

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The Hughes Elizabeth Lakes Union Elementary School District ( HELUESD) closed on March 13, 2020 in accordance with the requirements of Los Angeles County Office of Education. The teachers worked to keep the students and families engaged educationally through the limited resources available at that time. From March until now, the District has worked to keep the community and families informed of what was happening with the changes in the educational model for the students. Although there are few cases of the Coronavirus in the Lake Hughes - Elizabeth Lakes community, the Board of Trustees are very aware of the needs of the families and community members and the stress that this pandemic has created. Not only has the community had to understand and cope with the pandemic changes on family and school life, but this community had to endure one of California’s wildfires, the Lake Fire. These events this year are having not only physical and economic consequences, but there are subtle emotional and behavioural needs that are being seen by the District teachers as they work this current year trying to keep students on task through the distance learning model. And still as these families try to continue to work together with the teachers, they are impeded with the lack of internet service as Lake Hughes - Elizabeth Lakes is a small rural community.

## Stakeholder Engagement

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

HELUESD has consulted with parents, pupils, teachers, administrator, bargaining units and other school personnel regularly since the initial school closure occurred in March 2020. HELUESD is not required to have an EL Parent Advisory Committee due to the small size of our EL population. Information from the interaction listed below, along with input from recent meetings, were used to prepare the Learning Continuity Plan (LCP).

Staff Meetings that included certificated staff, administrator, and other staff were held on April 20, May 4, June 8, and September 14. These meetings included discussions of curriculum, grading, online platforms, training and materials, schedules, and assessments related to the school closure of March - June and the reopening of school for the 2020-2021 school year. It was determined that the Google Suites platform

would be the main platform used by all teachers. The State requirement for 240 instructional minutes per day upper grades was implemented for all grade levels district-wide.

Parent/Guardian Survey - Administered online in August which asked who would be interested in participating in an Independent Study model for the 2020-21 school year. 23 of the 178 students completed the survey expressing interest in the Independent Study model.

Parent/Guardian Survey – School lunch program. Administered online in August which asked who would be interested in driving to pick up a school lunch and on what days. 52% of respondents were interested in picking up a school lunch even when learning remotely.

Parent/Guardian Survey – Student Technology Device. Administered online in August and September which asked about technology needs and internet service. 125 responses were collected from parents.

Parent/Guardian Survey – Return to Campus. Administered in September which asked about parents' comfort level of sending their child back to campus if the campus was allowed to reopen. Survey questions included with or without a face mask. 85 responses were collected. 56% of the families are comfortable returning to campus and 34% support wearing face masks.

Parent/Guardian Survey – Status of Distance Learning and Independent Study programs. Administered online in September which asked about the quality of the programs, screen time, social emotional status, stress level, and student connectedness to peers. 46 responded to the survey with a range of responses.

Student Input on what they liked and did not like about Distance Learning was collected after the first three weeks of school from the following grade levels - TK/K, 2nd, 4th, 5th and 6th.

May 25 - Board Planning Task Force meeting for reviewing state and county requirements, procedures and protocols, planning school configuration options with COVID impact, determine priorities in the decision making process of reopening school, identify concerns for the students, staff and families and how to address each of these concerns, and to provide guidance for reopening.

July 11 - The Board approved the distance learning model for instruction to start the school year 2020-21 for the first semester.

July 17 - AVSBA meeting which consisted of school board members from the various Antelope Valley school districts to have the discussion on what each school district was planning to do for the opening of the 2020-21 school year. This has been valuable to participate in these meetings as the decisions made by either an elementary school district or the high school district affects many families throughout the full communities of Palmdale, Lancaster, Eastside, Westside, Pearblossom, Littlerock, Lake Hughes. Also, the districts' board members were able to discuss other options on opening the campuses and the challenge of distance learning for students from various backgrounds, parents not able to be at home for distance learning, child care, special ed and EL student needs.

July 18 - Lake Hughes Town Hall meeting where the community was able to express concerns about their children's education and the affects of the school closures and the pandemic.

July 22 - AVUSD Food Program meeting with Joe Cook, Christina Reynolds, Karina, Lori Slaven and Jean Cummings to set up a plan for the drop off and delivery of lunches for the HELUESD students.

July 23 - Public Form - inform the community members the decision that the Board made to start HELUESD instruction through distance learning for the 1st semester of the 2020-21 school year.

July 25 - Teachers presented various learning applications that can be used for distance learning which include Google suites, Education Software for Guiding Instruction (ESGI), Remind App, Class DoJo and Prodigy. The Board approved to use one platform for all the students which was Google Suites and approved supplemental online aids.

August 11 - Board of Trustees set a directive to set up a Return to Campus Committee to include at least one member from each stakeholder group to work on requirements, necessary tasks, information and questions to address while working on a plan that will meet the needs of the families and be safe for students and staff.

August 19 - Board Special meeting where the Board also approved the opening of a home school program to address the needs of working parents who do not have help in their home with their children and the distance learning model.

August 25 - Board Special meeting to have a discussion regarding transportation when the school reopens for in-classroom instruction.

Sept 3 - Committee set up for the Return to Campus Planning Committee with this being the first meeting. The committee has scheduled to meet every Thursday to determine priorities for decision making using the Board's Planning Outline of Priorities and the County guidelines. Committee representatives cover all stakeholder groups with two representatives each from certificated union staff (LTA), classified union staff (The Pines), School Site Council, parents from the PTA, board members and administrators.

September 22 - Public Hearing on the Learning Continuity and Attendance Plan. A Public Hearing notification was posted at least 72 hours prior to the Board of Trustee Meeting at the school site and on the district website.

September 24 - Board of Trustees Meeting and Approval of the Learning Continuity and Attendance Plan.

September 30 - Board approved Learning Continuity and Attendance Plan submitted to Los Angeles County Office of Education for review.

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

A Zoom account was immediately set up in April to move board meetings, staff meetings and meetings with other district agencies all on line. The meeting information is posted on the District website with the online connection for the meeting as well as the call in phone number, since Hughes Elizabeth Lakes area has limited access and intermittent access to the internet. The Board does not have any in person meetings at this time due to any high risk caution for all the community. To assure that the Board is able to address participants during a public form, the Board members identified their procedures and followed this protocol for the open forums. All meetings are open to the public. Public comment is accepted in advance via email, phone message or live during the virtual meetings.

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

Direct input from students was of significant interest. Students expressed both gratitude for learning in the comfort of their home but also frustration with not being able to learn on campus amongst peers. Students shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and

the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. In regards to instructional strategies, teachers appreciated the abundance of training, workshops, and resources offered to them, but shared that the amount of information being emailed to them was at times overwhelming and made them reluctant to try new methods. Technology was also a challenge for some teaching staff, and many have turned to their peers for additional assistance.

Parent survey revealed the need for additional technology support and the distribution of devices to students. Parent technology support and parent training on Google classroom was requested. Some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home.

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

#### Home School Program - Independent Study

The Governing Board, staff and parents have been very engaged in the board meetings, community forums and surveys early on in the discussion and planning for the start of the school year 2020-21. Several of the Governing Board members were experienced in various models of education delivery methods. The requested survey that the Board asked to be completed allowed parents as stakeholders to have their voices heard regarding their individual involvement and needs with distance learning, their work schedules and family needs for their children in working alone while they are at work. This resulted in opening an independent study part of the distance learning instructional method.

Distance Learning Program - Teachers will receive training in Google Classroom with the goal of earning Google Level 1 certification. Additional support for struggling students was needed virtually in small groups or individually. Students will engage in live synchronous and asynchronous instruction daily including peer to peer and student to teacher. Consistent daily schedules and routines will be established with a common district-wide lunch break for students and teachers.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

HELUESD will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Los Angeles County permit us to return to in-person instruction in the school year ahead. HELUESD began this process a month ago with a planning committee who is developing a plan with input from all

stakeholders groups. HELUESD understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The planning committee draft plans include returning to in-person instruction and will begin with a hybrid model of small cohorts of students, contingent upon the classroom size and space available. Starting the in-person instruction with small cohorts of students, will enable teachers, instructional assistants, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services may be provided in small groups or one-on-one while observing all safety policies and procedures. This approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Supplemental support programs such as the individualized tutoring provided by instructional assistants now operate on a distance learning support model to provide students with additional educational guidance outside of class time. Virtual tutoring rooms are open on a regular set schedule to provide targeted assistance to identified students, and teachers are encouraged to refer students for tutoring services. Teacher’s office hours were also provided for students to gain access to additional assistance, beyond the regular work hours.

HELUESD’s focus and commitment to reopening schools safely and resuming in-person instruction is based on health and safety, operations and logistics, maintaining a positive budget, providing high engagement between students and teachers all for the purpose of educating our students.

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

Description	Total Funds	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. (S&C, Sp Ed, Title I)	Wages - \$36,400 Benefits -\$ 5,400	Y
Certificated substitutes will be now available to help relieve the teachers for additional training and duties outside of the classroom. (EPA)	Wages - \$22,000 Benefits - \$3,500	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 (S&C)	Wages - \$4,500 Benefits \$ 800 Supplies \$ 850	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 (SB 117,LLMF, LCFF CARES)	Supplies- \$ 4,500 Facility - 4,200	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. (Cares, LLMF)	Repairs - \$7,500 Equipment - \$ 4,000	N

Playground and crossing guards will be actively watching students for proper behavior and distancing as students move from the buses to their classrooms (LCFF, Cares)	Wages \$23,770 Benefits \$ 2,350	N
Provide additional bottled water for students and staff to assure safe hydrating needs (LLMF, S&C)	Supplies \$2,750	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 (LLMF, CARES)	Wages - \$10,000 Benefits - \$1,500	N
Provide COVID-19 testing and contact tracing resources for staff and students when the campus is open to more interaction (CARES)	Services - \$2,500	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 (LCFF, Sped)	Wages - \$38,000 Benefits - \$ 7,600 Supplies - \$ 8,000 Fuel - \$15,000 Bus Pymt - \$48,000	N

## Distance Learning Program

### Continuity of Instruction

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

The District adopted curriculum and supplemental resources will be used in all instruction throughout the year to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. The use of the Google Classroom learning management system consistently throughout the year will also contribute to the continuity of instruction and learning in any model.

Teachers developed daily schedules and lessons that provide both synchronous and asynchronous time These may be utilized regardless of the method of instructional delivery to further ensure instructional continuity for pupils in transition between in-person and distance learning, as necessary. This work is being incorporated into the Students Return to Campus Plan to ensure continuity of instruction.

HELUESD has formed a Planning Committee for Students Return to Campus. The committee meets weekly on Thursday to develop the plan for students to return to campus. The committee consists of two representatives from the following stakeholder groups: PTA, CSEA, CTA, Board, School Site Council, and District Administration. HELUESD does not have an ELAC nor DLAC due to the low number English learning students. The return to campus plan is intended to address the fluid nature of the COVID19 pandemic and the needs of individual students when full or partial school closures are necessary due to health and safety concerns.

The committee has researched and identified key guiding documents which include COUNTY OF LOS ANGELES DEPARTMENT OF PUBLIC HEALTH ORDER OF THE HEALTH OFFICER Reopening Protocols for K-12 Schools: Appendix T1; Appendix T2: Protocol for COVID-19 Exposure Management Plan in K-12 Schools; REOPENING SAFER AT WORK AND IN THE COMMUNITY FOR CONTROL OF COVID-19 MOVING THE COUNTY OF LOS ANGELES INTO STAGE 3 OF CALIFORNIA'S PANDEMIC RESILIENCE ROADMAP in addition to other

foundational documents from the State of CA and CDC. The HELUESD Planning Committee for Students Return to Campus has started their matrix on phases aligned with the CA Blue Print for a Safer Economy color phases of purple, red, orange and yellow. The committee has more work to do on spelling out the procedures to safely return students to campus.

## 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.]

A systematic process for ensuring access to devices and connectivity was discussed beginning in July 2020. iPads 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 HELUESD 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.

At the beginning of the school year all families are asked to complete the online survey and application for a technological device. HELUESD sought support from California Department of Education (CDE) partnership with T-Mobile to obtain 25 hotspots. The CDE support on hotspots did not come to fruition due to the lack of internet coverage of the T-Mobile hotspots in our rural area. HELUESD then sought support from the Los Angeles County Office of Education. We were fortunate and will be receiving 6 additional iPads, 19 additional Chrombooks and 25 hot spots from the Los Angeles County Office of Education.

Administrators provide personal outreach to families that do not participate in the data confirmation process to assist them. This outreach continues until all families have been reached, indicate their technology needs, and have their needs addressed.

Technology assistance is provided throughout the school year through an email support system. Families send emails to [it@heluesd.org](mailto:it@heluesd.org) and receive a response within a very short time frame

## Pupil Participation and Progress

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

The teachers and administration have met to discuss and go over the requirements of attendance, participation and engagement of the students, their work and time value of the work. In compliance with SB98, HELUESD distance learning class time has been set to meet 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.

As all the students are doing distance learning this first semester, they are tracking the attendance in the Aeries Student Information System for compulsory attendance. The teachers watch online for the students engaging in the lesson activities both on line while doing synchronous work with the teacher and/or aide or they send out a challenge question for the student. Students then are assigned work or they engage in outside activities that they can do independently and report back to the teacher.

Teachers are providing distance learning instruction all five days, Monday through Friday, for students to log-in to Google Classroom. Teachers also maintain their daily and weekly class schedules with the course work that is being presented during the daily time for student

engagement. Just as the teachers do when in the classroom, they call on individual students while they are presenting the course work on the slides or other documents. The students are able to participate in the course work discussion and question and answers.

Students are required to turn in assignments or show what work they have completed so teachers are able to assign a grade adequate to the work completed.

### **Distance Learning Professional Development**

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

All certificated staff are being challenged to attain their Google certification to be able to better use Google Classroom and the add-ons that compliment Google Classroom. This professional development has been negotiated with the LTA to allow time for the teachers to take the certification and pass by the specified time so they are able to receive their stipend.

Certificated staff also meet monthly to discuss and review needs that they have and be updated on changes.

Keenan is used for trainings such as blood pathogens, mandated reporter and perceived bias training.

Classified staff that facilitate the food program stay current with their training through AVUHSD.

### **Staff Roles and Responsibilities**

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

Administration has had to increase their time in participating in daily and weekly Zoom meetings, webinars and other online resources to keep abreast of daily changes on the County and State requirements.

School office staff greet parents and other staff through a safe zone that was set up outside of the front office door and are able to communicate with them through the window partition.

### **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.]

Foster Youth, Foster Care, Homeless Students ~

Instructional assistants offer additional support to students with unique needs to help personalize instruction. Manipulatives and other resources needed are provided for at home use for students with unique needs Foster and Homeless students are provided with school supplies, personal items and other items and services to allow children and youths to participate fully in Distance Learning activities as to



reduce negative impacts of their situation academically, socially, and emotionally.

**English Learners ~**

Designated and Integrated instruction in English language development, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning. EL students meet virtually, regularly, and individually with the designated EL Instructional Assistant for language and academic support.

**Special Education ~**

Special education, related services, and any other services required by a pupil's individualized education program are established appropriately with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment. 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 teacher and general education teachers on meeting individual student IEP goals through strategies and accommodations in virtual learning environments. Printed materials and manipulatives are provided to students when necessary for meaningful access to curriculum to meet learning needs.
- Instructional Assistants are utilized in virtual learning environments and ongoing student support in Special Education and General Education.
- All related services supporting students are done through virtual teletherapy or virtual supports.
- Teachers, Instructional Assistants, and teletherapy service providers collaborate on progress monitoring of students and implementation of strategies and accommodations to meet students needs.
- Virtual IEP meetings are conducted for annual or triannual meetings which address progress on goals and updating supports, accommodations and services based on individual student learning needs and progress in a distance learning environment.

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

Description	Total Funds	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 (Cares, LLMF, SRSA)	Tech staff equip \$17,000	N
Student chrome books and I pads, new and replacement, repairs and maintenance to keep equipment working usefully (LLMF, SRSA)	Tech student - \$33,000	N
Classified office receptionist to make calls to families and provide assistance to the teachers (LCFF)	Wages - \$17,500	N

	Benefits - \$1,700	
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. (Cares)	Tech \$2,000	N
Instructional Aides to individually assist students or groups online, while certificated staff are teaching. They are able to help through the Google Classroom and Google Meet with the students on questions, assigned work and provided additional support. (S&C, Sp Ed, Title I)	Wages - \$36,400 Benefits - \$ 5,400	N
Technology assistance from classified support staff and online services to help with tech devices, maintenance and questions (CARES)	Wages - \$17,000 Benefits - \$1,700	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 (Cares, LLMF, LCFF)	Wages \$55,763 Benefits \$24,900 Supplies - \$4,000	N
Additional educational online apps such as Class DoJo, Prodigy, McGraw Hill Connect (LLMF)	Service - \$150	Y
Have classified staff work with Antelope Valley UHSD to help provide lunch meals to community children (CARES)	Wages - \$ 20,400 Benefit - \$ 1,900	
Student curriculum & supplies for their work at home either through the distance learning classroom or with the independent study home school program (CARES, LLMF, S&C, LCFF)	Supplies - \$45,000	Y

## Pupil Learning Loss

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

HELUESD will use the following actions and strategies to address the learning loss and accelerate the learning progress of students.

HELUESD complied with the hold harmless recommendation for students from CDE when school closed in March of 2020. Student retention, student grading and grade reports were adjusted, board approved and in line with the hold harmless guidelines. There were no assessments conducted from March 2020 through June 2020; therefore, HELUESD will utilize the data from benchmark and curriculum assessment conducted prior to the closure as the measurement of comparisons with benchmark and curriculum assessment conducted in the current 2020-2021 school year.

The focus to mitigate learning loss in 2020-2021 is on a strong instructional program based on “First Best Instruction” that is coupled with access to common core standards, district adopted curriculum and ongoing assessments to consistently monitor and accelerate the learning trajectory of students.

Screener, diagnostic assessments, common assessments, and benchmarks will be 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 first few weeks of school using Distance Learning teachers focused on building relationships with their students and each other due to unforeseen exposure to some type of trauma during the COVID shutdown and the Lake Fire. Routines for distance learning were emphasized so there is a sense that the student day has a calm, safe, and predictable rhythm. The initial goal was to create systems to build a back-to-school foundation that can take place in all virtual classrooms. Virtual lessons focused on engagement techniques so students want to return the next day. With a strong first best instruction in place and a solid classroom foundation, students will flourish. For the students in need of additional opportunities for extended learning time with instructional assistants is provided to address learning gaps. Teachers and support staff use small groups instruction and one to one sessions to mitigate extreme losses that may occur with homeless, foster youth, English Learners and other student groups that are in high risk of long-term failure due to school closures.

In addition to small group sessions by classroom teachers and instructional assistants, students receiving special education services are receiving additional support identified through their Individual Education Plan (IEP) to the extent practicable. Students identified as having exceptional needs and English learners attend an increased number of small group or one to one sessions. Foster youth and students experiencing homelessness are 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 include but are 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. · Breaking information down into smaller units.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

While school closures have impacted all students, such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do. To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up.

To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential common core standards, prerequisite standards need to fill gaps and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up.

Support staff will work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss. Interventions will take place outside the regular virtual classroom time and during a specific time of the day throughout the school week. Using formative assessment, teachers will identify the area needs for each student. Furthermore, teachers will identify essential common core state standards for current and prior school year utilizing diagnostic and observational testing in order to address any learning loss and accelerate students. Teachers will prioritize the concepts and skills that are of immediate importance in helping students access grade-level work. Learning goals will be set for each trimester to focus on their areas of growth.

Virtual tutoring on class assignments will be provided for students that have significant learning loss or students who need additional help. Instructional assistants, in collaboration with classroom teachers, will provide this support.

Research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth-the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth. We know that removing students from core instruction in an attempt to remediate or catch them up is not only counter productive, it significantly contributes to the widening of the opportunity gap and often results in students being grouped or tracked into a lower grade-level and core content classes. Foster youth, homeless youth, English learners and students with disabilities will participate in core instruction with push-in support provided by instructional assistants during a normal school year. However, during virtual learning instructional assistant support is done outside of class time.

English learners will be provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. It is our goal to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible. English learners will be provided additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for our English learners to achieve the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars. To accomplish these goals, all English learners will receive 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.

Additionally, we believe engaging the parents of English learners, foster youth, homeless youth and low income students is important during distance learning. We will adequately notify parents of these at-risk populations of the same information about any program, service or activity that is shared with other parents in our district.

We will make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express their learning helps to reduce or eliminate barriers to showing what they know and can do. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers will ensure that all students are provided first best teaching in Tier 1 instruction. Teachers will allow sufficient time for students to make sense of a task or problem before intervening. Tier 2-some students will need more time and engagement strategies through additional opportunities to practice, review, preview, mathematics language development, routines, and vocabulary development to show growth. Tier 3- There will be students that may need even more intensified instruction to address skills deficits. These supports will not come at the expense of

core instruction. Instead, the scaffolds that teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve 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 may include 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 ins, time management supports, or maintaining a daily written agenda. Students in the upper grade levels may be 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.

## 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.]

Effectiveness of services and supports provided to address learning loss will be measured through diagnostic assessments. Diagnostic assessments are used to identify specific areas where instruction or intervention are needed to improve student learning and address learning loss. Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Formal and informal assessments tools used include and are not limited to completed assignments, accuracy of work on completed assignments, quizzes, oral reading and other tests with oral responses, and criterion tests on the standards taught.

Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Staff meets virtually monthly to collaborate and discuss the effectiveness of the services and supports to address the learning loss.

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

Description	Total Funds	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 (S&C, Sp Ed, Title I)	Wages - \$36,400 Benefits -\$ 5,400	Y
Professional Development for Google Classroom (CARES)	PD - \$ 2,000	N
Zoom - 3 - 5 licenses (CARES)	Tech - \$1,500	N
Tiny Eye - Special Ed speech therapy to facilitate services for students with needs (Sp Ed)	Service - \$30,000	
Character Counts - used with PBIS training for teachers and students (S&C)	PD - \$850	Y
Implement distance learning applications as Google Classroom, Prodigy, McGraw Hill ConnectEd, Class DoJo		

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

HELUESD teachers and administrators monitor the mental health and social and emotional well being of students and staff through daily synchronous contacts and wellness surveys administered to families and students. Additionally, all classroom teachers dedicate 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 we can control.

HELUESD teachers and administrator receive 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 that includes research and information including: The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors. Warning signs that may indicate depression, emotional distress, or suicidal ideations, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community. School and community resources and services, including resources and services that meet the specific needs of high-risk groups. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed. District procedures for responding after a suicide has occurred.

# Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The HELUESD is committed to engaging all students in learning. Pupil engagement and outreach efforts include procedures being developed for tiered reengagement strategies for students who are absent from distance/virtual learning. The Attendance Committee is working on a tiered draft which includes the following. District personnel will provide outreach to students and their parents/guardians (including those who speak languages other than English) when students are not meeting compulsory education requirements. Tiered reengagement strategies include:

Tier 1 for all students: Students are required to attend daily virtual classes. Students should only miss if they are ill. Daily attendance is taken and recorded by classroom teachers in the district's student database. Student weekly participation and engagement is tracked; however,

the record tool is currently being decided on. Assignment completion is 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 contacts families (with assistance from translators when necessary) to identify barriers to student engagement and provide 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. 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 continue to work with and support the family to address ongoing barriers and establish a consistent routine of attending school. As a small rural school district, HELUESD does not have the personnel for a Student Attendance Review Board (SARB). Therefore HELUESD is in the process of partnering with a nearby school district in the Antelope Valley to establish a SARB.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Free Lunches and Breakfast is provided at HELUS drive through between 11:30-12:30 M-F by the AVUHSD. Lunch meals have been provided for students in the community since the District closure in March and will continue through December 2020.

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

Section	Description	Total Funds	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. (CARES)	Wages \$20,000 Benefits - \$4,000	N
In-classroom and Distance Learning	Upgrade Aeries Student Information System for changes in student tracking for attendance for the 2020-21 school year (S&C)	SIS \$6,800	Y
Mental Health & Social Well-being	Services available to help mitigate student stress and depression (LLMF)	Services \$20,000	N
ALL	Increase postage for facilitating mailing student and parent documents to reduce exposure of contact on campus (CARES, S&C)	Service - \$850	Y

# 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
8.98%	\$124,508

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Although HELUESD does not have a high population of foster youth, EL and low income students, it is because the District is small enough to know the students, that the administration and teachers are able to watch these students and work with them individually to make sure that they have the resources needed for both the distance learning and in-classroom. Teachers are able to have the instructional aides work with these students to see where they need extra help.

Foster youth, EL and low-income students may be at a higher risk of emotional and mental health issues with this being intensified with the COVID-19 pandemic, instructional model changes and the Lake Fire. Resources from the County have been used and are posted on our HELUESD website for families. Providing services to these students individually and within their class groups to support their academic and social needs are hoping to increase their participation in the activities and keep their attendance and engagement moving forward each day so they will not have a loss and have an increase in their academic improvement.

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

Certificated teachers and instructional aides will be working with students that need additional support, both academically and emotionally, to allow them to have individualized time in the distance learning breakout sessions and in the classroom when the school opens up.

Equipment and supplies are made available to the students, especially while they are engaged in distance learning, so they will not have any loss of instructional time for their course work.

Increased contact through phone calls, Google Class Meet and mailings will be done.