



# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The Hanford Elementary School District is located in Kings County in California's Central Valley.

### Students:

The district is comprised of eight elementary schools, two junior high schools, one magnet school, and one community day school. The district's enrollment in 2019-2020 was approximately 5,928. The district's percentage of foster youth, English learners, and low income students is approximately 80%. The district has the following student groups: African American, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Foster Youth, Homeless.

### HESD Serves Students and Community:

The Hanford Elementary School District serves these students by providing them with the academic, social, and leadership support necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability. The Hanford Elementary School District is committed to providing students with quality learning experience despite the effects of the COVID-19 pandemic. Hanford Elementary will provide a high quality education to all students either through in-person traditional school, or through distance learning.

On March 16, 2020, the the Hanford Elementary School District closed all of its schools due to the COVID-19 pandemic. All schools in the district remained closed for rest of the 2019-2020 school year. As of August 1, 2020 Kings County is on the State Monitoring list for COVID-

19. As such, the Governor has directed all schools in counties on the State Monitoring list to begin the 2020-2021 school year in Distance Learning. Kings County will be required to be off the State Monitoring list for 14 consecutive days before schools are permitted to reopen.

The Learning Continuity and Attendance Plan that follows details the district's two-initiative plan to provide a quality learning experience for its students despite the effects of the COVID-19 pandemic and the resulting school closures:

1. High Quality distance learning during the school closure, and for parents who are not comfortable returning their children to school once schools reopen
2. High Quality in-person learning with social distancing safeguards once the mandated school closure is lifted.

Additionally, this Learning Continuity and Attendance plan details the efforts the district will make to support students, in both distance and in-person learning, in the following areas:

School Nutrition (free breakfast and lunch for all students)

Mental Health and Social and Emotional Well-Being (social and emotional supports for all students)

Support for English learners

Support for students who are foster youth or are experiencing homelessness

Support for students with exceptional needs

## Stakeholder Engagement

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

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE

The district's Parent Advisory Committee (PAC) regularly throughout the year. Each school site council elected a parent for the district PAC. The PAC met five times (two training sessions, two regular meetings, and one meeting for the Learning Continuity and Attendance Plan). The Superintendent, The Director of Program Development Assessment & Accountability, and Director of Curriculum for English Learners attended these meetings. The purpose of the PAC is to engage parents in the review and planning process for the district's programs, to elicit their input into the district's programs and services, including those in the Learning Continuity and Attendance Plan, and to provide them with the opportunity to voice priorities for their students. Information regarding the state priorities; the district's goals; the purposes of the supplemental and concentration funding; programs and services for students who are low-income, foster youth, and/or English learners were presented to parents at the three regular meetings. Although the first two PAC meetings were held before the COVID-19 related school

closures, the PAC's discussion and recommendations pertaining to the district's priorities for supporting unduplicated pupils and the programs and services that are principally directed toward those students remain relevant. Information regarding the districts Learning Continuity and Attendance Plan, as a response to the COVID-19 pandemic, was presented at the meeting on 8/27/19.

The Parent Advisory Committee met on:

- 10/22/2019 PAC Training Session #1
- 11/12/2019 PAC Training Session #2
- 12/10/19 PAC Meeting #1
- 1/21/2020 PAC Meeting #2
- 8/27/2020 PAC Meeting #3 (for the Learning Continuity and Attendance Plan)

Spanish translation was available for members at all meetings. For the 8/27/2020 meeting, PAC members were offered a choice of an in-person meeting in the district board room with social distancing or attending the meeting remotely via Zoom. Parent members without computers or internet were loaned district computers and internet hot spots. A report to the Hanford Elementary School District Board of Trustees that included a summary of the information the PAC received and the PAC's recommendations was presented at the public board meetings following each of the PAC meetings.

#### PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership. The DELAC met regularly throughout the year. Each school site council or ELAC elected a parent for the DELAC. The DELAC met five times (two training sessions, two regular meetings, and one meeting for the Learning Continuity and Attendance Plan). The Superintendent, the Director of Curriculum for English Learners, and the Director of Program Development Assessment & Accountability attended these meetings. The DELAC reviews the achievement and progress of EL students. DELAC members receive information and provide recommendations on programs and services for English learners and provide recommendations as to how the district's programs, including programs within the Learning Continuity and Attendance Plan, can support EL students, especially in light of the COVID-19 pandemic including distance learning programs and potential school closures. Although the first two DELAC meetings were held before the COVID-19 related school closures, the DELAC's discussion and recommendations pertaining to the district's priorities for supporting unduplicated pupils and the programs and services that are principally directed toward those students remain relevant.

The DELAC met on:

- 10/24/19 Training Session #1
- 11/14/19 Training Session #2
- 12/12/19 Meeting #1
- 1/23/20 Meeting #2
- 8/6/2020 Meeting #3 (for the Learning Continuity and Attendance Plan)

DELAC meetings are conducted in Spanish. For the 8/6/2020 meeting, DELAC members were offered a choice of an in-person meeting in the district board room with social distancing or attending the meeting remotely via Zoom. Parent members without computers or internet were loaned district computers and internet hot spots. A report to the Hanford Elementary School District Board of Trustees that included a summary of the information the PAC received and the PAC's recommendations was presented at the public board meetings following each of the PAC meetings.

#### PARENTS, COMMUNITY: Hanford Elementary School District Regular Public Board Meeting

The Superintendent presented the district's plans for opening school, providing social distancing, and the processes and procedures in the event of school closures.

\* Regular Board Meeting June 24, 2020

\* Regular Board Meeting July 22, 2020

#### Students

Students were surveyed for their input on the districts programs and services.

#### BARGAINING UNITS (Teachers and Classified Staff)

District leadership met regularly with the certificated and classified bargaining units to discuss the new roles and responsibilities of affected staff as a result of COVID-19

Meet and Consult Meetings with Hanford Elementary Teachers Association – 6/5, 6/25, 7/1, 7/7, 7/9

Meet and Consult Meetings with California School Employee's Association – 6/26, 7/1, 7/14

A memorandum of understanding with each of these groups was developed addressing the new roles and responsibilities of affected staff as a result of COVID-19.

#### PRINCIPALS AND SCHOOL ADMINISTRATION and Management

The district's Executive Council, consisting of the Superintendent; the Chief Business Official; the Assistant Superintendents of Curriculum & Instruction, Human Resources, and Special Services; the Chief Technology Official; and the Directors of Program Development, School Climate Child Welfare & Attendance, and Facilities and Operations met weekly to develop the district's Learning Continuity and Attendance plan. The following additional meetings were held to provide school site leadership with information on the Learning Continuity and Attendance Plan, and to receive feedback and recommendations from site leadership.

\* Thursday, July 23

Executive Council and site Principals

\* Friday, July 24

Principals, Learning Directors, Vice Principals, School Operations Officers

A public hearing was held at the regular school board meeting on September 9, 2020. The Learning Continuity and Attendance Plan was approved by the HESD Board of Trustees on September 24, 2020.

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

Announcements for the Learning Continuity and Attendance Plan Public Hearing were posted per requirements. These announcements provided the public with information on how to attend the hearing remotely and how to provide comments remotely. The public hearing was streamed live with open access to any members of the public. Members of the DELAC and PAC were provided with the option of attending meetings remotely via Zoom, or attending in-person with social distancing. Committee members without access to computers or internet connections were loaned computers and/or wifi hotspots. Agendas were posted 72 hours before meetings.

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

BARGAINING UNITS (Teachers and Classified Staff)

Teachers and staff provided input on safety procedures for in-person learning, electronic platforms for distance learning, and professional development.

PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The DELAC recommended that schools remain closed while the Kings County remains on the State COVID-19 watch list. The DELAC recommended that schools implement measures to increase student attendance, participation, and engagement, and to hold students accountable for schoolwork during distance learning.

The Parent Advisory Committee recommended the following:

In-person Instructional Offerings (When schools are permitted to reopen)

\*Make every effort to keep class sizes small to provide for social distancing

\*Require students and staff to wear masks, but no punishment for students.\*

\*Maintain safety and sanitation procedures

\*Hand sanitizer

\*Temperature checks

\*Social distancing

\*Return to having band, but maintain social distancing

\*When students return to school, and distance learning remains an option, have separate classes for student in distance learning and in-person learning (do not have teachers doing both at once).

\*Make sure parents' choices for distance learning or in-person learning are granted.

\*To the extent practicable, allow parents to switch from in-person to distance/vice versa.

#### Distance Learning

\*Ensure that parents receive regular progress reports for their students (ParentVue, yellow cards—regular or virtual etc.)

#### \*Learning Loss Mitigation

\*Continue to work to identify students who have experienced learning loss

\*Use diagnostic assessments to identify individual students' areas of need

\*Provide individualized instruction/intervention to support these students

\*Consider the academic, cultural, and social-emotional needs of students of color, particularly African American students, as support strategies are developed and implemented.

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

\*Continue to provide social and emotional support to students

\*Increase the numbers of counselling staff where financially possible

\*Ensure that school staff know the resources available within the community to support students social/emotional well-being and mental health and that they provide referrals/connections to these services for students

#### PRINCIPALS AND SCHOOL ADMINISTRATION and Management

Principals and school administration recommend that clear guidelines for social distancing be provided for employees while schools are closed, and for employees and students when schools reopen.

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

The district will document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Parents will receive regular progress reports for their students along with report cards each trimester. Parent conferences will be held in November. The district will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A pupil who does not participate daily in either in-person instruction shall be deemed absent by the local educational agency. Students who have experienced learning loss will be identified and supported.

Tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week will be implemented.

Actions in the in this Learning Continuity and attendance plan will consider the academic, cultural, and social-emotional needs of students of color (who are mostly unduplicated pupils) as support strategies are developed and implemented. These actions will increase or improve services for unduplicated pupils.

Teachers work schedules will be adjusted to allow to keep students in classroom sized cohorts throughout the school day to implement social distancing practices. The three teacher professional development days, originally scheduled across the school year will be moved before the first day of school to provide training and preparation for distance learning.

A wide variety of safety materials and supplies including plexiglass screens, additional foggers, PPE, for school sites, hand sanitizer, markings on pavement will be implemented for safety and social distancing.

## 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.]

Once the county meets the COVID-19 criteria and is cleared to open, The Hanford Elementary School District will resume in-person, classroom-based instruction. Students will attend schools five days per week, with minimum days each Wednesday. In-person learning will be available to all students. The district's detailed reopening plan is available on the district website and is summarized below.

<https://resources.finalsite.net/images/v1594399258/hesdk12caus/f3ljlc8qdjux2irgihnv/HESDReopeningPlan.pdf>

#### SAFETY

Safety measures to optimize social distancing will be put in place. These measures include, but are not limited to:

\* Students will be kept in their classroom cohort group all day long.



- \* Temperatures will be taken each morning before students enter the classroom
- \* Signs will be placed throughout the campus on the ground and walls reminding students to keep their distance
- \* Hand washing will take place across the day
- \* Masks are required
- \* Breakfast will be eaten in the classroom
- \* Recess breaks of 20 minutes will be staggered, and students will have a designated section of the yard to play with their classmates
- \* Lunch will be 30 minutes and will eaten in either the classroom or on the yard in a designated location
- \* Desks will be spaced far apart in the classroom and facing the same direction
- \* Throughout the day high touch surfaces will be wiped down
- \* Each evening classrooms and vehicles will be disinfected with a fogger and sanitized

### SOCIAL-EMOTIONAL WELL-BEING

In addition to students' teachers; school principals and learning directors, the district's team of student specialists, counselors, psychologists, the social worker will provide students with social and emotional support. (See Section 7 for detailed information on social/emotional supports for students.)

### SCHEDULES

Once the district is cleared for opening, school will be in session as follows:

- Grades TK – K 8:00 a.m. – 1:37 p.m.
- Grades 1st – 3rd 8:00 a.m. – 1:57 p.m.
- Grades 4th – 6th 8:00 a.m. – 2:17 p.m.
- Grades 7th – 8th 8:00 a.m. – 2:26 p.m.

These start times are the same as the pre-COVID times. The end of the school day is 30 minutes earlier. This is because the lunch break has been shortened to 30 minutes in keeping with social distancing measures. These school “in session” times comply with the pre-Covid instructional minutes requirements for California.

Although changes to the delivery of instruction to provide for social distancing will be necessary, students at all grade levels will continue to receive standards-aligned instruction that follows the HESD pacing calendars for each grade level and subject area. Remediation and support will be provided for students who have experienced learning loss due to school closures including, but not limited to:

- In-class, small group (socially distanced) interventions in ELA and/or math, provided by the classroom teacher during the instructional day.
- Individual and/or small group, after-hours interventions/tutoring, conducted either in-person or remotely, that are designed accelerate learning to mitigate learning loss caused by closures.

Although the classroom layouts, movement of students around campuses, and other procedures will change due to physical distancing protocols, students will receive the same standards-aligned instructional program that they received prior to the pandemic and school closures. Prior to the pandemic, teachers in the district followed a well-developed, highly-detailed set of instructional pacing calendars that ensured that students received all of the instructional content for their grade level each year. These instructional pacing calendars have been modified to include instruction that will help students make up the most essential content and instruction that was lost due to school closures,



while at the same time, allowing students to receive the content required in their current grade levels.

### ASSESSMENTS

Prior to the pandemic, teachers in the district used a well-developed system of diagnostic tools and assessments that help them identify students' areas of academic strength and areas of need. Teachers will continue to use these assessment tools to plan instruction for their class and to identify students (or groups of students) who may have experienced significant learning loss and will require additional instructional support and intervention.

The district's complete assessment schedule can be viewed here:

<https://resources.finalseite.net/images/v1597348729/hesdk12caus/gjngil4sxj1cfla8di8d/HESD2020-2021AssessmentSchedule.pdf>

The district will continue to operate its after-school program with adjustments made for social distancing.

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

Description	Total Funds	Contributing
<p>IP 1 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support in-person and distance learning.</p>	\$171,945	Yes
<p>IP 2 School Libraries School libraries are open during school hours and are supported with staff, books, periodicals, and technology. Library materials are available for checkout to students in distance and in-person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time. Media Service Aides Destiny library information system</p>	\$476,578	Yes
<p>IP 3 READY Program Students in grades K-6 have the opportunity to participate in an after-school enrichment program at no charge to families. READY Program Staff READY Program Supplies/Materials</p>	\$435,069	Yes

Description	Total Funds	Contributing
IP 4 Art, Music, Physical Education Art, music, and PE instruction is supported with staff, supplies, and materials. 3.0 Art Teachers Art Supplies 5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies	\$1,553,719	Yes
IP 5 Additional Teaching Staff to Support Smaller Class Sizes for Social Distancing	\$1,000,000	Yes
IP 6 Clean Safe Learning Environment Cleaning Supplies, Personnel, PPE	\$1,000,000	No

## 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.]

During the mandated school closure, and once school reopens for parents that are not comfortable sending their children to school, The Hanford Elementary School District will offer a rigorous, distance learning program for any parent requesting this placement for their children.

Students attending school through distance learning will have access to an instructional program that is of substantially similar quality to the district's in-person instructional program.

Distance learning means instruction in which the student and instructor are in different locations and pupils are under the general supervision of a certificated employee of the District. This may include interacting through the use of a computer and communications technology, as well as delivering instruction and a check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written and/or oral feedback.

## CONTINUITY OF INSTRUCTION

All distance learning students will:

- be assigned to an HESD teacher.
- be engaged in a full day of instruction Monday through Friday with attendance taken each day.
- receive live instruction from the supervising teacher, prerecorded lessons from the teacher and/or online resources, and allotted time for independent work.
- receive standards-aligned instruction that follows the HESD pacing calendars for each grade level and subject area
- be required to complete/submit assignments, and work will be graded.
- participate in state and local assessments.

Students in the distance learning program will receive an HESD Report to Parents (report card) each trimester. Parents of students in the distance learning program will attend a parent conference on November 23rd or 24th (same as peers attending school in-person).

## CURRICULUM AND INSTRUCTIONAL RESOURCES

Students in the distance learning program will be provided with full access to core and supplemental instructional materials that are equal to what students receive in the in-person setting. This includes textbooks, periodicals, electronic access to library books, supplies and materials, and subscriptions to digital content. Students in the distance learning program will follow the same instructional pacing and use the same state and local assessments as students attending school in-person. Instructional materials will be distributed to all students including, but not limited to:

STATE ADOPTED INSTRUCTIONAL MATERIALS AND TEXTBOOKS (Physical and/or electronic copies)

### READING/LANGUAGE ARTS

TK – 1 Houghton Mifflin Harcourt

2 – 6 Benchmark Advance

7 – 8 Houghton Mifflin Harcourt

**MATHEMATICS:**

TK - McGraw Hill

K – 5 Pearson

6 – 7 Big Ideas

8 – College Preparatory Math

**HISTORY/SOCIAL SCIENCE**

K – 6 Studies Weekly

7 – 8 Pearson

**SCIENCE**

K – 5 TWIG Science

6 – 8 STEMscopes

In addition to the state adopted instructional materials, an extensive suite of supplemental online materials are available to students. These include, but are not limited to:

Microsoft Office 365 Suite

Discovery Education (science)

Kahn Academy (math & science)

Lexia Learning

Flocabulary

Learning A-Z

BrainPop ELL (for English learners)

Newsela

SeeSaw

Destiny Library System (Students check out electronic books from school libraries)

Students will be provided with necessary supplies and materials to conduct schoolwork from home. These items may include, but are not limited to, pencils, paper, crayons, markers, portable white boards etc.

## **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.]

### **ENSURING ACCESS TO DEVICES**

Students in the distance learning program in grades 2-8 will be provided with an Acer TravelMate Spin laptop computer. This is the same laptop that is issued to students attending school in-person. Students in grades TK-2 will be provided with an Apple iPad. Distance learning students who do not have internet access at home will be provided with a wifi hotspot that is connected through the Kings County Office of Education.

### **PROCESS TO ASCERTAIN THE NEEDS OF STUDENTS/FAMILIES WITH UNIQUE CIRCUMSTANCES**

Any family may ask for a hotspot when they pick up their student's computer. The school social worker will contact all families of foster youth and those experiencing homelessness. Student computers and hotspots will be delivered to these families if they lack the resources to pick them up.

### **PROVIDING SUPPORT AND TECHNICAL SUPPORT**

All of the compatible electronic instructional materials are accessible using the Clever program. The Clever program provides students with a single sign-on and one-stop portal to access all of the district's electronic instructional content. Teachers, have access to a help desk system and a team of technicians that repair computers and troubleshoot network and software issues. Teachers may submit help desk tickets on behalf of students and families. An instructional coach who specializes in the integration of technology into the instructional program is available to provide teachers with training and professional development in using the electronic materials, and in using these materials effectively to increase student achievement.

## 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.]

Teachers will meet with students daily, Monday – Friday, providing multiple lessons in a day, to mirror the in-person grade level instructional day.

TK-K: 8:00-1:37 M/T/TH/Fr and 8:00-12:00 on Wednesdays.

1st-3rd: 8:00-1:57 M/T/TH/Fr and 8:00-12:10 on Wednesdays.

4th-6th: 8:00-2:17 M/T/TH/Fr and 8:00-12:20 on Wednesdays.

7th-8th: 8:00-2:26 M/T/TH/Fr and 8:00-12:15 on Wednesdays.

Students in distance learning will participate in the same assessments as students attending school in-person. The district utilizes a robust system of formative and summative assessments to measure students' performance and progress and to identify students requiring interventions (which includes students who have experienced learning loss due to school closures). These assessments include benchmark assessments, performance tasks, and diagnostic assessments. Students in distance learning will participate in the state testing (CAASPP) in May 2021. The district's complete assessment schedule for 2020-2021 can be viewed at:

<https://resources.finalsite.net/images/v1597348729/hesdk12caus/gjingil4sxj1cfla8di8d/HESD2020-2021AssessmentSchedule.pdf>

The district will document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

The district will ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. A pupil who does not participate daily in either in-person instruction shall be deemed absent by the local educational agency.

Tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60% of the instructional days in a school week will be implemented.

Students' individual assignments will be graded and parents will have access to students grades at the individual assignment level through the districts ParentVue application. All students in distance learning will receive the Hanford Elementary Report to Parents each trimester. All parents of students in distance learning will attend a parent conference (in-person or remotely).

## 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 provides teaching staff with an extensive and robust professional development program that includes both training and resources. The district's professional development programs support in-person as well as distance learning. For the 2020-2021 school year, all HESD teaching staff will be provided with three professional development days prior to the beginning of school that will support changes in staff roles and responsibilities because of COVID-19, the implementation of distance learning during school closures and for students whose families have chosen this learning model after the closures are lifted.

A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in math, and five instructional coaches who specialize in ELA, mathematics, or technology integration provide high quality, research/evidence-based professional development to teachers and administrators. Professional development is delivered based on analysis of data including student achievement data, site leadership, and teacher input. The PD team works closely with school site leadership to make data-driven decisions regarding the foci of professional development including, but not limited to the development and implementation of distance learning, specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), or school administration. Professional development will be delivered through in-class coaching where social distancing procedures can be followed, and through the use of technology (e.g. Zoom) where they cannot.

Teachers will attend all scheduled District-Wide PD Days. Some PD will be the same as in-person teacher peers, and some will be specific to Distance Learning platforms and strategies.

Teachers will attend specific Distance Learning PD sessions scheduled on designated Wednesday afternoons between the negotiated time, 1:30-3:30.

Teachers will have access to the Hanford Elementary Distance Learning Resource Page, including screencasts, how to tutorials, and model lessons.

Teachers will have access to the ASCD Activate professional development platform that offers self-paced professional development on an extensive variety of topics including technology and distance learning techniques.

Teachers, have access to a help desk system and a team of technicians that repair computers and troubleshoot network and software issues. An instructional coach who specializes in the integration of technology into the instructional program is available to provide teachers with training and professional development in using the electronic materials, and in using these materials effectively to increase student achievement.

## Staff Roles and Responsibilities

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

CERTIFICATED STAFF



Teachers working during school closures, and those implementing Distance Learning after the closures are lifted, will report to work each day by 7:50, and work from a Hanford Elementary School District Classroom. Teachers will adhere to start and end times for their assigned grade levels and to the negotiated professional day as listed in Article 13 of the bargaining agreement.

Teachers working during school closures, and those implementing Distance Learning after the closures are lifted will attend school meetings and participate in adjunct activities. This includes staff meetings, weekly collaboration meetings, PD sessions, IEP and 504 meetings, Parent Conferences, at-risk conferences, and a virtual Back-to-School Night. These activities may take place remotely or in-person with social distancing.

Teachers will meet with students daily, Monday – Friday, providing multiple lessons in a day, to mirror the in-person grade level instructional day.

TK-K: 8:00-1:37 M/T/TH/Fr and 8:00-12:00 on Wednesdays.

1st-3rd: 8:00-1:57 M/T/TH/Fr and 8:00-12:10 on Wednesdays.

4th-6th: 8:00-2:17 M/T/TH/Fr and 8:00-12:20 on Wednesdays.

7th-8th: 8:00-2:26 M/T/TH/Fr and 8:00-12:15 on Wednesdays.

Teachers will connect using the TEAMS Meeting feature or Zoom. Distance Learning teachers in TK-2 will use See Saw platform to post assignments and Teachers in 3-8 will use the TEAMS platform to post assignments.

Once the closures are lifted, teachers implementing Distance Learning for students whose families have chosen that instructional model will follow the same instructional pacing and use the same local assessments as in-person teachers and students. Distance Learning Teachers will complete the same Report to Parents document as in-person teachers. Distance Learning Teachers will complete the same Report to Parents document as in-person teachers.

#### CLASSIFIED STAFF

1. The District and CSEA acknowledge that California Education Code §45101(a) requires that all classified positions have set duties. However, due to the unforeseen and unprecedented impact of COVID-19 on the work environment, CSEA and the District recognize that with training, the unit members serving in some CSEA bargaining unit positions may be required to perform duties not contained within their current job description.

The District and CSEA further agree that having employees perform duties not currently contained in their job description is a temporary solution to an immediate need that shall only remain in effect for the duration of this Memorandum of Understanding and shall not otherwise be considered a waiver of CSEA's rights to negotiate the transfer of duties as required by law.

2. Nothing in this agreement shall waive CSEA's rights.

3. All employees will continue to be paid for their normal work hours in the distance learning environment.

## 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.]

### HOMELESS STUDENTS AND FOSTER YOUTH

Enrollment and Attendance: The Director of School Climate, Child Welfare, and Attendance is the district's homeless and foster coordinator/liason. The director oversees the identification, registration, placement, and transportation of homeless and foster students. The director provides monitoring and technical assistance to school sites to ensure that homeless and foster students may attend their school of origin, are attending school each day, have transportation to school, and receive any other material supports (including materials and support related to distance learning) that may be needed. The director monitors attendance of homeless and foster students and participation in distance learning at the district level. Learning Directors are the school site homeless and foster youth coordinators at the school site. Learning Directors monitor attendance and distance learning participation of homeless and foster students at the school level. Learning Directors coordinate services including academic supports, nursing, counseling, social work, attendance support, supports with distance learning, supplies and materials. The district's social worker provides direct support to homeless students and families including referrals and assistance in connecting with outside agencies.

### ENGLISH LEARNERS: DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION (ELD)

The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs.

#### Integrated ELD

Integrated ELD consists of additional supports that English learners receive as they work on their core instructional programs in language arts, mathematics, science, and social studies. EL students receive extra support across the entire school day as they participate in the core instructional programs.

Some supports that EL students may receive as integrated ELD include

- \* previewing or pre-teaching of lessons to build background knowledge for the topic
- \* extra time with the teacher in small groups (distance or in-person)
- \* lessons/support that help students make connections to information they already know
- \* hands on activities and discussions (with language supports as needed)
- \* charts and graphic organizers designed with EL support in mind

#### Designated ELD

Designated ELD are lessons that are specific to teaching English Learners the English language. A period of time is set aside each day (in-person or distance learning) to provide designated ELD lessons to English learners. Students are grouped by their English Language Development level for these lessons. The district's Designated ELD program is called EL Achieve. In designated ELD, English learners participate in lessons where they work on speaking, listening, reading, and writing the English language.

**STUDENTS WITH EXCEPTIONAL NEEDS**

Students with exceptional needs, including students with disabilities will receive supports as designated in their IEP or 504 plans. Special education teachers will work collaboratively with core content teachers and related service providers via a virtual platform to accommodate and/or adapt lessons to meet the needs of each student’s Individualized Educational Program (IEP) in a traditional, hybrid, or distance learning environment, and ensure that lessons, activities, and safety and preventative measures are appropriate as documented in the student’s IEP or 504 plan.

Virtual IEP Meetings: IEP meetings shall be held virtually to the greatest extent possible.

Virtual Meetings: Special Education teachers shall meet virtually to the greatest extent possible and utilize digital options to collaborate on a student’s IEP in the COVID-19 environment.

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

Description	Total Funds	Contributing
<p>DL 1 Technology Access to Devices                      Students in grades 2-8 have access to laptop computers for distance learning. Students in grades TK-1 have Apple iPads. Students in all grades have access to a suite of standards aligned digital content.                      Laptop for each student grades 3-8                      Ipad for each student grades TK-2                      7 computer technicians                      Teacher Resource Specialist</p>	\$3,077,060	Yes
<p>DL 1.1 Upgrade Internet Infrastructure                      Increase internet bandwidth to accommodate students online at home.</p>	\$500,000	No
<p>DL 2 Digital/Online Instructional Materials                      The District will provide students (in-person and distance learning) with access to digital/online instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology.                      Digital subscriptions and content including, but not limited to:                      Discovery Education                      Flocabulary                      Lexia Learning</p>	\$490,272	Yes

Description	Total Funds	Contributing
Smart Notebook (IVS) Kahn Academy Newsela Learning A-Z Seesaw Learning Screencast		
DL 3 Supporting Designated and Integrated ELD (This action is limited to English learners) Designated and Integrated ELD for English learners in distance learning and in-person school are supported with staff, supplies, and materials. Director of Curriculum Director Prog. Dev., Assessment, Accountability (50%) 33% Learning Directors 50% Admin Secretary (PD EIs) 1 EL Instructional Aide(Jr. High) Supplies Materials for Supplemental ELD Instruction	\$975,421	Yes
DL 4 Teacher Professional Development Teachers are supported with leadership, training, and professional development. 33% Learning Directors 50% Admin. Secretary (Supports PD) 3 Teacher PD Days DL 5 Instructional Coaches	\$2,347,095	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.]

HESD will address pupil learning loss that results from COVID-19 during the 2019-20 and 2020-21 school years by using a variety of assessment tools along with input from teachers (in-person and distance learning) to identify students who have experienced learning loss from the school closures. The district will use:

- \* local assessments (ELA and mathematics by grade level) and established local “academically at-risk” criteria to identify “at-risk students”.
- \* summative ELAPC results and locally created ELD checklists to identify English Learners needing extra language support.

Identified students will participate in a variety of in-person and/or online programs, depending on the status of school opening and family's choice to participate in distance or in-person learning, that are designed to accelerate learning and mitigate learning loss. Identified students will enter these programs based on results of placement tests and will proceed through the program's mastery paths. Once assigned a program, students will be engaged with each listed program 4x per week for a minimum of 15 minutes per day.

In addition to targeted support from the classroom teacher described above, identified at-risk students will be assigned to after school support groups. Support groups will meet regularly with the assigned staff member, and will receive instruction in the subject(s) of need.

Teachers will receive ongoing professional development for the instructional programs including specific training on how to analyze student responses and progress for the purpose of intervening with targeted instruction as needed.

In addition to targeted support from the classroom teacher described above, identified at-risk students will be assigned to after school support groups. Support groups will meet at least 2x per week with the assigned staff member, and will receive instruction in the subject(s) of need.

## 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.]

HESD will use the following actions/strategies to address learning loss and accelerated learning progress for pupils.

In August, students who have experienced learning loss will be identified and prioritized. These students will be assigned to support personnel (certificated teachers).

In September, support personnel will work with students, classroom teachers, and parents to identify specific skills, concepts, and areas of focus for interventions. Interventions will begin and students' progress will be monitored. Monitoring will include weekly progress checks for assigned programs and response, analysis and response of all local assessments.

Interventions and progress monitoring will continue October through June. New students may be identified and added to the interventions, and students making significant progress may be released. Support group staff, will meet regularly to discuss progress, identify additional instructional needs, and plan for instruction, intervention, and family communication.

These strategies will differ for pupils who are English learners, low income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness in the following ways:

- \* In addition to all monitoring listed above, program mastery data and local assessment data will be further disaggregated by subgroup.
- \* In addition to all monitoring listed above, site Learning Directors will ensure that classroom teachers are aware of significant subgroups (by student) on their roster.
- \* Site Learning Directors will monitor and request information for the listed subgroups on a monthly basis. Site Learning Directors will coordinate additional services as needed. Services may include, contact with a school counselor, contact with the district social worker, contact with the parent liaison, or contact with the student specialist.

## 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.]

HESD will measure effectiveness of services provided to address learning loss in the following ways:  
 Engagement will be measured by student completion (15-20 minutes per day, 4x per week) in assigned programs.  
 Engagement will be measured by school attendance/assignment completion and attendance to scheduled support group sessions.  
 Accelerated learning will be measured by noting skills/concepts mastery within assigned programs (example: student has mastered grade 1 sight words and can blend CVC words according to Lexia Learning progress monitoring).  
 Accelerated learning will be measured through analysis of local assessments (example: student mastered letters and sounds as measured by HESD letters/sounds assessment).

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

Description	Total Funds	Contributing
LL 1 Provide after-hours interventions for students who have experienced learning loss. Teacher overcontract to provide interventions for students School City (Illuminate) Student Data Assessment Management System After Hours/Intersession Instruction Instructional materials to support after-hours instruction	\$457,998	Yes

Description	Total Funds	Contributing

## 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 district employs a robust system of staffing, monitoring and resources designed to support mental health and social and emotional well-being of pupils and staff during the school year. A wide variety services, coordinated by school site learning directors are available to students experiencing trauma and other impacts of COVID-19 on the school community.

Services for students to address trauma and other impacts of COVID-19 on the school community include, but are not limited to: Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provides technical assistance to schools in the development of programs that improve school climate; address trauma and other impacts of COVID-19; increase attendance; monitor the implementation of school climate actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school climate and COVID-19 related data across the district. The director will serve as the district's homeless and foster youth liaison.

Provide each school with a learning director. Learning directors coordinate the services students receive including services that address trauma and other impacts of COVID-19 on the school community. Learning directors lead the development, implementation, and monitoring of students address trauma and other impacts of COVID-19 on the school community, and who may experience challenges with school attendance, behavior, mental and/or physical health.

Provide each junior high with a school counselor, and provide the elementary schools with three counselors serving schools on a rotational basis. The school counselor provides counseling and guidance services that are designed to address trauma and other impacts of COVID-19 on the school community as well as promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.



Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with support to address trauma and other impacts of COVID-19 on the school community. This includes behavior and attendance support. Student specialists and vice principals work directly with students and families who have experienced trauma and other impacts of COVID-19 that may effect their attendance, participation (in the case of distance learning) and/or behavior. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

Implement a school social worker to provide direct services to homeless students, foster youth, and students experiencing trauma and other impacts of COVID-19 on the school community. The social worker provides resources to families experiencing trauma and other impacts of COVID-19 on the school community, especially those that lead to homelessness or inadequate housing. The social worker provides direct support and coordinates resources from within the community.

School and district staff have access to a variety of counseling, mental health, and wellness support through the health insurance plans.

## 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.]

Students' attendance and participation in distance learning activities will be monitored daily. This includes:

- Participation in online activities and lessons
- Completion/engagement with activities and assignments
- Completion/engagement with assessments (tests, quizzes etc.)
- Student and/or parent contact with the teacher, principal, learning director, or other staff

For students experiencing challenges to participation and engagement, the following tiered reengagement strategies will be implemented:

TIER 1: Identification, Contact, Encouragement, Identification of Barriers

School staff will make contact with students and parents of students who are not participating/engaging in distance learning activities. School staff will provide the family with encouragement and assistance to help them engage with the distance learning program. School staff will work with the family to identify barriers to engagement.

Support may include:

- Providing encouragement for the parent and/or student
- Identifying barriers that may be preventing the student from attending/participating
- Reviewing/explaining assignments and lessons to be completed to receive credit for attendance
- Providing assistance to the student/parent as to how/where assignments will be posted and how students can be submitted
- Establishing a system of weekly communication with the parent/student to keep the student engaged
- Troubleshooting minor hardware/software issues
- Submitting help tickets to the Information Technology Department (HESDnet) on behalf of the student for issues that cannot be readily solved by school staff

#### TIER 2: Assignment of Services (Based on Identified Barriers)

For students who continue to have challenges with attendance, engagement, and/or participation, the site learning director will coordinate and assign services for students/families that are designed to provide assistance in reducing or eliminating barriers to attendance, engagement, and/or participation. These include services provided by:

- Student Specialists
- School Counselors
- School Nursing Staff
- The School Social Worker
- Afternoon/evening Student Support Teachers

#### TIER 3: Ongoing Support and Assistance

District and school site support staff will continue to provide support and assistance for families whose students are having challenges with attendance, engagement, and/or participation. Students who continue to have challenges may be brought to the school site in small groups to participate in instruction and/or intervention in small groups following California Department of Public Health guidelines. These students may include:

- Students with disabilities
- English Learners
- Foster youth
- Students experiencing homelessness

School staff will assist with translation services as needed for parent contacts.

The district will use the Hanford Elementary School District web page (<https://www.hanfordesd.org/>), the district's facebook feed, and the Remind messaging system to keep families up-to-date on developments related to COVID-19, school opening, distance learning, and other school information.

# 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.]

During the mandated school closure, breakfast and lunch will be distributed two times per-week at each of the district's school sites. Breakfast and lunch meals for the entire school-week (five days) will be distributed over the course of the two day food distributions. Food will be distributed in a "drive-up" or "walk-up" system during the closure.

Students' will enter their ID numbers into the system to track the distribution of meals. The district's Homeless Liaison and School Social Worker will monitor the distribution of meals, and will conduct outreach to families ensuring that barriers such as lack of transportation etc. are not preventing them from picking up meals. Meals may be delivered to students experiencing homelessness.

Once school reopens, the system above will remain in place for students who have opted to continue distance learning. For students attending school in-person, meals will be served in the classrooms to provide for social distancing.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	MH 1 Coordination of Student Support Services Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. Learning Directors Director of School Climate, Child Welfare and Attendance Admin Secretary (for School Climate Child Welfare and Attendance)	\$1,049,655	Yes

Section	Description	Total Funds	Contributing
	Supplies/Materials (for School Climate Child Welfare and Attendance) School Social Worker		
Mental Health and Social and Emotional Well-Being	MH 2 Health Professionals School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems. 5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site) School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) 2 Counselors (Junior High) (One Per School)	\$2,080,789	Yes
Mental Health and Social and Emotional Well-Being	MH 3 School Support Staff Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety. 8 Student Specialists 2 Vice Principals 2 School Resource Officers Yard Supervision	\$1,917,310	Yes
Pupil Engagement and Outreach	EO 1 Transportation Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school. (Transportation will be adjusted for social distancing. Younger children will receive priority.)	\$500,000	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	EO 2 TI Technological Systems for Parent Communication The district will maintain the technology and in-person systems for parent communication. Parents, students, and community members will have communication resources that provide access to information, promote safety, and facilitate communication with schools and the district. Digital Subscription for Enhanced Parent/School/ Teacher Communication Remind 101 Blackboard Connect Parent Liaison Parent Education Center Supplies	\$117,259	Yes
School Nutrition	Provide All Students with Breakfast and Lunch	\$1,000,000	No

## 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
29.23%	\$13,913,729

### 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.]

#### Action IP1

School sites are provided with supplies and materials that support the programs and services in the LCAP.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access the standards aligned instructional program in a way that is equitable, for both distance and in-person learning, unduplicated pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action IP 1 are principally directed toward unduplicated pupils. School libraries are open during school hours and are supported with staff, books, periodicals, and technology. Library materials are available for checkout to students in distance and in-person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Unduplicated pupils, may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for unduplicated pupils.

#### Action IP 2

School libraries are open during school hours and are supported with staff, books, periodicals, and technology. Library materials are available for checkout to students in distance and in-person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access a standards aligned instructional program in a way that is equitable, unduplicated pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action IP 2 are principally directed toward unduplicated pupils and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. unduplicated pupils may not have access to books, periodicals, or standards aligned digital content/media at the same levels as more affluent students. School libraries that are open and fully staffed during school hours provides unduplicated pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to unduplicated pupils, they have increased access to reading.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Access to books, periodicals, electronic media and content are an important component of a standards aligned instructional program. By providing increased library services, that are available in-person and electronically, to unduplicated pupils during the COVID-19 pandemic, when schools and public libraries may be closed, provides them with increased and improved access to the instructional program.

### Action IP 3

Students in grades K-6 have the opportunity to participate in an after-school enrichment program until 5:00p.m. at no charge to families.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access a broad, standards aligned instructional program in a way that is equitable, unduplicated pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action IP 3 are principally directed toward unduplicated pupils and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Students from low-income families may lack the resources to provide their children with after school enrichment, including support and homework help in reading, math, science, and history, especially during the COVID-19 pandemic, when school closures have caused learning loss. Parents of unduplicated pupils may lack the resources to provide safe, supervised after school childcare during the COVID-19 pandemic.

### Action IP 4

Art, music, and PE instruction is supported with staff, supplies, and materials.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access a broad, standards aligned instructional program in a way that is equitable, unduplicated pupils have needs for enrichment activities that go beyond what all students need. Pupils from low-income families may lack the resources to experience activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school, including art, music, and physical education.

The COVID-19 pandemic has exacerbated this lack of resources for unduplicated pupils that posing an even greater barrier to participation in art, music and physical education. The ongoing school closures have deprived unduplicated pupils from the experiences in art, music, and physical education they would have had in school. Providing students from low-income families with these activities and/or courses of study ensures that a lack of resources does not prevent them from receiving important components of a broad educational program.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:



The services under IP 4 provide unduplicated pupils with activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. Upon return to school the design, methods, and locations of these services will be provided to unduplicated pupils in ways that allow for social distancing until the pandemic subsides.

#### IP 5

Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class size in grades 4-8.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access standards aligned instruction in a way that is equitable, unduplicated pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math. Combination classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. The services under IP 5 are principally directed toward Unduplicated Pupils and provide them increased support in the form of teachers' time and effort. Additionally, unduplicated pupils have experienced learning loss at a rate greater than all students.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Providing smaller class sizes provides unduplicated pupils with and increased amount of time with their teacher in small group or one-on-one instruction thus mitigating learning loss (an increased service). Providing smaller class sizes allows for social distancing due to the COVID-19 pandemic. Providing unduplicated pupils with a single grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to struggling students, who are mostly unduplicated students, (an increased service) and are able to focus their planning and delivery of lessons on an single grade level (an improved service).

#### Action DL 1

Students in grades 2-8 have access to laptop computers for distance learning. Students in grades TK-1 have Apple iPads.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access the standards aligned instructional program in a way that is equitable, unduplicated pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action DL 1 are principally directed toward unduplicated pupils and provide them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Unduplicated pupils may not have access to the technology (laptop computers, iPads, internet access) that is essential for

success in K-12, college, and in today's workplaces. Unduplicated pupils may not have access to technology that allows them to access the instructional program from home during the Covid-19 pandemic related school closures.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Providing unduplicated pupils with increased access to technological resources including internet connected iPads, laptops, and wifi hotspots (for those without internet), ameliorates a barrier to academic achievement that exists for unduplicated pupils.

#### Action DL 2

##### Digital/Online Instructional Materials

The District will provide students (in-person and distance learning) with access to digital/online instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology.

Students in grades 2-8 have access to laptop computers for distance learning. Students in grades TK-1 have Apple iPads.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

In order to access the standards aligned instructional program in a way that is equitable, unduplicated pupils have needs for instructional supports that go well beyond what all students need. The services provided under Action DL 2 are principally directed toward unduplicated pupils and provide them with electronic instructional materials and content that allow them to access the standards aligned instruction in a way that is equitable to all students. Unduplicated pupils may not have access to digital content that allows them to access the instructional program from home during the Covid-19 pandemic related school closures.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Providing unduplicated pupils with increased access to digital instructional resources, ameliorates a barrier to academic achievement that exists for unduplicated pupils.

#### Action DL 3

##### Supporting Designated and Integrated ELD

This action is limited to students who are English learners.

#### Action DL 4

Teachers are supported with leadership, training, and professional development.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

Unduplicated pupils have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students and

students who have experienced learning loss as a result of school closures (who are mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are experiencing learning loss due to COVID-19 related school closures. An exceptionally well-trained teacher knows how to use technology to provide students in distance learning due to COVID-19 related school closures with an instructional program that is of substantially similar quality to the district's in-person instructional program. An exceptionally well-trained teacher is able to provide language supports regardless of location to students who are English learners.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Action DL 4 is principally directed to our unduplicated pupils improving and/or increasing services they receive in the following ways: Providing the teachers of unduplicated pupils with training that includes content area knowledge and pedagogy, strategies for using technology to provide distance learning, strategies for supporting struggling students, strategies for providing language supports to in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

#### Action LL 1

Provide after-hours interventions for students who have experienced learning loss.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

Unduplicated pupils experience learning loss due to COVID-19 related school closures at a greater rate than students who are more affluent, are proficient in English, and live with their families. The needs of these students are considered first, and unduplicated students who are experiencing learning loss will be served first under this action.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

In response to the COVID-19 pandemic, unduplicated students experiencing loss will be provided with additional instructional support including instruction after regular school hours. This additional support may be provided to unduplicated students one-on-one or in small groups. This instruction may be provided via distance learning methods, or, when cleared to do so by state officials, through in-person meetings. Providing students experiencing learning loss with additional instructional time ameliorates some of the effects of the lost instructional time these students have experienced helping them "catch up" with all students.

#### Action MH 1

Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

Unduplicated pupils COVID-19 related needs for health and wellness as well as social and emotional supports go well beyond what all students need. Unduplicated pupils may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning including distance learning. These barriers may include inconsistent school attendance, inconsistent participation in distance learning activities, and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action MH 1 are principally directed toward unduplicated pupils ensuring that a lack of resources does not create a barrier to learning, attendance, participation, or engagement for these students.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

The services provided MH 1 provide unduplicated pupils and with an array of supports designed to improve health, promote wellness and school attendance, and support participation and engagement. Learning Directors; the director of School Climate, Child Welfare and Attendance; and the School Social Worker coordinate these services, ensuring that unduplicated pupils in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)

#### Action MH 2

School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

Unduplicated pupils have COVID-19 related needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Unduplicated Pupils may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning These barriers may include inconsistent school attendance, inconsistent participation in distance learning activities, and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action MH 2 are principally directed toward unduplicated pupils ensuring that a lack of resources does not create a barrier to learning, attendance, participation, or engagement for these students.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

The services provided under Action MH 2 provide unduplicated pupils and with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. School nurses and school counselors deliver direct services to students to eliminate barriers to attendance, learning, participation, and engagement.

#### Action MH 3

Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

Unduplicated pupils have COVID-19 related needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Unduplicated Pupils may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance, inconsistent participation in distance learning activities, and discipline incidents that result in missed days of school, time out of class, or suspension. The services provided under Action MH 3 are principally directed toward unduplicated pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students. The services under Action MH 3 are principally directed to our unduplicated pupils, improving and/or increasing services they receive in the following ways: The services provided under Action MH 3 provide unduplicated pupils and with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Student specialists at the elementary schools and vice principals at the junior high schools work directly with unduplicated pupils, providing support for participation and engagement in distance learning activities, good behavior and citizenship as well as interventions when behavior incidents or lack of participation/engagement occur.

#### Action EO 1

Elementary students who live 3/4 mile or more from school and/or junior high students who live one mile or more from school will be provided with transportation to and from school.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19:

Students families were surveyed regarding their needs for transportation to/from school. To meet social distancing needs, the numbers of students riding buses must be reduced. The needs of unduplicated pupils are considered first, and these students will receive priority for transportation.

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

The COVID-19 pandemic has caused hardship for the families of unduplicated pupils that create barriers to school attendance. Lack of transportation is one of these barriers. Providing these students with transportation to/from school ameliorates this barrier.

#### Action EO 2

The district will maintain the technology and in-person systems for parent communication. Parents, students, and community members will have communication resources that provide access to information, promote safety, and facilitate communication with schools and the district.

The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19: The need for frequent, meaningful, reliable, supportive, and/or technical communication with families is more important than ever during the COVID-19 pandemic and related school closures. Families of unduplicated pupils have greater needs for communication with their school. These families may experience barriers to communicating with the school (lack of phone, internet, language barriers etc.).

The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and the action is intended to meet the needs of the students in response to the COVID-19 pandemic:

Providing the families of unduplicated pupils with technological tools for communication (Remind 101, blackboard connect etc.) along with personal outreach from a bilingual parent liaison ameliorates the barriers to communication with schools for unduplicated pupils.

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

The LEA wide and school wide services provided in the Learning Continuity and Attendance Plan are principally directed toward unduplicated pupils. The district considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 in developing and funding these actions. More than eighty percent of students in the Hanford Elementary School District are unduplicated pupils. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning brought on by the COVID-19 pandemic that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the Learning Continuity and Attendance Plan, unduplicated pupils have greater needs for these services, and therefore, will receive them at a proportion that is greater than what all students receive (i.e. they receive increased services). Because of the high percentage of unduplicated pupils at every school in the district, and because it is more efficient, the services discussed above are provided on a LEA wide basis. Taken together, the LEA and/or school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above. Taken together, the actions and services detailed above meet the district's minimum Percentage to Increase or Improve Services for unduplicated pupils (MPP).