

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Aides will be repurposed back into assisting the teachers and students in the classroom that they have continued to work with while the students were distance learning. Aides will be able to work with students to overcome the challenges and struggles that they have during their time remote learning, to help them with social-emotional activities.	Wages \$36,400 Benefits \$ 5,400	\$30,083.35 \$6,016.67	Y
Certificated substitutes will be now available to help relieve the teachers for additional training and duties outside of the classroom.	Wages \$22,000 Benefits \$ 3,500	\$9,645.20 \$1,929.04	N
In order to increase student participation after the prolonged distance learning, have a robotics, athletics, and art teacher/coach to work with small student groups.	Wages \$ 4,500 Benefits \$ 800 Supplies \$ 850	\$7,007.49 \$1,051.12 \$1,419.00	Y

Additional supplies for staff and student PPE and custodial to allow for increased sanitization and cleaning throughout the day in the classrooms, cafeteria, restrooms, and safety space for each day from the beginning of the school day to after the end of the school day with a complete cleaning schedule.	Supplies \$ 4,500 Facility \$ 4,200	\$16,240.70 \$9,525.00	N
Open computer lab for students to be able to have increased time to focus on new applications and learning tools that the technology can provide. Maintain, repair, and replace chrome books and other equipment items that are returned. Services all items for sanitization and set up technology updates.	Repairs \$ 7,500 Equipment \$ 4,000	\$3,103.74 \$3,500.00	N
Playground and crossing guards will be actively watching students for proper behavior and distancing as students move from the buses to their classrooms.	Wages \$23,770 Benefits \$ 2,350	\$14,104.98 \$2,115.75	N
Provide additional bottled water for students and staff to assure safe hydrating needs.	Supplies \$ 2,750	\$1,000.00	Y
Identify and train District Compliance task force personnel to work on the Exposure Management Plan, monitoring staff, work with COVID Compliance Officer and County.	Wages \$10,000 Benefits \$ 1,500	\$11,757.43 \$1,763.61	N
Provide COVID-19 testing and contact tracing resources for staff and students when the campus is open to more interaction.	Services \$ 2,500	\$2,600.00	N
Revise transportation for students to include safe distancing on the buses which will include running the buses twice on the routes, training for the bus drivers, additional supplies for cleaning and sanitization, new radios for driver and district contact	Wages \$38,000 Benefits \$ 7,600 Supplies \$ 8,000 Fuel \$15,000 Bus Pymt \$48,000	\$4,831.70 \$1,296.87 \$47,452.93	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Certificated substitutes, playground aides and transportation services were not needed while students were doing distance learning. Additional expenses were used for technology equipment for students. Transportation supplies were still needed to keep buses

operational and to pass regulatory inspections. There were increased costs PPE and staff for custodial services due to preparing for faculty and students to return to the site.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, HELUS describes the successes and challenges experienced in implementing In-Person Instructional Offerings in the 2020-2021 school year, as applicable. HELUS successfully returned to in-person instruction on April 26, 2021, two days a week. This was the outcome of many months of weekly meetings of the HELUS Planning Committee, which consisted of both unions' representatives, board members, School Site Council representatives, parents, and the administrator, to create a plan to safely bring students back on campus. The plan addresses five key action areas: Health and Safety, Instructional Models, Facilities, Transportation, and Governance/Logistics. The committee as a whole and/or workgroup teams met to design the plan to meet the needs of the families and school community. In-person instruction started with small cohorts of students, which enabled teachers, instructional assistants, and additional support staff to provide additional targeted and individualized academic and mental health support. When possible, these services are provided in small groups or one-on-one while observing all safety policies and procedures. This approach supports the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge.

The logistics of meeting all the regulations issued by local, state, and national authorities has been challenging. The HELUS Planning Committee worked diligently to provide a fluid and cohesive plan. However, a challenge has been that only one-third of the entire student population has chosen to return to in-person instruction. Two-thirds of the student population chose to continue with distance learning and 15 students have chosen to continue with in-home school independent study. These families have been apprehensive about coming back to school for in-person instruction. The entire issue of reopening schools is an emotional one, with different people having different comfort levels and needs regarding in-person instruction. Complicating the entire discussion is that school officials have had limited time to figure out the best way to get students back to school this academic year. The School Board has been cautious about how to open safely and to strategically for make decisions. There have been many meetings and surveys to best serve the community. HELUS continues to adjust as attitudes, needs, and circumstances of families are addressed with in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning technology equipment for teachers and staff, webcams, HoverCam document cameras, microphones, headsets, earbuds, hot spots and other peripherals to accommodate a classroom in a virtual setting.	Tech staff equip \$17,000	\$20,383.68	N
Student chrome books and iPads, new and replacement, repairs, and maintenance to keep equipment working.	Tech student equip \$33,000	\$29,345.24	N
Classified office receptionist to make calls to families and provide assistance to the teachers.	Wages \$17,500 Benefits \$ 1,700	\$11,800.00 \$1,750.00	N
Online meetings - Zoom or Google Meet to facilitate instructional sessions with the students and have meetings with the parents/guardians, other teachers, district administration, attend virtual board meetings, etc.	Tech \$ 2,000	\$546.42	N
Instructional Aides to individually assist students or groups online, while certificated staff are teaching. They can help through the Google Classroom and Google Meet with the students on questions, assigned work and provided additional support.	Wages \$36,400 Benefits \$ 5,400	\$31,050.00 \$6,020.00	N
Technology assistance from classified support staff and online services to help with tech devices, maintenance, and questions.	Wages \$17,000 Benefits \$ 1,700	\$12,322.51 \$1,698.38	N

Based on the family survey and the Board's directive to make sure all students are provided services through distance learning and to provide support to the community families, the independent study home school program has been developed and implemented in late August.	Wages \$55,763 Benefits \$24,900 Supplies \$ 4,000	\$55,763.00 \$24,957.43 \$1,090.00	N
Additional educational online apps such as Class DoJo, Prodigy, McGraw Hill Connect.	Service \$ 150	\$150.00	Y
Have classified staff work with Antelope Valley UHSD to help provide lunch meals to community children.	Wages \$20,400 Benefits \$ 1,900	\$14,105.00 \$2,115.75	Y
Student curriculum & supplies for their work at home either through the distance learning classroom or with the independent study home school program.	Supplies \$45,000	\$33,096.12	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

With the slight decrease in enrollment, less supplies and equipment were necessary to purchase for the students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, HELUS describes the successes and challenges experienced in implementing the Distance Learning Program in the 2020-2021 school year, in each of the following areas, as applicable:

Continuity of Learning – HELUS' adopted curriculum and supplemental resources were successfully used in all instruction throughout the year to ensure that pupils had access to a full curriculum. It was helpful that students also had access to the adopted ELA and Math textbooks online. The use of the Google Classroom learning management system contributed to the continuity of instruction and a variety of learning models. All teachers were provided training on how to set up and run their Google classrooms. Teachers developed daily schedules and lessons that provide both synchronous and asynchronous time. HELUS recognized that some students need additional support due to virtual classroom learning. Supplemental support programs, such as the individualized tutoring provided by

instructional assistants, operated to provide students with additional educational guidance outside of class time. Virtual tutoring rooms were open on a regular set schedule to provide targeted assistance to identified students. Teachers and parents were encouraged to refer students for tutoring services.

Access to the internet was a challenge in providing Distance Learning. Due to the rural nature in and around HELUS, there are several “dead areas” where hot spots would not work. This caused problems for parents who preferred Distance Learning rather than in-home school independent study. Options were investigated (like going to different locations) to solve the problem. However, those homes mostly had to use home-based instructional learning packets. Another challenge was providing a full continuum of all course work due to the limitations of virtual learning. PE instruction by a teacher was minimized and asynchronous PE time was the responsibility of students. Science, social studies, and art curriculums were modified and adjusted because hands-on learning was difficult in some households and these curriculums were not available online.

Access to Devices and Connectivity – HELUS successfully provide every student with an iPad or Chromebook. iPad and Chromebooks were prepared for students to check out in August. Families without internet access were referred to community partners that provided free internet services as HELUS researched options available to offer parents. The administrator provided personal outreach to families whose students were not participating in instruction to determine barriers and ensure access to all necessary equipment and services. This outreach continued until all families had been reached and technology needs addressed.

Connectivity was the biggest challenge for HELUS. There is and continues to be a lack of internet service in Lake Hughes and Elizabeth Lakes rural communities. There are “dead areas” where hot spots would not work. Because of the ruralness of HELUS, internet connections that were working, had weak connections and students would drop off and or lose the connection. This was frustrating for both teachers and students. In addition, some parents had specific issues with technology that the District worked to fix.

Pupil Participation and Progress – HELUS distance learning class time successfully met the minimum daily instructional minutes of 180 minutes for grades TK/K, 230 minutes for grades 1-3 and 240 minutes for grades 4-8. Attendance was tracked in the Aeries Student Information System for compulsory attendance along with participation and engagement. The teachers watched students’ participation in the lesson activities online and recorded their synchronous work in AERIES. Then students were assigned asynchronous work that was also recorded in AERIES. As of April 29, 2021, participation data indicates 88% of students participated in synchronous instruction and 78% participated in asynchronous instruction. Teachers also kept track of assignments that were completed and submitted in AERIES. As of April 29, 2021, engagement data indicates that 65% of students completed and submitted all assignments. Just as the teachers do when in the classroom, they would call on individual students while they are presenting the course work on the slides or other documents to check for understanding. The students participated in the course work discussion and were able to ask questions and provide answers. Students received report cards during distance learning.

The challenges with pupil participation and progress included how to track such information as well as guidance from the state on what data to collect. The state provided guidance late into the year which required teachers to go back to the first day to recreate the data and then stay current. Once the state decided what needed to be collected, it took time to set up the data program to record the information for each student.

Distance Learning Professional Development – HELUS is proud of the success of all the certificated staff in learning and executing the virtual teaching. They were able to function and maneuver virtual teaching for distance learning. They were running successful virtual classrooms. IT support and resources were responsive. IT provided virtual demonstration trainings and individual support. Teachers were able to work on attaining their Google certification to be able to better use Google Classroom and the add-ons that compliment Google Classroom. Google provided virtual taped training which provided the teachers the flexibility to access it anytime. Teachers are provided a stipend once they receive their certification from Google. Additional trainings and resources were accessible through LACOE. Certificated staff also meet monthly to discuss and review needs of distance teaching/learning and provide support for each other. Keenan was used for professional development trainings on annual safety updates (such as blood pathogens, mandated reporter, and perceived bias training), and the company added training on COVID precautions and handwashing for the entire staff. Classified staff that facilitate the food program stayed current with their training through AVUHSD.

The challenge for Distance Learning Professional Development was securing sources to provide the training and or available space in the trainings. With the Google training, some staff were on a waitlist to participate. Then setting aside time to take, practice and absorb the professional development is always a challenge.

Staff Roles and Responsibilities – HELUS staff successfully stepped up to meet the change and challenges of moving to distance learning. School office staff greeted parents through a safe zone that was set up outside of the front office door and were able to communicate with them through a window partition. The certificated and classified staffs were resilient and gave 100 percent to everything and every challenge. A noon duty supervisor was transformed into a facilitator for the new Student Lounge, which consisted of a three-class student network (K-2, 3-5, 6-8) for students to socialize safely in a virtual environment. This was created to support student social need for peer interaction.

A huge challenge was for Administration to stay on top of and involved in the many demands that were added to her responsibilities due to the change to distance learning. She had to increase her time in participating in daily and weekly Zoom meetings, webinars, and other online resources to keep abreast of daily changes of the County and State requirements. It was also challenging to have certificated substitutes trained on how to do distance learning and join virtually when a teacher required a substitute teacher.

Supports for Pupils with Unique Needs – HELUS successfully provided support for all students and specific support for students with unique needs. Instructional assistants offered additional support to students with unique needs to help personalize instruction. Manipulatives and other resources were provided for at home use for students with unique needs. Specific supports for identified unique groups included the following:

- Low Income, Foster Youth, and Homeless students were provided school supplies, personal items, and other individual items/services to allow them to participate fully in Distance Learning activities to reduce negative impacts of their situation academically, socially, and emotionally. Instructional Assistants provided academic and emotional support for the Low Income, Foster and Homeless students.
- English Learners (EL) were provided designated and integrated instruction in English language development. EL students meet virtually, regularly, and individually with the designated EL Instructional Assistant for language and academic support directed by the teacher.
- Special education, related services, and any other services required by a pupil's individualized education program were established appropriately with accommodations necessary to ensure that individualized education program could be executed in a distance learning environment. HELUS provided a full continuum of placements for the exceptional pupils. The support and service provided to special education students are as follows:

- Individual check ins and communication through virtual environments with students to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content.
- Use of informal assessment measures and observational data recording to measure present learning status and ongoing progress monitoring through virtual platforms.
- Collaboration between special education teachers and general education teachers on meeting individual student IEP goals through strategies and accommodations in virtual learning environments. Printed materials and manipulatives were provided to students when necessary, for meaningful access to curriculum to meet learning needs.
- Instructional Assistants were utilized in virtual learning environments and ongoing student support in Special Education and General Education.
- All related services supporting students were done through virtual teletherapy or virtual supports.
- Teachers, Instructional Assistants, and teletherapy service providers collaborated on progress monitoring of students and implementation of strategies and accommodations to meet students' needs.
- Virtual IEP meetings were conducted for annual or tri-annual meetings which addressed progress on goals and updating supports, accommodations and services based on individual student learning needs and progress in a distance learning environment.

Some of the challenges in providing support for the pupils with unique needs included not being able to read the students' body language, refocusing student attention and/or on task behavior, and nonverbally correcting inappropriate behavior. It was difficult to positively direct students without the use of personal proximity, visual clues, and nonverbal communication. Teachers were also challenged at times with students with unique needs walking away from the computer and or just turning it off. Without an adult present at the home and in the room to monitor the student during lessons, it was difficult to control and redirect students.

Analysis of the effectiveness of the distance learning program to date.

Third quarter 2020-2021 benchmarks for all students grades 3-8 for ELA indicated that 74.5% of students exceeded and met the ELA standards and 77.8% of students exceeded and met Math standards. As of April 29, 2021, participation data indicates 88% of students participated in synchronous instruction and 78% participated in asynchronous instruction. As of April 29, 2021, engagement data indicates that 65% of students completed and submitted all assignments. Local Average Daily Attendance (ADA) as of May 3, 2021 was at 98.15%.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased time with aides through Google Meet to go over course work, to allow students to ask questions, see where students need additional time when they are struggling in class.	Wages \$36,400 Benefits \$ 5,400	\$30,100.00 \$6,010.00	Y
Professional Development for Google Classroom.	PD \$ 2,000	\$300	N
Zoom - 3 - 5 licenses	Tech \$ 1,500	\$750.00	N
Tiny Eye - Special Ed speech therapy to facilitate services for students with needs	Service \$30,000	\$21,497.25	N
Character Counts - used with PBIS training for teachers and students	PD \$ 850	\$900	Y
Implement distance learning applications as Google Classroom, Prodigy, McGraw Hill ConnectEd, Class DoJo	FREE	0	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Late start of in-person instruction has moved expenses for student services and training. PBIS training was replaced with Youth Mental Health training.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, HELUS describes the successes and challenges experienced in implementing Pupil Learning Loss in the 2020-2021 school year, as applicable. HELUS recognized that some students would suffer learning loss due to the closing of school and moving to distance learning because of the COVID-19 pandemic. HELUS recognized that some students would need additional support to recover from any learning loss and unfinished learning that might have occurred. To mitigate learning loss in 2020-2021, HELUS successfully focused on “First Best Instruction” coupled with access and focus on essential common core standards, district adopted curriculum, and best teaching strategies. Routines were established so that the student day would be calm, safe, and predictable. The staff recognized that to close the learning loss they would need to implement, expand, and enhance learning supports. This would include focused instruction and student supports. Staff immediately began the year by building relationships with students and provided social emotional blocks of time to discuss and support students who were struggling socio-emotionally. Teachers built virtual lessons to make grade-level content accessible and meaningful with active student engagement. The principles of Universal Design for Learning were implemented to meet the varying learning needs and styles of students. Teachers ensured that all students had sufficient time to practice and make sense of a task or a problem as a Tier 1 First Best Instruction practice. For those students who required more time and engagement, they were given additional opportunities to preview, practice and review vocabulary curriculum specific routines and demonstrate understanding as a Tier 2 approach. Tier 3 practices were available for students that needed more intensive instruction to address skills deficits. The scaffolds that teachers and support staff employed to meet specialized student needs were specifically targeted to individual student academic difficulties or language development needs, and served to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding. Interventions included: regularly scheduled 30-minute sessions with a certificated teacher or support staff through video conference; scaffolding for specific task assignments; pre highlighted texts; more frequent feedback or check in; time management supports; and maintaining a daily written agenda. Students in the upper grade levels were offered guidance for monitoring their own progress and implementing supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.

Teachers and Instructional Assistants under the teacher’s directive, successfully provided small group instruction in the afternoons to mitigate extreme learning losses particularly for English learners, low income, Foster Youth, students with exceptional needs, and those experiencing homelessness. Instructional Assistants provided 30 minutes daily of individual or small group tutoring as an intervention support due to student needs/progress, lack of productivity, and/or lack of engagement during whole class instruction. Teachers and parents could refer students for tutoring. Staff met virtually every month to collaborate and discuss the effectiveness of the services and supports provided to address student learning loss. They then would make adjustments, such as moving students to a different tutor if they were not responsive with that adult. The staff also decided that a 1-hour break in the schedule needed to be only 30 minutes because of losing students during the break and having to rebuild momentum.

While school closures impacted all students, English Learners, students with disabilities, students with learning or attention issues, Low Income students, Foster Youth, and Homeless students, may have been disproportionately affected by school closures and the unanticipated transition to distance learning. In addition to small group sessions by classroom teachers and instructional assistants, students receiving special education services received additional support identified through their Individual Education Plan (IEP) to the extent practicable. Students identified as having exceptional needs and English Learners attended an increased number of small group or one to one sessions. Low Income, Foster Youth, and students experiencing homelessness were provided additional resources and services such as personalized support for materials delivery. Additional strategies used during small group sessions to address learning loss and accelerate learning progress for pupils with unique needs included but was not limited to: - Early systematic assistance in one or many areas of student learning; Increased use of peer discussion; Spaced practice over time; Directed self-verbalization and self-questioning; Increased use of visual input; and breaking information down into smaller units. English Learners were provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. HELUS continues to ensure that the goal of English Learners acquiring fluent English proficiency as rapidly and effectively as possible is a priority. All English Learners received a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. English Learners, students with disabilities, students with learning or attention issues, Low Income, Foster Youth, and Homeless students were successfully provided targeted strategies to address their learning loss and accelerate their learning progress.

Executing this comprehensive plan was challenging due to the many differing needs of students and their families, as well as the constraints of virtual learning and the learning curve of those executing this plan in a virtual platform. The inability to control some circumstances of the home environment made the challenge of providing assistance difficult. The teachers and support staff needed more help from parents in certain circumstances to keep students online, logged in, participating, being appropriately rewarded, completing work, and behaving appropriately. Overcoming pupil learning loss in a regular in-person classroom can be challenging, it was much more so in distance learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

HELUS will, to the extent practicable, include analysis of the effectiveness of the efforts to address pupil learning loss, including pupils who are English Learners; Low Income; Foster Youth; Pupils with Exceptional Needs; and pupils who are experiencing Homelessness. HELUESD complied with the hold harmless recommendation for students from CDE in student retention and grading, and Board approved and in line with the hold harmless guidelines for the best interests of students. Screener, diagnostic assessments, common assessments, and benchmarks were used to determine learning loss in all subjects including Mathematics and English Language Arts. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress. The benchmark assessments from the curriculum publishers in English language arts, English language development and mathematics were administered to measure learning status and progress of students. Teachers were successful in administering the publisher provided assessments and end of unit assessments. Some teachers used more

informal methods to measure progress such as checking for understanding, accuracy of work on completed assignments, quizzes, oral reading, and other tests with oral responses. However, not all utilized other screeners and diagnostic assessments available. Teachers and staff did track student participation for the small group engagement and participation. Student Study Teams were held for those students who were demonstrating the most learning loss. In hindsight the challenge that needs to be addressed moving forward is the use of more specific and widely used assessments other than just the local benchmark data. There needs to be a collective effort to gather similar data to report and to identify student needs. Being a small school, the staff is very familiar with students. They have not been in the practice of a more formalized method of data collection. During distance learning the focus was more on productivity rather than academic attainment. The data collected does not include learning loss data. The result is a lack of data regarding pupil learning loss outcomes for distance learning. The data collected includes the following:

Third quarter 2020-2021 benchmarks for all students grades 3-8:
ELA 74.5% of students exceeded and met the ELA standards.
Math 77.8% of students exceeded and met Math standards.

As of April 29, 2021 participation data indicates:
88% of students participated in synchronous instruction.
78 % of students participated in asynchronous instruction.
65% of students engagement by completion and submission of all assignments.

As of May 3, 2021 Local Average Daily Attendance (ADA) as of May 3, 2021 is at 98.15%.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, HELUS describes the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-2021 school year, as applicable. HELUS successfully monitored the mental health and social and emotional wellbeing of students and staff through daily synchronous contacts and wellness surveys. All classroom teachers dedicated class time each morning during synchronous instruction to include social emotional check-ins such as discussing feelings, strategies to use when feeling unwell, and how to focus on things one can control. Teachers and the administrator received professional development in suicide prevention training as part of the LA County SPORT2 program which involves understanding, recognizing, and responding to the effects of all types of trauma and suicide prevention. Keenan provided suicide awareness training to all staff. Staff was also provided training by LACOE's Student Safety and Well Being Youth Mental Health First and paid a stipend

for attending. All students were provided: mental health days off; home visits if there was a concern by the teacher or parents; and videos on loneliness, missing friends, and what to do when you feel a particular way. Each meeting with staff began with checking in with each person. Staff was also very supportive and checked in on each other regularly. Specific staff needed more conversations/text messaging as a needed support. Staff was also provided paid mental health days off if needed. All stakeholders were provided tons of resources for a multitude of mental health and socio-emotional well-being issues. Each case, concern or request for help was handled on an individual basis. There is always a concern that someone is having mental health and or social-emotional issues and are not willing to share what they need. To compound the challenges, particularly at the beginning of the year, not only had the community had to understand and cope with the pandemic changes in family and school life, but this community had to endure one of California's wildfires, the Lake Fire. A sense of community, concern for each other, and common concerns held this community together. Each challenging situation was addressed, and the school community worked to support the needs, concerns, and conditions of each other.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, HELUS describes the successes and challenges related to pupil engagement and outreach during the 2020-2021 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable. HELUS consulted with parents, pupils, teachers, the administrator, bargaining units and other school personnel regularly since the initial school closure occurred in March 2020 on the methods to communicate and ensure students were attending school. Surveys were used and provided to all families regarding distance learning. Public forums and community meetings were held. The District created a Tiered Response to attendance and engagement for the successful reengagement of pupils who were absent from distance learning.

Tier I for all students: Students were required to attend daily virtual classes. Students should only miss if they were ill. Daily attendance was taken and recorded by classroom teachers in the district's student database. Student weekly participation and engagement was tracked. Assignment completion was kept through the grade book in the district's student database. Assessment information recorded and shared with parents/guardians through the district's student database.

Tier II for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction: The administrator or designee contacted families (with assistance from translators when necessary) to identify barriers to student engagement and provided personalized assistance in eliminating barriers. Assistance may include but is not limited to: Providing access to necessary resources such as technology,

materials, etc.; Ensuring translation support if necessary; Referrals to mental health and social and emotional supports and services; and/or assign an adult mentor to check in with and connect to student/family daily or weekly.

Tier III for chronically absent students who have accrued 10 or more absences from distance learning: School administrator or designee continued to work with and support the family to address ongoing barriers and establish a consistent routine of attending school.

This Tiered reengagement strategy was successfully put into place. Due to the size of the school, the office began calling any student who was absent on any day of instruction. This plan was successful as confirmed by the ADA as of May 3, 2021 being at 98.15%. Although successful, the challenge is meeting the needs of all stakeholders. A handful of parents were adamant that the pandemic was not a problem and wanted kids in school. Some would not have their children log on in protest. Another challenge is that HELUS does not have the personnel for a Student Attendance Review Board (SARB). Therefore, the District is in the process of partnering with a nearby school district in the Antelope Valley to establish a SARB.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, HELUS describes the successes and challenges experienced in providing school nutrition in the 2020-2021 school year. HELUS successfully provided nutritionally adequate meals for all pupils from birth to 18 years of age and special needs children to 24 years of age free of charge during distance learning. Free lunch and breakfast were provided at HELUS drive through between 11:30-12:30 M-F. HELUS contracts with AVUHSD to provide the components of a healthy breakfast and lunch. Then the staff of HELUS warms and puts together the components for both meals to be distributed daily. Meals have been provided for students in the community since the District closure in March 2020 and continued through school reopening in April 2021. Approximately 50-65 breakfasts/lunches were provided every day. The breakfast and meal distribution were free with state waivers to anyone who met the criteria. No one had to prove they were entitled to the meals. It was a successful way to serve the students who face food insecurity. Unfortunately, only 1/3 of the students in attendance came daily to pick up meals. This could have been due to a lack of transportation.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
ALL	Lead administrator to oversee the transition for distance learning, homeschool program and in-classroom changes, scheduling, resources needed for each instructional model, implement the changes and address concerns.	Wages \$20,000 Benefits \$ 4,000	\$26,562.00 \$5,100.00	N
In-classroom and Distance Learning	Upgrade Aeries Student Information System for changes in student tracking for attendance for the 2020-21 school year.	SIS \$6,800	\$5,800.00	Y
Mental Health & Social Well-being	Services available to help mitigate student stress and depression.	Services \$20,000	\$6,982.50	N
ALL	Increase postage for facilitating mailing student and parent documents to reduce exposure of contact on campus.	Services \$ 850	\$758.50	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Services for mental health and stress mitigation were limited for contract with HELUS during 20-21 due to the remote location of the District and the lack of available contract providers. HELUS uses contracted mental health services and due to the high need in other areas, the small size of the District, and remote location of the District it was difficult to obtain professionals to provide services for the District. Focus was moved to training teachers to identify and support students who were stressed and depressed. Thus, all the funds were not expended as planned.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The District considered how HELUS's ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-2024 LCAP such as, health and safety considerations, distance learning, monitoring, and supporting health and social-emotional well-being, and engaging pupils and families. HELUS, as with all districts, learned many lessons during the distance learning program and then implemented in-person instruction in April. Many of those lessons have been mentioned above. Moving ahead HELUS has learned that the health and safety considerations during this pandemic will continue for some time. The District will ensure that students are using masks correctly, washing their hands frequently, and maintaining social distancing. A clean and healthy facility needs to be maintained. The staff will need to monitor the effectiveness of symptoms reporting and monitoring and have a path to rapid testing and tracing of suspected cases. It is still too early to tell if staff and student inoculations are going to be required. The District will need to continue to keep the stakeholders informed on health and safety requirements as they change. Distance learning has provided many lessons which include the need for current, complete common core curriculums and materials that can also be accessed virtually. As HELUS moves forward, the 2021-2024 LCAP will include a current common core science curriculum. Learning materials for all the cores will be provided as well as support materials to support learning. Professional development in a wide range of teaching strategies is necessary so all students can access the curriculum. The sudden need for technology use in the classrooms by teachers has also taught the District the need for professional development using technology in the classroom. The need to teach virtually, forced the hand of many technology resistant staff, to embrace how technology can support and engaged students. The resources available online are immense and hold a great potential for students. The need to closely monitor the students with unique needs was a clear learning moment for HELUS. The District needs to determine how to best collect and interpret data that will help teachers mitigate student potential, identify gaps in learning, and better address the unique needs of students. The 2021-2024 LCAP will broaden the metrics to collect data on the Low Income students. The Foster Youth, Homeless and English Learner groups are not significant in numbers to gather data on statewide assessments. The District will need to examine and develop a method for gathering data on smaller groups of students with unique learning needs. All stakeholder groups have identified the need for social emotional support and learning for students. The distance learning and the Lake Fire took a toll on students this past year. As the students are returning to in-person instruction, it is notable that students need support in a healthy well-being. The 2021-2024 LCAP will add an action to provide a social emotional curriculum. HELUS LCAP will also expand counseling and it will reestablish PBIS. Engaging pupils and families are areas that HELUS is dedicated to improving. HELUS knows the value of high attendance, engagement in the classroom instruction, and being able to elicit parental input for student success. The District was relatively successful in utilizing surveys to allow every parent to provide feedback. These will continue with a metric to increase the number of parents who provide input. Attendance is important if students are to receive the instruction they need to meet the state's rigorous standards. Hopefully with the return to school in-person instruction, attendance will stay high, and students will welcome the ability to personally engage in the

curriculum with their peers in the classroom. The actions for improved attendance will remain the same and afterschool activities and tutoring will be expanded to support students socially, emotionally, and academically.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

HELUS realizes that pupil learning loss may continue for some time and needs to be assessed, especially for pupils with unique needs. The 2021-2024 LCAP addresses how all students and students with unique needs will be assessed. CAASPP data for ELA, Math, and science will be reported along with Low Income students. The Foster Youth, Homeless and English Learner groups are not significant in numbers to gather data on statewide assessments. Local benchmark data for ELA and Math will be collected and reported. English Learner (EL) proficiency and reclassification rates will continue as two additional metrics. However, the small number of EL students (5) will require a closer look at the data student by student to tell the real story of learning loss or gap closure. Classroom formative assessments will be used, yet the District needs to determine how to best collect and interpret such data that will help teachers mitigate student potential, identify gaps in learning, and better address the unique needs of students. Teacher formative data will be used to create small group instruction. After school tutoring will be made available to the unduplicated students first, through the LCAP action, to remediate and support student learning. The Student Study Team will conduct meetings for students who continue to struggle and work collaboratively to create learning plans to meet individual needs. Students with individualized educational plans (IEPs) will continue to have IEPs direct their goals and report on their benchmarks.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Any substantive financial differences were listed above, most due to the decrease in enrollment and or the unavailability of services due to HELUS's location. Funds not utilized for actions or services to meet the increased or improved services requirement were redirected to the additional technology costs in providing virtual learning, increasing specialized small group opportunities to encourage student participation, and providing additional PPE when school resumed.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

HELUS analysis and reflection on student outcomes through a review of the 2019-2020 LCAP and the 2020-21 Learning Continuity and Attendance Plan, as well as stakeholder input, have informed the development of the 2021-2024 LCAP.

Distance learning certainly pointed out the need for up-to-date common core materials and teacher effectiveness in delivering the curriculum. Goal One focuses on the effective delivery and materials to teach the California common core standards. Piloting, purchasing, and providing professional development of a Next Generation Science Curriculum is a new action for the 2021-2024 LCAP. The Professional Development action will continue with a focus on teaching strategies for English Learners, Foster Youth, and Low Income students to access the curriculum.

During distance learning, the impact of support staff was immense and provided numerous individual and small group interventions and tutoring. Their work with students helped mitigate some of the learning loss. Goal Two seeks to improve the achievement of unduplicated students. The funding of classified support staff to ensure that English Learners, Foster Youth, and Low Income students are provided additional academic and literacy support to meet grade level standards and help with social-emotional issues.

The pandemic caused students, families, and staff to feel anxious, depressed, lonely, and stressed. Stakeholders have called out the need for more social-emotional help in the coming years. Goal 3 focuses on increasing attendance and learning in a positive learning environment. A social emotional curriculum is an added action in the upcoming LCAP. In addition, counseling services will be increased. The PBIS initiative will be reinstated and rebuilt to provide a process for an improved social, emotional, and academic environment. After school activities will be expanded to provide positive peer interactions, provide high interest activities, academic support with both homework and tutoring, and a safe place for students to be after school. The afterschool program was missed by families and students during the distance learning. They would like to see it return and grow in respect to what it offers students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021