

# 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/lrncntntyatndncpln-instructions.docx>.

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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 Union High School District's (HBUHSD) top priority is the health and safety of all students and staff. Following the guidance from public health officials and state agencies, as well as taking into consideration input from diverse stakeholder groups, the 2020-2021 school year will look very different from previous years. To provide a comprehensive response that ensures student and staff safety, the District works closely with state and local agencies, including the California Department of Education (CDE), Orange County Department of Education (OCDE), Orange County Health Care Agency (OCHCA), and California Department of Public Health (CDPH).

HBUHSD continues to put plans in place to reopen schools safely in the fall. The District is committed to delivering high-quality instruction and ensuring equity and access for all students. The learning models implemented focus on academic instruction and consideration of students' social, emotional, and behavioral domains. Understanding that students learn differently and have different comfort levels due to the COVID-19 pandemic, the District has spent the summer preparing contingency plans for various reopening scenarios and have narrowed down to two instructional schedule models for families and teachers to choose. Families and teachers can choose a 100% online learning model, or a hybrid model with a blend of in-person and online learning opportunities. All students will be starting school 100% online, and when allowed, those students selecting the hybrid model will transition to blended online and in-person instruction.

## Stakeholder Engagement

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

The Learning Continuity and Attendance Plan (Learning Continuity Plan) was developed from an analysis of the feedback from stakeholders, related educational research, and state and local guidance. Involving diverse groups of teachers, classified staff, certificated staff, site administrators, pupils and parents in the planning workgroups were essential to ensuring their voices and concerns are included in this plan.

Some of the efforts made to solicit feedback included parent/student surveys, teacher surveys, task force team meetings, and site and district focus groups, including nurses, risk management, guidance team members, bargaining units, and facilitators.

All HBUHSD parents and students were given a parent/student survey in English, Spanish, and Vietnamese to gather feedback on their learning preferences to return to school in the fall. Teacher surveys were sent to all HBUHSD teachers to solicit input on their preferences to return to school. For stakeholders who do not have internet access to these surveys or ongoing communications, hot spots were given to families and staff members who needed connectivity. Due to the ongoing and evolving changes to the state and federal health and safety guidelines, follow-up surveys were given to all parents, students, and teachers to gather their most up-to-date feedback to their preferences and needs for the opening of schools in the fall.

Additionally, focus groups were conducted with various stakeholders to focus on coherence, equity, and best practices. Parent advisory committee and English learner parent advisory committee meetings in English, Spanish, and Vietnamese were held in July 2020 to gather additional parent and community feedback. Multiple Return to School Task Force meetings were held which involved over 90 HBUHSD employees, including certificated, classified, and administrative representatives, to ensure their voices and recommendations were included in creating this Learning Continuity Plan.

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

The importance and necessity for meaningful and timely stakeholder engagement and feedback are paramount while creating this Learning Continuity Plan. The District presented the Learning Continuity Plan to the parent advisory committee and the English learner parent advisory committee to gather recommendations and feedback. The meetings were held in July 2020 via teleconferencing, and those who were not able to attend the meeting via teleconference were able to observe and address the meeting telephonically. Translation services in Spanish and Vietnamese were provided. The District also presented the Learning Continuity Plan at a public hearing at the August 11, 2020 Board Meeting. Finally, the Learning Continuity Plan was adopted at the September 8, 2020 Board Meeting.

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

The District gathered feedback from parents, students, teachers, certificated and classified staff, bargaining unit members, and administrators and the Learning Continuity Plan was modified based on the ideas, trends, and inputs that emerged from an analysis of the feedback received from the stakeholder groups. Certificated and classified staff members reported the need for flexible working conditions, provide access to another video online option such as Zoom, and to provide additional technological tools for online learning. HBUHSD remedied these concerns by holding weekly bargaining unit meetings and creating Memorandum of Understandings (MOU) to provide staff with flexible working conditions that included Phase 1 and Phase 2 guidelines regarding the impacts and effects of resumed District operations under COVID-19 conditions. The District also purchased Zoom and Google Enterprise Suite licenses for all students and staff to hold their educational lessons and meetings in a frictionless environment. Finally, HBUHSD created a technology needs assessment for teachers and staff to fill out to tell us exactly all of the technological needs they would need to run their classes and programs effectively and efficiency.

The District also received feedback from students, parents, and staff that some families have inadequate or no internet at home, students not attending daily instruction, and strategies needed to mitigate learning loss. For families with inadequate or no internet at home, they can participate in a grant program to receive a free hotspot. For students who do not attend daily instruction, phone calls will be made and

resources will be provided to help them re-engage. To mitigate learning loss from the spring, the District has embedded learning loss and booster courses in Edgenuity. The District also purchased Paper, a 24/7 online tutoring service in all academic subjects for all students.

## 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.]

The importance of in-person learning is well-documented, and there is evidence of the negative impacts on children, especially for the most vulnerable youths who need consistent academic and social-emotional support services. HBUHSD recognizes that online learning does not replicate the in-person experience students receive; however, we will ensure our staff have the necessary resources and training required to facilitate learning opportunities for students which will provide them with the essential knowledge and skills they will need in order to be successful when in-person learning resumes.

The District continues to utilize and follow the most current information available from the state and local health and safety guidelines, and will ensure that in-person instructional offering is one of the options families can choose from. According to the survey results sent to all HBUHSD families and faculty members, 86.7% of the respondents indicated the preference for in-person instruction. Focus groups and task force groups collectively put forth their very best ideas and strategies for what is possible and essential when reopening. There are many considerations and decision-making points the District has considered in the planning of in-person and online learning instructional model schedule offerings, ensuring student learning and competency development while also considering students' social-emotional well-being. At the same time, when practicable, HBUHSD is committed to maintaining the co-curricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

When state and local health and safety guidelines have deemed it safe to return to school in-person, families that have elected to enroll in a hybrid model will attend school physically two days a week and attend online learning the other three days a week. The District and school sites have implemented a comprehensive plan and protocols to ensure the safety of students and staff that include campus access, hygiene practices, Personal Protective Equipment (PPE), physical distancing, cleaning and disinfecting. As students return to in-person instruction, families and staff are recommended to take daily temperatures before going to school, to adhere to the school site signage that designate entrances and exits, to wear face coverings, and to remind students and staff about hand washing, spreading germs, and social distancing. Classroom space will be arranged to remove non-essential furniture and student desks will be arranged to face the same direction and spaced six feet from teachers. PPE will be provided to staff and students and hand sanitizer dispensers will be available in classrooms and offices. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.), and campuses will follow guidelines developed by the CDPH for cleaning, disinfecting, and ventilation of school campuses. All staff members will

complete mandated COVID-19 online trainings (Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety). Additionally, students will be encouraged to bring refillable water bottles to use at water fill stations.

The District and school staff are committed to supporting our students' social and emotional wellness by offering resources to ensure students transition back to school smoothly. Supports include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services.

Here are additional actions the District has taken to offer in-person instruction when possible:

- Parent/student surveys, teacher surveys, and task force meetings have provided input and recommendations on instructional schedule models, synchronous and asynchronous learning opportunities that contribute to classroom-based instruction.
- The District continues to plan with a flexible approach, understanding that we may start the school year with one instructional schedule model and, as new information become available about health and safety, pivot to a different model.
- Continue to focus on eliminating barriers to student achievement.
- Provide block schedule options to limit contacts.
- Track students who are not attending school or are disengaged and call them individually to check-in.
- Provide extra tutoring to support students who experienced more significant learning loss.
- Expand Mindset for Success classes using the Tilly's Life Center curriculum of positive psychology.
- Continue to provide appropriate digital materials to support student learning. Examples include Canvas, Pear Deck, Flip Grid, Edulastic, and Turnitin.com to help increase academic achievement and career readiness for all students.
- Provide a systematic cycle of initial, formative, and summative assessments to identify student learning loss. One example is using the learning loss courses and booster courses embedded in Edgenuity to prepare students for grade-level ELA and math curriculum covering essential concepts and skills from the previous grade. Another strategy is using Smarter Balanced resources, such as Tools for Teachers and Interim Assessments, to support high-quality instruction using the formative assessment process.
- Summer school opportunities were provided for students who were at risk of learning loss and help students remediate courses.
- Staff will also receive professional development focused on positive psychology.
- College Credit Courses to help students with credits needed for graduation and to provide options for post-secondary education.
- The District continues to take every measure to ensure a safe and healthy learning environment. The in-person classroom based instructional model will include hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.
- Parents/legal guardians continue to have access to student grades reported in the student information system.

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

Description	Total Funds	Contributing
Booster and learning loss courses in Edgenuity	\$224,000	Y

Summer School at Westminster High School to help students remediate failed courses and mitigate learning loss during Spring 2020	\$100,000	Y
Expand tutoring hours to mitigate learning loss	\$120,000	Y
PPEs in every classroom aligned with CDC guidelines	\$300,000	Y
Hand washing stations at every school site	\$300,000	Y
Water refill stations instead of water fountains	\$300,000	Y
Provide professional development training for all teachers	\$400,000	Y
Canvas Learning Management System	\$85,000	Y
Pear Deck for teachers to support interactive questioning and formative assessments to engage student learners and provide daily, digital check-ins	\$10,000	Y
Flip Grid to create dynamic and educational videos	\$6,000	Y
Turnitin.com to promote academic integrity, streamline grading and feedback, deter plagiarism, and improve student outcomes	\$35,000	Y
Play Posit to create interactive videos	\$5,000	Y
Edulastic to identify gaps and help students learn and measure growth in the classroom and at home	\$22,500	Y
Mindset for Success classes using Tilly's Life Center curriculum to promote psychology	\$20,000	Y
College Credit course to help students with credits needed for graduation and to provide options for post-secondary education	\$95,000	Y
Implement TPT School Access for moderate to severe students with disabilities with instructional needs, curriculum support, speech language enhancement, and social emotional learning support.	\$6,500	Y

## Distance Learning Program

### Continuity of Instruction

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

HBUHSD is committed to providing consistent instruction to ensure that all students have access to a full curriculum of substantially similar quality regardless of the method of delivery, which includes daily live interaction. Daily live interaction is two-way communication between the teacher and student each instructional day, at the actual time of occurrence. The purpose of daily live interaction is to provide instruction, monitor progress, and maintain school/social connectedness.

HBUHSD is prepared to pivot and transition between in-person instruction and online learning, depending on state and local health guidelines. The District has implemented Online Learning Standards as well as the following strategies to ensure continuity of instruction for all students:

- Daily attendance and engagement will be monitored and reported.
- Students will receive a minimum 240 minutes of daily instruction that can be met by a combination of teacher instruction and work completion.
- HBUHSD grading will be based on academic performance. Teachers will inform students and parents/guardians on how academic performance will be evaluated in the online classroom.
- All of the schools will provide accommodations necessary to serve students with special needs.
- Teachers and support staff will be available daily to provide support to students and parents/guardians.
- All of the schools will ensure that students have the devices and connectivity necessary to participate in online learning, and make accommodations if they do not.
- Appointments will be scheduled for students to check out textbooks and supplies needed for learning at home.
- The District will work to re-engage students who are absent from online learning.
- Full curriculum access in Canvas for all students and teachers.
- A systematic cycle of initial, formative, and summative assessments to identify student learning loss. One example is using the learning loss and booster courses embedded in Edgenuity to prepare students for grade-level ELA and math curriculum covering essential concepts and skills from the previous grade. Another strategy is using Smarter Balanced resources, such as Tools for Teachers and Interim Assessments, to support high-quality instruction using the formative assessment process.
- Full access to Google Apps for Education and productivity tools for all students and teachers, which allow for on-going feedback, two-way communication, and student-to-student interaction and teacher-to-teacher interaction.
- Pear Deck provided for teachers to support interactive questioning and formative assessments to engage student learners and provide daily, digital check-ins.
- Utilize Read 180/System 44 to provide a personalized learning experience for students reading at two or more years below grade level.
- Full access to the Don Johnston curriculum, which includes eLearning toolkits such as Snap & Read, Co:Writer, and Quizbot.
- Full access to the Edge curriculum that focuses on reading, writing, and language development for English learners.
- Implement 24/7 online tutoring service to help students with all academic subjects.
- Enhance technology infrastructure to ensure students and staff have continuous access to the online resources to ensure continuity of learning.
- Utilize the SEL module in Edgenuity to help students address the trauma and loss they may be experiencing due to the pandemic.
- Embed Google Enterprise to elevate teaching and learning with advanced security controls and collaboration tools. Examples include the ability to live stream, have virtual classrooms up to 250 participants, record meetings, and have the meetings automatically saved and shared to Drive, and protect intellectual property and retain school ownership of scanned work.
- All teachers and staff members will have professional development opportunities focused on instruction for online learning, including Google Apps for Education Suite, Canvas, Gizmos, Edgenuity, and Read 180/System 44.
- Students and families are able to attend Parent University Program on topics that cover everything from technology onboarding to digital citizenship.
- The District purchased Google Voice licenses so staff members are able to call students and families to provide academic and social-emotional support services without divulging their personal information.

- The District has purchased appropriate technology to ensure students, teachers, and staff members have the necessary tools to teach and learn successfully. Some of the technology needs include web cameras, tripods, computers, wireless headsets, document cameras, rocket pads, and tablets.
- Implement Zoom, a video communication to provide videotelephony and online chat services through a cloud-based peer-to-peer software platform for staff and students to use for teleconferencing, telecommuting, distance education, and social relations.
- Implement Common Lit, a digital lesson library that students and teachers are able to access the tools to implement an effective literacy program.

## 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.]

The District is committed to closing the digital divide and removing inequitable barriers to online learning. Students and parents were given a survey to ascertain their technological needs. For students with unique circumstances and families who were unable to access devices and connectivity, staff members personally called individual families to ensure they have the supports, devices, and connectivity needed to be successful. To ensure equity and access, every HBUHSD student is issued a Chromebook and families who have inadequate or no internet at home received a free hotspot as part of the One Million Project Initiative. Students and families can also find low-cost internet and affordable computers by going to [www.everyoneon.org](http://www.everyoneon.org). Additionally, Chromebook repair protocols are in place and available. For incoming students and families who are unfamiliar with Canvas, onboarding workshops are available to help them navigate all the digital tools necessary for academic success. Students and families are able to attend Parent University Program on topics that cover everything from technology onboarding to digital citizenship.

A technology survey was sent to department coordinators to ascertain the needs of all teachers. Using the results from the survey, HBUHSD have purchased the necessary technological tools such as computers, web cameras, and wireless headsets to provide quality instruction for students, teachers, and staff members.

For students with special needs, a technological needs assessment in addition to a review of students' Individualized Educational Plans (IEPs) are conducted by the special education staff in order to evaluate student technological needs and/or software a student may need to meet his/her academic and social-emotional needs.

## 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.]

The District will continue to support a system to learn in real time how the learning environment is or is not working for students. HBUHSD will measure time value of pupil work by utilizing instructional time that is calculated based on the synchronous and asynchronous assignments made available and certified by teachers in Canvas and Google Classroom. Daily attendance and engagement will be monitored and reported, and students will receive four hours per day of daily instruction that will be met by a combination of teacher instruction and work assigned by teachers.

Some of the District's strategies to assess pupil progress and measure pupil participation, time value, and work include the following:

- Keeping track of student engagement and attendance using Canvas and Google classroom to allow teachers to see which students are logging-in daily and turning in assignments and which students have not. For students who have not logged in or are disengaged, teachers and staff members will reach out to them individually to provide academic and social-emotional support services.
- Student grades and attendance
- Class participation
- In-class discussions
- Student surveys
- Teacher surveys
- Formative and summative assessments
- Students who are not making adequate progress will be referred to tutoring.
- Parents, students, and schools can access and monitor student progress in Canvas, Edgenuity, Aeries, Paper online tutoring service, and Edulastic.
- Continue the use of Turnitin.com to promote academic integrity, streamline grading and feedback, deter plagiarism, and improve student outcomes.

## 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.]

The District is committed to providing relevant and meaningful professional development and resources for teachers and staff to support online learning, including technological support. These professional development opportunities were and will continue to be led by facilitators, teachers, site administrators, and informational support staff members. Some of the online learning professional development opportunities include:

- PD opportunities focused on instruction for online learning, including Google Apps for Education Suite, Canvas, Edgenuity, Pear Deck, and Read 180/System 44.
- Teachers will be able to select from a series of technology-related professional development learning opportunities based on their level: beginner, intermediate, and advanced.
- Staff members have completed mandated COVID-19 online trainings (hand washing, coronavirus awareness, Center for Disease Control: Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety).
- Staff led professional development available to individuals and small groups on an ongoing basis via an online format. These sessions will also be recorded and posted in Canvas for teacher access.
- Ongoing and as-needed follow-up technology training and coaching are available for all teachers and staff.
- Professional development workshops focused on new curriculum pacing of essential learnings in each content area.
- Career Technical Education (CTE) newsletters and professional development opportunities to support teachers with lesson plans, pathway-specific webinars, and virtual activities.
- Utilize Paper online tutoring analytics to provide teachers with insights on how their students are learning outside of the classroom and help teachers personalize their instruction.

- Teachers and staff will continue to receive social-emotional learning training to help students with stress management and understanding the connection between wellness and learning.
- Teachers, staff, and students will receive professional development on Zoom, a video communication to provide videotelephony and online chat services through a cloud-based peer-to-peer software platform for staff and students to use for teleconferencing, telecommuting, distance education, and social relations.
- Review access and usage of Learning Management System (LMS), assessment management system, and other communication tools to determine potential areas of need for professional development.

## Staff Roles and Responsibilities

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

HBUHSD teachers, staff, and administrators are dedicated to providing a positive and supportive educational experience for all students. Many are juggling multiple roles and responsibilities to provide the best learning environment for all students. School sites have prioritized virtual planning to support students' transition to online learning as well as a system of effective communication for students, families, and staff. School leaders and staff have also shifted energy and manpower to accessing resources for our families to include technology accessibility and meals to families in need. Teachers and staff have been charged with finding creative and effective ways to teach their curriculum and the District continues to identify varying wrap-around services to support all students.

The following changes to staff roles and responsibilities will need to be made to ensure that those who are opting for in-person instruction can do so safely:

- Physical distancing protocols throughout campus will change the roles of teachers, administrators, supervision staff, office staff, school nurses, health clerks, and the custodial staff. Desks in classrooms will be spaced apart and staff will monitor the use of face coverings and face shields for all students and staff.
- Daily health and wellness screenings will change the roles of administrators, school nurses, health clerks, and front office staff. Schools will implement a symptom self-reporting policy, and designate an area in the health office for students and staff exhibiting symptoms.
- Limiting student grouping will change the roles of administrators, supervision staff, and teachers. Schools will limit large gatherings and ensure everyone is safely spaced apart and are following state and local physical distancing protocols.
- Enhancement of campus and community sanitation practices will change the roles of custodial staff, teachers, classified staff, and administrators. Schools will need to increase student and staff handwashing and campus-wide sanitizer stations. Custodial staff will need to frequently clean high touch areas and surfaces throughout the day. Teachers and administrators will find ways to reduce the sharing of personal items and supplies of both students and staff.
- Social-emotional and mental health practices will change the roles of administrators, teachers, School Counselors, School Psychologists, Student Support School Psychologists, and guidance staff. A referral system for students and staff will be in place for those who need additional social-emotional support.
- The District continues to consider and review staffing ratios for student schedules and activities to ensure we are following state and local health and safety guidelines.
- The District continues to collaborate with different bargaining teams when adjusting roles and responsibilities.

The District has processes and protocols in place to repurpose staff whose roles are no longer feasible in a remote environment. The District has met with CSEA multiple times and all parties have agreed that some of the classified jobs will be changed. For example, bus drivers will be assisting the custodial staff, instructional aides will be assisting the office staff, and food services staff when not making meals for families will also be assisting the office staff with various needs.

## 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.]

All district and community resources are posted on the HBUHSD website for families to access. HBUHSD has reviewed its responses to COVID-19 to determine if the resulting policies and requirements may place an undue or inequitable burden on the students, especially for English learners, pupils in foster care, and pupils experiencing homelessness. The following is a description of services coordinated by the District and school sites focused on reducing access and resource gaps:

- Students with disabilities will receive instruction either through a Chromebook or through learning packets. Teachers will utilize a variety of online tools such as Canvas and Unique Learning Systems to allow for modifications for students with disabilities. To support students with Individualized Education Plans (IEPs), families will continue to participate in virtual IEP meetings to monitor and review students' progress and goals. Accommodations or modifications will be incorporated based upon individual student's specific area(s) of disability. School Psychologists will continue to provide counseling services through Telehealth, and Speech and Language Pathologists will continue to provide speech services through Telespeech. Students on Section 504 plans will continue to receive services outlined in their plans. Their case manager, usually the Student Support School Psychologist, will touch base with them to ensure they are excelling both academically and social-emotionally. To assist our moderate to severe students with disabilities, the District has implemented a program called Teachers Pay Teachers (TPT) School Access to assist students with instructional needs, curriculum support, speech language enhancement, and social emotional learning support. The District has also implemented a learning platform called "Everyday Speech", which is a social-emotional learning platform that offers over 400 videos and 500 plus activities, games, and worksheets for our Speech and Language pathologists to work with students who need speech services. The District will also utilize additional community resources and online tools as needed.
- The District understands that online learning poses unique opportunities and challenges for multilingual learners. The District and school sites have implemented supports to enhance and supplement online learning providing designated and integrated strategies for English learners. One strategy is myNGconnect.com to access the textbook, workbooks, and additional resources to provide meaningful and relevant instruction. EL students use a function in MyNGconnect called "Comprehension Coach," where they can record themselves and measure their fluency skills by reading a passage and proceeding to a new passage if they successfully read the previous passage correctly. EL students also utilize Read 180/System 44 to receive reading and vocabulary supports. Other language tools available include Google translate, text to speech, and oral recordings of responses. Teachers discuss and scaffold assignments, such as articles and essay writing with students in Google Meet. Bilingual instructional aides also serve as tutors and provide additional support for online learning. A new tool the District has implemented is an online tutoring service for all students called "Paper". Students are able to receive 24 hours a day, 7 days of week, one-on-one tutoring for all academic subjects, delivered by a live educator through Paper's Classroom.

Paper also provides students with essay review where students can upload any piece of written work and receive an annotated version of their work within twenty-four hours. Moreover, Paper's services are delivered in English and Spanish which would be very beneficial for English learners.

- All students, including pupils in foster care, pupils who are experiencing homelessness, and low-income students, will be given the opportunity to participate with their classes in Google Meet sessions. Teachers will contact students virtually to provide online learning and scaffolding of instruction as well as social-emotional support. School guidance teams will continue to connect with students to increase student engagement and SEL supports. A district assigned McKinney Vento Liaison will continue to work with school sites to help families who need food pantry information, bus passes, clothing, and other needed resources. Nutrition services provide "Grab & Go" meals throughout the week at participating high schools. All students have access to a Chromebook, and for those who need internet connectivity, a hot spot will be provided.

## **Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
Technology for online learning ensures students, teachers, and staff members have the necessary tools to teach and learn successfully. Some of the technology needs include web cameras, tripods, computers, wireless headsets, document cameras, and tablets.	\$6,325,674	Y
Paper online tutoring service to mitigate learning loss	\$400,000	Y
Professional development opportunities and training for teachers	\$600,000	Y
Google Enterprise to elevate teaching and learning with advanced security controls and collaboration tools	\$25,000	Y
Booster and learning loss courses in Edgenuity	\$224,000	Y
Read 180 Professional Development and Coaching for Teachers	\$22,400	Y
Chromebooks for incoming freshmen and new students so they have access to the full curriculum	\$800,000	Y
Canvas Online Management System	\$85,000	Y
Pear Deck for teachers to support interactive questioning and formative assessments to engage student learners and provide daily, digital check-ins	\$10,000	Y
Flip Grid to create dynamic and educational videos	\$6,000	Y
Turnitin.com to promote academic integrity, streamline grading and feedback, deter plagiarism, and improve student outcomes	\$35,000	Y
Play Posit to create interactive videos	\$5,000	Y
Edulastic to identify gaps and help students learn and measure growth in the classroom and at home	\$22,500	Y
College Credit courses to help students with credits needed for graduation and to provide options for post-secondary education	\$95,000	Y

Implement Zoom Video Communication to provide videotelephony and online chat services through a cloud-based peer-to-peer software platform for staff and students to use for teleconferencing, telecommuting, distance education, and social relations.	\$26,000	Y
Implement TPT School Access for our moderate to severe students with disabilities with instructional needs, curriculum support, speech language enhancement, and social emotional learning support.	\$6,500	Y
Implement Common Lit, a digital lesson library that students and teachers are able to access the tools to implement an effective literacy program.	\$14,000	Y

## Pupil Learning Loss

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

With the ongoing COVID-19 pandemic and students attending school via online learning, strategies to mitigate learning loss are top priorities for the District. To help students succeed academically, especially in English language arts, English language development, and mathematics, the District will continue to ensure all students have access to appropriate, engaging materials and supports in place. With standardized tests being waived in the spring of 2020, we recognize it would be more difficult to identify potential learning loss, but we are committed to providing the needed resources for our students. Teachers will continue to provide a systematic cycle of initial, formative, and summative assessments to identify student learning loss. For students who are reading at two or more grade levels on the Reading Inventory assessment, they will be enrolled in a support Reading class in addition to their regular English class. A software called Read 180 is embedded in all support reading classes to build reading comprehension, academic vocabulary, and writing skills for students. Another strategy is comparing the Winter 2019-2020 assessment data with the upcoming 2020-21 assessment data. HBUHSD has expanded partnership with Golden West College (GWC) to provide dual enrollment opportunities for students who desire to maintain an accelerated track and earn both high school and college credits. The English language arts and Math Facilitators, in conjunction with school department chairs and site administrators, have developed instructional videos and lessons to support distance learning resources and tools for all students. Common Lit, Edulastic, Edgenuity and other digital resources were expanded upon and tied to English and Math curriculum to support students at various levels. Engaging videos and links are embedded within the curriculum so students are exposed to a wide array of targeted support skills and standards. Additionally, the district math facilitator and school site math department chairs collaborated and created videos and interesting links into their Canvas account for all students.

English learners will continue to receive English language arts enrichment classes, curriculum, and resources to improve their English acquisition. Some of these strategies include scaffolding, targeted tutoring, and utilizing graphic organizers. Similarly, students with IEPs and a 504 plan will receive services listed in their plans. Some strategies used to help students with an IEP include providing the necessary modification and accommodations such as guided instruction, reading aloud, having the test read to them, using graphic organizers or visual aids on assessments, administering tests in sections, and extra time on lessons or tests.

Other strategies to assess student learning loss include embedding learning loss courses and booster courses in Edgenuity to prepare students for grade-level ELA and math curriculum covering essential concepts and skills from the previous grade. Another strategy is using

Smarter Balanced resources, such as Tools for Teachers and Interim Assessments, to support high-quality instruction using the formative assessment process. Finally, HBUHSD has also implemented a 24-hours a day, 7 days a week, one-on-one tutoring service that all students and teachers will have access to.

## 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.]

These are some of the strategies the District will be implementing to address learning loss and accelerate the learning progress for students who are English learners, low-income, foster youth, and students experiencing homelessness:

- Use of Edgenuity to help students who are behind on credits to remediate their courses.
- Learning loss courses in Edgenuity designed to help ensure students learn the content covered during school closures.
- Booster courses in Edgenuity to prepare students for grade-level ELA and math by covering essential concepts and skills from the previous grade.
- School master schedules to include intervention classes and provide additional learning for students who are struggling in particular subjects such as English Language Arts, English Development, and mathematics.
- Use of instructional TOSAs and MTSS staff to identify and provide academic and SEL intervention strategies for all students.
- Use of instructional aides, bilingual aides, and support staff to provide targeted, tiered, and differentiated intervention strategies for students with disabilities, EL students, foster students, and students experiencing homelessness.
- Utilize Read 180/System 44 to provide a personalized learning experience for students who need reading support.
- Differentiated and scaffolded instruction to help students become independent and self-regulating learners and problem solvers.
- Staff will implement the OCDE training on the Blueprint for Effective Instruction for English Learners.
- Continue to administer the initial and summative ELPAC for our English learners to assess their English language proficiency.
- Utilize metrics such as Paper analytics to discuss, review, and respond to the effectiveness of student learning and engagement.

## 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.]

To inform instruction and gauge student learning, it is imperative to solidify a systematic cycle of assessments. The District will gauge the effectiveness of the implemented pupil learning loss strategies with the following metrics:

- Students grades
- Attendance
- Teacher surveys
- Student surveys
- Parent surveys
- Formative and summative feedback and assessments

- Program monitoring tools
- Participation in the Daily Live Interaction
- Designated collaboration time to analyze data and identify shifts and changes in instruction to meet student needs

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

Description	Total Funds	Contributing
One-on-one services for students with disabilities to ensure their services are met	\$250,000	Y
Special Education assessments	\$115,000	Y
iPad for School Psychologists and Speech Language Pathologists to provide services for the students with disabilities	\$25,000	Y
Everyday Speech: a social-emotional learning platform that offers over 400 videos and 500 plus activities, games, and worksheets for our Speech and Language pathologists to work with students who need speech services	\$3,600	Y

## **Mental Health and Social and Emotional Well-Being**

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

The mental health and social-emotional impact of the pandemic and changing school structures cannot be overlooked or ignored. Leading with social-emotional learning is essential for children because students need social and emotional support to navigate the unprecedented challenges of alternative learning contexts. The District is committed to providing prevention and intervention counseling services for all students, especially our most vulnerable youths. Multi-Tiered System of Support (MTSS) teams have developed screening tools to monitor students' social emotional well-being. Wellness referrals are posted on school websites for students, staff, and families to receive additional counseling services. School Counselors, School Psychologists, Student Support School Psychologists, and Wellness Counselors are reaching out to students and families on the phone and via Zoom to monitor and support the mental health of pupils. Case managers, Special Education teachers, Instructional aides, Speech and Language Pathologists, and School Psychologists are also reaching out to students on IEPs and 504 plans to ensure they are receiving the social and emotional supports they need.

All HBUHSD staff members are mandated to attend a professional development training on Managing Stress and Anxiety so they are more aware of the signs of stress and anxiety and get help if needed. Other professional development opportunities that are provided to staff to address trauma and other impacts of COVID-19 include online trainings of Hand Washing, Coronavirus Awareness, and Center for Disease Control (CDC): Guidelines for Making and Using Face Coverings. Additionally, many schools have also implemented the Mental Health First Aid training for staff members, and the "Restorative Circle" where they learned valuable information to help teachers and staff recognize students who may be suffering from mental health challenges and/or those in immediate crisis.

Teachers and staff will continue to build positive and supportive relationships with students and will conduct check-ins to monitor and support mental health of students during the school year. Schools will continue to support foundational themes of relationships, compassion, mindfulness, equity, inclusion and growth-mindsets for our students.

Some additional strategies to monitor and support mental health and social and emotional well-being of pupils and staff during the school year include:

- Full-time mental health professionals such as School Counselors, Wellness Specialists, School Psychologists, and Student Support School Psychologists at every school site.
- MTSS intervention supports and resources.
- All students have access to SEL and academic support.
- Technology platforms like Calendly and Google Meet to organize students into individual and smaller groups to provide support.
- The District will continue to partner with California Youth Services to provide education, assessment, crisis intervention and counseling to assist families to address life's challenges related to substance abuse, academic challenges, behavioral and mental health struggles.
- Continued partnership with outside agencies such as Care Solace, The Trevor Project, NAMI warm line, Robyne's Nest, California Youth Crisis Line, and Suicide Prevention Lifeline to help students with mental and social-emotional wellness.
- Counseling referrals on school websites for students, teachers, staff, and parents to refer students for counseling.
- Utilize the SEL module in Edgenuity to help students address the trauma and loss they may be experiencing due to the pandemic.
- Expand Tilly's Life Center Curriculum to promote positive psychology.
- The District and the MTSS team will continue to provide specific needs of diverse students when designing interventions, especially for our most vulnerable students and students with exceptional needs).
- Implement TPT School Access for our moderate to severe students with disabilities with instructional needs, curriculum support, speech language enhancement, and social emotional learning support.

## 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.]

Engaging students is more crucial than ever. The sudden shift to a different educational paradigm can leave some students disoriented and disengaged from school. The District is committed to providing outreach to students and families with up-to-date information and procedures for tiered re-engagement strategies for pupils absent from learning opportunities. One of our re-engagement/educational accessibility strategies is ensuring all students have access to online curriculum and instructional support through Google Classroom and Canvas. All courses have been transitioned from paper-based format to digital course shells in Canvas. We also recognize that students may need tutoring services so we have implemented a 24-hours a day, 7 days a week, online tutoring service in all academic subject areas. For students on IEPs and 504 Plans, teachers, instructional aides, Speech Pathologists, School Psychologists, and case managers will call the students and families to identify potential causes for lack of participation and engagement. From there, the staff will establish a list of resources to help re-engage the

students so they can continue to be successful. For students who are English learners and low-income, teachers and staff will also reach out to them to identify and provide the appropriate tools and resources to help them re-engage.

Some additional supports the District will implement include the following:

- Connecting to students individually. Teachers and staff will make phone calls to provide outreach to students and their parents/guardians who are either not engaged or at risk of learning loss. Translation services will be provided for families whose language is other than English.
- Summer school opportunities were provided for students at risk of learning loss during Spring 2020 and for students who need to remediate failed courses.
- Students and parents/guardians have the ability to monitor student progress in Canvas, Aeries, Edgenuity, Paper online tutoring service, and Edulastic.
- Parent University Program throughout the year to help all students, parents, and staff “Get in the Know” and educate one another and help deal with difficult situations. Translation services will be provided.
- Consistent communication and connection with families in English, Spanish, and Vietnamese using emails and Parent Square.
- Community Liaisons, VIPS, and other support staff will continue to reach out to students and families to build connections.
- Virtual DELAC meetings to engage English learner families. Translation services will be provided.
- Site PTSA meetings will continue virtually for all families. Translation services will be provided.
- Virtual orientations to welcome incoming freshmen and make them feel comfortable and engaged throughout their first year.
- Continue School Attendance Review Team (SART) and School Attendance Review Board (SARB) intervention meetings when students fail to attend school.
- Utilize the Multi-Tiered System of Support (MTSS) team to inform development of documentation for tiered re-engagement.

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The District will be providing National School Lunch Program (NSLP) at the start of the school year on September 2nd, 2020 via pick up locations at a selected number of our high schools throughout the district. Each site will be able to serve any student from the district as there will be a point-of-sale setup with scanners to scan student identification cards as a first measure and school rosters with each food service manager at each site as a secondary recording mechanism. Meals are going to be provided to a student, parent, or guardian that can provide either the student number or identification cards of the enrolled student they are picking up meals for. When in-person instruction commences or a hybrid with distance learning, the HBUHSD will be opening their cafeterias and carts at the respective sites to serve the students on campus and or bring meals to selected class rooms so as to effectively socially distance the service.

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

Section	Description	Total Funds	Contributing
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Mental Health and Social Emotional Well-Being	Contract with California Youth Services to provide education, assessment, crisis intervention and counseling to assist families to address life's challenges related to substance abuse, academic challenges, behavioral and mental health struggles.	\$100,500	Y
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## 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
7.72% Base	\$11,567,618 Base

### 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.]

The consequences of learning loss due to the pandemic is far-reaching and affects all students, especially the most vulnerable students. The District is committed to ensuring all students, especially English learners, foster youths, low-income students, and students experiencing homelessness, were considered first to ensure their academic and social-emotional needs are being met. HBUHSD continues to survey all of our pupils, especially our foster youths, English learners, and low-income students on their academic, technological, social and emotional needs to thrive. The District understands the increased mental trauma, lost jobs and family security, lost learning, and increased family violence exacerbated by social isolation. Some of the actions the District have implemented to meet the needs of the most vulnerable youths include expanding tutoring services from staff, trauma informed practices, training and implementation, expanding services for socio-emotional support, online curriculum through Canvas and Google classroom, credit recovery using Edgenuity, implementing a 24-hours a day, 7 days a week, one-on-one online tutoring service, providing free hotspots for connectivity, nutritional services for students as needed, early monitoring and interventions for potential graduates, and additional training for staff and teachers in distance learning practices. These are just some of the actions we have provided to ensure the needs of our foster youths, EL, and low-income students were considered first.

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

HBUHSD has reviewed its responses to COVID-19 pandemic to determine if the resulting policies and requirements may place an undue or inequitable burden on the students, especially for English learners, low-income students, students in foster care, and students experiencing homelessness. Additional services such as booster and learning loss courses in Edgenuity, 24/7 online tutoring service, additional tutoring at

school sites, and Common Lit are a few examples of increased resources the District has committed to providing to serve students to ensure they are successful academically and social-emotionally.