

Learning Continuity and Attendance Plan (2020-21)



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The instructions for completing the Learning Continuity and Attendance Plan follow the template.

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

A description of the LEA, its schools, and its students.

Hesperia Unified School District was formed in 1987. Prior to that we were a mix of Hesperia Elementary School District and Victor Valley Union High School District. We are currently comprised of 3 comprehensive high schools, 2 continuation high schools, 3 middle schools, 15 elementary schools, 1 alternative school, and 1 adult education school. WE are the largest employer in the high desert with over 2,233 amazing staff members. We serve and educate over 21,394 brilliant individuals with the following demographics: 67.5% Hispanic 20.3% White, 7.0% African American, 1.0% Asian, 0.4% American Indian, 0.8% Other, 2% Not reported, 1.0% Two or more races; 19.6% English Learners, 71.0% Low Income, 1.31% Foster Youth, and 76.54% Unduplicated High Need.

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, 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.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

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 wellbeing as well as the instructional tools utilized during distance learning. Classified staff was surveyed gathering input on their concerns and on returning to work. HUSD surveyed families and students to solicit feedback on successes, concerns, and needs during pandemic teaching. Two follow up surveys were given to collect information on preferences and concerns moving into the 20-21 school year.



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A summary of the feedback provided by specific stakeholder groups.

In summary, certificated staff shared their preferred tools to help guide our professional learning plan and concerns for . Classified staff shared their two main concerns as their interest in returning to work along with wanting personal protective equipment (PPE) as they return. Families 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.

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 address the needs specified by the stakeholders.

A description of the options provided for remote participation in public hearings.

During time remote participation is necessary, HUSD provides a livestream to public hearings. The meetings are stream 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 up to comments time that is then read aloud.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on 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, 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 a 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.

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 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 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 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 in blended 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 both on-campus and 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 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 inasmuch 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 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 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. 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 during COVID-19 as it may be different from the IEP developed preCOVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided to students whether on-campus or participating in distance learning.

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.

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. Further details can be found in Appendix C: Hesperia

Unified School District Emergency Operations Plan, 2020 – 2021 Pandemic Addendum, and Appendix D: HUSD COVID-19 Response Procedures for Employees. OPTION II Blended Learning

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 and training 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.

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.

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

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.

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 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.

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

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.

All students will be issued a device for distance learning. Free WIFI is accessible in the parking lot of each school, a map of best locations is located on the district website. The district has also purchased portable hotspots to be loaned to families without connectivity. Families will be asked to contact their respective school office to submit an application to request a hotspot. District and site technology personnel will be available to assist parents and students with access and to help ensure the devices are working properly.

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 four, and 180 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.

Distance Learning Professional Development



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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.

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

Other employees may be asked to conduct other job related activities as needed to support the instructional, emotional and safety needs of the students.

(Add language from CSEA)

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: 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.	39,240	Yes

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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 Diagnostic to students in grades 1-12. The diagnostic will be administered three times during the school year. It will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. 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.

Pupil Learning Loss Strategies



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A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; 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.

English 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. 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.

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 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. Bussing accommodations will be provided, as possible, for these in-person interventions.

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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, 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.

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

Description	Total Funds	Contributing
Overcontract to provide intervention support to students needing additional support		Yes
Secondary summer school and elementary intervention will be provided.	200,000	Yes
Purchase iReady Reading and Math Diagnostics.	150,000	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 any 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. 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. When in doubt, talk to Alex/Isaac.

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 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 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.

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 eniity of 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 administrator may refer students to HELPS staff who will collaborate with the HUSD Police Department for a family wellness check.

SARB:
SARB will activate 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 meals for pupils who are eligible for free or reduced-price meals for pupils 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 be 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 afterschool supper. The following CEP sites will serve meals: Carmel, Juniper, Maple, Lime Street, Rancho, Mesa Grande, Eucalyptus, Hesperia Junior, Hesperia High, Cottonwood and Topaz. Parents with qualified students will be able to pickup meals at the site most convenient for them.

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

Description	Total Funds	Contributing
Supplies and equipment to ensure students have their own supplies.	1,554,210	Yes
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
Purchase Infinite Campus Program: Campus Learning to help students, teachers and parents track participation and engagement of students.	22,970	Yes



DRAFT

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
18%	\$46,671,439

Federal Funds Used to Backfill Reductions to the Local Control Funding Formula

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

Social Worker along with interns - focus on foster and homeless youth but also provide support to all students and parents

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

Student data and stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. These expenditures are:

Additional School Site Allocation:
Resources allocated directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on low income pupils, English Learners, Redesignated Fluent English Proficient Pupils and Foster Youth, and other subgroups identified to close achievement gaps.

Technology: Devices to ensure that there is one computer for each student and infrastructure

Professional Development: Teachers on Assignment and training on instructional strategies and language development for English learners.

Use of Specially Designed Academic Instruction for English (SDAIE) using programs such as Sheltered Instruction Observation Protocol (SIOP) and GLAD and the ELD implementation rubric

Academies Pathways: Early College, Health and Medicine Lab, Cisco, DEMA, SPA, Environmental Sciences, Performing Arts, Technology and Innovation, etc

Social Emotional and Behavioral Support: Psychologists for small group support and Social Police to help ensure safety on campus, PBIS or other social emotional support programs, Social Worker, Provide transportation to ensure students the ability to get to school and thus decrease absences and dropouts), Board Certified Behavior Analysts to support students and provide alternative setting for students to complete schooling.

Academic Intervention/Support: Additional EL support and Language support services, summer school, and credit recovery opportunities, before/after school intervention, Preschool, Funds for academic supports, texts, etc, Supplemental counseling for RFEP students.

Programs to support positive school climate: Rachel's Challenge, Robotics, I Can Film Festival, Safe School Ambassadors.

Parent involvement programs: Foster parent training, Parent Project, Parenting Partners, Family Resource Centers

Salaries & benefits to maintain smaller class sizes (resource 0701: \$11,209,963) and salaries and benefits and services

A description of how the LEA utilized any federal funds provided to backfill reductions to the local control funding formula on a dollar-for-dollar basis generated on the basis of the number and concentration of unduplicated pupils.