

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Hollister is a growing community, with a current population of just over 39,000. It is the largest city in San Benito County. The district serves a student population of nearly 5,700 students, in grades TK - 8. We have an unduplicated pupil percentage of 66%. More than 1,600 of our students are English Learners. 3,500 or 65% of our students are Economically Disadvantaged. 80% of our students are Hispanic/Latino. 12% of our students are Migrant. 15.3% of our students are in Special Education. The district serves 26 Foster Youth.

The district is comprised of two TK-5 schools, four TK-8 schools, two 6-8 middle schools, a Dual Language Academy (grades TK - 8, Spanish/English), a 4 - 8 academy, and the Hollister RISE Academy. The district's classroom instruction is aligned with Common Core and English Language Development standards and assessments. The District employs nearly 600 staff members, including certificated and classified employees, substitutes and others. The district provides its employees extensive professional development opportunities for staff.

The Hollister community has been greatly impacted by COVID-19 as it relates to education, jobs, public access to essential services, and health. The rates of COVID-19 have placed the county on the Governor's Watch List.

We recognize the evolving nature of this pandemic, our learning models will also evolve to best meet the needs of students and mitigate learning loss, assuring that all students are given an equal opportunity to be prepared for the next level of their education. The following considerations have been, and will continue to be, the basis for decisions regarding programs and allocation of resources:

1. Health, safety, and well being guided by public health officials and mental health professionals
2. Instruction and learning grounded in standards aligned, accessible materials for all students
3. Flexibility to ensure learning happens throughout the fluctuating public health crisis
4. Needs-based informed allocation of resources
5. Engagement and communication with the community

Stakeholder Engagement

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

Staff and Parent Surveys:

The Hollister School District sought staff and parent ideas and opinions before creating the district's 2020-2021 Learning Continuity and Attendance Plans. We believe that collaborating with our staff and parents helped us create effective plans to support all students. Our surveys helped us understand what staff and parents believe is most important. The district has received over 900 responses.

The California Department of Education recently provided all school districts with a Learning Continuity and Attendance Plan template that appears similar to the LCAP. It requires school districts to hold two public hearings on the Learning Continuity and Attendance Plan before adopting it. We expect to adopt the Learning Continuity and Attendance Plan at the September Regular Meeting of the Board of Trustees.

Town Hall Meetings: All events include English/Spanish language translation

Parent Town Hall #1: Supports for students with special needs and English learners?

- IEP minutes
- IEP services
- ELD instruction and curriculum
- Bilingual supports

Parent Town Hall #2: Parent Views on Distance Learning and Addressing Learning Loss.

- Device access
- Consistency of student schedules
- Consistency of online software (Google)
- Digital resources for core curriculum
- Academic supports and learning monitors

Parent Town Hall #3: Ensuring Social Emotional Learning during Distance Learning.

- Pupil engagement with learning and peers
- Attendance requirements
- Managing anxiety and stress

Parent Advisory Meetings: DELAC and PAC

Supports for students with special needs and English learners

Parent Views on Distance Learning and Addressing Learning Loss.

Ensuring Social Emotional Learning during Distance Learning.

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

The public has been provided with the ability to email questions to the district in advance of the public hearing. Those emails are read into the public hearing.

The public hearing is held live on the district's Youtube channel. The public is encouraged to call in to (831) 630-6320 at any time during the public hearing to have their comments heard.

They are placed in a phone cueing system and calls are answered in the order received.

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

The district implemented multiple strategies to gather feedback from stakeholders:

Technology support- There was universal support for the acquisition and deployment of devices and hot spots.

Daily Instruction- There was universal support for daily online or in-person instruction.

Accountability- There was strong support from educators regarding the importance of requiring attendance and engagement.

Social-Emotional Supports- There was universal support for health and well being strategies. Social Emotional curriculum was recommended. Counselors and mental health workers were recommended.

Parent Training: There was universal support for parent education on a wide-range of issues.

Health & Safety: There was universal support for highly organized health, safety, and cleanliness strategies.

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

Initial stakeholder input indicated the need for parent support with use of technology, the need for interventions to support student learning loss and potential loss, and on-going parent training on how to effectively monitor student progress and bridge communication between students, teachers, and families.

Significant re-allocation of funds have been made to address health and well being. Social Emotional curriculum has been identified and will be in place for all students. Counselors and mental health workers have been assigned to all sites. Reworked schedules and work procedures have been developed for the safety of all employees.

Core curriculum digital resources and professional development has been provided to all teachers and will continue. Nearly all students have access to core curriculum and digital resources from wherever they are learning. Diagnostic and formative assessments using digital platforms are in place to respond to learning loss and student need. All such resources are flexible to work within any learning model that is required as a result of the fluctuating public health crisis.

Extensive technology support is provided for families and teachers. Chromebooks and hot spots have been provided, bringing our district nearly to a one to one device ratio. A tech support plan is in place.

Contingency plans are developed for students with special needs to ensure they receive educational opportunities through Distance Learning and continued services feasible to be implemented.

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.]

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered with a focus of specialized instruction to address learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On July 18th the district, based on the recommendation of the San Benito County Department of Public Health and other public health agencies, concluded and announced that the 2020-21 school year would begin with full distance learning. This guidance detailed the

conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. Hollister School District will continue to align decision-making to public health experts at the state and county level.

Instruction and learning will be grounded in standards aligned, accessible materials for all students. Included below is the district's current planning for instructional models and meeting individual student needs. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction: will include a 100% distance learning model, a blended learning model, and an independent study model. The district is preparing for potential shifts in instructional model as determined by public health conditions or student need.

Core curriculum digital resources: all students have access to core curriculum and digital resources from wherever they are learning. Diagnostic and formative assessments using digital platforms are in place to respond to learning loss and student need. All such resources are flexible to work within any learning model that is required as a result of the fluctuating public health crisis.

Hollister School District Distance Learning Guarantees: consistent and responsive scheduling, consistent Google Classroom functionality and set up, equitable access to core curriculum, digital resources, chromebooks and internet, and parent communication focused on technology and staying in partnership with the school

The first eight days of the school year: shall be early release days when teachers will establish afternoon appointments with parents present to meet with and/or assess students. These afternoon appointments will serve as an initial conference to learn more about children's needs, emotions, and concerns.

Key Supports: assignment of certificated staff to "Distance Learning Student Liaison" to facilitate the monitoring of student participation and attendance and focus on students at risk of learning loss, homeless and foster youth, and other at risk students, assignment of certificated and classified staff to provide early literacy intervention in small group instruction on a daily basis.

Office Hours: For students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Service Providers: As each instructional program and related service, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school or for continued virtual delivery.

Instructional Supports:

Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate of in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student.

Services and Accommodations are provided for students with significant behavioral needs or significant physical support needs as determined by the IEP team; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine supports that is more appropriate and feasible to meet the student's need while additional guidelines are in place.

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

Description	Total Funds	Contributing
Small group targeted reading instruction utilizing O.G./Preventing Academic Failure resources taught by trained classroom teachers, intervention teachers, and instructional aides using specialized materials and strategies.	\$155,000	Yes
Small group Designated English Language Development lessons utilizing Benchmark Advance resources taught by classroom teachers and identified certificated ELD support teachers.		
Eureka Math In Sync- Grade K-8 Adopted core curriculum continuous/digital learning program component created specifically to meet the needs of hybrid or virtual learning environments. Students and teachers can access the Hollister School District Eureka Math materials continuously from home or in school. It includes short, digestible videos for each lesson along with downloadable and fillable PDFs that allow students to show their work, engage in hands on learning, and communicate with teachers via annotations and comments. It provides consistent, coherent, high-quality curriculum.	\$25,500	Yes

Description	Total Funds	Contributing
Benchmark Universe- TK-5 Adopted core curriculum for ELA and ELD continuous/digital learning program component to support literacy and language. Students and teachers can access reading, language arts, writing, ELD, biliteracy, and intervention core curriculum and supplemental digital resources on one platform. Online eAssessments and progress monitoring informs instruction, facilitates managing student groups, and assigning and customizing resources from anywhere. Provides over 3,500 interactive ebooks and digital resources for students.	\$7,000	Yes
ESGI- Educational Software for Guiding Instruction for Special Education Teachers and Grades TK-2 general education teachers to inform instruction with real-time student data from anywhere, track progress over time, create customized parent letters and flashcards, and inform next steps for instruction by providing a data platform with robust reports for O.G./PAF and other formative assessments.	\$21,000	Yes
National Geographic INSIDE- Comprehensive English Language Development program for middle school with digital materials for students and teachers that include assessment and placement, progress monitoring, and explicit teaching and learning resources including digital libraries, videos, reading aloud and with, family newsletters, and extension activities in all EL levels (Newcomers, L1, 2L, 2H, 3L, 3H, 4).	\$63,000	Yes
Preventing Academic Failure: (PAF) early literacy Orton Gillingham based leveled small group instruction taught by trained classroom teachers, intervention teachers, and instructional aides at regularly scheduled times. It is an effective beginning reading program for all children. Materials are sequential and based on diagnostic data. Topics will include instructional practices supported by the latest research on developing accurate and fluent reading and comprehension, lesson planning, and curriculum-based assessments.	\$35,000	Yes
Eureka Math Affirm- Grade K-8 Adopted core curriculum digital assessment and practice tool that equips educators with a robust database of formative items and tools designed to help	\$24,000	Yes

Description	Total Funds	Contributing
teachers track student progress, identify areas of need, and provide extra practice. Teachers can set up student groups and eassessment opportunities for distance learning.		
Eureka Math Equip- Special Education Students, Resource and Co-Teaching Teachers Gr K-8 Adopted core curriculum pre-module diagnostic tool to identify and address knowledge gaps from previous years. Identifies curriculum, support lessons, and fluency activities to help close the gaps and adjusted pacing without interrupting grade level, standards based work.	\$15,000	Yes
N2Y: UNIQUE Learning System is a standards-based program specifically designed for students with special needs to access the general education curriculum. Users interact with differentiated, thematic units of study with text-to-speech, interactive components, hundreds of activities and multiple opportunities to show what they know. Each student's academic profile in Unique Learning System generates his or her instruction. The support levels are: Level 1: Students require extensive and pervasive support. Increasing participation is the main objective. Level 2: Students may require symbol support and other direct instruction for learning and comprehension. Level 3: Students read text, produce simple writing, perform basic math processes, and demonstrate comprehension of modified learning information independently".	\$18,900	Yes
Constructing Meaning- Middle School Integrated ELD to develop rigor and academic language cross content strategies in reading, presentation, discussion, and collaborative practice to apply newly learned skills Teachers plan lessons that address both linguistic and content demands, and that build from a cognitive task or analysis of student work. Digital resources and collaborative structures for language production are integrated into the materials, professional development. Strategies for administrative feedback, accountability, and a trainer of trainer model is built in.	\$11,000	Yes
AVID- Middle schools and one K-8 school site using Advancement Via Individual Determination digital resources and on-going community of practice for school-wide WICOR	\$15,500	No

Description	Total Funds	Contributing
(Writing, Inquiry, Collaboration, Organization, Reading) strategies in face to face, blended learning, and distance learning environments.		
Edgenuity- K-8 Independent studies online learning platforms for continuous distance learning throughout the fluctuating public health crisis and beyond. It offers choice for families via combined direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. Hollister School District teachers provide progress monitoring and weekly check ins for this independent studies program offering.	\$139,000	Yes
California Collections Digital Resources- Grades 6-8 English Language Arts Program digital resources including textbook and supplemental workbooks	\$2,100	Yes
Footsteps 2 Brilliance- Early literacy Grades TK-3 curriculum that contains thousands of interactive eBooks, songs, and games in English or Spanish that utilizes mobile technology to connect school, home and community and develops reading, vocabulary, and early literacy skills to accelerate learning and address learning loss.	\$83,000	Yes
Learning Support Monitors to facilitate weekly contact with identified students to monitor progress, set goals, conduct joint teacher-student conferences, and provide academic support with a focus on integrated ELD, and AVID strategies and distance learning technology skills for self directed learning.	\$975,000	Yes
Chromebook technology to facilitate instruction. Acquisition of more than 3,500 devices for students and staff.	\$1,500,000	Yes

Distance Learning Program

Continuity of Instruction

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

To provide students access to the full curriculum in both distance and in-person learning, the Hollister School District plan includes investment in core curriculum digital resources and assessments, professional development, allocation of devices and connectivity, and assigned staff to maintain the inclusion of all learners. The Hollister School District is committed to assuring all students have access to grade level content and rigorous instruction that focuses on depth rather than pace. Content learning in reading, writing, math, and ELD is prioritized. Assets based support for students via district wide social emotional learning curriculum will be the focus for instruction.

The plan will include the Hollister School District Distance Learning Guarantees for consistency to ensure access and ease of use and articulates what students, families and teachers can expect:

Consistent Scheduling:

Grade level daily and weekly schedules for live whole class instruction.

Grade level scheduling for small group instruction to address learning loss and ensure consistent ELD instruction

Identified times for independent (asynchronous) learning activities that are tied to live instruction either as a pre class activity or as a post class practice, review, or extension activity.

Google Classroom:

Stream Tab- snapshot of daily in class (live) lessons that include what students need to do to be prepared for class

Classroom Tab- daily independent assignments listed that include instructions and resources for easy parent and student access (one click) and clearly stated expectations for what needs to be turned in

Digital Resources:

One click access via Clever

Used in classrooms across the district

Google Suite, SchoolTube, Class Dojo, Footsteps 2 Brilliance

Training and support for parents, students, teachers

Chromebook and hotspot if needed

Accessible Digital Resources for Core Curriculum:

One click access via Clever

Interface with Google Classroom

Used in grade levels across the district

Eureka Math inSync, Benchmark Universe, CA Collections

Training and support for parents, students, teachers

Regular Communication:

Google Classroom emails, messages

Direct feedback on written assignments

Progress reports

Follow up calls and check ins with students at risk of learning loss due to attendance or not turning in work

Parent Education for staying in partnership with the school and how to use technology

A robust distance learning plan will include a combination of synchronous and asynchronous learning. Hollister School District acknowledges that distance learning is challenging and we do not promote students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. Community input reflected a level of dissatisfaction with the distance learning model implemented from March-June. District staff have provided reflective feedback identifying a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring. The Hollister School District community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction and hands on activities to the furthest degree possible.

The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, Hollister School District will be offering consistent, daily, live instruction for every student with the option of participating in re-learning and practice via recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development, reading, and math small group instruction with differentiated supports will be provided synchronously. The district believes that all students should receive a specified minimum number of minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction that shall not all be dedicated to screen time. These minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The 2020-21 school year has begun in a full distance-learning context and is preparing for the possibility that much of the school year will be via distance learning. All students have been issued a device and, as needed, a hotspot for wifi connectivity. Substantial resources were allocated to purchase Chromebooks for the start of the 2020-2021 school year. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. During the spring school closures the district distributed Chromebook devices beginning with one per family and, before the start of the 2020-2021 school year, expanding to a device for every student in the Hollister School District.

At the outset of Distance Learning, the district became aware that older district-issued devices were having difficulty handling the technology load required by the Google Meet platform. Essentially, older computers needed to be replaced because they caused the user to be removed from Google Meets during live instruction. These devices were previously used by the district in classrooms at all sites, but it was not known that they would have these issues. Teachers with older devices began receiving new devices on August 28, 2020. The district expects to "recall" the older devices by September 30, 2020 and issue newer devices to students.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The district has established consistent weekly schedules for all grade levels which indicate instructional minutes of synchronous whole class and small group instruction, as well as guided assignments, and independent assignments not continuously supervised by the teacher. Attendance will be taken within the daily schedules and entered into the district student information system/

The district has developed consistent specifications for Google Classroom formatting and the structure of weekly lesson sequences. Supplemental digital resources such as Flipgrid, Class Dojo, and Youtube Kids have been identified and will be supported.

Additionally, the district identified specific curriculum embedded digital resources for learning and assessment of learning that align with core curriculum pacing guides and the daily and weekly learning outcomes. These digital resources provide continuous feedback on student progress that is accessible to teachers, students, and families in real time. All teachers and administrators have been trained in the use of these resources. Parent education and directed student lessons on the use of digital resources and technology will be provided.

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.]

#1 August 3

Educational Software for Guiding Instruction (ESGI) (consultant)

Early Literacy Assessments- Preventing Academic Failure (PAF)

Participants: TK-2 Principals, Assistant Principals, Coordinators

Time: 9:00-10:00

Location: Zoom (each site team will Zoom together)

#2 August 3 (Ed. Services)

Flipped Lesson Design/Google Classroom

Blended Learning- Engagement/Rigor

Participants: All Principals, Assistant Principals, Coordinators

Time: 12:30-2:00

Location: Zoom (each site team will Zoom together)

#3 August 4

Eureka Math AFFIRM (consultant)

K-8 Assessments

Participants: All Principals, Assistant Principals, Coordinators

Time: 9:00-10:00am

Location: Zoom (each site team will Zoom together)

#4 August 4

Benchmark Universe (consultant)

K-5 ELA eAssessments

Participants: Elementary Principals, Assistant Principals, Coordinators

Time: 10:30-12:00

Location: Zoom (each site team will Zoom together)

#5 August 5

ELA Interim Assessment Blocks (IABs) (Ed. Services)

6-8 ELA Assessments

Participants: 6-8 Principals, Assistant Principals, Coordinators

Time: 9:00-10:00

Location: Zoom (each site team will Zoom together)

#6 August 3-5

AVID DigitalXP

AVID strategies in blended learning

Participants: Gr 6-8 AVID leadership teams CAL, MM, RSJ

Time: 8:00-3:00

#7 August 11

ELA Assessments: Plan and Data (facilitated by principals)

TK-2 Early Literacy (PAF) and Educational Software for Guiding Instruction (ESGI)

Gr 3-5 Benchmark Universe eAssessments

Gr 6-8 Focused Interim Assessment Blocks

Participants: All ELA teachers

Time: 8:15-10:15 (can schedule by grade-span)

#8 August 11

Math Assessments: Plan and Data (facilitated by principals)

Eureka Math Assessments and AFFIRM Software
Participants: K-8 Math teachers
Time: 10:15-11:15

#9 August 11
Focused PLC Time
2020-2021 Curriculum and Formative Assessments Maps
Participants: TK-8 ELA and math teachers
Time: 12:15-3:15

#10 August 12
Flipped Lesson Design/Google Classroom (facilitated by principals)
Blended Learning- Engagement/Rigor
Participants: All teachers
Time: 8:15-9:45

#11 August 12
Focused PLC Time
Unit Planning for Blended Learning
Participants: All teachers
Time: 10:00-11:30 and 12:15-3:15

#12 August 12
Follow Up PD: CA Collections Core Curriculum (facilitated by consultant)
Blended Learning Resources/Strategies
Participants: Gr 6-8 ELA Teachers
Time: 12:15-3:15

Special Education Distance Learning Professional Development:
August 11 - Unique Curriculum Training for Special Day Class Teachers
August 13 - Eureka EQUIP for RSP Teachers
August 11 - Star Teletherapy platform for IEP Service Providers Training.

Staff Roles and Responsibilities

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

District Technology Staff:

School Principals:

- Support teachers, students, and families to engage fully in all learning
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Promote continued learning and collaboration to build capacity of students, staff, and parents on the use of HSD identified core curriculum, resources, and platforms
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning and ensure staff are accurately tracking attendance/engagement.
- Support Site Technology Specialists to build capacity to support teachers, students and families in accessing and using Chromebooks and identified HSD digital resources/platforms for all students
- Participate in central office work groups as appropriate
- Communicate with and provide timely feedback to students, parents, and staff
- Utilize assessment platforms and the data to monitor and report progress
- Develop early literacy plan/schedule for small group instruction

Assistant Principals:

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a Google Classroom for teachers – use this to share information. Invite Instructional Assistant to trainings and to this classroom.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.
- Work with identified staff on the list of students who are not attending or turning in assigned work and plan for follow up

Classroom Teachers:

- Work the duty day as prescribed
- Respond to student and family communication, initiate student and family communication
- Plan and deliver instruction using guidance provided by HSD Distance Learning Guarantees
- Utilize and fully implement HSD identified core curriculum (digital, text, other) and other identified learning platforms and resources as methods to plan and implement instruction/differentiation for students
- Participate in professional learning for efficient implementation of HSD Learning Continuity and Attendance Plan
- Work as colleagues with supervisor regarding critical content, pacing, and curriculum differentiation to address learning loss
- Contact school administrator with any student concerns

Intervention Teachers:

- Work under the direction of site administration to fully implement early literacy plan using O.G./PAF
- Implement O.G./PAF with intervention team of classroom teachers, instructional aides, and other support staff as assigned by the principal
- Support intervention team in utilizing data to monitor progress and set up small group instruction

Learning Monitor Supports:

Work with identified staff on the list of students who are not attending or turning in assigned work and plan for follow up

Provide identified students who are experiencing learning loss or are at risk of learning loss daily learning support, progress monitoring and goal setting to ensure all students are continuously engaged in learning and making progress (ie: phone calls, emails, review student work, facilitate additional supports).

School Secretaries, LMS, and Health Clerks:

Work with identified staff on the list of students who are not attending or turning in assigned work and assist with follow up.

Under direction of the site administrator assist with necessary duties of the school in response to COVID-19 (ie: materials distribution, lunch coverage, recess coverage, health clerk coverage, after school pick up, parent phone calls, develop student lists, etc.)

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.]

Hollister School District is committed to maintaining the inclusion of each and every learner. It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, all students will benefit. Additionally, it is important that all of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

Targeted student support and intervention:

Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Consistent and persistent progress monitoring using assessments to identify needs, gaps in learning, instructional supports and Monitor Learning and IEP Goal Progress

Support for English Learners:

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson and is supported at the middle school level using EL Achieve Constructing Meaning integrated ELD strategies and resources that all teachers were trained in. Teachers will continue to receive professional development on ELD instruction.

Support for Foster Youth:

Designated support from district-level Student Services staff. Coordinating services to include social work support.

Foster Youth will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, Foster Youth will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

Support for Low-Income Students:

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Low-Income Students will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, Low-Income Students will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week

Appropriate supports for students receiving Special Education:

In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade level standards and

makes progress in their education. The HSD Special Education Learning Continuity Plan increases the district's ability to equitably meet the needs of student with disabilities by providing a high quality instructional program in the most feasible way while adhering to health and

safety guidelines during a national pandemic emergency. Due to the threat of COVID-19, the HSD SPED Department recognizes that provision of IEP services may not be in the same manner as they are typically provided. The Special Education Learning Continuity Plan is designed to provide contingency plans for implementation of educational opportunities and related service supports to students in different learning phases as the

school district pivots in and out of Distance Learning.

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

Description	Total Funds	Contributing
Small group targeted reading instruction utilizing O.G./Preventing Academic Failure resources taught by trained classroom teachers, intervention teachers, and instructional aides using specialized materials and strategies. Small group Designated English Language Development lessons utilizing Benchmark Advance resources taught by classroom teachers and identified certificated ELD support teachers.	\$155,000	Yes
Eureka Math In Sync- Grade K-8 Adopted core curriculum continuous/digital learning program component created specifically to meet the needs of hybrid or virtual learning environments. Students and teachers can access the Hollister School District Eureka Math materials continuously from home or in school. It includes short, digestible videos for each lesson along with downloadable and fillable PDFs that allow students to show their work, engage in hands on learning, and communicate with teachers via annotations and comments. It provides consistent, coherent, high-quality curriculum.	\$25,500	Yes
Benchmark Universe- TK-5 Adopted core curriculum for ELA and ELD continuous/digital learning program component to support literacy and language. Students and teachers can access reading, language arts, writing, ELD, biliteracy, and intervention core curriculum and supplemental digital resources on one platform. Online eAssessments and progress monitoring informs instruction, facilitates managing student groups, and assigning and customizing resources from anywhere. Provides over 3,500 interactive ebooks and digital resources for students.	\$7,000	Yes
ESGI- Educational Software for Guiding Instruction for Special Education Teachers and Grades TK-2 general education teachers to inform instruction with real-time student data from anywhere, track progress over time, create customized parent letters and flashcards, and	\$21,000	Yes

Description	Total Funds	Contributing
inform next steps for instruction by providing a data platform with robust reports for O.G./PAF and other formative assessments.		
National Geographic INSIDE- Comprehensive English Language Development program for middle school with digital materials for students and teachers that include assessment and placement, progress monitoring, and explicit teaching and learning resources including digital libraries, videos, reading aloud and with, family newsletters, and extension activities in all EL levels (Newcomers, L1, 2L, 2H, 3L, 3H, 4).	\$63,000	Yes
Preventing Academic Failure: (PAF) early literacy Orton Gillingham based leveled small group instruction taught by trained classroom teachers, intervention teachers, and instructional aides at regularly scheduled times. It is an effective beginning reading program for all children. Materials are sequential and based on diagnostic data. Topics will include instructional practices supported by the latest research on developing accurate and fluent reading and comprehension, lesson planning, and curriculum-based assessments.	\$35,000	Yes
Eureka Math Affirm- Grade K-8 Adopted core curriculum digital assessment and practice tool that equips educators with a robust database of formative items and tools designed to help teachers track student progress, identify areas of need, and provide extra practice. Teachers can set up student groups and eassessment opportunities for distance learning.	\$24,000	Yes
Eureka Math Equip- Special Education Students, Resource and Co-Teaching Teachers Gr K-8 Adopted core curriculum pre-module diagnostic tool to identify and address knowledge gaps from previous years. Identifies curriculum, support lessons, and fluency activities to help close the gaps and adjusted pacing without interrupting grade level, standards based work.	\$15,000	Yes
N2Y: UNIQUE Learning System is a standards-based program specifically designed for students with special needs to access the general education curriculum. Users interact with differentiated, thematic units of study with text-to-speech, interactive components, hundreds of activities and multiple opportunities to show what they know. Each student's academic profile in Unique Learning System generates his or her instruction. The support levels are:	\$18,900	Yes

Description	Total Funds	Contributing
<p>Level 1: Students require extensive and pervasive support. Increasing participation is the main objective.</p> <p>Level 2: Students may require symbol support and other direct instruction for learning and comprehension.</p> <p>Level 3: Students read text, produce simple writing, perform basic math processes, and demonstrate comprehension of modified learning information independently".</p>		
Constructing Meaning- Middle School Integrated ELD to develop rigor and academic language cross content strategies in reading, presentation, discussion, and collaborative practice to apply newly learned skills Teachers plan lessons that address both linguistic and content demands, and that build from a cognitive task or analysis of student work. Digital resources and collaborative structures for language production are integrated into the materials, professional development. Strategies for administrative feedback, accountability, and a trainer of trainer model is built in.	\$11,000	Yes
AVID- Middle schools and one K-8 school site using Advancement Via Individual Determination digital resources and on-going community of practice for school-wide WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies in face to face, blended learning, and distance learning environments.	\$15,500	Yes
Edgenuity- K-8 Independent studies online learning platforms for continuous distance learning throughout the fluctuating public health crisis and beyond. It offers choice for families via combined direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performance tasks, and assessments to engage students and ensure subject-area mastery. Hollister School District teachers provide progress monitoring and weekly check ins for this independent studies program offering.	\$139,000	Yes
California Collections Digital Resources- Grades 6-8 English Language Arts Program digital resources including textbook and supplemental workbooks	\$2,100	Yes

Description	Total Funds	Contributing
Footsteps 2 Brilliance- Early literacy Grades TK-3 curriculum that contains thousands of interactive eBooks, songs, and games in English or Spanish that utilizes mobile technology to connect school, home and community and develops reading, vocabulary, and early literacy skills to accelerate learning and address learning loss.	\$83,000	Yes
Distance learning Student Liaison to facilitate weekly contact with identified students to monitor progress, set goals, conduct joint teacher-student conferences, and provide academic support with a focus on integrated ELD, and AVID strategies and distance learning technology skills for self directed learning.	\$975,000	Yes
Chromebook technology to facilitate instruction. Acquisition of more than 3,500 devices for students and staff.	\$1,500,00	Yes
Wifi hot spots to ensure student access to technology.	\$220,000	Yes

Pupil Learning Loss

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

The Hollister School District plan is to identify and address learning gaps through early diagnostic assessments and on-going progress monitoring via formative assessments. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time for all students. These assessments include Preventing Academic Failure, Benchmark Universe, Eureka Affirm, and Footsteps 2 Brilliance.

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.]

Hollister School District will address learning loss via strategic instruction that targets student needs. All students will receive standards based instruction focused on essential standards and cluster skills to support mastery. Such instruction will be differentiated. Small group instruction will be provided synchronously to students in small group instructional settings that is targeted to identified student needs and monitored for accelerated growth. Assessments and progress monitoring tools are important supports provided as teachers assess learning loss and their students' individual and collective learning needs, they will not only differentiate core curriculum using the tools and supports provided, but also work with their site team to schedule small group instruction to provide additional support.

The Hollister School District Assessment Plan outlines beginning of the year pre-assessments in reading, writing, and math as well as early literacy diagnostic assessments and follows up with post assessments in early spring to measure progress toward grade level proficiency. All assessments include robust platforms for assessment data, reporting, analysis, and progress monitoring via a wide range of available formative assessments available for use throughout the year.

Data analysis checkpoints will be scheduled to review district, school, grade, class, and student level data in various settings. Support will be provided to site based teams to access, use, and communicate student achievement data and follow up plans.

All sites will utilize early reading data regularly to inform small group reading instruction in grades K-3 as articulated in the site reading intervention plan and implemented by classroom teachers, intervention teachers, and instructional aides. All data will be housed in ESGI and regular parent updates will be generated using that platform.

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.]

Benchmark Universe- Classroom teachers and school principals will evaluate student usage and student scores on an on-going basis. They will analyze the data by students sub group, classroom, and grade level. Gains will be measured to ensure continual progress.

PAF- Classroom teachers and school principals will evaluate student scores three times per year. They will analyze the data by students sub group, classroom, and grade level. Student scores will be measured against grade level cut points to ensure continual progress.

Eureka Math- Classroom teachers and school principals will evaluate student usage and student scores on an on-going basis. They will analyze the data by students sub group, classroom, and grade level. Gains will be measured to ensure continual progress.

Footsteps 2 Brilliance- Classroom teachers and school principals will evaluate student usage and student scores on an on-going basis. They will analyze the data by students sub group, classroom, and grade level. Gains will be measured to ensure continual progress.

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

Description	Total Funds	Contributing
ESGI- Educational Software for Guiding Instruction for Special Education Teachers and Grades TK-2 general education teachers to inform instruction with real-time student data from anywhere, track progress over time, create customized parent letters and flashcards, and inform next steps for instruction by providing a data platform with robust reports for O.G./PAF and other formative assessments.	\$21,000	Yes
Small group targeted reading instruction utilizing O.G./Preventing Academic Failure resources taught by trained classroom teachers, intervention teachers, and instructional aides using specialized materials and strategies. Small group Designated English Language Development lessons utilizing Benchmark Advance resources taught by classroom teachers and identified certificated ELD support teachers.	\$155,000	Yes
Learning Support Monitors- These staff members (50 total) are tasked with ensuring on-going check-in support for students demonstrating poor attendance or lack of academic progress.	\$975,000	Yes
Footsteps 2 Brilliance- Early literacy Grades TK-3 curriculum that contains thousands of interactive eBooks, songs, and games in English or Spanish that utilizes mobile technology to connect school, home and community and develops reading, vocabulary, and early literacy skills to accelerate learning and address learning loss.	\$83,000	Yes
Chromebook technology to facilitate instruction. Acquisition of more than 3,500 devices for students and staff.	\$1,500,000	Yes
Wifi hot spots to ensure student access to technology.	\$220,000	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 Hollister School District has adopted Sanford Harmony as the district wide SEL program. Sanford Harmony is a free instructional program for PreK-6th grade educators to help their students develop social-emotional skills. Sanford Harmony provides educators with the tools to foster and support student connections, collaborations and learning. All staff have been exposed to Sanford Harmony and have access to the online portal which includes units on diversity & inclusion, empathy and critical thinking, communication, problem solving & peer relationships. On demand training is offered for every unit as well as on going online professional development.

The Hollister School District also has 5 County Mental Health Case Managers that offer support to students in need. These Case Managers are the first point of contact for students. If the Case Manager determines that the student needs more in depth treatment (based on the results from a screening tool) then the student is referred to a clinician at The San Benito County Mental Health Department.

HSD has added a full time Social Worker that will work with students across our district around issues of social emotional well being, communication skills, family balance, anxiety in the world of distance learning, chronic absenteeism and peer relationships. HSD is fortunate to also have 5 Social Work Interns from San Jose State University that will spread out across our district to support our mission of mental health awareness and social emotional well being. Our two comprehensive middle schools each have a full time school counselor. These counselors work daily in the support of our 6,7, & 8th grade student body. In San Benito County our local United Way Chapter in partnership with The City of Hollister and numerous local businesses and entities provide the "211" service. This is a call that anyone (staff, parent, community member) can make and this call gives them access to crisis intervention, childcare services, family counseling, food & clothing assistance, drug & alcohol counseling, etc. The Student Services Department hosted a "Student Town Hall Meeting" on the district's YouTube channel to allow students the opportunity to share their thoughts and concerns as related to distance learning.

HSD also offers the Employee Assistance Program through our Healthcare provider SISC Anthem Blue Cross. This program allows employees to connect with services or resources that can support them or a family member with things such as counseling services, family health, child and elder care, grief and loss just to name a few.

HSD applied and received approval for The SEL in Action 2020 Award Grant that will fund from August 2020 to 12/31/22. The grant will fund Project PARTNERSHIP which is a school-home-community partnership program that links social-emotional learning and service-learning projects for students enrolled in two Hollister comprehensive middle schools. PARTNERSHIP will positively impact our students while engaging and empowering home cultures of learning, infusing a positive SEL development model in all aspects of students' learning experience, both in and out of school. PARTNERSHIP builds on schools' current practices, including AVID and PBIS that

support self-efficacy and positive social engagement. PARTNERSHIP will engage students, families and teachers in collaborative learning and reflection; hands-on application of knowledge through service-learning projects; fostering healthy relationships; and strengthening social-emotional development. Furthermore, Project PARTNERSHIP will enhance district capacity, working directly with a local university and regional experts. The Hollister School District is committed to supporting all stakeholders in the area of mental health and social and emotional well-being.

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.]

The Hollister School District has a tiered systematic approach to pupil re-engagement and outreach.

Tier 1 is the teacher - due to the fact that the teacher is the first one to notice absences and lack of student engagement in general. The teacher connects with the student and with the parent as the point of contact.

Tier 2 is the site "learning monitor" whose sole responsibility it is to make daily phone calls and check on students that have missed distance learning time or who are not meeting requirements sufficiently enough to master the curriculum. This is an immediate response to an absence and each site has a learning monitor that is dedicated to this daily outreach.

Tier 3 starts with the site secretaries, office managers, and health clerks making follow up phone calls (in addition to the call from the site learning monitor).

Tier 4 is site and district administration reaching out to hold a meeting with the family and discuss the reasons for the absences and to determine if additional supports are needed, such as counseling, tech support, social emotional resources. At the District Office level we have a Parent Involvement and Attendance Liaison who works closely with school sites when families are needing that Tier 4 support and follow up. If it is determined that the previously mentioned additional supports and services are not needed and the absences are not being caused by a gap in service then the next step is an attendance contract signed by the student & parent. Ultimately, HSD wants to support every single student through the distance learning process and mitigate, to the best of our ability and resources, learning loss.

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.]

Hollister School District, Student Nutrition Department, distributes meals on Monday -Mealday, at seven of our eight school campuses. The department hands out the weekly meal boxes along with a small bag filled with a variety of fresh produce and milk. Currently the hours are between 10 am to 7 pm. The boxes are kept frozen (labeled - keep frozen until ready to eat, then heat up to 165°F) and handed out to cars via a drive through process. The cars come up, motion how many boxes they need, the staff gets the food together and places it on a table and steps away. The adult comes out of the vehicle and picks up the food and drives away. The table is sanitized and the process continues. Each site has multiple tables used, at least 10 feet apart from each other.

During a hybrid type schedule, the meals will continue as above for any students that are unable to attend the hybrid schedule, but it will be changed to Wednesdays. The students attending school M & Tues will receive meals for the remainder of the week on Tuesday. The students attending school on Thursday and Friday will receive meals to take home on Friday. Any students unable to manage the meal process will be able to pick up meals for 5 days (breakfasts and lunches) on Wednesdays.

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

Section	Description	Total Funds	Contributing
N/A	School Reopening Plans	\$0	No
Distance Learning Program (Continuity of Instruction)	Professional Development for Distance Learning	\$0	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
19.88%	7,943,152

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.]

Eureka In Sync and Eureka Affirm

The needs of English Learners, low-income students, and foster youth will be met with these two programs because our staff will be provided with immediate scoring and reporting. We will carefully track student progress over time. We will also provide these students with increased math practice opportunities. One of the challenges presented by COVID, Great Minds® created Eureka Math in Sync™, an innovative continuous learning program designed to meet the needs of today's hybrid and virtual classrooms so students continue building knowledge of crucial mathematical concepts in any learning environment.

Eureka Math in Sync allows English Learners, low-income students, and homeless/foster youth and their teachers to access the Eureka Math materials completely online. Eureka Math in Sync includes fully accessible, short videos for each lesson. It also provides online tools for students to show their work and communicate (2-way) with their teachers. There are also many Spanish language videos.

Intervention Teachers

Our Intervention Teachers will provide focused designated academic support for all students. Especially English Learners, who will greatly benefit from their small-group instructional support. Our English learners have experienced gains with their support and we anticipate increased growth. Likewise, our low-income and foster youth students will greatly benefit from their small-group instructional support. Their main focus in 2020-2021 is supporting our youngest students who are learning to read. The Intervention team has a record of success, with data from previous years showing growth.

Preventing Academic Failure- ESGI Assessments

We use Preventing Academic Failure-ESGI to see where our youngest learners are in the learning to read process. This new program will undoubtedly meet the needs of English Learners, low-income students, and foster youth because of the high-focus on foundational skills. We will also use this program in our Saturday Scholars offerings.

Social Worker

Our social worker will meet the needs of English Learners, low-income students, and homeless/foster youth through their expertise in connecting families with community resources. These include the ability to obtain basic needs, including clothing, food, housing, and medical care. Our social worker will make sure that these needs are met especially in light of the job loss in our community.

Learning Support Monitors

Our Learning Support Monitors are part of our leveled system for reaching out to support students who are not participating in distance learning. Our homeless/foster youth, English learners, and low income students will have support to ensure that their learning is not impeded or denied. Our Learning Support Monitors know many of these students and they are a trusted individual who reaches out to get students back on track or to assist with other learning needs.

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

Our efforts in the months of March 2020 - June 2020 were earnest but did not meet student needs. We acknowledged the need to better serve our foster youth, English learners, and low-income students. One major task was the distribution of technology devices and hot spots for students. Our district plan (namely utilizing Benchmark Universe, Eureka In Sync, Eureka Affirm, Sanford Harmony, PAF, ESGI, CM, PBIS, and AVID) is strategically created to ensure growth and progress for foster youth, English learners, and low-income students. Our decision to create 50 Learning Support Monitors has also established a culture of on-going check-ins that facilitate continual attendance and learning. Our Intervention teams are also working closely with students to target academic needs and make growth in their learning. We are improving service to foster youth, English learners, and low-income students by more than % required by increasing technology, increasing wifi-access, increasing academic monitoring, increasing academic support, and greatly increasing parent involvement. Our guaranteed, tiered system for re-engaging students, providing online learning resources, and responding to student and family requests is making a strong impact.

Our district funds are squarely directed toward meeting the needs of our low income students, homeless/foster youth, and English learners. We have also increased services through the establishment of a social worker position. Services include counseling, social/emotional support, and service coordination.

The district has also addressed the technology divide by providing devices to our low income students, homeless/foster youth, and English learners.

