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

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

COVID-19
On March 4, 2020, the Governor of California, Gavin Newsom, declared a state of emergency to prepare for the spread of COVID-19. District administration directed sites to begin preparing for distance learning in the event of potential school closures and directed custodial staff to focus on disinfecting areas of high traffic throughout district buildings.

On March 13, 2020, Hesperia Unified School District (HUSD) made the decision to close schools due to the COVID-19 pandemic after consulting with the San Bernardino County Superintendent of Schools and the San Bernardino County Department of Public Health, and following the executive order of Governor Gavin Newsom. Initially, with only one week before Spring Break, the district aspired to reopen on or about April 1st.

On March 16, 2020, Nutrition Services began serving meals at three locations: Cedar Middle School, Hesperia High School, and Sultana High School. On March 18, 2020, learning resources were provided on the district website for grades TK -12, including resources for special education and English learners. Employees termed “essential” for the purposes of maintaining district operations continued to report to work during this time.

On March 19, 2020, Governor Newsom issued a “stay-at-home” order and an emergency board meeting was called. The board acted to approve a resolution delegating authority to the superintendent to take necessary action to protect students and staff from the spread of the COVID-19.

Plans were made to distribute Chromebooks to elementary students (secondary students were already in possession of their Chromebooks) on April 2nd and 3rd, with distance learning beginning on April 6th. Meanwhile, in consultation with the San Bernardino County Superintendent of Schools and the San Bernardino County Department of Public Health, the decision to keep sites physically closed and provide distance learning for the remainder of the school year was made on April 1, 2020.

Meals continued to be provided to families, professional development was provided to teachers, classified staff provided support to teachers, district-level staff met regularly with site administration via video conferencing, virtual graduations were developed and drive-through diploma ceremonies were conducted, and district business continued to the best of its abilities.

The health and safety of our students, staff, and families are of the utmost importance. As COVID-19 continues to change our collective landscape, our schools will work together to leverage resources, share best practices, and advocate for regulatory flexibility, including state and federal waivers to enable us to provide the best possible programs for all students. Hesperia Unified School District is fully committed to working together to prepare for the reopening of schools for the 2020-21 school year. In doing so, committees were organized with the purpose of supporting our students, families, and all staff regarding their social-emotional well being, learning needs, safety concerns and the impact of the pandemic. Moreover, three task forces were assembled to develop a continuum of options to open schools in the 2020-21 school year. Each option sharply focuses on academic instruction to enhance student performance, as well as athletics and extracurricular activities to support the physical, mental, and social well-being of our students.

This document is a summary of the findings from each of the task forces, as well as other committees engaged in safety and pandemic response, various surveys from families, teachers and classified staff, and utilizing information and guidance available as of July 29, 2020. Furthermore, this document has been developed with input from the San Bernardino County Department of Public Health. These options are subject to change as public health guidelines are updated. It is important to note HUSD may start the school year with one or a combination of instructional options and, as new information becomes available about health and safety, we may transition to a different option. The three options are: Distance Learning, Blended Learning and In-Person Learning. This plan was developed with all of these factors in mind. It was decided that the youngest students need devices to support distance learning and the district needs to provide internet connectivity since families are without internet and with families possibly struggling financially, meals need to be provided to all students. The COVID 19 pandemic has had a significant impact on our district, the community and our children’s development. It has altered the way we provide services and support for our students and families. Our staff worked tirelessly, this summer, to put new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families.

Stakeholder Engagement

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

During this time of change it was important for HUSD to understand the needs of our community. Beyond individual school site and teacher surveys, HUSD gathered information from certificated staff, classified staff, families and students. Certificated staff was surveyed twice to solicit feedback in regards to their overall health and well-being as well as the instructional tools utilized during distance learning. Classified staff was surveyed gathering input regarding their concerns and returning to work. HUSD provided two surveys to parents/guardians to solicit

feedback on concerns, and needs prior to the start of the 2020-2021 school year. A follow up survey was administered within the first month of school to collect information on concerns, successes and feedback regarding their experiences during distance learning. Students were also given a survey to complete to share their experiences with distance learning and what they needed to be successful.

Bargaining unit members were given a draft (electronic or paper) of the LCP and asked to provide feedback for the final draft. Administration was given the draft LCP to review during a district leadership meeting and asked to send input. The Thrillshare (social media outlets, the district website and phone calls/texts to households) platform posted notice of the availability of the plan and opportunity for stakeholders to comment through social media and phone calls/texts. The draft was presented at a board meeting and the audience was given an email and phone number to comment on the draft. Hard copies were available as requested along with being posted on the district website. For stakeholders who speak another language, the messages and information were translated. Our district translators are available to answer questions and gather input as needed. Input for the Learning Continuity and Attendance Plan was gathered from a diverse group of community and stakeholders.

All stakeholders were provided an opportunity to discuss strengths, needs, barriers, accommodations and concerns for the plan and the 2020-2021 school year. Analysis of this feedback has provided insight into the needs of the community. This analysis included identification of trends in the data and was used to build out the Learning Continuity and Attendance Plan and the actions needed to meet the needs of all students (devices, connectivity, PPE, food services, materials for use at home).

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

During this time remote participation is necessary, HUSD provides a livestream to public hearings. Notice of the public hearing with a zoom link was posted on the district website and in the front lobby of the district office 72 hours in advance of the meeting, per Ed code requirements. and by automated calls from the district informing stakeholders of the opportunity to provide feedback. The meetings are streamed through social media outlets with a link provided on the district webpage. The public is able to submit a comment prior to the meeting and during the public comments portion of the meeting. During public comment time, the comments are read aloud. At the end of the public hearing, stakeholders were informed that their input was welcomed and provided with an email and phone number to contact the superintendent with any suggestions. All information regarding the public meetings and hearings was translated for non English speaking stakeholders. Any information obtained was given to the district translators to process and then submitted to the superintendent. The final plan was submitted to the board for approve at the September 14, 2020 meeting.

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

Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when editing the draft plan to its final version. In summary, certificated staff shared their preferred tools to help guide our professional learning plan and concerns for distance learning. Classified staff shared their two main concerns as their interest in returning to work along with wanting personal protective equipment (PPE) as they return. Students and parents shared a highlight of distance pandemic learning as being time together as a family and a concern being a lack of clear expectations and difficulty staying focused in their home environment. The District English Learners Advisory Committee (DELAC-PAC) met with the Director of Language Support on July 22, 2020 and reviewed the draft. Their only concern was to make sure that all site communication was translated. They did comment that the communication from

the district is usually translated. The District Advisory Committee (DAC-PAC) also reviewed the draft through a virtual meeting held on August 26, 2020. They were sent a copy of the draft through email and asked to be prepared to give input during the meeting. They felt it was well written and only needed a few minor changes. Their concern was that transportation wasn't mentioned and whether the district needed to be concerned about malware issues since a neighboring district had to shutdown their distance learning due to a problem. They were informed that the informational technology department is consistently reviewing our system and working to ensure that we won't be affected by malware. Stakeholders without internet were called and given the opportunity to receive a hard copy to share their input; there weren't any requests for a hard copy. One of the biggest concerns of all stakeholders is the social-emotional well-being of students and staff. The superintendent reviewed the comments received and responded in writing to the members and instructed the LCP team to include the concerns in the final plan.

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

Based on stakeholder feedback HUSD has created a plan which summarizes the findings from each of the task forces and surveys, as well as other committees engaged in safety and pandemic response, utilizing information and guidance provided by the County and State. The plan addresses the needs specified by the stakeholders. Collaboration is a vital part of the culture in HUSD and the input from the community, students and families is very important to the creation of this plan. The following initiatives were directly related to the aforementioned recommendations:

The HUSD Board’s decision to provide remote instruction until safe to reopen based on state and local directives.
HUSD will continue to expand the availability to devices and hot spots for students
Schools will open safely with all the needed supports such as social distancing and protective equipment when practicable and allowed
Continued workshops will be provided to parents and families regarding technology usage and support for families during Remote Learning. This will include a central location where videos and resources will be housed to ease access issues
Expansion of the support for Social Emotional Learning for students through various means through the creation of various tools to support Mental Health such as the digital HUSD Calming Room sand the district has partnered with St. Joseph's Foundation, to bring the Care Solace program to support our families and staff.
Provide small group instruction and tutoring for struggling students
Specialized tools for instruction will be purchased to support Remote Learning (Zoom, MyVRSpot, Screencastify, etc)
Continued professional development of teachers regarding virtual and blended learning

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.]

At anytime and or within 14 days of San Bernardino County being identified on the California Department of Public Health's monitoring list, Hesperia Unified School District (HUSD) in accordance with CA School Sector Specific Guidelines, will conduct distance learning only. Upon San Bernardino County's removal from the California Department of Public Health's (CDPH) monitoring list, or upon the granting of a CDPH-approved waiver or CDPH-approved variance, HUSD may return to in-person learning to include but not limited to small group instruction, intervention, special education, English Learner (EL) support, supporting students' transition back to school sites. As allowable by the California Department of Public Health the district may move to either a blended learning and/or an in-person learning framework during the course of the 2020-2021 school year. Below is a description of the actions HUSD will take to offer classroom-based instruction whenever possible through both a blended learning and in-person learning model.

Blended Learning Overview:
Blended learning provides a means to meet the academic and social emotional needs of our students while social distancing is required to maintain the health and safety of our students and community. In preparing today's student for tomorrow's world the blended learning framework allows the use of various instructional delivery methods as appropriate for the individual student, grade level and subject matter. HUSD will offer blended learning designed to leverage technology in order to accelerate, individualize, and deepen learning through a model whereby students attend in-person classes twice weekly and work remotely the remainder of the week. Blended learning will provide a platform for teachers to personalize instruction to meet the individual needs of each student through small group learning and online instruction. The framework encourages teachers to deliver direct instruction to students at home where lessons can be paused, repeated, or slowed down for student understanding. Additionally, student independent practice and exploration occurs in the home through various methods. In class, the teacher works with small groups, provides additional targeted instruction, and facilitates student discussions. Wednesdays will be used as a time for students to continue to focus on the learning assignments and reflect on their own learning goals. In order to inform instruction and gauge student learning during the course of blended learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This will aid in informing instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness. Students will have daily interaction with a teacher every day whether in-person or remotely to ensure every student feels connected and has the ability to ask questions as needed.

In-Person Learning Overview:
In-Person learning is a means to meet the academic and social-emotional needs of our students through an on-campus setting. In preparing today's student for tomorrow's world, the in-person learning framework allows HUSD to return to providing targeted efforts to meet the individual academic and social-emotional needs of students through a coherent instructional framework with engaging and effective

instructional practices that integrates technology to accelerate student learning. In order to inform instruction and gauge student learning with an emphasis on students who have experienced significant learning loss due to school closures and or are at greater risk of experiencing learning loss due to future school closures, HUSD will consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This will aid in informing instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

BLENDED LEARNING IN-PERSON SCHEDULE/FORMAT
Preschool: HUSD will provide access to Preschool for a total of 120 students during the 2020-21 school year. Students will be assigned to an AM or PM session in groups of 8 with one teacher and one assistant assigned to each session. During the course of the session, each student will be assessed for symptoms of COVID-19. Online learning will take place on the days the respective group is at home. Students in the subgroups will be given first priority for enrollment.

TK/K: Transitional Kindergarten and Kindergarten students may be given the opportunity to attend daily, with half of the students attending class in the morning and the other half attending in the afternoon. This would provide for daily interaction with these young learners while providing for social distancing.

1st-12th: Students will report to school on two designated days as assigned, for in-person instruction. On the other days, students will be engaged in enrichment opportunities aligned with academic goals established by the teacher.

Special Education: Students will report to school on two to four designated days as assigned, for in person instruction. On the other days, students will be engaged in enrichment opportunities aligned with individual goals established in the student's Individualized Education Plan (IEP). The teacher is encouraged to meet daily with all students (virtually or in-person) to provide social-emotional support and specialized academic instruction. The district will make every effort to increase the number of school days for students in specialized programs where smaller class sizes allow for increased on-campus opportunities while maintaining social distancing guidelines. When possible, related services (speech, OT, APE, etc.) will be provided to students in-person when the student is on campus for instruction.

BLENDED LEARNING IN-PERSON STUDENT SUPPORT
Understanding that school closures have impacted the progression of student learning referred to as the COVID-19 slide, HUSD will take steps to ensure opportunities for intervention and remediation are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers and classified staff may use multiple methods of providing instruction to meet student needs, such as in-person one to one and small groups.

PROGRESS MONITORING:
Sites will use Cycles of Inquiry to guide instruction and intervention. Assessments will include site developed assessments and iReady Reading and Math. The results will be used to determine areas of need for individual students and appropriate intervention provided.

English Language Learners: English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the California English Learner Roadmap Policy will guide the implementation of blended learning instruction. HUSD will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation. During the course of blended learning, these practices may include: a small group in-person or remote instruction, tutoring, telephone calls, meetings in-person or via a digital platform, supplemental physical or virtual resources, online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments to English learners.

Special Education: Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student as well as what accommodations and modality of learning allow the greatest access. HUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family under a blended learning model as it may be different from the services provided prior to school closure. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided to students whether participating in a blended learning model. Students with disabilities will be assessed on a regular basis to monitor progress toward grade-level standards and Individualized Education Plan (IEP) goals. Teachers will evaluate present levels of performance for each student at the end of each quarter and provide a written report to parents with report cards. Prior to each annual IEP, teachers will evaluate students present level of academic performance and share such progress at IEP meetings. Present levels will be used to establish baseline data for establishing new learning goals for the year. Evaluations to determine eligibility for special education will continue in person.

Homeless and Foster Youth: Through the District Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and/or that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. HUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person. HUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually and/or on-site at schools. Students and their caregivers will be provided information, resources, and/or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

Other Student Populations: Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for additional instruction and support on Wednesdays. Modified schedules may be developed as the needs of students are more clearly identified.

IN-PERSON SCHEDULE/FORMAT:

With schools reopening, the schedule will return to its pre-closure status. Special consideration will be given to providing time for the increased need for intervention and remediation and providing a safe and healthy learning environment. Staff will implement as much social distancing for staff and students as possible and will limit the sharing of supplies and equipment. Recognizing the extenuating needs of some vulnerable populations, distance learning or independent study may be offered as needed for those students. Distance learning has been described previously in this document and differs from independent study insomuch as there is greater and more regular contact with the teacher, albeit remotely. Independent study is an alternative to classroom instruction, with students being given assignments and then meeting weekly with an instructor to turn in assignments and seek additional guidance.

IN-PERSON STUDENT SUPPORTS:
Understanding school closures has impacted the progression of student learning referred to as the COVID-19 slide, HUSD will take steps to ensure opportunities for intervention and remediation are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in-person one to one, small groups, or phone calls intervention.

English Language Learners: English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the California English Learner Roadmap Policy will guide the implementation of learning. HUSD will provide language instruction services to English learners through designated and integrated ELD.

Special Education: Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. HUSD staff will evaluate each students' present level of academic performance upon returning to on campus instruction to determine if needs, goals, and services preCOVID require modification to address learning loss. HUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) is required upon returning to a full-time on-campus schedule. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided to students when on campus learning resumes.

Homeless and Foster Youth: Through the District Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. HUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities. HUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students. Students and their caregivers will be provided with information, resources, and or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

Other Student Populations: Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for instruction and support.

HEALTH & SAFETY OF STUDENTS AND STAFF

Facilities: The Administrative and Educational Support Center (AESC) and all school sites will be open to staff, students, and families. All facilities will be cleaned and disinfected daily, with special attention to frequent touch points such as door handles and light switches. Soap dispensers or hand sanitizers will be accessible in all restrooms and high traffic areas. Splash shields will be provided for all reception areas, along with touch-free trash receptacles and visual reminders for illness prevention. Office and classroom furniture will be disinfected daily, with special attention to high traffic areas. To prevent the spread of COVID-19, access to drinking fountains may be restricted. Buses will be cleaned and disinfected between each pickup/dropoff and drivers and students will be mandated to wear masks.

SOCIAL-EMOTIONAL SUPPORT
The District recognizes the need to support the whole child, especially following school closures. Social and emotional support will be provided first and foremost within the classroom with teachers being provided professional development in social and emotional learning (SEL) practices. Students in need of additional support will have access to school counselors, school psychologists, administrators, a social worker, and/or outside agencies. Essential mental health services are available through the Student Assistance Program (SAP) at Desert Mountain Children's Center. Hesperia Unified School District has also entered into a partnership with Care Solace as a service provider to help connect students, staff, and families to any mental health and wellness support they may need, both in-person and remotely. The link to this service can be found on the District website. Additionally, the district Mental Health and Wellness Committee meets regularly, provides professional learning opportunities, and identifies the needs and supports available for the school community. In addition to the District SEL Plan and SEL Resource Guide, each school site will develop an SEL plan that identifies Tier I, Tier II, and Tier III supports for staff and students.

CAMPUS ACCESS/VISITORS:
Campuses will be open to students and staff; visitors will be limited to essential visitors.

STAFF AND STUDENT PRECAUTIONARY MEASURES:
Health Screenings: In alignment with the California Department of Public Health’s COVID- 19 Industry Guidance: Schools and SchoolBased Programs, staff will be expected to be vigilant in daily self-assessing for possible symptoms of illness. If experiencing one or more of the identified COVID-19 symptoms, staff must stay home from work until symptom-free, without medication, for 72 hours, and at least 10 days have passed since symptoms first appeared. Students, parents, and essential visitors on campus during Blended Learning, will also be expected to have self-assessed their health status and will be asked not to enter in the event of one or more symptoms. Families will be requested to perform illness screening of their students before leaving for school (check temperature, observe for illness symptoms outlined above) and keep students at home if they have symptoms consistent with illness or if they have had close contact with a person diagnosed with COVID-19.

Hygiene Practices and Use of Personal Protective Equipment: While on any District site, staff, students, and essential visitors may be expected to wear face coverings as required by the Department of Public Health and/or local guidelines. Additionally, regular washing of hands, avoiding touching the face, and avoiding sharing of any items is recommended. The reception areas of all campuses will be equipped with protective shields and health offices will have added PPE to protect against illness and infection. Staff, students, and parents will be provided education on health screening and healthy hygiene such as proper handwashing, use of face coverings, and proper techniques for preventing the spread of COVID-19 and all illnesses. Schools will develop routines for handwashing at the beginning of the day and after lunch, recess, and restroom breaks.

SOCIAL DISTANCING:
Routes will be designated for entry and exit, maximizing the number of entrances and minimizing contact between students, staff, and families. The number of individuals allowed to enter offices at one time may be limited. Classrooms will be arranged to maximize space between students and minimize face to face contact. As much as practicable, student groups will remain in one learning space to reduce movement and interaction. Outdoor spaces will be utilized as much as possible for teaching and learning, as well as staggered lunches and activities.

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

Description	Total Funds	Contributing
Footsteps 2 Brilliance Program is an online/in-person reading program to help parents prepare their children to enter school. Parents and children come to the Family Resource Center to learn literacy strategies. Parents are encouraged to read the online books daily and utilize the strategies shared.	0	No
Preschool: In order to help provide additional support to parents of our low income, English learners and Foster Youth and Homeless children who might not have access to other programs, preschool will be offered to a total of 120 students in these groups.	790,000	Yes
Purchase supplies, PPE and equipment to ensure students have their own supplies and follow safety guidelines	1,554,210	Yes
Purchase desk shields to ensure safety guidelines of distancing.	131,400	Yes

Distance Learning Program

Continuity of Instruction

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

In the event the local, county, or state guidelines necessitate that HUSD conducts learning through a distance or remote model, distance learning will be offered through a variety of delivery methods as appropriate for individual needs. Distance learning is to include daily live interaction per SB 98. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, asynchronous video (rerecorded), synchronous video (using Zoom or Google Meets), and other instruction that relies on computer or communications technology. Distance Learning may also include the use of print materials with written or oral feedback. Standards-based instructional resources will be provided. The instructional program for Distance Learning will use the same materials as those when they are in-person to ensure the students have access to appropriate materials and instruction whether it is on-line or in class. Students will have equitable access to a well-rounded education through career and technical education courses, advanced placement (AP) offering, and various STEM programs, whether virtual or in-person, for all learners (Co-Plan/Co-Teach: Special Ed/General Ed).

Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness will be provided to students. This interaction may take the form of internet (Zoom or Google Meets) or telephonic communication, or by other means permissible under public health order. If daily live interaction is not feasible as part of regular instruction, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness will be developed. The daily live interaction is by whole groups, small groups and individual intervention. It is used as a check in with the students to provide social emotional support and review the assignments for the day. Depending on the grade level, the amount of time spent as a whole group varies based on attention span (TK, K, 1st have meet more frequently for a smaller amount of time. Guided reading groups are small group based on reading levels. As the grade level increases, the group time transitions back and forth from whole group Google Meets to breakout rooms to work as small groups together and then back to whole group.

HUSD has identified a "Core 4" of instructional tools and methods for distance learning. The Core 4 will be supported through training and professional learning.

Core 4:

- Platform for learning: Google Classroom or other appropriate learning platform
- Synchronous learning tools: Google Meet and Zoom
- Asynchronous learning tools: YouTube, My VR Spot, and ScreenCastify
- Organizational tool: Google Drive

Every school site has established a weekly schedule by grade level to ensure consistency across grade levels. The teams meet in Professional Learning Communities (PLCs) to develop the weekly lessons using adopted curriculum. Teachers plan together and share

lessons with all the classes at their grade level. Asynchronous instruction is completed through videos developed by the teachers and then assignments given for students to completed for independent practice. Some of the teachers will do the synchronous instruction and others the asynchronous for the grade level to ensure the consistency of instruction.

California Education Code section §76004 allows community colleges to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities with the goal of developing seamless pathways from high school to community college. Hesperia Unified School District has established a partnership with Victor Valley College (VVC) to offer this opportunity to HUSD high school students through programs such as Early College Academy (ECA) and General Dual Enrollment (DE). Both ECA and DE courses are taught by VVC faculty and are official college courses. The CCAP programs ECA and DE provide access to high school students to participate in post-secondary education opportunities free of charge while reducing future college costs for students and families.

To support all student populations and their individual learning needs, additional office hours will be utilized to discuss real-time feedback with students. Staff will engage with students to figure out learning barriers and find innovative ways to meet their needs. Academic and social emotional supports or differentiated instruction will be provided to students who are struggling and those students needing enrichment. In order to inform instruction and gauge student learning during the course of distance learning, it is important to consider and solidify a systematic cycle of assessments, including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This will aid in informing instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

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.]

To ensure that all students had access to the internet, administrators contacted parents at the end of the 2019-2020 school year to determine the ability to access the internet. If students were unable to access the internet or chose to not take a district device, teachers provide books and assignments to complete. Teachers contacted families through phone calls and written communication. Teachers/staff and/or school police also made home visits if the teacher was unable to speak with the families. Based on the numbers shared by administrators, 300 internet hotspots were purchased for families to check out on an as needed basis. Teachers also contacted parents either through Google classroom or by phone to verify whether the families had accessibility to the internet. The administrators will work with families to offer a hotspot. The district provides wireless internet access to students in each of its classrooms when students are in school. The district has free WIFI accessibility in the parking lot of each school and a map of the best locations is distributed to parents and put on the district/site websites. District and site technology personnel are available to assist parents and students with access and to help ensure the devices are working properly. Parents are given the name of the contact at each school and the district and the email and phone number of the contact.

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.]

Pupil progress will be assessed through daily live interactions, district assessments such as i-Ready, teacher created assessments, and a variety of assignments. Student attendance will be recorded in the SIS, Infinite Campus, and tracked by assignments and weekly synchronous and asynchronous lessons and contact. Attendance will be gathered in several different ways:Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement in the SIS or Google Classroom platforms. Other means of checking attendance for younger students will be communicated to parents via email or phone and they will require parent partnership. Participation and communication will occur through email, telephone, live video conferencing, and synchronous learning assignments. Weekly engagement records will include student attendance, participation, progress, assignment completion, and the time-value of the assignments. This time-value will be provided through lesson plans and student assignments from each teacher to include at least 180 daily instructional minutes for TK-K, 230 minutes for grades one through three, and 240 minutes for grades four through twelve. For secondary schools, 35 minutes for each middle school instructional period and 40 minutes for each high school instructional period will yield a total of 240 minutes daily. These minutes will be verified by the certificated teacher of record and approved by the school administrator. The teachers will show their daily/weekly schedule of assignments and will certify that the assignments are being completed and that the time spent on the assignments is equal to the appropriate instructional time required.

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.]

Staff will be supported in providing effective teaching and learning in a distance learning environment. Professional learning opportunities may include the use of technology to accelerate or enhance learning, the Core 4, social and emotional learning, as well as district and site focus.

The professional development office has been busy collaborating with colleagues to provide the “RIght Now” needs of our teachers. The three areas that are being focused on are a website to gather and organize material for easy accessibility, a monthly newsletter that will highlight material from the website, and workshops that allow for two way interaction. Through these three avenues we hope to keep the shared information grounded in the current needs of the teachers. The website is the hub to hold all the information we have gathered in support of our teachers.

The website was born from the Distance Learning team as a way to organize and share information specific to the CORE 4 and SEL focus. It hosts a variety of informational videos to meet the needs of the teachers. They begin with basic “How to Get Started” to “Tips and Tricks” videos for a variety of tools all focused around the CORE 4. This hub is used to store the “Bites” for the newsletter.

The monthly newsletter, ”PD Bites”, is a way to keep the website relevant and share out small amounts of learning to the teachers. Teachers may forget about and/or be too busy to explore the content of the website without a reminder of it. “PD Bites” chunks the learning into smaller, more specific chunks of content. PD Bites has been successful in chunking the learning into smaller, more specific chunks of content. The content of the newsletter continues to be determined by the audience. Teachers are able to request information and share

information through the forms embedded in the newsletter. The data collected from the forms allows the content to be geared directly to the needs of the teachers.

Another key to the website and newsletter is the opportunity for teachers to request specific topics and content that would then be shared on the next newsletter and added to the website. The individual that shared or created the information is highlighted as the contributor on both platforms. This is intended to create a collaborative feel among colleagues and keep the information relevant because it is coming directly from the front line: the teachers. Various teachers have provided training on the basics of Google Classroom that are on the district professional development website. The following are some of the subjects provided:
Screen Recording
Getting Started with the New Screencastify
Flipping Strategies & Tools
Four Easy Steps to Flipping Your Classroom
How to Create a YouTube Video
Interactive Presentations
Jamboard & Google Meet
First Day of Google Jamboard
Instant Flipped Lessons w/ the EdPuzzle Extension
My VRSpot

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 their responsibilities altered to meet the needs of the students and site. Teachers will have the option to work remotely or may access and work from their assigned classroom/workspace during regular school hours until time that it is deemed safe to return to school full time. Both synchronous and asynchronous lessons will be prepared to support students at home. New accountability requirements will be the completion of a student engagement record along with the already required daily attendance. All employees adhere to health and safety protocols. Teachers will have Zoom/Google Meets with students at the beginning of the day/period to support students social emotional needs. Support staff will aid teachers by building a continued connectedness with student learning to foster a positive climate. These meetings will enable students to connect with the teacher, support staff and their classmates. The teacher allows students to share how they are and a positive comment. Teachers and support staff also provide social-emotional lessons throughout the day and check in individually with students and parents to build basic skills to help adapt when faced with challenges. Support staff will help create a safe and supportive environment that will aid the recovery and growth of student learning and help cultivate a positive environment with the new safety guidelines.

During distance learning, some staff may be able to perform their duties remotely. If an employee request to work remotely, the employee will meet with the supervisor to determine feasibility of the request.The district reserves the right to re-direct an employee to work from their assigned site/department. Even though California ED Code 45101(a) requires that all classified positions have set duties, due to the unforeseen circumstances, some positions may be asked to perform duties not contained within their current job description. These duties

include contacting families to determine the well-being of the students when there has been no contact and also providing resources to families, including social-emotional support, child care resources and other community resources for food and shelter. Instructional assistants, library specialists and technology specialist are all asked to support the academic needs of the students through providing support to teachers, reading books to students, and ensuring that the technology is working.

Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success. Responsibilities will include:

- Office Staff- Isolate students or staff with COVID symptoms. Protect school facilities by keeping the public from entering campus.
- Custodians- Clean facilities in-between student and staff use including cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas.
- Transportation -Clean bus between student use.
- Instructional Aides -Assist in temperature checks. Assist as needed with COVID related items.
- Teachers- Provide a quality education for all students utilizing multiple means of accessing the curriculum. Transition quickly from a classroom model to a distance learning model. Plan for both remote learning and in-class learning. Teach students proper hygiene, hand-washing, social distancing protocols. Teach students and parents how to use Chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines. -Administrators- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE. Nursing- Serve as the District's COVID 19 Liaison and train staff on how to reduce exposure and protocols.

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.]

English Language Learners: English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]). The guiding principles identified in the California English Learner Roadmap Policy will guide the implementation of distance learning instruction. HUSD will provide language instruction services to English learners through designated and integrated ELD to enable their meaningful participation. These practices may include remote instruction, telephone calls, meetings held on digital platforms, supplemental physical or virtual resources, online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments to English learners.

Special Education: A distance learning plan will be developed and added to each student's IEP to detail how services and supports will be provided to students during emergency school closure. Each plan will be individualized and address each student's unique needs under the

current circumstances. Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. HUSD staff will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre-COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Homeless and Foster Youth: Through the District Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. HUSD will support students experiencing homelessness by delivering resources to students who lack transportation to pick them up. Equally important, HUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person. HUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually and/or on-site at schools. Students and their caregivers will be provided with information, resources, and/or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

Other Student Populations: Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for instruction and support. This may include Transitional Kindergarten as well as Kindergarten, and others as identified. Busing accommodations will be provided, as possible for these in-person interventions.

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

Description	Total Funds	Contributing
Chromebooks will be purchased to ensure all students K-12 have access to a device to connect with teachers and complete assignments and giving equal access to all.	3,711,822	Yes
300 connectivity hotspots will be purchased to ensure families have access to the internet.	72,000	Yes
Subscription to Zoom so that teachers can connect with students and provide synchronous learning.	39,240	Yes

Description	Total Funds	Contributing
Library Media Specialists will provide support to teachers through virtual reading activities and materials to support instruction.	776,747	Yes
Technology Systems Specialists and Computer Learning Specialists will support students, parents and teachers with technology needs.	933,441	Yes
The Early College Academy and Dual Enrollment Program provides access to high school students to participate in post-secondary education opportunities free of charge while reducing future college costs for students and families.	50,000	Yes
Provide continued curricular opportunities because even with distance learning, all students, especially the students in identified subgroups, still need to have the opportunity to have a variety of courses that will prepare them for college and/or a career so the ROP and CTE courses are being conducted virtually and supplies distributed as appropriate for students to participate at home.	1,426,033	Yes
Provide textbooks (both digital and hard copy), online courses, credit recovery and core programs, supplemental materials, curriculum, supplies, differentiation, personalize and pace lessons to meet student needs through project-based learning, etc.	250,000	No

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.]

The district will administer the i-Ready Reading and Mathematics Diagnostic to students in grades 1-12. The diagnostic tests will be administered three times during the school year. They will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. Teachers will also be able to administer progress monitoring assessments on a monthly basis. Principals will also work with their leadership teams to develop common formative assessments to measure student learning, particularly in the areas of English language development and mathematics. These assessments will follow a 9-week cycle of inquiry. To assist English learners and monitor their progress, teachers will administer ELD assessments at least three times a year. All other subjects will be assessed through site-based common formative and summative assessments during and at the end of each unit. Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions.

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.]

Understanding school closures may have impacted the progression of student learning referred to as the COVID-19 slide, HUSD will take steps to ensure distance learning opportunities are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in-person one to one, small groups, or phone calls intervention. All online programming and internet content will meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies. Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days. Home visits will take place by our homeless/foster youth liaison and/or counselor/administrator when students are not engaging with school. Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, counselors, and support staff will work collaboratively to ensure all students have contact with the school.

English Learners: For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practice academic language. English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program [5 CCR[c][1]). The guiding

principles identified in the California English Learner Roadmap Policy will guide the implementation of distance learning instruction. These practices may include remote instruction, telephone calls, meetings held on digital platforms, supplemental physical and virtual resources, online options for data tracking, and documentation of services, supports and accommodations provided, instructional packets, or assigning projects and written assignments to English learners. EL students at the elementary level will receive a minimum of 30 minutes per day of designated ELD instruction by certificated teachers The baseline ELPAC virtual assessment results will determine and identify cohorts of students requiring targeted interventions as well as offerings before or after school, and/or small group intervention courses..

Special Education: Special education teachers will continue to evaluate each student's present level of academic performance to determine if learning loss has occurred and provide targeted instruction to address identified needs. Emergency service plans will detail the individual supports and services provided to students to address individual learning loss. Special education teachers and related services providers will attempt to provide specialized instruction outside of the the students general education instruction so that such services are a second dose of instruction versus a replacement for instruction. Students with mental health concerns can receive tele-health services by a mental health clinician, school counselor or school psychologist depending on the level of support needed. Academic concerns may be addressed using various resources or teacher assigned lessons.

Homeless and Foster Youth: Through the District Liaison and the District Social Worker, the needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. HUSD will support students experiencing homelessness by delivering resources to students who lack transportation to pick them up. Equally important, HUSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in-person. HUSD is committed to providing Homeless and Foster Youth students access to mental health providers to support students virtually and/or on-site at schools. Students and their caregivers will be provided with information, resources, and/or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning.environments.

All Student Populations: Groups of students may need to meet in small groups for instruction and support. This may include Transitional Kindergarten as well as Kindergarten, and others as identified. Bussing accommodations will be provided, as possible, for these in-person interventions. Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student’s academic performance; therefore, families are provided information on food resources, including daily grab and go meals available at school sites.

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.]

The effectiveness of the implemented pupil learning loss strategies will be measured through i-Ready diagnostics for reading and mathematics, common formative assessments throughout the school year, and teachers' evaluation of student participation and engagement. Staff will engage a 3-6-9 cycle of inquiry that will address students' academic and social-emotional needs. Site-based common formative and summative assessments will be used throughout the year during units being taught and at the end of the units. Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. When students are given opportunities to participate in engaging activities, teachers and support staff will provide students with ample time to think and develop a solid response. Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Staff will meet in monthly collaboration meetings to complete a needs analysis on the effectiveness of the services and supports to address the learning loss. Actions and services will be adjusted and refined based on student data and reflection.

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

Description	Total Funds	Contributing
Additional library books will be purchased to support classroom instruction to address pupil learning loss.	19,995	Yes
Secondary summer school and elementary intervention will be provided to students who experienced learning loss during the 2019-2020 school closures, especially students with disabilities, English learners, foster youth and students experiencing homelessness.	200,000	Yes
Purchase iReady Reading and Math Diagnostics to be given three times a year to all students who have not reached proficiency.	150,000	Yes
Schools will develop plans with their leadership teams to provide extended day learning opportunities and computer-based online learning for students, especially groups of students with the highest needs, such as students with disabilities, English learners, foster youth, and students experiencing homelessness.	0.00	Yes

Description	Total Funds	Contributing
School sites will also make plans to bring back small student cohorts for in-person support to enhance distance learning as allowed by state and local health and safety guidelines.	0.00	Yes

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 recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher, with teachers being provided professional development in social and emotional learning (SEL) practices during distance learning. The SEL Committee has and will continue to engage in professional development through CASEL and other well-vetted research based SEL providers. They will share their learning with their respective site teams as well with the site Academic Coaches. The coordinator of professional development has and will continue to include information regarding SEL on the HUSD Professional Development Website. The two areas of specific focus in supporting students' SEL are self-awareness and self-management. In addition to these PD opportunities and supports, the District is working in partnership with St. Mary's Foundation to identify and meet the needs of students. The partnership will result in an HUSD Mental Health and Wellness Plan.

District Social Worker provides the following:
Family contact, needs assessment and referrals - referrals accepted from all staff, students, families and outside agencies.
Needs/presenting problem assessments for all referrals by the social worker and interns
Supportive individual counseling
Updated resource book provided with focused agencies relevant to present problems
Social worker interns assisting in contacting mental health survey participants
Groups for at risk students (at this time utilizing zoom)
Networking with local community agencies for increased access and/or expedited mental health and emotional services.

School Psychologists are meeting with parents and students over the phone and zoom to provide counseling support on an as needed basis. Psychologists are providing information about community resources to families who require social services support. Assessments for special education and related services are continuing. Psychologists are also participating in contacting students who indicated a social and emotional need through an HUSD student wellness survey. Students have been offered consultation, on campus visits, and assistance with

academics to support their needs. Students who require ongoing social and emotional support are being referred to the Desert Mountain Children's Center for an Educationally Related Mental Health Services

School counselors are reaching out to all students on their caseloads, with additional outreach to the students and families not engaged in distance learning. As they ascertain the SEL needs of their students and families, they refer them to the CareSolace link on the HUSD website as needed. The dashboard provided by CareSolace provides valuable information to the counselors as to whether students and families have followed up with the recommended services. CareSolace has been described by staff as the Uber of mental wellness, connecting students, staff, and families to their mental health care needs. Additionally, the district utilizes the services provided by Gaggle to screen student accounts for any alarming information. Counselors follow up with students who mention self-harm or suicidal ideation, and connect them with the care they need. Counselors, along with other staff, have engaged in professional growth around social and emotional learning, extending their role beyond academic guidance.

Through the use of a mental wellness screener, staff will identify students in trauma or experiencing other impacts of COVID-19. Students in need of additional support will have remote access to school counselors, school psychologists, administrators, a social worker, and/or outside agencies. Although school sites are not fully open, essential mental health services through the Student Assistance Program (SAP) at Desert Mountain Children's Center are still available by phone and/or video conferencing systems such as FaceTime, Messenger, or Skype. If a parent is concerned about how their child is emotionally responding to COVID-19 or other issues, they are encouraged to contact Desert Mountain Children’s Center at (760) 552-6700. Hesperia Unified School District has also entered into a partnership with CareSolace as a service provider to help connect students, staff, and families to any mental health and wellness support they may need, both in-person and remotely.

The district is implementing a new program: SELPHI program. This program is aimed at developing relationships between students (especially at-risk students), staff, administrators and school police through publicly rewarding positive behavior and improving well-rounded education of all students involved by increasing SEL efforts.

During Distance Learning: Rewards will be delivered based on nominations by staff for distance learning curriculum effort and overall behavior (“Got caught doing something good”/positive referrals), focus on short time lines and ensure that a good percentage (but not all) are greater need subgroups (i.e. foster, homeless, low socio-economic, past discipline issues, etc.). Site student services admin selects several honorees (not “winners”). Site student services admin and school police officer go to student’s house and deliver their incentive, take a “selphi” and post it to site social media. Incentives MUST be nominal value and preferably educational in nature. Examples of an incentive package: Pizza, balloons, color pencil/pen/marker pack, free ticket to future school dance, etc. Example of inappropriate items: IPad, gift cards, video games, etc. .

During In-Person Learning: Activities during luncheon rewards. Nominated by staff for effort and/or behavior (“Got caught doing something good”/positive referrals). Focus on short time lines and ensure that a good percentage (but not all) are greater need subgroups. Site student services admin selects several honorees (not “winners”). Recommend, link an activity to a holiday or event. October: carve pumpkins. December: make cookies or trim trees. Feb: “Superbowl party”. April: Easter egg hunt. Etc. Make sure foster/homeless/other at-risk kids get invited. Make sure school police are involved. Post pics/vids on your social media.

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.]

HUSD is committed to trust and transparency through active and continual two-way communication with clear, consistent, and specific communication protocols at the site and district level. During this unprecedented pandemic, HUSD will utilize personalized and automated phone and email communication methods, the District website at hesperiausd.org, and social media outlets to communicate critical information and ongoing updates with families and the community at large. In accordance with Section 11310 of Title V California Code of Regulations, HUSD will provide communications in English and Spanish to meet the needs of stakeholders. HUSD recognizes that because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning. On the District website is a specific link for parents regarding the various learning platforms in order for them to support their children.

In addition, HUSD's Family Resource Center provides outreach and supports to students and families with a focus on building stronger, healthier families by offering content that educates, informs, and inspires people to achieve immediate and lasting change in their lives while providing supportive services to empower and strengthen our community. The center will provide parent education classes as well as connections to local resources and programs for families in need. For more information on services provided, call (760) 244-4411 ext. 6776 or visit the website at www.husdfamilyresources.org.

Tiered Reengagement Strategies:
HUSD Home E-Communication and Learning Pupil Support (HUSD HELPS) is a structured method to provide site support to supplement home communication attempts, maximize learning and minimize HUSD Police Department wellness checks by re-purposing SARB personnel and letter generating capabilities. HUSD HELPS will be active for the school year for all distance learning students.

Tier 1: Site staff reach-out to student and family through phone calls and emails.
Tier 2: After 1 week of no contact (with parents or students) and/or no work turned in by the student, site admin may request HUSD HELPS Staff generate student attendance and engagement notification and well-being inquiry.
Tier 3: After 2 weeks of inactivity and/or no communication site administration may request a second student attendance and engagement notification and well-being inquiry be sent out followed by a call home by the HELPS staff.

Tier 4: After 3 weeks of inactivity and/or no communication site administraton may refer students to HELPS staff who will collaborate with the HUSD Police Department for a family wellness check.

SARB:
SARB will activiate upon student engagement in in-person learning both in the blended and the in-person model.

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.]

Hesperia will be operating under the National School Lunch Program, National School Breakfast Program, and Child Adult Care Feeding Program to provide meals for eligible students whether the learning is in-person or distance learning. Students must be enrolled in a Hesperia USD school in order to receive meals. Food will distributed Monday-Thursday; Friday meals will be hand out on Thursday. Distribution time will be 11:00 AM-12:00 PM. The meals served will be breakfast, lunch and super snack. The following sites will serve meals: Carmel, Juniper, Maple, Lime Street, Ranchero, Mesa Grande, Eucalyptus, Hesperia Junior, Hesperia High, Cottonwood, Mission Crest, Cedar, and Topaz. Parents with qualified students will be able to pickup meals at the site most convenient for them. As of September, Grab-and-Go meals for kids will also be provided at regular school bus stops to help parents who are unable to get to one of the school sites. If the district returns to in-person instruction, meals will be provided at every site to ensure all students receive nutritionally adequate meals.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	A bilingual counselor will provide supplemental counseling for RFEP students to ensure enrollment in coursework that is UC/CSU approved and participates in college preparation programs and workshops	135,794	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Purchase Infinite Campus On-Line Registration to ensure that students are enrolled and attending school without parents having to go to the campus and thus preventing any health issues.	46,150	Yes
Distance Learning Program (Pupil Participation and Progress)	Purchase Infinite Campus Program: Campus Learning to help students, teachers and parents track participation and engagement of students.	22,970	Yes
Mental Health and Social and Emotional Well-Being	Provide parents, students and staff with resources to help deal with stress and social emotional concerns by partnering with St. Joseph's Foundation to provide Care Solace, an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health related programs and counseling services. The district understands that sometimes life can be overwhelming and it can be hard to work through difficult times. A Virtual Calming Room was designed to assist in identifying different strategies for managing emotions.The hope is that these tools will provide helpful outlets and practices for when life gets tough.	0	Yes
Mental Health and Social and Emotional Well-Being	Hire two Board Certified Behavioral Analysts (BCBA) to help provide support to teachers of students with behavior concerns or need extra support (foster students with trauma or socio-economically disadvantaged students)	$260,000	Yes
Pupil Engagement and Outreach	The district social worker will work with students and parents to provide a variety of supports and resources that meet basic	$141,727	Yes

Section	Description	Total Funds	Contributing
	needs and school supplies. The focus is primarily on the homeless and foster youth but all students are able to receive help.		
N/A	College and Career Readiness Counselors will oversee the college and career resource center, help create new pathways and develop internships, work with students on transition plans for careers/college, work as a liaison with colleges and employers, etc.	4078,270	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide supplemental EL support for LTEL and “at risk” such as, additional academic support to meet specific needs to accelerate acquisition of academic English and provide language support services to sites.	306,978	Yes
N/A	Site instructional coaches will assist teachers with Distance Learning and in the implementation of 21st Century teaching skills, curriculum development, the integration of technology, and behavioral management based on the plan developed by individual sites	2,203,857	Yes
N/A	Provide all staff, certificated and classified, with on-going professional development to increase content and pedagogical knowledge and social-emotional supports.	220,000	Yes
Pupil Engagement and Outreach	School police officers and additional campus assistants at secondary schools to help provide social emotional support, encourage attendance and participation, and wellness support.	1,860,294	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Psychologists will support students on IEPs and also support students one on one or in small groups to deal with social emotional needs.	859,198	Yes
N/A	Sites will purchase supplies and materials to support their instructional program and parent involvement and provide social-emotional support programs.	1,267,570	Yes
N/A	Provide transportation to students when small group intervention or in class instruction begins.	5,471,555	Yes

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
26.34%	$46,715,451

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.]

Based on staff and stakeholder feedback and research on effective practices we are implementing actions/services to increase or improve services for Socio-Economically Disadvantaged, English Learners and Foster Youth. Stakeholder feedback indicates a continued need to meet the needs of all students in both academics and social emotional support. The District is implementing the following actions/services to directly serve unduplicated students:

Instructional Coaches: Having a strong instructional coaching system encourages collaborative and reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other. Research on strategies to mitigate learning loss and support target students like English Learns and Socio-economically Disadvantaged youth, includes ensuring that students immediately have access to high quality grade-level-appropriate content in the new school year. This is more important than just repeating material from the end of the prior grade. The coaches make sure teachers are providing engaging and rigorous instruction. Every school either has or will have a coach on site to work first virtually to improve instruction and then in person when permitted.

Supplemental Services and Supplies: These funds are used to support target students at all school sites through additional materials and supplies for students to use at home. Sites are allocated funding based on their unduplicated count. Funding is used by sites primarily to provide services and supports for English Learners, Socio-economically Disadvantaged and Foster students but sites can also use funds to support other target groups.

Technologys: Previously only students in grades 1-12 had Chromebooks but as we transitioned to distance learning, it was decided to purchase devices for the TK/K students also. The District has purchased and continues to distribute hotspots to families that don not have access to internet services so that students can participate fully in distance learning.

Standards-based Materials: All adopted curriculum for all subjects has been provided in both print and digital version to ensure access for all students.

Early Learning Opportunities: Preschool is available to 120 preschool children with students in the targeted subgroups receiving first enrollment. A early literacy program is also provided to students unable to be enrolled in the preschool. The program, Footsteps2Brillance is utilized. Preschool teachers work with parents on early literacy skills to help support their children and participate in activities with their child.

Continued Curricular Opportunities: Even with distance learning, all students, especially the students in identified subgroups, still need to have the opportunity to have a variety of courses that will prepare them for college and/or a career so the ROP and CTE courses are being conducted virtually and supplies distributed as appropriate for students to participate at home. The Early College Academy and Dual Enrollment program provides access to high school students to participate in post-secondary education opportunities free of charge while reducing future college costs for students and families.The AVID program is also continuing through distance learning.

Student Information System and Learning Platform: The District purchased Infinite Campus On-Line Registration to ensure that students are enrolled and attending school without parents having to go to the campus and thus preventing any health issues. Campus Learning in Infinite Campus was also purchased to help students, teachers and parents track participation and engagement of students. Teachers use Goggle Classroom and Seesaw to help ensure that students and parents have access to assignments and be able to turn them in electronically for asynchronous learning. Teachers also use Google Meet or Zoom to synchronously meet with students.

Social-emotional Support: Hesperia Unified School District fosters a culture that promotes the health, safety, and well-being of students, staff, and parents. In an effort to continuously support this commitment while school is not in session over the summer, the district wants to remind families of the 24/7 mental health service available to you through our partner Care Solace.Care Solace is an online resource with a live, multilingual Care Concierge meant to assist individuals in finding local mental health related programs and counseling services. Care Solace's web-based system works alongside our multi-tiered systems of support (MTSS) as a tool for school staff and families to connect with community-based mental healthcare resources and providers. The proprietary care navigation system taps into a vast database of mental healthcare resources to find carefully vetted local and online therapists and programs in minutes. Care Solace is available for use by district students and families at no cost. Also, the district realizes that sometimes life can be overwhelming and it can be hard to work through difficult times. AVirtual Calming Room was designed to assist in identifying different strategies for managing emotions. The hope is that these tools will provide helpful outlets and practices for when life gets tough.

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

The district's percentage of funding for increased or improved services is 26.34% or $46,715,451. The district knows that in the current environment, additional services are essential to the success of all students and, more specifically, those that are more at risk including Socio-economically Disadvantaged, Foster Youth, English Learners, and Homeless pupils. Additional EL support (bilingual assistants) and Language support services are provided along with supplemental counseling for RFEP students supports English Learners. Parent involvement programs including parent training, Parent Project, Parenting Partners and Family Resource Centers at the district and sites are provided for to parents of the all students but especially the subgroups. Foster students are supported by the social worker and interns, foster parent trainings and workshops, and career awareness workshops for students. The Socio-economically Disadvantaged students are supported by providing materials to use at home and by the actions for all students. The District will meet or exceed the 26.34% for improved services.