted on the District's website at <https://www.hbcسد.k12.ca.us/>. Hearings are open to the public and public comments may be submitted prior to each meeting via electronic submissions in any language using a form provided. These are then read aloud during public comments.

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

At the DAC/DELAC meeting held on September 11, 2020, members of the group added additional outside resources to further support mental health and wellness. These include additional supports in the community through OC Health Care Agency which include Start Well (Early Childhood Mental Health and Wellness Program), Help Me Grow Orange County, and CHOC's new program to support mental health.

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

The specific stakeholder input received throughout the summer months has significantly influenced the District's Learning Continuity and Attendance Plan. Aspects of the Learning Continuity and Attendance Plan influenced by parents was the daily schedule for distance learning and in-person offerings, adoption of Canvas (a learning management system) and SchoolsPLP (a digital curriculum) to be used by teachers, safety and health procedures for staff, visitors, parents, and students, and resources available for mental health services for students, staff and families.

Key takeaways from the stakeholder input included the need to provide (a) daily, live, synchronous instruction, (2) increased connection to staff and peers and sense of belonging at school, (3) additional resources for students, families and staff to engage in a consistent learning platform and access to technology and connectivity, and (4) increased resources for parents to support their students' learning and use of technology, and (5) child care offerings for staff and continued partnerships for child care offerings with site YMCA programs and Boys and Girls Club of Huntington Valley. This input has influenced the following aspects of the District's Learning Continuity and Attendance Plan: development of clear expectations for daily live instruction for all students every day, including the minimum number of minutes for both synchronous (live) and asynchronous (on screen and off screen) instruction to meet the required instructional minutes per day; development of safety procedures and practices to ensure health of staff and students when they are physically on campus; development of three tiered support for social emotional learning; and use of a TK-8 learning management system to provide access, accessibility, and consistency of instructional delivery regardless of instructional model and environment.

At the DAC/DELAC meeting held on September 11, 2020, members of the group added additional outside resources to further support mental health and wellness. These include additional supports in the community through OC Health Care Agency which include Start Well (Early Childhood Mental Health and Wellness Program), Help Me Grow Orange County, and CHOC's new program to support mental health. There were no additional comments or input provided during the public hearing and the District's community input form.

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.]

HBCSD prioritizes the health and safety of students and staff. While current health conditions do not permit in-person instruction, HBCSD has planned for multiple instruction models to ensure we are fully prepared to bring students back physically when deemed safe to do so and

in a manner that is practicable. Using input from educators, district staff, parents and community members, we have created three instructional models transitioning in phases as it aligns to the State's reopening guidelines for California. These include:

Phase 1- full-time virtual/distance learning instruction

Phase 2- blended (hybrid) in-person instruction where half of the student population attends school at a time

Phase 3- full time (5 days per week) in-person instruction with enhanced health and safety measures, based on guidance from state and local health officials

Before the start of the 2020-2021 school year, parents selected their preferred option of virtual/distance learning for the 2020-2021 school year. Since we will all be starting in a virtual distance learning model when school resumes, the instructional model on the survey will be the option they may enter when we are permitted to resume in-person instruction. If a student or family attending in-person instruction becomes ill or is exposed to COVID-19, we will follow the State's guidelines regarding class, school or district quarantine for 14 days and pivot to virtual distance learning and return to in-person instruction when we have received clearance from local health officials.

All instructional models would:

- allow school sites to implement safety measures and protocols to ensure safety of staff and students
- provide daily live instruction from highly qualified teachers
- provide students for rigorous, robust curriculum and instruction aligned to essential state standards to prepare for district and state assessments
- provide an opportunity for students to receive tiered support within their classes, including intervention and acceleration
- provide formative and summative assessments to determine students' needs for remediation and address learning loss
- allow time for Tier 2 and Tier 3 intensive intervention for both academics and social-emotional through services, including special education services

In all three models, students will use interactive software and assessment tools, TK-8 learning management System (Canvas), and digital curriculum to pace activities based on students' instructional levels and/or provides supplemental instruction for grade level standards. Programs include use of Canvas (learning management system), SchoolsPLP (digital curriculum), ST Math (TK-5), ALEKS (4-8), Accelerated Reader (TK-5), Lexia (grade span??), Second Step (TK-5), digital citizenship lessons (TK-8), social emotional lessons created by two school counselors, and other supplemental programs which vary by site and grade level, i.e. Accelerated Reader (K-5), Nearpod, and GoGuardian (6-8).

With the recent guidance on August 25, 2020 outlining a cohort instructional model to address students who have experienced significant learning loss due to school closures in 2019-2020 school year or are at a greater risk fo experiencing learning loss due to future school closure, HBCSD has determined priorities to bring students back in cohorts totaling 16 people (which can be comprised of students and adults) in the following manner: students with moderate to severe disabilities, students with mild/moderate disabilities, English Learners, foster youth and homeless students, students struggling academically.

Phase 2: Blended (Hybrid) In-person Instructional Model

When the County is off the monitoring list, Huntington Beach City School District will offer a blended (hybrid) in-person instructional model following an AB Cohort model. When the State further moves into Phase 4 of its reopening plan, students would be able to return to in-person instruction 5 days per week with enhanced health and safety in place at that time. Students grouped in Cohort A will participate in in-person instruction on Mondays and Tuesdays followed by distance learning on Wednesdays, Thursdays, and Fridays with consideration to maintain family groups on the the same days. Conversely, students grouped in Cohort B will participate in school via distance learning on Monday, Tuesdays, and Wednesdays and in-person instruction on Thursdays and Fridays. When students are participating in distance learning in the blended model, digital curriculum resources and instructional tasks assigned by their teachers will be given.

Wednesdays will be modified days so teachers can plan instruction and attend professional development, but will include a morning check-in and live virtual instruction, followed by asynchronous learning using digital curriculum and instructional tasks assigned by teachers.

Elementary Daily Instructional Schedule for Blended/Hybrid Model (M/T and Th/F) is as follows:

- 120 minutes Instructional Block # 1, which includes morning check in (Cohort A in person/ Cohort B at home)
- 15 minute Break
- 110 (TK-3) or 120 (4-5) minutes Instructional Block #2 (Cohort A in person/ Cohort B at home)
- 45 -60 minute lunch
- 60 minute Enrichment Opportunities (virtual) (Cohort A and Cohort B at home)

For modified Wednesdays, all students will be asynchronous or learning from home with the following schedule:

- 120 minutes virtual hours, which includes morning check in (Cohort A and Cohort B at home)
- 15 minute Break
- 110 (TK-3) or 120 (4-5) minutes Instructional Block #2 (Cohort A and Cohort B at home)

Middle School Instructional Schedule for Blended/Hybrid Model (Cohort A/B) is as follows:

Cohort A attends in person on Mondays/Tuesday in a block schedule; Cohort B attends on Thursday/Friday in a block schedule. Wednesdays are virtual or asynchronous days in which all periods meet for 30 min.

- 85 minutes Periods 1 (Mon/Thurs) and 2 (Tues/Fri)
- 5 min Break
- 85 minutes Periods 3 (Mon/Thurs) and 4 (Tues/Fri)
- 5 min Break
- 85 min Periods 5 (Mon/Thurs) and 6 (Tues/Fri)

Phase 3: Full time (5 days per week) in-person instruction with enhanced health and safety measures, based on guidance from state and local health officials

When the State further moves into Phase 4 of its reopening plan, students would be able to return to in-person instruction 5 days per week with enhanced health and safety in place at the time. This model would allow all HBCSD students to return safely to schools through the in-person model in accordance with any local and state health guidelines in place at that time. The instructional model would allow students to meet the required instructional minutes per day as outlined by SB 98.

Elementary Daily Instructional Schedule for 5 day In-Person Model with all students attending in-person is as follows:

- 120 minutes Instructional Block
- 15 minutes Snack/Break
- 110 min (TK-3) or 120 min (4-5) Instructional Block
- Lunch at Home
- 60 minutes Enrichment (Virtual)

Middle School Daily Instructional Schedule for 5 day In-Person Model is a block schedule as follows:

- 85 minutes Period 1 (Mon/Thurs) and Period 2 (Tues/Fri)
- 5 min Break
- 85 minutes Period 3 (Mon/Thurs) and Period 4 (Tues/Fri)
- 5 min Break
- 85 minutes Period 5 (Mon/Thurs) and Period 6 (Tues/Fri)

Wednesdays Periods 1-6 would meet for 30 minutes each with a 5 minute break in between periods.

Health & Safety Protocols for In-person Instruction

The following protocols were guided recommendations of two working groups of school community stakeholders including certificated staff, classified staff, and community members. The protocols are based in current guidance provided by the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health (Cal/OSHA), the Coalition for Adequate Student Housing (CASH), the California Department of Education (CDE), and the Orange County Department of Education (OCDE). HBCSD plans to form a consolidated working group of stakeholders to support the transition of appropriate safety, health, and hygiene practices to Phases 2 (Hybrid) and 3 (full time in-person learning) of the HBCSD Reopening Schools Plan.

In addition, HBCSD has reached an agreement with CSEA for distance learning (Phase 1), hybrid learning (Phase 2), and full time in-person instruction (Phase 3). The district has also reached an agreement with the teachers' union (HBETA) for Phase 1 and will continue to collaborate with the union to develop a memorandum of understanding for Phases 2 and 3. The following Health & Safety protocols will identify practices currently in place for Phase 1 and continue to be updated to address current guidance from local and state health agencies and authorities.

Campus Access:

The district will limit access to campus for parents and other visitors. It will evaluate to whether and to what extent external community organizations can safely utilize the site and campus resources. It will ensure that external community organizations that use the facilities will also follow the safety standards set for in CDPH guidelines. and to what eHBCSD schools will implement a “closed campus”

Hygiene Practices:

The district will promote good hygiene practices and will train staff on worksite-specific COVID-19 prevention plans by:

Requesting all students and staff to wash their hands upon arrival or prior to arrival at a school site or work location.

Hand washing is expected to be practiced throughout the day but especially before or after coming in contact with a frequently touched surface.

Posting CDC and CDPH handwashing signs promote safe hand-washing procedures for staff in all restrooms/handwashing areas.

Distributing handwashing training videos to staff.

Providing adequate supplies for frequent handwashing with soap and water.

Providing hand sanitizer with at least 60% alcohol in offices, communal areas, and classrooms where handwashing stations are not available. Children under the age of nine should use hand sanitizer under adult supervision.

Installing hand sanitizer in common areas on schools sites and district work locations.

Protective Equipment:

The district will follow CDPH school guidance with respect to requiring students and staff to wear personal protective equipment (PPE).

The district will ensure to have adequate PPE for students and staff which includes, but is not limited to: face coverings, nitrile gloves, access to hand sanitizer, and plexiglass partitions in offices and classrooms.

The district will require that all students in grades 3-8 wear a face covering and strongly recommend students in grades TK - 2nd wear masks if feasible. All staff are required to wear a face covering in order to protect the health of students, employees, and the community.

Physical Distancing:

HBCSD will follow the prevailing guidance from the CDPH and social distancing guidelines by:

Maintaining at least six (6) feet distance from other students, staff, or community members.

Floor markers and signage will encourage social distancing and promote movement in one direction through interior spaces when possible.

Desks will be separated in classrooms and supported by

Avoiding congregating with other staff in communal locations.

Staff lounges will remain open but with decreased seating to deter gatherings.

Staff meetings, professional development training and education, and other activities should ensure social distancing and be held in locations large enough to accommodate this required spacing.

Designating routes for entry and exit, providing ingress/egress protocols, and training for all school sites in coordination with site administration.

Written protocols and procedures related to staff coming to and leaving from school sites and office spaces will be created based on CDC/CDE guidelines before the reopening of schools on September 10, 2020.

Considering the closure and/or limitation of staff in high traffic areas on school campuses or work locations in coordination with school administration.

Installing "Occupied" signs on bathroom doors currently in use by staff to decrease the number of people in a bathroom at one time.

To the extent that the District provides bus transportation for students, the District will develop and maintain a maximum seating capacity plan for students in each vehicle.

Cleaning and Disinfecting of facilities and vehicles:

HBCSD guidelines for cleaning and disinfecting include:

Performing deep cleaning and sanitizing of all school sites, district work locations, and vehicles using EPA approved disinfectants and cleaning solutions.

Performing preventive maintenance, remediation, and repairs to ensure overall operations at each school site and work location are functioning properly.

Training Custodial and/or Maintenance staff on updated procedures and the use of new cleaning/disinfecting equipment.

Custodial staff will be trained on the use of electrostatic sprayers to support deep cleaning and disinfecting of high frequency touched areas. Training will be scheduled for any other staff that may use the device.

Custodial and/or Maintenance staff will be trained on all EPA approved disinfectant use as well as the proper use of PPE equipment.

Performing daily sanitizing of classrooms, offices, buses, common areas, restrooms, and surfaces.

Custodial staff will be trained on updated procedures to ensure that appropriate measures are taken based on the area and surface being cleaned. (Outdoors vs. Indoors, occupied vs. unoccupied spaces, non-porous vs. porous surfaces)

Custodial staff will disinfect open bathrooms at least twice daily at school sites and district work locations.

Increasing the use of non-touch trashcans at school sites and district work locations.

Responding immediately to cleaning or disinfecting needs as identified by staff or administration.

Focusing on air quality by increasing air flow and upgrading filters (MERV 10 to MERV 13) across the district.

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

Description	Total Funds \$981, 177	Contributing
<p>Purchase of Canvas learning management solution, which allows accessibility for students struggling to learn, i.e. students with disabilities, English Learners, low income students, foster youth, and students experiencing homelessness. Accessibility tools within Canvas include translation into a students' or families' first language, immersive reader which reads aloud text and directions, increased font size, dictionary tools, diminishing distractions by focusing on line of text, highlighting features, and audio and visual supports. This learning management system allows for continuity of learning regardless of virtual, blended/hybrid, or in-person instructional model by providing access to teaching and learning in all models. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English learners, and low income students.</p>	51,800	Yes

<p>Purchase of SchoolsPLP, digital curriculum. The digital curriculum includes pre-assessment and access to assessment to identify standards that have not been mastered and allows for acceleration of standards. Students may then access standards from previous grade levels that have not been mastered or curriculum that will extend and accelerate student mastery. The content is available for 12 months, therefore, can be used to mitigate learning loss</p>	<p>182,000</p>	<p>Yes</p>
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Description	Total Funds	Contributing
<p>experienced through 2019-2020 and 2020-2021 for all students, but also specifically for students struggling to learn, i.e. students with disabilities, English Learners, low income students, foster youth, and students experiencing homelessness. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English learners, and low income students.</p>		
<p>Purchase of Personal Protective Equipment (masks, face shields, disposable gloves), soap, hand sanitizer, no touch thermometers, and additional custodial supplies and resources to ensure safety and increased cleaning while on campus.</p>	93,038	No
<p>Classroom and facility modifications including protective barriers, electrostatic sprayers for each site, signage, decals, posters for classrooms and exteriors to promote physical distancing, direct foot traffic, and identify entry/exit points to support physical distancing.</p>	18,139	No
<p>In order to address the social and emotional needs of students, particularly those more greatly impacted by school closures, two school counselors were re-hired to provide SEL lessons as well as tiered supports. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English learners, and low income students.</p>	176,200	Yes
<p>HBCSD heavily invested in professional development to support teachers and staff in providing in-person, blended/hybrid and distance learning instructional models. Almost 50 hours of professional development were offered in the use of Clever, SeeSaw, Canvas, addressing unfinished learning in ELA and Math, social emotional learning, trauma informed practices, Distance Learning Playbook, and twelve modules to address various delivery models for in-person, blended and distance learning. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English learners, and low income students.</p>	460,000	Yes

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.]

Students will begin the school year in distance learning. The District has core and supplemental programs in all content areas that provide online content for students. Canvas, a learning management system, and SchoolsPLP, a digital learning curriculum will supplement the District's adopted curriculum to provide continuity and a rigorous curriculum. Families were surveyed regarding their preference to continue in distance learning or to return to in-person learning, when deemed safe. Based on the results of the survey, approximately 10% of families prefer to continue distance learning. Staff were also administered a survey regarding their preference to remain in distance learning or to return to in-person learning. Staff preferring to remain in distance learning were then matched with students and families preferring to remain in distance learning for the academic school year.

Distance Learning:

Students in distance learning will receive high-quality synchronous and asynchronous instruction from credentialed teachers daily and used in combination with Canvas and ZOOM, a videoconferencing tool. Instruction will consist of live instruction five days a week, independent learning activities and assignments, and additional support. Wednesdays are modified days with reduced synchronous minutes to allow teachers and staff professional development and support, parent contact and planning. The combination of synchronous and asynchronous instructional will meet or exceed the state's required instructional minutes for 2020-2021. Textbooks, support materials, and Chromebooks were distributed for students to take home and use when in distance learning. Additionally, hot spots were purchased and are available if a family is in need of them. Priority would be given to students who may experience greater learning loss due to closure such as students with disabilities, English Learners, foster youth, students experiencing homelessness, and low income students. Childcare will be offered at school sites using our partnership with the YMCA, Boys and Girls Club, and child care offering for employees' children.

Phase 1: Virtual Instructional Model

Since the County continues to be on the State's monitoring list with restrictions in place, HBCSD will begin the school year in a virtual or distance learning model and will pivot to Phase 2 (blended model) and Phase 3 (full 5 day in-person instructional model) as the State progresses through its reopening plan. Additionally, after reopening schools for in-person instruction whether it is a blended or 5 day in person model, the District understands and anticipates students and staff transitioning back to virtual model as exposure or cases arise in classrooms, at school sites, and in the district.

Wednesdays will be modified days so teachers can plan instruction and attend professional development, but will include a morning check-in and live virtual instruction, followed by asynchronous learning using digital curriculum and instructional tasks assigned by teachers.

Elementary Daily Instructional Schedule for Virtual Model as follows:

- 120 minutes Instructional Block # 1, which includes morning check in
- 15 minute Break
- 110 (TK-3) or 120 (4-5) minutes Instructional Block #2
- 45 -60 minute lunch
- 60 minute Enrichment Opportunities

For modified Wednesdays, all students will be asynchronous or learning from home with the following schedule:

- 120 minutes virtual hours, which includes morning check in
- 15 minute Break
- 110 (TK-3) or 120 (4-5) minutes Instructional Block #2

Middle School Instructional Schedule for Virtual Model as follows:

- 85 minutes Periods 1 (Mon/Thurs) and 2 (Tues/Fri)
- 5 min Break
- 85 minutes Periods 3 (Mon/Thurs) and 4 (Tues/Fri)
- 5 min Break
- 85 min Periods 5 (Mon/Thurs) and 6 (Tues/Fri)

Wednesdays Periods 1-6 would meet for 30 minutes each with a 5 minute break in between periods.

With the use of Canvas to house and deliver instruction, the transition to and from distance learning and in-person instruction will be seamless. Lessons can be pre-recorded and delivered for asynchronous learning as well as a flipped classroom environment so that when a class transitions to in-person learning, the teacher may address needs in small group and differentiate instruction.

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.]

As a result of the District's approved bond measure in 2016, the District had made purchases of Chromebooks as schools were modernized. As a result of the ongoing purchases, the District was equipped to disburse Chromebooks to all students and have additional available to exchange if students experienced technical issues with the Chromebook issued. Additional laptop computers were purchased to provide teachers in the non-modernized school sites with updated technology which had microphones and cameras to provide distance learning and blended learning models. The District purchased additional chargers to disburse with the Chromebooks so carts would not have to be dismantled. This provides the District the opportunity to have charging stations in classrooms when students return to in-person instruction. Furthermore, internet hot spots were purchased to provide for students experiencing homelessness, foster youth, English Learners, and students experiencing a need. Families in need of internet hot spots will contact the school site who will then request one from the IT department to deploy. Additionally, students who have not engaged in distance or blended learning will be contacted by school site

personnel to identify barriers to accessing learning, i.e. device, connectivity, or other need. If a device is needed, the school site staff member will notify the site's Library Media Technician and arrange for pick up. If a hot spot is needed, the school site staff member will make the request to the IT department to make arrangement for the hot spot pick up. The school site Library Media Technicians will be the first tier for technology support by holding office hours to trouble shoot and/or exchange Chromebooks that may not be working properly. The District's IT help desk is posted on each students' Clever portal account as well as in Canvas. Additional support is available through our IT Mojo Help desk for parents, students and staff.

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.]

HBCSD is using both synchronous and asynchronous learning opportunities to meet the instructional requirements for all three of our instructional models (distance, blended, and full in-person). The school site's daily instructional schedules include designated time for synchronous and asynchronous learning opportunities. In addition, formative and summative assessments embedded into our core curriculum will be used to assess pupil progress.

Attendance will be taken for each student, on each scheduled instructional day (elementary schools) or class period (middle schools) and will specify if instruction was synchronous and/or asynchronous in the Aeries Student Information System (Aeries SIS). The classroom teacher will determine the time value of assignments assigned to students and will record the completion of assignments and assessments in the district's learning management system. The district will leverage time-stamping capabilities of our various online platforms including Canvas learning management system, ST Math, ALEKS, and other web-based instructional programs used across the district. Additional attendance codes to identify student engagement and participation will be utilized by attendance staff at the site and district to quickly identify students in need of support to access learning. The combination of these practices and utilizing new Aeries SIS features (weekly instructional minutes certification, class calendar) ensure that the district not only meets requirements set forth in SB 98, but identifies and supports all students who may not be fully engaged in their learning.

Throughout the school year, attendance and student learning engagement will be closely monitored to meet the needs of our students and adhere to requirements outlined in Senate Bill 98 by using a combination of the District's online learning platform (Canvas) and the District's student information system (Aeries SIS). Certificated teachers will report and monitor absences on a daily basis and document weekly student engagement in Aeries SIS. Teachers' district wide use of Canvas will track assignments and the total time students engage in synchronous or asynchronous learning on a daily basis. The overall instructional minutes for students will be calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated teacher. Examples of synchronous assignments might include the time taken for full group direct instruction, peer/collaboration, two-way communication, or small breakouts. Asynchronous assignment examples are peer to peer interactions, small group breakouts, watching a video and answering questions, or reading for an allotted time. The teacher therefore determines the amount of time that an assignment will take for students to complete within both learning models. Assignments will be recorded daily and Canvas will support the amount of time a student was engaged with the assignment. Strong teacher - student connections will help proactively determine barriers to engagement that may include connectivity or device issues.

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.]

Professional development for staff is provided in three ways: paid professional development sessions, optional professional development sessions, and as-needed technology support. During the week of March 23-27, a full week of professional development was offered during the school day to prepare for emergency remote learning. Sessions included SeeSaw, Google Classroom, Screencastify, ZOOM, Use of Google Suite Apps, and Distance Learning, to name a few. These initial sessions are recorded and housed in a Google Classroom site for teachers to access. During the summer, professional development offered consisted of over thirty-one (31) sessions covering topics such as mental health, trauma informed practices, learning loss in math and language arts, Canvas (learning management system), SchoolsPLP (digital online curriculum), instructional strategies that assist a teacher in transitioning from distance learning to in-person instruction, Discovery Education, and technology tools such as MimioConnect, SeeSaw, and Clever totaling almost 50 hours of professional development. Additionally, certificated staff are required to complete a four hour certification course for Canvas called "K12 First Day Ready" to prepare for the use of Canvas as an instructional tool. A majority of the professional development sessions are recorded and housed in Canvas, our learning management system, so that teachers and staff, including substitute teachers, may access them as on-demand learning opportunities. Ongoing professional development is scheduled throughout the fall to further support staff in implementing distance learning and the transition to in-person instruction with further support at site level meetings. Technology support is provided by our IT staff, Technology TOSA, Library Media Specialists, and site staff to trouble shoot technology issues, support the systems and programs to deliver instruction, and develop capacity of staff, students, and families to engage in distance learning.

In addition to the aforementioned professional development activities designed to support the delivery of instruction, all HBCSD staff are required to participate in training related to health and safety protocols designed to prevent and mitigate the spread of COVID-19. The following list of health and safety videos will be provided by Keenan SafeSchools for all staff (certificated and classified) and includes, but is not limited to:

- Coronavirus (COVID): Awareness
- COVID: CDC guide to Mask Wearing
- COVID: Cleaning/Disinfecting Workplace
- COVID: Managing Stress and Anxiety
- COVID: Preparing Your Household
- COVID: Transition to Remote Working

Staff Roles and Responsibilities

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

With the school year beginning with distance learning, the District minimized the impact of layoffs by surveying classified staff regarding their preference in providing additional support. Para-educators, bus drivers, and instructional assistants will expand their roles resulting from COVID-19. New roles and responsibilities include paraeducators and bus drivers providing support with health services through staff

screening, office support via parent outreach, technical support via the district's helpline, academic supports, and additional custodial supports to ensure sanitizing and disinfecting occurs. An administrator was reassigned to support virtual learning and will oversee staff, families, and students during implementation of virtual learning for the year, which include monitoring student participation, serving as a point of contact for parents of students enrolled in the program, and provide an additional level of instructional and technological support for the virtual program. HBCSD's Human Resources department worked diligently with our associations to not only expand the roles of classified staff as we navigate through the various phases of 2020-2021 school year, but also established voluntary transfer procedures for staff selection for teaching positions within the virtual learning program.

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.]

HBCSD is dedicated to providing all students with the learning supports needed to succeed academically and social-emotional. At the same time, the District fully understands that some students need additional supports, particularly our English Learners, students with special needs, foster youth, students experiencing homelessness and low-income students. HBCSD staff embrace the privilege of serving these students, and providing the additional supports they may need to be successful. Please reference the sections below which describe supports specifically designed for these student groups.

SUPPORT FOR STUDENTS WITH DISABILITIES

HBCSD serves 745 students with disabilities. To ensure the full inclusion of students with disabilities and their learning needs are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) will be implemented in a virtual model to the extent possible until such time students can return to in-person instruction and service delivery.
- An Emergency Learning Conditions Plan will be added to all IEPs at the first convening of an IEP meeting for each student. The Emergency Learning Conditions Plan will outline the services to be provided and the frequency should an emergency condition apply, such as the current pandemic.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Non-Public school (NPS) partners: A master contract was developed for the 2020-21 school year for each non-public school that services HBCSD students. The NPS master contracts address how students will be supported in a distance learning model.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): Additions to the IEP of Emergency Learning Conditions Plans will include statements outlining the educational plan in the event of physical school closure as a guide of the provision of services in the event of fluctuations in school schedule or service delivery models. IEP addendums will be added to IEPs to address students that must be quarantined for a period or self-isolate. Additional consultation from staff and/or accessibility tools will be provided, as needed and per the IEP, to actively engage students in distance learning.

SUPPORT FOR ENGLISH LEARNERS

HBCSD serves approximately 323 English Learners, representing 37 languages, with our largest groups of English Learners coming from homes where the primary language is Spanish. HBCSD's online learning management system and digital curriculum provides standards aligned English Language Development lessons for teachers to utilize during integrated ELA/ELD instruction and during designated times in instructional daily schedules for intervention and enrichment. Additionally, the Canvas management system provides built in supports, such as language translation, online dictionary with visuals and immersive reader, to allow accessibility of content in the student and family's native language. Digital tools such as Lexia Learning, Rosetta Stone, and SchoolsPLP are used to provide additional supports. In addition, HBCSD will be utilizing our Bilingual Instructional Assistants to provide supplemental online support for English Learners identified with "emerging" English skills. Students will be provided 3-5 additional 30 minute ELD lessons to students across our elementary schools. Middle school students with "emerging level" of English proficiency skills will continue to receive their ELD instruction through a designated class period in their daily schedule, with additional support provided in their core academic courses using the Bilingual Instructional Assistants. The District will continue to host District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meetings throughout the 2020-2021 school year to engage families in identifying needs and supports for students and families.

SUPPORTS FOR FOSTER YOUTH, STUDENTS EXPERIENCING HOMELESSNESS, and SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

District provided devices and internet hotspots will be prioritized for students experiencing homelessness, foster youth, and socioeconomically disadvantaged students. Targeted communication with parents/students by school site staff and district personnel will help to assess the ongoing needs of students and to provide additional support to address barriers to accessing learning. These supports include, but are not limited to: bus passes/transportation, increasing awareness of food service offered by the district, referrals to community agencies, food bank information, and online tutoring resources with local agencies. The district will coordinate services with Orange County Department of Education support personnel for homeless, foster youth, and socio-economically disadvantaged students to ensure continuity of learning in the event of any transfers. Student attendance and engagement records will be monitored and communication with site level teachers, staff, and administrators will increase the identification of students in need of support. School sites and the District have a tiered response and intervention system in place for students who experience emotional, behavioral, academic or engagement difficulties during distance and blended learning.

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

Description	Total Funds \$802, 192	Contributing
SeeSaw application to improve access for students and family engagement with in-app translation and an easy to use app for cell phones. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	8,250	Yes

Description	Total Funds	Contributing
<p>HBCSD entered into an enterprise-wide agreement with ZOOM in order to provide teachers and staff with the ability to virtually connect with students and families, and provide daily live instruction. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	19,980	Yes
<p>Purchase of additional technology such as laptops for teachers, extra chargers student laptops, and hot spots for students. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	169,532	Yes
<p>In order to provide the highest level of support for teachers, students, and families, HBCSD has selected a fully credentialed school administrator to oversee the virtual learning program. The administrator will serve as a point person to facilitate access to services such as counseling and social emotional supports available to all HBCSD students, monitor instruction, engagement, and pupil progress. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	141,798	Yes
<p>Two counselors will be re-hired to provide additional social emotional support for students in need. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	176,000	Yes
<p>Curriculum teams to develop digital lessons using Canvas to be distributed across schools and grade levels. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	286,632	Yes

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.]

At the start of the 2020-2021 school year, HBCSD is committed to utilizing formative and summative assessments to identify and monitor the academic and social emotional needs of students and to identify learning gaps of individual students. HBCSD will leverage a Multi-Tiered System of Support (MTSS) approach to supporting students throughout the school year. The District will use multiple methods of assessing the needs of students including Scholastic Reading Inventories, DIBELS, curriculum based assessments and district developed assessments at regularly scheduled increments to closely monitor the progress of students. The primary focus of interventions and supports will be addressing gaps in the areas of English Language Arts/ELD/Reading and Mathematics. Daily instructional schedules will include designated time slots for small group instruction (elementary) and period for support (middle school). In addition to this designated time in instructional schedules, teachers will differentiate instruction and support for students. HBCSD's team of Title I teachers, special education paraeducators, and bilingual instructional assistants are available to provide additional support for students as deemed appropriate.

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.]

English learners, low-income students, foster youth, students experiencing homelessness, and pupils with exceptional needs are at greater risk of learning loss due to the unique educational circumstances surrounding the COVID-19 pandemic. HBCSD recognizes and embraces the challenge of elevating the effectiveness of initial instruction, targeted interventions, and support services to meet the unique needs of students from these groups.

SUPPORT FOR ENGLISH LEARNERS

HBCSD had completed the summative ELPAC assessments for approximately 323 of the District's English Learners when school closure began in March 2020. As a small district with limited staff to complete the summative ELPAC and initial ELPAC assessments as the 2020-2021 school year begins, HBCSD will focus its efforts to administer the initial ELPAC assessments in an in-person setting. Additionally, classroom teachers will utilize curriculum based formative and summative assessments to identify unfinished learning in English Language Arts and Mathematics. SchoolsPLP, a digital curriculum, will be implemented to address gaps in learning in a self-paced model to support and mitigate learning loss. Additionally classroom teachers will provide integrated ELD while Bilingual Instructional Assistants will be strategically deployed to provide regularly scheduled supplemental ELD instruction for students identified with "emerging level" English language skills. Students with intermediate level proficiency skills will be prioritized for supplemental reading intervention provided by the Bilingual Instructional Assistants. Throughout the year, HBCSD will monitor the progress of English learners using curriculum based assessments, district development assessments and embedded assessments in SchoolsPLP and Canvas. For students requiring additional time, SchoolsPLP will be offered during the summer of 2021 to further mitigate loss of learning and accelerate progress.

SUPPORT FOR STUDENTS WITH DISABILITIES

HBCSD serves 745 students with disabilities. To ensure the full inclusion of students with disabilities and their learning needs are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) will be implemented in a virtual model to the extent possible until such time students can return to in-person instruction and service delivery.
- An Emergency Learning Conditions Plan will be added to all IEPs at the first convening of an IEP meeting for each student. The Emergency Learning Conditions Plan will outline the services to be provided and the frequency should an emergency condition apply, such as the current pandemic.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Non-Public school (NPS) partners: A master contract was developed for the 2020-21 school year for each non-public school that services HBCSD students. The NPS master contracts address how students will be supported in a distance learning model.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): Additions to the IEP of Emergency Learning Conditions Plans will include statements outlining the educational plan in the event of physical school closure as a guide of the provision of services in the event of fluctuations in school schedule or service delivery models. IEP addendums will be added to IEPs to address students that must be quarantined for a period or self-isolate. Additional consultation from staff and/or accessibility tools will be provided, as needed and per the IEP, to actively engage students in distance learning.

SUPPORTS FOR FOSTER YOUTH, STUDENTS EXPERIENCING HOMELESSNESS, and SOCIO-ECONOMICALLY DISADVANTAGED STUDENTS

HBCSD serves a very small number of students that reside in foster care (21 students) and/or are experiencing homelessness (20 students). However, there are 741 students from low income families, representing 14% of all students. As such, HBCSD has designated a liaison specifically to track academic achievement, attendance and social emotional progress of these students. The liaison will connect with these students' classroom teacher(s) on a regular basis, connect students with HBCSD counselors, and help connect students and their families with support and referrals to outside agencies. Title I teachers will also provide tiered intervention support for students struggling in English Language Arts and Mathematics by providing additional one-on-one or small group intervention in reading and or math. Throughout the year, HBCSD will monitor the progress using curriculum based assessments, district development assessments and embedded assessments in SchoolsPLP and Canvas. For students requiring additional time, SchoolsPLP will be offered during the summer of 2021 to further mitigate loss of learning and accelerate progress.

Teachers will evaluate work using embedded curriculum assessments, time spent on learning using Canvas' analytics, and mastery of learning.

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.]

HBCSD's formative and summative assessments will be used to track student progress. Every trimester for elementary and every quarter for middle school, results from formative and summative assessments will be compared for all students. Students receiving additional support services from Title I teachers, special education services, and Bilingual Instructional Assistants will be monitored every 10 weeks.

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

Description	Total Funds \$844, 638	Contributing
Title I credentialed teachers will provide targeted, small group instruction to at-risk students to mitigate learning loss and address gaps in English Language Arts/Reading and or Mathematics. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	115,018	Yes
SchoolsPLP digital curriculum and Canvas learning management system to deliver instruction during the the school year and in summer 2021 to address learning loss. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	233,800	Yes
Training provided for administrators and teachers on blended learning instructional strategies, learning software, progress monitoring, and other relevant topics to assist staff in properly diagnosing and responding to individual learning needs. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	410,000	Yes

<p>Two Bilingual Instructional Assistants to work directly with English Learners identified as "emerging" by providing small group instruction or one-on-one support. They will provide support in both the virtual model using ZOOM or by phone. As the District moves into blended or full in-person model, students will receive support in-person in small group and/or one-on-one. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	<p>38,465</p>	<p>Yes</p>
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Description	Total Funds	Contributing
<p>HBCSD has or will purchase various educational technology platforms to support in-person and virtual instruction, and progress monitoring of students. Specifically, HBCSD purchased Renaissance myOn Reader (a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, including Spanish books) and IlluminateEd (to serve as a central bank for assessment, collection, and analysis of data sets from a variety of technology platforms). This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.</p>	<p>47,355</p>	<p>Yes</p>

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.]

HBCSD District and school staff are committed to supporting our students', staff's, and families' social-emotional wellness by providing a robust tiered support system. HBCSD's mental health supports focus on the core competencies of Social Emotional Learning (SEL), as outlined by the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL is a trusted source for knowledge about high-quality, evidence-based social and emotional learning. For students in both the blended/in-person model and virtual model, the live connections with teachers/staff that are built into HBCSD's instructional model will provide a critical contact point for identifying social and emotional needs. Teachers have additional resources available to provide SEL support in the form of SEL lessons that are included in SchoolsPLP platform, Nearpod, and Second Step.

Families and schools will need to continue to work together to assess how students and feeling and identify their individual needs to provide support during these challenging times. Parents and staff will be able to develop foundations in understanding SEL supports by building awareness using Second Step curriculum (TK-5) and training developed by school counselors (6-8), Parent Square communication, community resources available on the District's website, and trainings and resources for parents provided by the District and SELPA. Tier 1 services to address prevention include Second Step lessons, proactive daily check ins, parent/teacher communication and outreach, fostering social connections via small group instruction, library, music, school wide activities), positive reinforcement, praise, feedback, and addressing overall wellness. Targeted intervention by HBCSD's counselors, health services (RN and health clerks), schools psychologists stand prepared to provide support and services to families by providing parent/teacher consultation, individualized check in/check out, small group or individual skill building activities, general education counseling, brief counseling support, and targeted resources for parents. Tier 3,

or intensive supports, include general education counseling, individual educationally-related counseling, and community resources for long-term mental health supports.

At the DAC/DELAC meeting held on September 11, 2020, members of the group added additional outside resources to further support mental health and wellness. These include additional supports in the community through OC Health Care Agency which include Start Well (Early Childhood Mental Health and Wellness Program), Help Me Grow Orange County, and CHOC's new program to support mental health.

HBCSD also provides families and staff with access to a variety of community based resources through site and District websites. For employees, HBCSD provides Employee Assistant Program (EAP) which provides access to a wide range of professionals including clinicians, counselors, mediators, lawyers, or financial advisors that can provide short term counseling or assist employees with accessing more extended care. The EAP program offers support for employees specifically targeted to assist with stress-related concerns that may have developed as a result of the "new normal" associated with the COVID-19 pandemic including stress, anxiety and depression, parenting and family needs, workplace concerns, sleep issues, and substance abuse.

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.]

Ensuring that all students have access to learning devices, are able to connect to learning platforms, and actively participate in distance learning through the virtual and blended models, is critical to their academic success. The District will promote daily attendance to families and will utilize a communication platform (ParentSquare) that currently has a 99% contactability rate with HBCSD students/families as it directly syncs student contact information in Aeries SIS. This platform is provided in a family's home language as indicated in Aeries SIS.

Throughout the school year, attendance and student learning engagement will be closely monitored to meet the needs of our students and adhere to requirements outlined in Senate Bill 98 by using a combination of the District's online learning platform (Canvas) and the District's student information system (Aeries SIS). Certificated teachers will report and monitor absences on a daily basis and document weekly student engagement in Aeries SIS. Teachers' district wide use of Canvas will track assignments and the total time students engage in synchronous or asynchronous learning on a daily basis. The overall instructional minutes for students will be calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated teacher. Examples of synchronous assignments might include the time taken for full group direct instruction, peer/collaboration, two-way communication, or small breakouts. Asynchronous assignment examples are peer to peer interactions, small group breakouts, watching a video and answering questions, or reading for an allotted time. The teacher therefore determines the amount of time that an assignment will take for students to complete within

both learning models. Assignments will be recorded daily and Canvas will support the amount of time a student was engaged with the assignment. Strong teacher - student connections will help proactively determine barriers to engagement that may include connectivity or device issues.

Families will receive automatic daily notifications via ParentSquare in either English or Spanish if their student was absent from instruction that day. Families are prompted to contact the school office to provide information on why the student was not engaged in learning that day. The next day school staff will also follow up with each family notified to determine if there was a connectivity or device issue. Families will be offered support by school staff and connect them with the Educational Services or IT department to assist with troubleshooting with learning management systems, or to receive a Chromebook or hotspot for internet connection. The district office has staff available to assist non-English speaking families with appropriate assistance described above to help their child stay engaged in learning. The district office will provide monthly attendance reports to school sites.

Along with student attendance tracking as described above, a four tiered intervention system will identify student barriers to learning engagement and provide appropriate support to students and families. This tiered intervention system aims to proactively address and meet the needs of our students and families during distance learning or hybrid learning models. When students return to a traditional five day in-person learning model, previous attendance plans and processes will apply.

TIER 1: Disengaged Students

Disengaged Student: A student who has missed more than 60% of instructional days (elementary school) or periods (middle school) in a week is considered a Disengaged Student.

Supports

School office staff will verify current contact information and determine the reason for the student absence, send daily attendance notifications, and verify current contact information for students who are absent. Families in need of a hotspot or a Chromebook will be provided with these tools promptly. Progress monitoring will be conducted on a weekly basis by school staff.

TIER 2: Chronic Disengagement

This tier provides support for a student who is absent (excused) more than 5 instructional days (elementary school) and/or 30 periods (middle school) of school.

Supports

School staff will make contact with the families via phone calls and an electronic letter of awareness of the attendance concern, coupled with offering support for engagement, will be sent to the family. If a family is unresponsive, the letter of awareness of the attendance concern will be mailed to the family.

TIER 3: Moderate Chronic Disengagement

This tier provides support for a student who is absent (unexcused and excused) more than 10 instructional days (elementary school) and/or 60 periods (middle school) of school.

Supports

A group absence meeting will be held by the school to discuss the impact of the absences. A referral to community providers for resources and supports will be made as applicable. Any issues with connectivity or Chromebook will be addressed by the district office. School staff will make contact with the families via phone calls and an electronic letter of concern will be sent to the family. If a family is unresponsive, the letter will be mailed to the family and a home visit may be conducted. If feasible, the student may be considered for a return to campus for in-person instruction.

TIER 4: Severe Chronic Disengagement

This tier provides support for a student that has missed more than 14 instructional days (elementary school) and/or 84 periods (middle school) of school.

Supports

A meeting with the site administrator, student, parents, and appropriate staff will be held. An Attendance Contract will be implemented. The school will provide daily monitoring and support for the student. School staff will send an electronic letter regarding the need for more intensive interventions to the family. If a family is unresponsive, the letter will be mailed to the family and a home visit will be conducted. A doctor's note will be required after the 14th day of absence if not due to connectivity or device issues. The students will be referred to the Student Attendance Review Board (SARB) if absences persist. If feasible, the student may be considered for a return to campus for in-person instruction.

School Attendance Review Board (SARB)

If a student is referred to the Student Attendance Review Board, a panel of school site administrators and support staff, district administrators and support staff, community resource providers, and a Huntington Beach Police School Resource Officer will meet to discuss the student's attendance and will involve the family. The panel will determine the causes and barriers to attendance issues and offer additional school and community. Four possible outcomes of the meeting are: 1) directives given, 2) monitor, 3) dismiss, 4) refer to DA or Probation.

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.]

Huntington Beach City School District's Food Services department will provide meals that follow all appropriate guidelines provided by the United States Department of Agriculture (USDA) and the California State Schools Meal Program guidelines. Food service employees will wear gloves and face coverings at all times. In addition, classified staff in expanded roles will deliver individually pre-packaged cold meals to classrooms. Food will be heated and consumed at home. For students who participate in virtual learning either temporarily due to health guidance in place or selection of the full year virtual learning program, Grab-and-Go lunches will be made available.

Nutrition Staff Safety Procedures

During virtual learning, the central kitchen will be open to allow for safe working conditions. Grab-and-Go meals will be provided in a central location at Peterson Elementary School and a secondary location at Smith Elementary School will have Grab-and-Go meals delivered by bus drivers for distribution. When the District transitions to blended or 5 day in-person model of instruction, all school site kitchens will be open to provide an opportunity for meal distribution to occur at the home school of students. Students participating in virtual learning all year long may pick up lunch at their home school of attendance. HBCSD will utilize rigorous safety protocols and extensive training with nutritional staff to help ensure the safe preparation and distribution of meals. Food Service staff will record their own health status each morning using the ParentSquare system. HBCSD will provide Food Service employees with all necessary Personal Protective Equipment including face shields, masks, gloves, protective barriers, and other resources to ensure the safety of staff and students at all times.

Distribution areas will utilize gloves, mask, sanitizer, pop up tents, and insulated holding cabinets. All equipment will be cleaned and stored properly on a daily basis. In addition, Food Service employees will complete documentation of safety and sanitation practices. Food Service employees will be trained and follow all Standard Operational Procedures listed under the HBCSD Food Service Standard Operational Procedures.

Food Preparation Safety Practices

The Food Services Department Standard Operational Procedures includes protocols for food safety and sanitation. Staff complete annual and ongoing training on practices such as, proper handwashing, proper cleaning and sanitizing, personal hygiene, as well as food safety standards for proper receiving, storage, handling, and serving of food. Cleaning and sanitizing is completed between each meal service. In addition, there are standards on face coverings, proper glove use, and social distancing. All meal services are touchless with prepackaged meals to avoid self-serve and contact points. Students are identified through the Point of Sale (POS) system by name or by scanning a student ID barcode. Share tables are eliminated for in-person service.

Meal Serving Logistics - Student Learning through Blended or In-person Models

For a blended model, participating in-person students will be offered prepackaged "Grab-n-Go" meals at dismissal to take home each school day. Dismissal times for the Hybrid option coincide with lunch times. Hybrid students participating in online instruction will be offered prepackaged "Grab-n-Go" meals for pickup at designated times and locations each school day. For an In-Person model, students will be offered prepackaged "Grab-n-Go" meals at dismissal to take home each school day.

Meal Serving Logistics- Students Learning through Virtual Model

For Distance Learning through Virtual model, students will be offered prepackaged “Grab-n-Go” meals for pickup at designated times and locations each school day.

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

Section	Description	Total Funds \$1,346,783	Contributing
Stakeholder Engagement	HBCSD will be utilizing Parent Square to provide families with a more comprehensive communication platform. ParentSquare provides a more user-friendly interface and increased functionality over the platform previously used in HBCSD. The ParentSquare platform will be used at the school and district level to facilitate communication with HBCSD families. The system has embedded functionality that allows parents to select their preferred modality for receiving messages and for translating languages into a family's preferred language. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	32,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	HBCSD has identified curriculum leads to develop curriculum using existing adoptions and newly acquired resources such as SchoolsPLP and Canvas. Curriculum leads possess specific content area, technology and instructional expertise. They will receive a stipend to cover additional work hours for curriculum development. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	286,632	Yes

Section	Description	Total Funds	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	HBCSD will continue to provide an engaging Elementary Music Program for students in both the virtual, blended and in-person instructional model. The District will fund 4 FTE positions that will support students at all six elementary schools on a rotational basis during the 2020-2021 school year. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	739,974	Yes
Mental Health and Social and Emotional Well-Being	HBCSD recognizes the importance of providing support for staff to help ensure that students receive the best educational experience possible during the 2020-2021 school year. In order to do so, HBCSD will be subsidizing the cost of childcare for District employees, if that childcare is provided by HBCSD pre-school or extended school program.	TBD, still staffing program	No
School Nutrition	In order to provide students with meals, HBCSD will provide appropriate PPE in both food preparation and food services areas. The District will incur additional costs for the installation of appropriate equipment, additional hours for food service workers, and additional food. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	50,000	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Additional technology support for a Technology Coordinator and IT Technician to support teachers, students and families with troubleshooting and program supports. This resource contributes to meeting the increased or improved services for foster youth, students experiencing homelessness, English Learners, and low income students.	127,000	Yes

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Personal Protective Equipment such as gloves, masks, signage to keep students, staff, and visitors safe.	111,177	

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
4.48%	\$2,278,263

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.]

Several actions in our plan contribute to the increased and improved services requirement while also benefiting our entire population. Many of those actions are part of our instructional program as part of our Local Control Accountability Plan, and others have been newly implemented in a distance learning context. When developing plans to support the academic, social-emotional, and safety needs of students, HBCSD placed the needs for our English Learners, foster youth, homeless and low income students at the forefront of the conversations. The greatest need for these targeted populations was connectivity, food stability and mental health supports. Chromebooks and internet hotspots not only provide devices and connectivity, but more importantly address the need for meaningful connection with well-trained educators- teachers, counselors, Bilingual Instructional Assistants, para-educators, food service workers, custodians, nurse and health clerks, bus drivers, principals- and their peers. Providing breakfast and lunch options to take home provide food stability to some of our most vulnerable students.

Additional examples of increased and improved services include:

- Intervention and supports from Title I Intervention Teachers
- Bilingual Instructional Assistants to support English Learners
- Teacher professional development targeting specific areas to address social emotional learning, unfinished learning, and trauma are intended to support teachers' abilities to meet the needs of at-risk students, including English Learners, foster youth, and homeless students
- Access to school counselors is provided to all students, but in a tiered intervention model with specific services for students who do not respond to Tier 1 strategies for behavior and social emotional learning. Data sho these services are provided more often to low-income students, foster youth, students experiencing homelessness, and students with disabilities.
- Virtual learning administrator to serve as a point of contact for families and students to provide outreach, support and referrals. Some of our most vulnerable students are unable to attend in-person school due to health risks.

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

HBCSD has increased access to devices, internet connectivity, school counseling, intervention, and teacher professional development related to meeting the needs of foster youth, English Learners, and low-income students.