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.

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General Information

The resiliency of the community of Helendale has really shone during this pandemic. Rather than complaining about the circumstances and blaming issues on whomever there is to blame, the community of Helendale has chosen to meet the pandemic head on for the good of their children. While our children are missed and the work that we do now is different than it was, our district and our community have taken on the adversity with a passion.

The entire community's response has been to support the needs of our children and to develop the best ways to educate them. Prior to Distance Learning when the Pandemic began and schools closed, the district offered work packets for students to complete. Once Distance Learning began Chromebook's were distributed and assignments were given. Parents took on the role of teacher and were very supportive and successful until the end of the 2019-20 school year. Over 70% of assignments were completed by students and the District averaged providing over 400 meals per day to students.

When the 20-21 school year began again in Distance Learning, our model of instruction changed to align with new state expectations. Our preparedness for this situation has been illuminated through our ability to seamlessly provide instruction to students daily. While our community has not been heavily affected by COVID-19 the preparation through the years for technology advancement left the District well prepared to provide the technology needed in order to successfully implement Distance Learning synchronously or asynchronously. Some District families experienced a need for more than one computer per household because they had more than 2 children in their household who needed access to technology. Through some flexibility the District was able to provide enough computers for every student to have their own access to a device. During the spring of 2019 the District also responded to community needs and were able to distribute approximately 400 meals per day to students as a part of our Corona Food Distribution program.

In preparation for a successful 2020-21 school year ranging from Distance Learning to "Normal" instruction the District bought laptops and Chromebooks, hot spots for access and Zoom for a learning platform. Additionally the District prepared the physical needs of each school and purchased cleaning and maintenance supplies. On top of that, the District also invested in various PPE's to ensure the safety of all staff and students who were on school campuses.

Stakeholder Engagement

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

Helendale School District surveyed the stakeholders of the community including parents and students in order to determine the mode of instruction that would be utilized under the current pandemic situation. Focus on the respondents including determining whether feedback was given by English Language Learners and those who are in poverty to include those parents who do not have access to the internet. Surveys were distributed in a link through the Aeries phone messaging system to all stakeholders and were completed by staff, students, and parents with a response level that included over 68% of the District's stakeholders. Stakeholders who were non English speakers were contacted by our District staff while those without internet were identified by their use of packets in the Spring and were phoned by the District's staff. Upon completion of the surveys, the District began negotiations with bargaining units to mirror the desired hybrid plan that stakeholders sought. The District negotiated with the Classified and Certificated Bargaining Units in order to come to an agreement on the safety of school campuses as well as how teaching and learning would be employed if it were outside of the normal model. In both the Classified and the Certificated units Memorandums of Understanding were created and agreed to beginning in a Distance Learning Model that evolved into a hybrid plan as a result of state mandates and the input that was received on the survey.

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

All Memorandums of Understanding were discussed in open session of Board Meetings for the Board and Public to comment on. These meetings ranged in dates from March 18th to August 12th via Zoom or Google Meets with legal public postings for each of the meetings that were held. At the beginning of each meeting there was a time for community input to the Board for direction for how the District was responding to the pandemic. All meetings were posted on the District website

The last three Memorandums of Understanding were approved in the months of July and August and outlined safety and instruction for the 2020-21 school year while the District was employing Distance or Hybrid learning.

The Public hearing for the Learning Continuity and Attendance Plan is scheduled for September 9th with a tentative Board vote scheduled for September 23rd.Stakeholders are invited to give their input on the LCP. A 72 hour notice will be given prior to the public hearing with the Zoom location (link) included as part of the invitation to attend. Additionally for those who lack internet access, information is posted in the community regarding opportunities for feedback at the meeting. Members of the public were able to view the 2020-21 LCP at the Helendale School District Office at 15350 Riverview Road, Helendale, CA and provide a written response to any portion of it if they chose to.

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

The District got a phenomenal response from parents when they were asked about their plans for Fall. Over 68% of our parents responded with 73% of respondents choosing a hybrid model based on the information presented where their children, our pupils, attended school at least every other day. Parents who did not want their children to attend school in a hybrid model reported that they were concerned about

spread of the COVID-19 virus as well as the idea that their child would have to wear a mask all day. Most parents seemed satisfied with the plan for hybrid and Distance Learning. In a survey of secondary students that included ELL students as well as students with no internet access taken while Distance Learning was being employed at the secondary school 64% would chhose to be learning in school rather than in Distance Learning.

When school teaching staff were asked their preferred mode of instruction, 68% reported that they were prepared to teach an in person model whether it was a hybrid model or in a model that was where all students attended.

In negotiations representatives from the District, and both Bargaining units agreed to provide the model that was prescribed by the government (a Distance Learning model).

The superintendent of HSD presented as a part of his weekly “Talk Supe” presentation highlights of the LCP for all parents to see and give feedback on during the September 16th release on Facebook and through the District website. Additionally a PAC was gathered and provided the same information in order to provide feedback with satisfaction to the processes and outputs by the group.

The District nor its schools meet the 15% or 50 student criteria to have an ELPAC therefore we do not seek approval of the LCP through an ELPAC.

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

In all surveys and discussions the input was clear that students needed regular interaction with their teachers. Therefore it became imminent that a plan needed to be built that was focused on teacher interaction with students. Additionally school communication was considered to be critical so that parents would know if their children were participating and being successful in their school activities in Distance Learning. With these two factors needing to be addressed, it was decided that teachers would teach an entire school day to half of their class each school day and would have a personal contact with the other half when they are not in attendance with the teacher(s). This way students would have a regular school day every other day with Fridays being a day for planning and meeting for teachers while students completed assignments from their instruction during the prior week.

Secondly, we heard the need to ensure that parents were kept up to speed with student progress. During Distance Learning, through negotiations with the CSEA team, we reached agreement on the ability to move employees into other job classifications to ensure that students needs were being met. As a result of this negotiation, we have been able to have campus monitors work under the direction of teachers to contact parents about the progress of their children and additionally provide assistance to the student when needed.

In response for the additional usage of computers in digital learning, the District is purchasing an additional 300 Chromebooks to ensure that the services required are being able to be delivered by the District.

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.]

Helendale School District will be in a distance learning model until at least 14 days after the District has determined that San Bernardino County has been removed from the State Watch List. Once we are able to return to in-person instruction we will begin in a hybrid model of in-person instruction. A hybrid model allows us to meet the academic and social emotional needs of our students while maintaining a safe social distance to keep students and staff safe. A hybrid model allows us to take advantage of blending in-person and technology based instruction to provide the needed support for all students. This model also responds to the community input that has been sought by providing 73% of parents the model of instruction that they want for their students. Students will be split into 2 groups, and will attend in-person two days a week and remotely the rest of the week. Teachers will provide "Office Hours" for all students who need additional support. Additionally to determine Learning Loss from spring of 2020 students will engage in initial screening and ongoing systemic assessments to show what academic areas need to be taught or retaught based upon Exact Path from Edmentum results as well as teacher provided formative and summative assessments. Teachers will have the ability to provide live instruction and recorded lessons that can be viewed again later, paused to allow students to work or viewed at a slower rate to allow for greater student understanding. Friday's will be used to allow students to continue to work on their school work, teachers to hold small group and/or one-one-one intervention time to support EL learners, students with disabilities, foster youth and students experiencing homelessness. When students are not in class the parent may opt for the student to be enrolled in our Learning Center where they can work on assignments and receive support for the instruction that they have already received. Students who have struggled with Distance Learning will be provided assistance from instructional aides in order to lessen the learning loss that has occurred during Distance Learning. Students who have require additional social emotional support will be provided opportunities to share in small group settings with District and SELPA counselors.

Hybrid Schedule: Grades 1-6

Each day students will attend school. Students/Parents will also have the option of staying home on the days that they are not receiving direct instruction from their teacher. If they are following a Monday/Wednesday schedule, they will attend class on those days with their teacher providing instruction. On Tuesday/Thursday the students will be provided the opportunity to attend school in a Learning Center where they will be provided support by adults for the work that they have been assigned for the day by their teacher and they will complete it on their assigned Chromebook. On Fridays the student can attend school in the Learning Center and be provided support by adults assigned to assist with student work. Students will be taught in cohorts of no more than 14 students in order to ensure the ability to social distance themselves no less than 6 feet from one another.

Hybrid Schedule Grades TK and K

Each day TK and K students will have the option to attend a full day of school with 50% slated for instruction and 50% slated for support in a Learning Center. Student's/Parents will also have the option of attending only partial days if they do not want to be a part of the Learning Center and stay beyond their instructional time. Students will be able to receive instruction for 2.5 hours per day from their classroom teacher based on grade level standards and then will be able to receive instructional support on those grade level standards from an adult in the Learning Center. Students will be taught in cohorts of no more than 14 students in order to ensure the ability to social distance themselves no less than 6 feet from one another.

All hybrid in-person learning will take place no earlier than two weeks after San Bernardino County has been taken off the County Watch List for COVID-19.

HEALTH AND SAFETY OF STUDENTS & STAFF

Hand Hygiene To prevent the spread of respiratory infections from one person to the next, frequent hand washing will be implemented

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% ethanol alcohol).

Properly hand wash with soap and water by:

Wet hands first with water.

Apply soap to hands.

Rub hands vigorously for at least 20 seconds, covering all surfaces of hands and fingers.

Rinse hands with water and dry thoroughly with paper towel.

Use paper towel to turn off water faucet. Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

Dispense the recommended volume of product.

Apply product to the palm of one hand, and

Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required). This should take around 20 seconds. Hand washing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

To help stop the spread of germs:

Cover mouth and nose with a tissue when coughing or sneezing.

Throw used tissues in the trash.

If a tissue is not available, cough or sneeze into the elbow – not in hands.

Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% ethanol alcohol. Avoid Close Contact – Distancing Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people outside their household or those who are sick within their household.

Each site will have a plan in place to ensure social distancing at their location. The plan will include, but is not limited to the following: Increasing physical space between employees by modifying the workspace.

Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be shared, following the Cleaning and Disinfecting the Building and Facility Guidelines to clean and disinfect shared workspaces and work items before and after use.

Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions.

Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.

Close or limit access to common areas where employees are likely to congregate and interact.

Delivering services and holding meetings remotely by phone, video, or Internet.

Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.

Eliminating all non-essential and non-related services, such as entertainment activities.

Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.

Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.

When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings. Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas.

Before starting the work shift.

After the work shift.

Coming and going from vehicles.

Entering, working, and exiting physical buildings or other structures.

During breaks and lunch periods. Cloth Face Coverings Unless otherwise directed by your supervisor, all employees should cover their mouth and nose with a cloth face cover when around others and follow any state, county, or local mandates/ guidelines.

You could spread COVID-19 to others even if you do not feel sick.

Everyone should wear a cloth face cover. o Cloth face coverings should not be placed on anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.

The cloth face cover is meant to protect other people in case you are infected.

Do NOT use a face mask meant for a healthcare worker.

Continue to keep at least 6 feet between yourself and others when feasible.

The cloth face cover is not considered personal protective equipment.

It is not a substitute for social distancing but when used in conjunction, it may help prevent infected persons without symptoms from unknowingly spreading the disease.

If an Employee is Sick employees will be asked to monitor their health each day and be asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19 or they have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID 19, such as acute respiratory symptoms or a fever Helendale School District will:

Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible.

Actively encourage sick employees to stay home.

If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.

Employees who are well but who have a sick family member at home with COVID 19 should notify their supervisor and follow CDC recommended precautions.

Ensure employees who are out sick with fever or acute respiratory symptoms do not return to work until both of the following occur: o At least 3 full days pass with no fever (without the use of fever-reducing medications) and improvement in respiratory symptoms. o At least 10 full days pass since symptoms first appeared.

Ensure employees who return to work following an illness promptly report any recurrence of symptoms.

Personal Protective Equipment: While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate.

During an outbreak of an infectious disease, such as COVID 19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19. The District will conduct a hazard assessment to determine if hazards are present in the workplace that will necessitate the use of PPE. If the District identifies COVID-19 as a workplace hazard, it will select and provide exposed employees with properly fitting PPE that will effectively protect employees.

The District will stress hand hygiene before and after handling all PPE.

Washing Facilities 2020-21

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water, and single-use towels or blowers. Cleaning and Disinfecting Silver Valley Unified School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers, counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans. The process of disinfecting includes providing disinfecting products that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g., safety requirements, PPE, concentration, contact time). Corona viruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the District’s approved disinfecting products and procedures when using disinfectants.

Disinfecting procedures include:

Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.

Clean and disinfect frequently touched surfaces daily and shared work spaces and work items before and after use. • Store and use disinfectants in a responsible and appropriate manner according to the label.

Store all disinfectants out of the reach of children.

Do not overuse or stockpile disinfectants or other supplies.

Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.

Areas unoccupied for 7 or more days need only routine cleaning.

Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

Consider putting a wipeable cover on electronics.

Follow manufacturer’s instructions for cleaning and disinfecting. • If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and Disinfecting Building or Facility if Someone is Sick:

Close off areas used by the sick person.

Open outside doors and windows to increase air circulation in the area.

Wait 24 hours before you clean or disinfect.

If 24 hours is not feasible, wait as long as possible.

Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, and remote controls.

Always wash immediately after removing gloves and after contact with a sick person.

If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.

Continue routine cleaning and disinfection

Employee Training Helendale School District will provide regular training for employees on the following topics:

What is COVID-19 and how is it spread.

Signs and symptoms of COVID-19.

When to seek medical attention if not feeling well.

Prevention of the spread of COVID-19 if you are sick.

Physical and social distancing guidelines.

Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.

Reminders and methods to avoid touching eyes, nose, and mouth.

Coughing and sneezing etiquette.

Safely using cleansers and disinfectants. Compliance

This addendum will be reviewed regularly and according to federal, state, and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves.

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

Learning Center Support for school work on an every other day basis	$ 210,000.00	Y
Classroom Supplies	$15,000.00	N
Cleaning Supplies and PPE	$ 20,000.00	N
Physical Barriers	$2,500.00	N

Chromebook	$ 50,000.00	Y
COVID Custodian	$ 24,000.00	N
Campus Monitors	$ 21,000.00	N

Distance Learning Program

Continuity of Instruction

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

In order to prepare for an in-person hybrid model, the LEA negotiated and agreed with the Helendale Profofessional Teachers Association that in order to provide continuity that the LEA would begin the year in Distance Learning. Students and staff would be using the same hybrid model schedule where students who followed a Monday/Wednesday model receive live online instruction on those days in preparation for attending school on Mondays and Wednesdays once the LEA implements In-person learning. The same would be true for students who attended school on Tuesday/Thursdays. Each day teachers provide a full day of grade level standard instruction to students in attendance. On the day that they are not receiving instruction, they receive a contact from their teacher with assignments and check in for any needs for assistance.

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.]

Helendale School District will continue to implement a 1:1 technology initiative for all students in the 2020-21 school year. All students in grades K-12 will be given a Chromebook to use at home or in class once we return to in-person instruction. TK students were provided an option to utilize Chromebooks. Students in grades TK and K were given the option to use personal tablets if available. All TK students are using tablets for instruction. Our School District will provide "hotspots" to families and staff who have no or limited connectivity. Teachers will survey families and contact each student by phone or email so that the District is able to provide the resources needed for the student to succeed. Students, families and staff that need technology support will be able to call the district tech hotline at 760-221-7144 to get any technology support that is needed. At the beginning of the 2020-21 school year the District provided over 600 Chromebooks and hot spots as needed for students to be able to engage in Distance Learning effectively. The District employed a system where Chromebooks were delivered to parents in a Grab and Go format where the Annual Use Policy was signed and given a copy of. To date the District has had 100% of students logon and participate in Distance Learning.

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 daily with students for synchronous instruction and/or email support. During this time teachers will assign work and give assessments, through Google Classroom and teacher created assignments and tests, that will be graded to monitor progress and assess learning. Daily attendance will be taken in our SIS program, Aeries, during synchronous instruction and will be monitored through the work that students complete as well and tracked in within Google Classroom. Student participation will occur through but not limited to Google Classroom, Google Meets, Zoom, emails and phone calls. Time value work and daily live instruction will be provided by each teacher to include at least 180 minutes for TK-K, 230 minutes for 1st & 2nd grade and 240 minutes for grades 3-12. All work and instructional minutes will be verified by the classroom teacher and approved by site administrators.

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

At the end of the 2019-20 school year a day of staff development was provided to ensure that teachers were able to manipulate Zoom and Google Meet as well as use the programs with other programs to provide instruction at the highest level with students. Additionally at the beginning of the 2020-21 school year staff development was provided in the application of Zoom, Exact Path, Edmentum, and Courseware so that teachers were able to provide the highest level of instruction to students at the beginning of the school year.

Teachers are provided troubleshooting access by the District's Technology Department and teacher leaders create videos to teach other teachers on how to use effectively the programs that are available for teaching of students.

Prior to the beginning of the school year, our District's staff were provided with professional development in the following areas:

Google Classroom basic and advanced features

Zoom

Math instructional strategies and online learning

Reading and writing strategies and online learning

Social Emotional support for students in-person and online

District adopted curriculum training (Math, ELA, H/SS, Spanish, French, Science)

Edmentum Courseware

Edmentum Exact Path

Staff Roles and Responsibilities

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

All staff will have new roles and responsibilities during the upcoming school year. Teachers will either work from home or from school based on their needs to provide instruction as well as their needs for insurance of safety. All classified staff will work from their school work space. Teachers will provide both synchronous and asynchronous lessons for students to be able to access from the student's home. Social/Emotional needs will begin with the teacher, student, and parent and be addressed there when possible. Additional support will be provided by the District counselors or SELPA counselor when needed. All staff will be required to adhere to district imposed health and

safety protocols while working at school site. These safety requirements will include: wearing masks as required by state guidelines, social distancing, proper and frequent hand-washing and/or using hand sanitizer, sanitizing work stations, and daily temperature checks. Due to the COVID-19 pandemic and the unprecedented nature of current conditions, some classified staff may be asked to perform duties not currently contained within their current job description. Examples include but are not limited to: supporting disinfecting and cleanliness standards, screening visitors, staff and students prior to entering campus, monitoring students on campus, supporting social distancing measures, assisting with student meal distribution, and providing on campus child supervision for children.

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.]

During distance learning, teachers will have “office hours” each day to support students with all students, but especially students with special needs in small groups. Distance learning plans will be created through the IEP process for special education students who will need additional accommodations. Special education teachers, along with their instructional aides, will be meeting with students on a regular basis in an effort to prevent learning loss.

The District is providing instructional materials to any students who are in need of them beyond a Chromebook and a hot spot. Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs.

Special Education students will be provided additional support with assistance from our instructional aides to supplement teacher instruction Special ed staff will closely follow IEPs and Implement supports in a virtual format as needed . The District will hold virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances. Students will continue to have access to supports and services listed in their IEPs as is appropriate and able to be implemented. All students with unique needs will have access to general education teachers and support staff in order to assist in helping them achieve their needs. SPED teachers may do a regular check in with the parents to properly address any concerns.

Homeless student’s although very few will be given frequent communication and contact to meet their needs; The students will be provided resources and support to appropriate local, county, and state agencies for assistance. The proper technology and school materials/resources will be available to ensure pupil is able to actively engage in distance learning model. Establishing recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support may be implemented as necessary by school staff. The District will continue to provide information and support to our at risk families. The counselors and principal may provide a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. The District may also provide necessities (clothes, shoes, school supplies, personal hygiene items, etc) to any family that expresses need.

English Language Learners will be provided with English language arts (ELA) and English language development (ELD) instruction, including strategies for scaffolding learning that will enable English learners to access core and ELD standards via a virtual platform. Frequent communication with parents/guardians to provide information about appropriate strategies will be provided by the EL instructional aide. Instructional supports, including SDAIE strategies will be embedded into the regular virtual curriculum. Those needing additional support will be offered small groups of instruction by their teacher as needed.

Foster Care: Foster students, although very few will be given frequent communication and contact to meet their needs; The students will be provided resources and support to appropriate local, county, and state agencies for assistance. The proper technology and school materials/resources will be available to ensure pupil is able to actively engage in distance learning model. Establishing recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support may be implemented as necessary by school staff. The District will continue to provide information and support to our at risk families. The counselors and principal may provide a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. The District may also provide necessities (clothes, shoes, school supplies, personal hygiene items, etc) to any family that expresses need.

All students: The District will continue our SST processes as normal for identifying and supporting at risk students. Title 1 aides will be utilized to support reading and math lessons as well as provide small group differentiated support under the direction of the classroom teacher. Beyond the regular course of instruction the schools will be providing additional educational support services within the school day as identified by specific classroom teachers. The District will also be providing skill and knowledge based support specifically for Math, Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as at risk.

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

Description	Total Funds	Contributing
Edmentum Software	$ 22,800.00	N
Computerized Software and Curriculum	$15,000.00	N
Computer Hardware	$11,000.00	N
Microphones and Cameras	$5,000.00	N
Teacher Laptops	50,0000.00	N
Hot Spots for Distance Learning	$5,000.00	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.]

During the beginning of the 2020-21 school year teachers will administer assessments to measure student achievement in all core areas of Math, ELA, History, and Science. The data from those assessments will be used to help create instructional paths for students and develop plans for intervention. Students will also have access to Exact Path, an online intervention platform to address deficits in math, reading, and language arts. The District's EL aides will meet with all EL students in person whenever possible within the constraints of the Pandemic. Support will be provided based on the feedback that the aide gets from verbal, written, or reading assignments that are completed online during their regular weekly support sessions. The District will continue to implement our SST program to give extra supports to students based on qualifications and as needed.
If a student is experiencing excessive absences or signs of Learning Loss, the student will be referred by his/her teacher to an instructional aide who will either call the student or work one on one or in a small group with them in Zoom to address any areas that are showing signs of deficits through personal observation on a daily basis or benchmark or class assessments that are given weekly or quarterly to determine growth in ELA and Math..

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.]

During distance learning, teachers will have "office hours" to support all students, but especially students with special needs or learning loss in small groups. Distance learning plans will be created through the IEP process for special education students who will need additional accommodations. Special education teachers, along with their instructional aides, will be meeting with students on a regular basis in an effort to prevent learning loss.

The District is providing instructional materials to any students who are in need of them beyond a Chromebook and a hot spot. Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Strategies for instruction to address learning loss for all students shall include small group instruction and tiered interventions based on student ability. Breakout rooms and small groups will be used in Zoom in order to provide additional support that would normally be provided in an in-person setting. Students will be taught using many strategies to mitigate learning loss including the following: ELD support curriculum, UDL, EL tiered interventions, academic Tier 1 and 2 supports, small group instruction, Houghton Mifflin and McGraw Hill instructional support curriculum and activities, speech therapy, counselors, teacher collaboration, parent/teacher conferences, additional tutoring, instructional aide support, and software programs to enhance learning.

Special Education students will be provided additional support with assistance from our instructional aides to supplement teacher instruction Special ed staff will closely follow IEPs and Implement supports in a virtual format as needed . The District will hold virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances. Students will continue to have access to supports and services listed in their IEPs as is appropriate and able to be implemented. All students with unique needs will have access to general education teachers and support staff in order to assist in helping them achieve their needs. SPED teachers may do a regular check in with the parents to properly address any concerns.

Homeless student's although very few will be given frequent communication and contact to meet their needs; The students will be provided resources and support to appropriate local, county, and state agencies for assistance. The proper technology and school materials/resources will be available to ensure pupil is able to actively engage in distance learning model. Establishing recurring virtual meeting times and/or phone calls with pupil to allow for continuous monitoring and support may be implemented as necessary by school staff. The District will continue to provide information and support to our at risk families. The counselors and principal may provide a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. The District may also provide necessities (clothes, shoes, school supplies, personal hygiene items, etc) to any family that expresses need.

English Language Learners will be provided with English language arts (ELA) and English language development (ELD) instruction, including strategies for scaffolding learning that will enable English learners to access core and ELD standards via a virtual platform. Frequent communication with parents/guardians to provide information about appropriate strategies will be provided by the EL instructional aide. Instructional supports, including SDAIE strategies will be embedded into the regular virtual curriculum. Those needing additional support will be offered small groups of instruction by their teacher as needed.

All students: The District will continue our SST processes as normal for identifying and supporting at risk students. Title 1 aides will be utilized to support reading and math lessons as well as provide small group differentiated support under the direction of the classroom teacher. Beyond the regular course of instruction the schools will be providing additional educational support services within the school day as identified by specific classroom teachers. The District will also be providing skill and knowledge based support specifically for Math, Language Arts and Reading using Exact Path. One day a week students needing additional support or enrichment may also be assigned work specific to their needs. After hours tutoring will also be available to students who are identified as at risk.

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.]

Helendale School District will be using site and web-based assessments to measure learning progress of all students. Teachers have taken time over the years to develop their own customized benchmarked assessments to be able to measure the growth in student learning. Those assessments coupled with assessments from Illuminate and Edmentum Exact Path will display to teachers whether or not there is a need for additional support for students based on their performance. District teachers and staff will administer assessments on a monthly basis to assess the effectiveness of the learning loss strategies. Formative and summative assessments given regularly will also give teachers the data they need to inform their instruction and give additional support to students as needed.

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

Description	Total Funds	Contributing
Teacher Instructional Carts	$1,500.00	N

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.]

During the course of the year, teachers will be responsible for providing daily live instruction including social emotional wellness lessons for students. School counselors will monitor needs of students and reach out as needed for support. School counselors from SELPA and HSS can be referred to meet with students who are suffering from trauma and the many other impacts of COVID-19 on an ongoing basis. School counselors will provide monthly trainings on what actions and behaviors that teachers should look for in students who are displaying “red flags” when it comes to their social and emotional health. Teachers and site administrators will also be able to continue to refer students to the Desert Mountain Children’s Center for counseling. All counseling sessions will be held virtually until we are able to safely return to in-person instruction. Staff will also be reminded through training on what is available to them as professionals through their benefits package should they need additional social/emotional 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.]

During this unprecedented time, Helendale School District has engaged in many forms of communication with its’ community members, these communication avenues have included : social media posts, automated and live phone calls to parents/families, automated emails and the district website, weekly videos, personal phone calls and emails. We have also established a remote, online enrollment process for parents so they can easily enroll their student in our schools and not have to come to the site to fill out an enrollment packet through Aeries Online Enrollment.

To assist in this online learning, the District has established a tech hotline where callers can receive live online support for technology issues in order to provide live support as needed.

Tiered Reengagement Strategies: Helendale School District is committed to ensure that students are engaged in learning on a daily basis and will make every effort to contact families whose students are not meeting the required attendance policies. Instructional aides have been assigned to call families to assist with learning and re-engagement f a student after that student has been absent for more than 60% of a week. EL Aides will be in regular contact with families who are in need of language support in order to ensure that students are engaged and receiving opportunities for effective teaching and learning. School site staff will contact students and families through phone calls and emails and provide support instructionally as well as social-emotionally. Families will be encouraged to address any concerns and then reminded of the requirement for students to attend school. The District works in partnership with Borrego Springs Community Health Foundation to provide mobile support for students who need additional physical or mental health issues where support is provided by trained medical personnel to provide assistance as needed.

School Nutrition

[A description of how the LEA will provide nutritionally adequate mea ls 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.]

Helendale School District's Cafeteria and Lunch Department will provide breakfast and lunches for all students in Helendale School District, including eligible free or reduced-price students. Breakfast and lunches will be provided in a grab and go format in Distance Learning from 7-10 am daily. Students must be enrolled in a Helendale School District school/program to receive a meal. The following school sites will be providing meals which will be available for pick up at the Helendale Secondary School: Helendale Elementary School and Riverview Middle School from 7-10 am each day..

When school is in session, students will receive lunches in their classroom in order to reduce potential spread of the virus. School monitors will deliver the food to each class and will provide supervision while teachers take their lunch break as well.

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

Section	Description	Total Funds	Contributing
Food Distribution Carts	Carts can be stocked and ready for food distribution to the classroom. They provide an increase of speed of service and allow for ease of use for employees.	$1,000.00	N
Campus Monitors	To assist with distribution during in-person learning and provide adequate breaks for teacher's lunches.	$42,000.00	N

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
0%	$0.00

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.]

In Helendale School District, we have implemented programs and services based on the academic and/or socio-emotional needs of students who are in different sub groups including Foster Youth, Low Income, English Learners. Based on multiple measures, (CAASPP scores, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, drop out rates, employee/community surveys, etc), our students have benefited greatly from these services and programs. When identifying the needs of our 53% unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of all of our students including those in the sub-groups listed above. Therefore the actions implemented are effective in allowing the students to work toward becoming more successful in reaching grade level standards.

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

Additional support instruction from instructional aides at Helendale Elementary School to provide one on one and small group instruction

Implementation of PBIS to increased levels at Riverview Middle School to become eligible for platinum award.

Additional support classes for students who are at risk in English Language Arts and Math at Riverview Middle School including breakout rooms in Zoom

Reduced class sizes with cohorts for learning in groups of 14 or less.