

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The COVID-19 pandemic had an enormous impact on the William S. Hart Union School District and our Santa Clarita community. Beginning with the immediate switch to distance learning back in mid-March due to the sudden stay-at-home orders, our teachers, students, administrators, and staff transitioned to online remote learning without warning. The District shifted to a universal online block schedule for all schools, provided direction, support and guidance for teachers, and ensured that student support services continued in the most appropriate, safe method possible. We provided additional supports for students with disabilities and English learners, and continued providing counseling services through required social distancing, personal phone calls, and online meetings. Students who did not have adequate technology at home were given Chromebooks to permanently take home and use for continued access to learning through the generous donations provided by the WiSH Foundation. Social workers, counselors, and administrators informed families of low-cost and free Internet options available in the community for those in need of acquiring service.

Students and families were immediately impacted by the need to stay home daily. Many parents' jobs were affected, and for some the burden of having all family members home together at all times strained family relationships and exacerbated social-emotional and economic issues in new ways. Parents took on the increased demands of childcare and supporting their students' in the learning process while encouraging and helping them continue their education. Students and families were forced to eliminate unnecessary or essential contact with other people in the community, wear face masks and maintain social distancing whenever going out, develop stay-at-home routines for those who could work from home, adapt to remote online learning, develop computer literacy skills, and put forth deliberate effort to stay engaged, motivated, and connected.

Special Education services were coordinated with case managers, school psychologists, and therapists to continue providing services for students in Individual Education Plans to maintain support as required. Therapists have ensured that counseling services remain intact by phone and through virtual online meetings. Counseling services were coordinated with community partner agencies for students currently receiving Educationally Related Intensive Counseling Services (ERICS) and therapy through phone conversations and/or online virtual meetings with parental support.

English learners were supported with the presence of bilingual instructional assistants in online classes virtually providing live translation and small group instructional help with academic content area comprehension. Designated language support time continued through Achieve classes, and teachers used translation apps (such as Talking Points) to communicate with students and families in languages other than English.

Daily attendance was taken through student check-ins with teachers, turning in of academic assignments, and virtual meetings. Administrators, counselors, social workers, and teachers followed up with personal phone calls and extensive outreach for students who seemed to be missing from online meetings and not participating in class assignments or continued learning in any way. Students living in areas of the community without reliable Internet, WiFi, hotspots, or cell phone service were given hard copies of instructional materials, and contacted regularly by school staff and social workers to stay connected and provide necessary support for their academic and social-emotional needs.

Grading policies were revised for Spring semester 2020 to “hold students harmless” for school closures and the emergency transition to distance learning as measures beyond their control. Students were able to choose between letter grades and “credit” as their final mark, and no student could fail a course if they had not already been receiving a failing grade at the end of the 3rd quarter. The final two weeks of the semester were dedicated strictly to academic intervention, improving final grades, and increasing achievement for struggling students. Graduation ceremonies were modified to online virtual platforms with approved drive-thru awarding of diplomas. End-of-year events, check-out procedures, and registration for the new 2020-21 school year were completed through non-contact systems following social distancing and health protocols. Board meetings, District committees, Parent DELAC, ELAC, and School Site Council meetings were all held virtually through online platforms following State guidance to complete year-end meeting requirements for each organization.

Over the summer, the work continued. As a result of the Spring remote instruction and distance learning experience, District staff joined together to formulate multiple plans in preparation for the Fall start-of-school schedule possibilities. New District committees were formed to create and implement policy changes, health and safety procedures, appropriate protocols, professional development, school schedules for both distance and blended learning, communications, student services, and improving all aspects of the District's education system for Fall. The District and Governing Board elected to open the school year in a full distance learning mode for five weeks in order to give staff enough time to implement and practice the new health and safety procedures that will be required on each school site to protect our students and staff when returning in person daily. Just after that decision was made, the Governor ordered schools to remain closed until individual counties are removed from the monitoring list. Our District was prepared for exactly that scenario, and continued all efforts to begin the fall semester in full distance learning mode.

Personal protective equipment has been purchased. Masks are ready for all staff and students when we return in person. Work stations and classrooms are being modified for social distancing. Chromebooks and hotspots have been handed out to all students who need them. Teachers have received professional development training on how to provide effective online instruction. More professional development is being developed for teachers on how to transition to effective hybrid / blended learning when we return to in-class instruction with students in each class divided into two cohorts. School schedules have been created for both distance learning and hybrid / blended schedules to accommodate all classes and provide additional time for assistance and support. Resources have been provided to staff and students to address the effects of trauma and stress (brought on by COVID-19) on student learning, and student and staff wellness. Parents continue to

share the experiences of distance learning for their students at home, providing input and feedback to help the District continue to improve instruction almost weekly. All District staff will continue to collaborate and refine the process, actions, and services throughout this school year evaluating the effectiveness along the way, and making adjustments as necessary.

Stakeholder Engagement

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

All stakeholders were asked to provide input in the development of the Learning Continuity and Attendance Plan and provide feedback through a variety of means throughout the months of August and September 2020. School leadership teams were given the timeline and questions to be answered in the Plan based on the work they have been doing over the summer and in the opening of school in August in accordance to the District protocols. They then consulted with all stakeholders in their school communities soliciting input and feedback from their school's teachers, administrators, school personnel, parents, students, and local bargaining unit representatives to develop and refine the Plan. The Superintendent and Cabinet members held six virtual community forums from August through September to gather input from parents, staff, and community members, share updates on the district's re-opening plans, solicit feedback, and use parent and staff survey results to inform the writing of the Learning Continuity Plan. The District made concerted efforts during the entire month of August to solicit stakeholder feedback through all these meetings, considering each and every comment for its accuracy, appropriateness, and proper placement in the final Plan.

The District's Director of Special Programs compiled all schools' input into this Learning Continuity and Attendance Plan as a collective plan on behalf of the entire District representing all stakeholders' input. The Superintendent presented it separately to the required parent advisory committees: the Parent Communications Council (PCC) on September 2, 2020, and the District English Learners Advisory Committee (DELAC) on September 8, 2020, for their review and comments. The Superintendent then responded in writing to any comments submitted from each of those committees.

ELD coordinators and administrators shared information about the Plan with school site English Learner Advisory Councils (ELACs) in other languages for families who do not speak English. Administrators sent out messages to families who do not speak English, notifying them that the Plan is available online and can be translated through the Google translate feature in other languages as necessary. Parents were asked to review the Plan and provide feedback through school site Administrators and Counselors to be considered in the final LCAP. For families who do not have the Internet, administrators sent phone messages home including information about how any family wanting to read the Plan and provide input and feedback could make an appointment to review a hard copy of the Plan in their student's school office or at the Administrative Center during regular school hours.

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

The District sends out regular emails to all staff, parents, students, and community members in our public relations database informing them that Stakeholders and community members have the option to provide remote participation in public meetings and public hearings by sending an email to the Superintendent's office no later than 4:00 p.m. on the day of the meeting. This same information was posted on the district website five days before the public hearing. All school site administrators sent home a mass phone call and email to their entire school community with the same information informing parents, students, staff, and their school community about the LCAP draft posted on the district website, the upcoming public hearing, the options for participation, the ability to read a hard copy in person on any school site or the district office, and the request for additional comments, feedback, or input. If a stakeholder does not have Internet access or the ability to send an email, he/she has the option to come in to the District office by appointment, and provide a written comment in person to be reviewed and considered by the Superintendent.

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

The Plan was written by stakeholders in a collective effort. It represents the work that all stakeholders in the District are doing for students, parents, and staff. The District created a task force to develop a return-to-school plan based on feedback received from parent emails, phone calls, and multiple surveys to soliciting input from all stakeholder groups including students, parents, and teachers. Within this large group of stakeholders, 14 Fall planning subcommittees were formed to address all areas of planning necessary for returning to school in any format. These subcommittees included: online distance learning, blended learning, health and safety, scheduling and human resources, communications, professional development, Special Education, English Learners, student and staff wellness, library services, counseling, electives, advanced placement and honors, grading and other class protocols. The plans, policies, and protocols established by these groups served as the roadmap for the development of the District's overall plan and will continue to be utilized and refined as we move forward with implementation. Feedback that was received by stakeholders from each school site, the PCC, DELAC, and public comments were considered for additional input in the final Plan.

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

Teachers and school site staff contributed the most amount of information regarding all the actions and services being provided to students each day. Their input was critical in developing a comprehensive plan representing the work of all school teams to meet the needs of students, provide rigorous learning regardless of the method of instruction (distance or blended learning), and establish protocols for maintaining health and safety for all. Before finalizing the plan, student input reflected on additional assistance needed for targeted intervention, and the most effective use of office hours and flex time for additional academic help. This is reflected in the in-person instructional offerings and distance learning plan sections. Parent feedback influenced the plan in the District's continued efforts to acquire hotspots from multiple service providers (plan section on distance learning), the need for some hard-copy curriculum support materials (plan section on distance learning), the updated requirements regarding face masks (plan section on in-person instruction), and the need for increased regular communication with families (plan section on in-person instruction and distance learning).

Continuity of Learning

In-Person Instructional Offerings

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

The William S. Hart Union High School District created a task force to develop a flexible plan allowing campuses to open at the maximum level possible while maintaining adherence to the state and county public health orders. The plan is able to expand or collapse as needed based on changing health conditions. It is also a plan that will accommodate individual needs for continuous distance learning. The task force relied on five guiding principles for its development of the fall plan:

1. Maintain safety for all students and staff
2. Engage students in a high quality academic program while simultaneously addressing their social and emotional needs
3. Reduce negative impacts on the teaching staff and maximize District level support for teachers
4. Provide maximum flexibility to respond to sudden changes in the conditions presented by the pandemic
5. Create a standard instructional framework for the delivery of instruction through multiple delivery models

The District has adopted two different return-to-school plans to accompany both fully online learning and a blended / hybrid schedule. Students and families have the option to choose which mode of instruction fits their family's needs. Those who choose to remain in the online learning program full-time will be provided with the same curriculum as students in the blended learning program. For those choosing the blended / hybrid learning method, and when students and staff are able to return to campus in-person, students will be assigned to two possible cohorts with rotating student schedules in order to spread students out and adhere to social distancing and public health orders on campus. In the blended learning plan, the District will also administer strict sanitizing procedures, daily temperature and symptoms checks, required wearing of face masks, the use of personal protective health equipment, protocols for social distancing, hand-washing, and classroom cleaning protocols. Students, staff, and family visitors will self-report on the status of their health and wellness daily answering customized questions monitored and managed through the Qualtrics program.

The District has created, and constantly updates, a Fall 2020 Action Plan webpage outlining the details of the return to school plan that complies with the State mandates and County health orders while also balancing the needs of the community: (<https://www.hartdistrict.org/apps/pages/coronavirus-info>). In a four-stage plan, the District will return students to classroom-based instruction when allowed by the County and the State. Stage one requires fully online learning for all students, and is the method by which the District opened school for all students in mid-August as required. Stage two provides a choice of either the blended learning environment or the online distance learning. Stage three expands the blended learning model as public health orders and restrictions on physical distancing eventually lessen, and keeps the online distance learning as another option. Stage four allows for the full return to in-person classroom instruction with all students on campus in a traditional model when restrictions are removed, and enrolls online students into the long-term established Learning Post Academy.

Distance Learning:

During the online-only learning period, teachers use a strategic combination of synchronous and asynchronous instruction, combining activities where students meet regularly online (in person) with their teacher and classmates, with asynchronous activities where students engage with the subject matter independently. Teachers meet with students daily for live interaction every class period, and have designed lesson plans that include direct instruction, guided practice, independent assignments, feedback on progress, and assessment of learning. Students are required to log-in and actively participate in class daily for a reasonable amount of time, while being involved in direct instruction and engaging learning activities. Teachers call on students to share ideas, thoughts, discussions, writing prompts, and answers throughout the class period to demonstrate engagement in learning. During asynchronous time, students gain exposure to concepts prior to engaging with them in live instruction, or work through independent activities for a deeper understanding of content. Teachers can structure collaborative learning opportunities through small groups online that encourage collaboration on shared projects, presentations, discussion boards, and peer feedback. Teachers also use this time to provide targeted scaffolding, support for struggling learners, and extra support in particular areas.

Beginning Monday, September 14, the public health order was revised giving K-12 schools permission to offer in-school services for small cohorts of students with Individualized Education Plans (IEPs), English language learners, students needing assessments or specialized in-school services, and students experiencing learning loss by not being able to access their education remotely, while fully implementing the re-opening health protocols. The District is developing a detailed plan outlining the criteria for bringing in small groups of individual students who fall into these categories in order to provide the specialized services and supports these students need within the regulations issued by the County.

In-Person Instruction:

When students and staff are able to return to in-person classroom-based instruction, students will attend school alternately two or three days per week in the blended learning model, as part of either Cohort A or Cohort B. Students will participate in remote distance learning on the two or three days that they are away from campus. Students will access their assignments through Google Classroom, Apex, or Canvas as determined by their teachers. The District has expanded its access to Apex, a highly recognized online learning program that provides curriculum, learning activities, and assessments in all core content areas as well as many elective courses. Teachers have customized its use as appropriate for the level of their courses. Teachers are also utilizing the Google Suite for Education as the primary classroom platform for students to access coursework, daily check-ins, live interaction through Google Meet, submitting assignments, receiving feedback, and completing assessments as designed by the teacher. The District has also purchased a Zoom Education Pro account for all staff to use as a primary virtual meeting platform with high levels of security and control.

The hybrid / blended learning schedule will host students in Cohort A on campus Mondays, Tuesdays, and alternating Wednesdays. Students in Cohort B will attend classes on Thursdays, and Fridays and alternating Wednesdays. All classes are 75 minute blocks, with half the classes meeting on Monday for Cohort A (Thursday for Cohort B), and the other half meeting on Tuesday for Cohort A (Friday for Cohort B). The Wednesday schedule is condensed for all classes to meet in consecutive order for 37 minutes each. Afternoons provide “flex time” for teachers to work with struggling students, provide intervention, hold SST, IEP, and 504 meetings, and provide additional support for students needing assistance. These student schedules can be found in detail on the District webpage in chart form: (https://www.hartdistrict.org/apps/pages/index.jsp?uREC_ID=1808842&type=d&pREC_ID=1975534). During the opening weeks of school

while on full distance learning, students and staff are following the same schedules so as to become familiar with the routine and prepare for a smooth transition to blended learning on campus when restrictions are lifted.

Health and Safety Precautions:

All health and safety precautions will be taken when students and staff are able to return to campus for in-person instruction:

- Students will receive hand sanitizer prior to entering a classroom or building.
- Classrooms will receive deep sanitization on Wednesdays and Sundays.
- Students will have contact with a restricted number of peers due to block scheduling.
- Contact tracing will be maximized by scheduling students in cohorts to attend two consecutive days on campus prior to attendance by a new cohort.
- It will be encouraged for classroom windows to be open allowing circulation of air.
- Based on measurements for maximizing social distancing, furniture will be marked for non-use or temporarily removed from the classroom.
- Students will assist in sanitization at the end of the period before leaving class including wiping down any classroom-assigned Chromebook or other technological device accessed.
- Teachers will assign specific Chromebooks to students for daily use to minimize the number of individuals contacting a device.
- Students will be encouraged to bring their own Chromebook from home, and use it consistently throughout all classes, rather than sharing.
- With students divided into cohorts, the campuses will be able to meet current guidelines to maintain a reasonable social distance between students.
- Students, teachers, and all staff will be required to wear cloth face coverings.
- Teachers will continue to limit paper and pen assignments to reduce risks associated with the spread of COVID-19.
- The health office will be supplied with no-contact thermometers to take temperature of any staff or student displaying symptoms.
- Any staff or student identified as having symptoms will be quarantined in a separate room until he or she is able to depart campus. Contract tracing for that individual will activate sanitization protocol.
- Block schedule will lessen the number of passing periods and opportunities for exposure.
- Six foot markings will be identified for areas where individuals congregate.
- Written protocols will be sent home to all parents explaining when NOT to send their student to school.
- All students should have an assigned seat in each classroom.
- PVC hand washing stations will be added to high traffic areas that are not easily accessible to restrooms.
- Soap dispensers will be checked and maintained daily.
- Monitoring of restrooms will be increased and restricted for reduced student occupancy.
- Staff will sign in daily verifying symptom-free status.

Because of the changing guidance from the CDE, State, and County Departments of Public Health, a full description of the District's return-to-school health and safety protocols will be shared with all stakeholders when it is finalized. Immediately before the transition to in-person instruction, the final protocols will be shared publicly. Current details and answers to frequently asked questions about the District's health and safety procedures and protocols for returning to school are found in the Fall 2020 Action Plan:

(<https://www.hartdistrict.org/apps/pages/coronavirus-info>)

Students at risk of learning loss:

Learning loss will be assessed by utilizing pre-assessments to determine students' prior knowledge and foundational skills. Class discussions, review of independent work, review activities, and formative assessments allow teachers to discover gaps in student learning and address those in current lessons. Teachers are also utilizing vertical alignment skills assessments to document and address curricular areas that need to be taught or retaught this year as a result of last year's spring school closures losses. Frequent checks for understanding and reviewing background knowledge is essential when assessing students' abilities, points of entry, and level of understanding in any course. Teachers are using formative assessments and frequent checks for understanding before, during, and after instruction. Teachers work with students who need additional support during distance learning in small group settings, such as break-out rooms in Google Meet and Zoom, reteaching and reviewing content material. Teachers are regularly reviewing concepts related to new content before presenting new information in daily lessons. Spiraling curriculum allows students to continue using content taught throughout multiple lessons, building upon and strengthening skills toward mastery. Individual student goal-setting and study skills are emphasized in many classes, especially for struggling learners, to develop organizational skills, monitor course work, maintain assignments, and evaluate progress.

Intervention programs are in place for students experiencing significant learning loss, or who are at-risk of greater learning loss. Students failing to meet standards or keep pace with grade-level curriculum have been targeted for intervention during flex time afternoons, after-school hours, and within Wednesday review lessons. Students may also schedule extra help time during virtual intervention hours with dedicated teachers after school hours. Students who struggled academically last year in math and English have been placed in grade-level parallel support intervention classes to ensure academic support, remediation of skills, and accelerated progress.

Parent communication is critical for engaging families in the support of their students who need additional help. Teachers, counselors, social workers, and administrators are holding meetings with both the student and parent regarding their learning, classwork, progress, and grades.

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

Description	Total Funds	Contributing
Hybrid / Blended learning schedule with students attending school in two separate cohorts (Cohort A and Cohort B) on opposite days	105,847,683	No
Small cohorts of students will be able to come on campus for specialized services. This serves students with Individualized Education Plans (IEPs), English language learners, low-income students, and those experiencing homelessness who are not able to access their education remotely.	0.00	Yes
Google Classroom and Canvas learning platforms	42,188	No

Description	Total Funds	Contributing
APEX supplemental online curriculum for all content areas	217,202	Yes
Google Suite for Education, Zoom Pro Accounts	83,010	No
Intervention hours during flex-time afternoons and after school	325,000	Yes
Parallel support English and Math classes	934,226	Yes
Parent meetings with counselors, teachers, social workers, and administrators to provide additional support in the home for English learners, foster youth, and low income students.	0.00	Yes

Distance Learning Program

Continuity of Instruction

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

Teachers have received, and will continue to receive, professional development in effective design for online teaching and blended learning from experts in online instructional design. For consistency district-wide, all teachers are using Google Classroom or Canvas (Castaic High School and CTE courses only) as the primary distance learning platform. Teachers and students are familiar with both of these platforms which were used by most academic teachers before school closures, and in by all teachers the transition to emergency remote learning last Spring semester.

The District has provided the APEX online curriculum for all available content areas to provide teachers and students with an additional educational resource support tool for teaching in the online and hybrid programs. The APEX program supports the scaffolding of lesson development and classroom integration. While the APEX platform can be utilized as a "stand-alone" asynchronous course, the District's goal is to allow the system to provide structure, organization, and enhancement to synchronous learning activities with students. Teachers have been provided with professional development and training with regards to the functionality and usefulness of the APEX program in online learning.

All teachers have access to the District-required curriculum in their content areas, including English language development and Special education. Teachers have created 5-week curriculum guides with their identified essential standards to maintain consistency in each department and content area. Teachers are designing instruction in collaborative grade level and/or content area teams through online course management systems that organize and support student learning regardless of the form that instruction takes (online or blended). Many teachers are implementing project-based, authentic assessments that have proven effective to support learning in online and blended learning environments. Daily live interaction and updated Google (or Canvas) classrooms provide students with clear expectations, current assignments, regular timelines, and structured weekly routines.

The district's instructional model is easily adaptable in both the distance learning and blended mode, ensuring minimal disruption to curriculum and instruction. Teachers are collaborating on all school sites, in grade levels and subject-alike content areas, supporting each other and working together to ensure the consistency and continuity of instruction for all students district-wide. Teachers have identified essential standards for each content area and grade level, and are utilizing district-adopted materials for each subject area.

Through the registration process and surveys to parents, the District has ensured that all students have access to technology, textbooks, supplemental materials, content area curriculum, and library resources. The District has provided Chromebooks, information on reduced cost Internet service providers, and hotspots for students who need assistance accessing technology from home. Social workers and administrators are providing as much assistance as possible for students who live in hard-to-reach neighborhoods. In the rare event that students live in remote urban areas where there is no Internet access, WiFi, cellular coverage, and/or hotspots capabilities, staff have made personal connections with those families to make arrangements for hard copies of curriculum, coursework, and class assignments to be picked up or delivered upon mutual agreement as necessary. The District is continuing to purchase additional hotspots for families who need more than one, and research the availability of acquiring hotspots from separate Internet carriers to serve remote neighborhoods. Most math and English courses also have consumable workbooks handed out to students through the registration process to accompany the textbook and online curriculum.

The District has increased the level of support within co-taught classes for students with disabilities and English learners within the online setting using additional co-teachers and instructional assistants. All schools continue to support students with disabilities through live daily help from instructional assistants as stated in each student's Individualized Educational Plan. Services regularly provided through school-based counseling, Educationally-Related Intensive Counseling Services (ERICS) therapy, occupational therapy, behavioral intervention assistants, bilingual instructional assistants, social workers, and speech and language pathologists have all continued in the distance learning setting, as well as over the summer during the extended school year as appropriate.

School site professional development teams are providing consistent weekly and monthly PD for teachers through collaboration time, self-paced learning, and small group PD sessions on best practices and success criteria for distance learning, as well as individual training on the effective use of various online programs. Regular collaboration among teachers leads to a commonality of teaching practice while maintaining and utilizing a shared drive for common curriculum, lessons, content material, engaging activities, and assessments. Department meetings are occurring on a regular basis, as are faculty meetings which provide the opportunity for all staff to collaborate. Teachers of elective courses, fine arts, practical arts, and CTE courses are participating in district-wide collaboration to provide our students with full access to a rigorous education regardless of the method of delivery. Performing arts classes are providing students with virtual music performance opportunities through Zoom and other platforms like Flipgrid which support both distance and blended learning situations.

Students with excused absences are able to make up missed classwork through the effective use of asynchronous learning time using assignments posted in Google classroom or Canvas, instructional videos linked to classwork, online textbooks, and flex time afternoons for individual support and help. This support will remain available for excused absences in both the online and blended learning environments. All technology platforms and district-wide online programs (such as APEX, iLit, Nearpod, Peardeck, Kahoot, Quizlet, Edpuzzle, Padlet, Listenwise, Edulastic, Gizmos, BrainPop, Sonday, IXL, etc.) will continue to be used in both online and blended learning schedules.

The District website and school web pages will be continuously updated with pertinent information for students, staff, parents, and families throughout the school year, especially as it relates to changes in the school schedules and the format of learning (from online-only to eventually returning to classes on campus and in-person instruction.) The District is highly focused on providing students, staff, families, and community members with constant communication throughout the school year.

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.]

Through the opening Registration process, all students and families provided information about their access to computers, electronic devices, and connectivity at home to support their pupils in distance learning. All students needing a device for any reason have been given Chromebooks through the generous donations from the District's WiSH Foundation program. Students without access to connectivity have been given information about low-cost internet options available in the community. Social workers have maintained updated caseloads and lists of low income students and those experiencing homelessness who have been given hotspots provided by the district. School administrators and counselors maintain close contact with students who need assistance, technical support, new Chromebooks, and additional hotspots for improved connectivity. When the State and County public health orders allowed, the District followed the regulations necessary for bringing in small cohorts (of no more than 12 students at a time per classroom space) who have no access to connectivity in their home, allowing them to access the WiFi and/or Internet connectivity at school.

The District Technology Department is continuing to reach out to the County of Los Angeles in an attempt to acquire additional hotspots in order to provide families with the greatest difficulty in achieving any Internet connection to stack multiple hotspots in a home, and/or procure hotspots from different Internet providers (T-Mobile, Verizon, AT&T, etc.).

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.]

Assessing pupil progress:

Within the live session during each instructional block, teachers are assessing student work through frequent checks for understanding, formative assessments, and individual and small group instruction for struggling students. During this live contact with students and synchronous instructional minutes, learning activities include opening warm-up questions, direct instruction, discussions, questions, quizzes, small group collaborative activities, and independent work. Teachers have face-to-face live interaction with all students (who are required to turn on their video feature and type in their proper name) in each class every day where through the use of technology, they are checking for understanding throughout the lesson using programs such as Pear Deck, EdPuzzle, Kahoot, Quizlet, Flip Grid, GoFormative, Kutaworks, Whiteboards, the chat box, raised hand feature, hand signals and thumbs up on camera, interactive learning games, and more. Teachers are creating assignments and engaging activities that increase authenticity and evidence of student learning such as requiring written and/or oral responses / presentations, polling questions, completing exit tickets, filling out and submitting Google Forms, typing synchronously in Padlet or on Google Documents and Jamboards, sharing in small group breakout room discussions, compiling portfolios, demonstrating performance in fine arts, creating recordings, and utilizing project-based learning.

Teachers are establishing clear learning objectives, providing feedback, and setting specific success criteria for assessing student learning and progress, and have aligned assessments by content area and essential standards. The district-adopted APEX curriculum has formative assessments embedded within each unit to regularly assess learning and progress. Teachers are also providing individualized support during flex time afternoon hours when students receive assistance directly from teachers and instructional assistants on any part of the curriculum they need help with. Summative assessments are being held during live instructional time to ensure authentic assessment of student work through evidence of mastering standards. Advanced Placement (AP) unit assessments will be taken through the College Board website which can only be accessed during live in-class sessions.

Counselors are connecting daily and weekly with all families whose student is not accessing their online courses and participating in live synchronous class time. Parents receive a daily / weekly report of assignments for their students through the use of the Google classroom guardian summaries to solicit support from families and provide updates and constant communication regarding student progress.

Measuring participation and time value of work:

Student attendance is taken by teachers daily in every class period and marked in the Infinite Campus student information system. Teachers complete a weekly student engagement report detailing the courses they teach, grade levels, summary of assignments and assessments, daily agendas, and total minutes of synchronous and asynchronous instruction per day. These weekly reports with lesson summaries are submitted to school administrators every Friday.

Students and parents have been given clear expectations regarding protocols for learning and student success. Both documents are currently posted on our district website describing the expectations for student participation and how to support students at home: <https://4.files.edl.io/ee28/08/06/20/001654-c996e2ad-8182-45b7-96a7-9700151ae661.pdf> (for students) <https://4.files.edl.io/ad5c/08/05/20/235821-c50cb823-5bf6-4995-8b18-e5241311f9bd.pdf> (for parents). Teachers have received professional development on how to most effectively teach online, in a block schedule, and using lesson planning templates to maximize student engagement and participation. Student assignments are directly tied to skill mastery of essential standards within each content area. Administrators are visiting live session classes to maintain a consistent supportive presence and monitor student participation during synchronous learning times.

To measure participation and time value of pupil work, teachers are utilizing methods such as daily attendance, frequent questioning, breakout room participation, quizzes, entrance & exit tickets, live chat feature, work completion, and student-led activities. Additionally, teachers, IA's, BIA's, and other support staff have the ability to view students Google documents while working in groups or independently to determine if more or less time is needed to complete an assignment. Viewing the work history on Google Docs and Slides allows teachers to see if students did their own work and how long they spent constructing their product. Several digital platforms have a built-in accountability measurement monitoring the time students spend engaged in the activity (APEX, EdPuzzle, Newsela, Read Theory, No Red Ink, Pear Deck, Zoom Pro, Kutaworks, Edulastic). PE teachers require physical fitness logs, and performing arts teachers measure student participation through recorded videos of performance skills and virtual concerts. Work completion, student collaboration tasks, and assessing student learning throughout each unit provides teachers with a measurement of participation and student progress.

Counselors are working collaboratively with attendance staff on each school site, teachers, and district social workers to identify ongoing attendance issues and individual student needs. Social workers contact families directly identifying technology issues and additional family and student needs. Hard copy packets of classwork are being distributed to students who still have no access to reliable internet connectivity, even with the use of hotspots. Teachers and counselors are monitoring student work completion and grades in Infinite Campus to identify positive growth and academic progress. Documentation of counselor and administrator contacts with families and students is being tracked.

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.]

The District provided all teachers with Google and Canvas online instructional training modules customized for our teachers in the best practices for effective online teaching and multimedia design. All teachers worked through the five modules in a self-paced course that covered designing and presenting online content, communicating and establishing an online presence, encouraging interaction and building community, making and using microlecture videos, and assessing student learning. The course was developed in partnership with our local community college, College of the Canyon's Online Education Department and Center for Excellence in Education and Teaching.

Teachers were provided with multiple levels of training on how to use the newly adopted APEX online curriculum as a supplementary resource for all content areas. Teachers and district staff have unlimited access to the newly created distance learning PD resources

webpage full of direct links to teacher-created lesson planning templates, best practices, how-to videos, free webinars, APEX training, and technology help. These resources can be accessed on the District website: <https://sites.google.com/hartdistrict.org/wshuhsd-distance-learning-2020>

Anyone needing technical assistance from the District's Technology department can submit an online request for support, call the help desk, or request help and support from the school site Instructional Coaches on any issue related to distance and blended learning. <https://support.hartdistrict.org/hc/en-us>

PD teams on each school site have provided additional professional development training sessions, instructional guides, how-to videos, and links to resources to support teachers in any distance learning and technology support area needed. Teachers have been given direction on how to first focus on "the essentials" before branching out or becoming overwhelmed with the many different online resources and programs available, as supported by a simple "Start Here" webpage: <https://sites.google.com/hartdistrict.org/teachers-online-learning/home>

A subcommittees of teachers and administrators created protocols, norms, and expectations for teachers during distance learning which were shared with all teachers to provide consistency and success in online learning: https://drive.google.com/file/d/16u1mTpg1PJL_UjhXlyegzdJ_ZJbRVONV/view

In the opening days before students returned, each school site provided additional professional development customized to the needs of their teachers. Many of these PD sessions provided training on the effective use of online resources such as Pear Deck, Flipgrid, and Nearpod. Other sessions focused on strategies for lesson design, supporting students and teachers social-emotionally, building relationships with students in an online setting, expectations and student success criteria, teaching electives in an online environment, supporting struggling students through intervention, scaffolding curriculum and differentiated instruction, standards-based instruction, designated language support, and equity and diversity. PD teams continue to survey and monitor staff needs in order to provide additional PD support, training, and assistance as needed. Custom "how-to" tutorial videos have been developed to provide step-by-step instruction on how to use Zoom, Google Classroom, Google Suite, APEX, Pear Deck, Grade Transferer, Hyperdocs, Padlet, Go Guardian, Kami, Boomcards, Flipgrid, Flipanim, Canva, Kutaworks, Quizlet, Edulastic, break-out rooms, class apps, screencast, live stream, record videos, create email groups, and more.

Grade level content area teachers continue to collaborate on identifying essential standards, creating rubrics, assessing student learning, adjusting curriculum pacing guides, and creating common activities and assessments.

All PD teams were given the newly published and highly acclaimed "Distance Learning Playbook" by Douglas Fisher, Nancy Frey, and John Hattie to support their PD planning in July and August: <https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865>, as well as links to the CCEE "Distance and Hybrid Learning Playbooks" provided by the California Collaborative for Educational Excellence: <https://k12playbook.ccee-ca.org/> with best practices for creating distance and hybrid learning plans. Topics in both resources include setting goals and defining success, creating daily schedules and class period structure, classroom management, building relationships online, planning instructional units, creating engaging learning tasks, assessing student learning, providing feedback, supporting students' well-being and social-emotional health of staff, building capacity among teachers and staff, addressing the needs of English learners and students with disabilities, and providing support for families. All district staff were invited to participate in the "Learner FIRST

Virtual Summit” with live PD sessions and recorded videos (available afterwards) from 8 national educational expert keynote speakers, and 60 live interactive sessions over three days in July covering a variety of pertinent topics centered around distance learning.

Free webinars for additional professional development topics are posted on the District PD website and sent out through school site leaders and instructional coaches offering regular opportunities for voluntary participation in a variety of topics including support for English learners and Students with Disabilities, Accelerating Learning Loss, Reading Comprehension, Mathematics, Standards-Based Instruction, Mindfulness and Social-Emotional Learning, Equity, and content-specific topics as available.

Professional development remains continuous throughout the school year with the focus on ensuring that teachers are well-equipped to provide effective instruction in both a distance learning and hybrid / blended learning environment, utilizing technology and platforms that makes a successful transition from traditional in-class instruction to distance and hybrid learning. PD teams are creating training sessions to accompany the District’s PD video on how to successfully use the most effective distance learning strategies in the transition to a hybrid setting teaching students in-person and online concurrently whenever we return to campus with two cohorts of students in each class. PD teams are providing school site-specific online workshops, sending out invitations for various free webinars, sharing effective instructional strategies, creating websites with curated resources for distance learning and technical support, sending out follow-up surveys to identify staff needs, and sharing PD resources available online as well as from the school Library for staff. Teachers are also encouraged to remember that students frequently experience technological issues at home, and to check back with students throughout the period through questioning and the chat box for anyone who might be having trouble with the microphone and audio.

Staff Roles and Responsibilities

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

All staff have seen a shift in roles and responsibilities as a result of COVID-19. Administrators, counselors, teachers and classified staff members participated in 14 subcommittees that included stakeholders from all across the district to develop effective protocols and procedures to ensure a safe return to campus through online learning and hybrid and full return to campus. The focus on the physical and social-emotional wellness of staff, students, and families has become the most important priority district-wide.

All staff are wearing masks when in contact with other individuals or groups in person. In-person meetings have transitioned to Zoom and/or Google Meet platforms. All staff working on the campus complete daily wellness and temperature checks. Office staff and campus supervisors are administering health screening questionnaires and temperature checks for students, families, and visitors to campus before they are permitted to enter. Classified and certificated staff are assisting with handing out “grab and go” meals for families picking up food services in a drive-through method. Custodial and maintenance staff now focus on cleaning practices in order to prevent the spread of the virus while ensuring that classrooms, offices, and all areas of campus are sanitized daily. These cleaning practices will be maintained and increased to provide in-person learning when students return to campus. Additional classified and certificated staff help will be needed to clean desks, classroom furniture, and high-frequency touch points in between classes at that time.

The most obvious change in the responsibilities for teachers is the online lesson planning and remote instruction required for full distance learning. Teachers have had to adjust to their new role of providing both synchronous and asynchronous learning activities within each class

period. Teachers have learned how to use new online platforms, technology, and digital programs in order to create engaging lessons for every content area. They are also providing technical support, and focusing on social-emotional learning as a result of the effects of stress and trauma on student learning. Instructional assistants have learned how to join each teacher's online classroom, and provide much-needed support for English learners and students with disabilities in a virtual environment. Teachers are also using email as a primary communication tool with students outside their regular class time since they cannot meet face-to-face during the school day to ask questions.

Counselors and mental health providers are supporting students through telehealth services, addressing mental health concerns, meeting IEP needs, and offering tech support for struggling students. Social workers are delivering Chromebooks and hotspots, providing information on reduced-cost Internet services, and delivering hard-copies of curriculum during home visits for our most needy students. Office staff and librarians are providing devices and support for students needing new Chromebooks, and technical help logging into classes. Librarians have created "how-to" videos posted on school websites to assist students in accessing databases, e-books, online resources, and class login procedures. Administrators have become responsible for providing staff with technology and PD specific to learning management systems, effective online platforms, and digital resources for teachers, staff, students, and family support in educational and social-emotional areas.

Classified staff is assisting teachers in contacting students and parents as needed. Additional staff (such as campus supervisors) are assisting with making phone calls to students who are absent or disengaged. Some schools have created social media teams for more effective outreach to students and families.

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.]

All English learners (ELs) are enrolled in designated language support classes called "Achieve" providing additional support in content area classes. Teachers have received professional development over the last several years, including a refresher PD in August of this school year, in how to provide language support, scaffolding assignments, differentiated instruction, translation services, and effectively use Bilingual Instructional Assistants (BIAs) during class time. BIAs are present in the Google Classroom, Canvas, and breakout sessions to assist English learners directly. BIAs also work with English learners during flex time afternoon hours to support their understanding of the content curriculum and instructional activities. EL leadership team members work with teachers to reinforce supports for EL students in any class as needed. Staff are using the Talking Points mobile app, Google voice, Google translate, and free online translation programs to communicate with students and families directly in their primary language other than English. Bilingual counselors, administrators, teachers, and other staff members are reaching out to any EL student who is not attending school regularly or engaging in classes and online lessons. English language development (ELD) and Achieve teachers have been trained in how to use multiple online resources for supporting EL students in content area curriculum, using Nearpod, APEX, iLit, Listenwise, and the closed captioning feature for videos which also provides translations for primary language support. EL Coordinators are monitoring reclassified EL students (RFEP) using the ELlevation data management program to keep track of student progress, grades, meetings, communication with parents, and intervention if needed.

Special Education case managers maintain regular contact with all students on their caseload, monitor academic progress and quarterly goals, conduct IEP meetings, and communicate with academic teachers regarding accommodations for students according to their individualized education program. All services provided through students' IEPs continue, including Speech and Language, Occupational Therapy, School-Based Counseling, and Educationally Related Intensive Therapy Services. Special Education teachers and school counselors provide all teachers with relevant information regarding accommodations or modifications needed for each student with an IEP or 504 plan. Counselors also follow up on students with exceptional needs to monitor their access to curriculum and academic progress. Special Education teachers are using multiple online resources for supporting students with disabilities in content area curriculum, using Nearpod, APEX, N2Y, IXL, and Sonday. Instructional Assistants (IAs) are present in the Google Classroom, Canvas, and breakout sessions to assist students with disabilities directly. IAs also work with students during flex time afternoon hours to support their understanding of the content curriculum and instructional activities. Many Special Education classes are co-taught by two certificated teachers providing additional support for students who need differentiated instruction, scaffolded curriculum supports, re-teaching, small group instruction, and alternate assessments to measure student learning. Students with visual impairments are receiving accommodations for assignments in Braille. Students with auditory impairments are receiving accommodations for instruction in print, as well as closed captions on all videos, and help from Instructional Assistants using American Sign Language through Zoom and Google Meet video conferencing.

When the State and County public health orders allowed, the District followed the regulations necessary for bringing in small cohorts of students with IEPs (no more than 14 people a time per classroom space including a total of students of adults) who have exceptional needs for specialized services that must be accessed on campus, as serving these needs as required through the IEP have proven to be ineffective through distance learning. Students who need assessments as required by their IEP have also been permitted to come to campus for individualized in-person appointments with proper health protocols and parent permission.

Students have been given the opportunity to pick up physical hard copies of classwork weekly from the school to supplement the live teaching in distance learning if needed. Parents and students have access to work with teachers for additional help and support during afternoon office hours and flex time by Zoom, Google Meet, and through email support. Counselors, administrators, and office staff work with students and families as needed to solve technical issues, help students login to classes, and replace non-working technology if needed.

Social workers monitor their caseloads of all pupils experiencing homelessness district-wide to provide Chromebooks, hotspots, basic school supplies, specialized supplies for electives classes, food, and other community donations as needed. Each social worker is assigned to one or more schools, and communicates with and monitors homeless students and family needs very closely every week. Some schools with the highest numbers of unduplicated pupils have hired additional counselors through Title I funds to specifically support the unique needs of students experiencing homelessness, English learners, students with disabilities, foster youth, and socioeconomically disadvantaged students. Other schools have social worker interns, supervised by licensed social workers, who are providing individualized support for students in foster care and those experiencing homelessness in schools with reduced numbers, but still need extra staffing support.

One district social worker is assigned as the Foster Youth liaison. He carries the caseload of all pupils in foster care, and communicates with, monitors, and supports each foster youth individually every week. Teachers are incorporating daily social-emotional learning activities, such as warm-up check-in questions, teaching strategies for reducing stress, and referring students to social workers and counselors who might need emotional, health, and wellness support.

School site teams are reaching out to families school-wide to ensure that all students who qualify for free or reduced meals complete the required paperwork for continuity of meal access. Food services staff have been on campus two days per week providing meals for students from low-income families and those who qualify for homeless services. Families could preorder meals for up to 5 days in a row on each pick-up date. Beginning September 3rd, the meal waiver was extended to allow the District to provide free meals to all children in the City of Santa Clarita, five days per week, regardless of economic status.

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

Description	Total Funds	Contributing
Professional development in effective online teaching and instructional design.	45,352	No
APEX supplemental online curriculum (duplicate cost)	217,202	Yes
Identifying essential standards, creating 5-week curriculum guides, and weekly collaboration among teachers to develop lessons for online and blended learning	0.00	No
Providing Chromebooks for students to use at home; textbooks and consumable curriculum materials; access to reduced-cost Internet services where available; and multiple hotspots for home use.	89,139	Yes
Additional adults in class to support students with disabilities and English Learners - through co-teaching, Instructional Assistants, and Bilingual Instructional Assistants	14,418,639	Yes
Counseling services - School-Based Counseling (SBC), Designated Instructional Service (DIS) counseling, Educationally-Related Intensive Counseling Services (ERICS) therapy, occupational therapy, behavioral intervention assistants, and speech & language pathologists	7,513,664	Yes

Description	Total Funds	Contributing
Additional supplemental online programs - iLit, Listenwise (language practice for English learners); Nearpod, Peardeck (supports for English learners, pupils with learning loss); Sonday (reading intervention); and IXL (Math & English intervention and skills practice)	376,007	Yes
New district web pages with Action Plan, up-to-date information and resources for parents and students, PD resources for teachers	0.00	No
Targeted intervention hours, afternoon flex-time for student support (duplicate cost)	325,000	Yes
School Counseling meetings with parents - academic, personal, and social-emotional support for all students and families from school counselors	8,144,673	No
Social Workers - personally meeting with all students experiencing homelessness, and those with extremely low income situations. Delivering Chromebooks, hotspots, school supplies, and donations to meet basic needs. Connecting families with additional community resources.	820,625	Yes
Foster youth liaison / social worker - meets with all foster youth and their families for individual support and meeting their needs	114,160	Yes
Professional development - Google and Canvas training modules; APEX supplemental online curriculum training; how to use additional supplemental support programs (iLit, Listenwise, Nearpod, Peardeck, etc.); creating safe, engaging, online learning environments; how to support English learners and students with disabilities; relationship building supports; social-emotional learning; and trauma-informed practices. (Cost included in annual license fee.)	0.00	Yes
New cleaning and sanitizing protocols and procedures, personal protective equipment, restructuring the workplace and school settings for social distancing, daily wellness checks, and online meetings (rather than in-person gatherings).	3,772,761	No

Description	Total Funds	Contributing
Additional Bilingual Instructional Assistants (BIAs) hired to assist students in distance learning classes. Additional hours needed for BIAs to support students in afternoon intervention.	242,636	Yes
Additional hours needed for Instructional Assistants to support students with disabilities in distance learning classes and afternoon intervention.	32,371	No
"Grab and go" meals provided by food services for students from low income families, foster youth, and those experiencing homelessness.	852,500	Yes

Pupil Learning Loss

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

Teachers are intentionally assessing pupil learning loss with the administration of standardized assessments aligned to essential standards per content area and grade level to determine students' prior knowledge, foundational skills, and current level of mastery. Junior high math teachers are using the results of the 7th grade math placement test to determine pupils' learning status and identify any learning loss that resulted from the COVID-19 school closures in Spring of 2020. Junior high English teachers are using the STAR reading inventory assessments to measure students' lexile levels of reading comprehension. Other content area teachers are using end-of-year assessments to gauge students' current level of understanding.

English and math departments have developed additional common assessments that will be given every ten weeks to assess pupil progress and measure their learning status in ELA, ELD, and mathematics. The district-adopted math and English curriculum have common assessments embedded throughout each unit to measure student learning and progress. ELD teachers in Achieve (designated language support classes) work with EL students daily to monitor their academic progress, and review students' grades every five weeks in all four domains of English proficiency: speaking, listening, reading, and writing. EL students are formally assessed in English Language

Development at the beginning of the year, mid-year, and end of year to show progress toward increasing their language proficiency levels through the iLit supplemental online language support program.

Students who struggled academically last year in math and English have been placed in parallel support grade-level intervention classes to increase academic support. Students failing to meet standards or show academic progress will be targeted for intervention during flex time and within Wednesday lessons.

Teachers are reviewing concepts from previous units and prior grade level standards before presenting new material. Students will utilize planners, weekly logs, grade checks, and goal setting to organize class assignments, keep up with homework, classwork, projects, quizzes, and tests. All teachers will focus on using a variety of formative assessments throughout each lesson, class period, and unit of study to check students' level of understanding, reteach as necessary, monitor student progress, provide timely effective feedback, and identify students in need of additional intervention and support. Class discussions, review activities, independent work, quizzes, and in-class frequent checking for understanding allows teachers the opportunity to discover gaps in student learning and measure progress. Teachers are using rubrics to identify levels of proficiency and mastery of standards, providing students with clear targets for understanding academic and performance expectations, and measuring students' learning status and progress over time. And the District has provided teachers with the Edulastic online program to use as a formative assessment tool that identifies gaps in learning and gives students differentiated assignments to remediate skills, reinforce learning, and challenge academic growth. This program further measures student progress towards standards mastery to assess increased academic achievement.

Teachers are collaborating in subject-specific departments throughout the year to discuss topics, academic skills, and essential standards that appear to be universally lacking as evidence of pupil learning loss to identify areas for re-teaching, and spiraling into grade level curriculum to accelerate learning. Vertical alignment and additional collaboration with grade level teams will allow teachers to share content and skills that they identify as needing additional support and added attention next year to inform instructional planning.

Many classes have two adults, such as a second teacher, the EL coordinator, or an Instructional Assistant, as a co-teacher on all Google Classrooms to provide additional support for students who need extra assistance. Parents and guardians are enrolled with view rights to their students' Google Classrooms to monitor progress and learning as well.

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.]

Our District is addressing the learning loss and accelerated learning progress for pupils through the intensified focus on essential standards for all content areas, spiraling prior level curriculum into current lessons, scaffolds and support built into differentiated instruction, pre-assessments, ongoing formative assessments, effective feedback, highly engaging learning activities, flexible timelines, supplemental supporting curriculum, and asynchronous learning time for self-paced study.

According to Ed Research for Recovery, evidence shows that most students will recover with the right combination of supports - relationships, targeted intervention, tutoring, extended learning time, and ongoing monitoring.

Supportive school environments and strong teacher-student relationships speed recovery from learning loss. The District is committed to focusing on building and supporting appropriate, strong relationships within all school communities. Research on the stress and the academic impact of school closures shows that while students initially experience some learning loss, these losses fade after a year or two when students return to stable school environments. Students need time to connect socially with each other and their teachers in ways that build community and engagement. Building relationships, establishing a supportive learning environment, creating safe spaces in online classes, and engaging students in learning has been the primary focus of the beginning-of-the-year actions that teachers have provided for our students. Professional development through the Google Classroom and Canvas modules emphasized the importance of building relationships online through the training that all teachers completed before setting up their classrooms for distance learning. Relationship building is also the focus of the professional development provided through the “Capturing Kids’ Hearts” training which many school sites incorporated in August as refresher courses and critically important reminders for relationship-building both in person and online. Social-emotional learning activities, that teachers are incorporating into daily lessons, have also been shown to positively impact the culture and climate of classrooms and student well-being, thereby improving student learning as a result.

Targeted intervention provides students with additional support they need in specific content areas. Students who show significant learning loss have been given parallel support classes in math or English, including English language development. Teachers use the time in these classes to increase comprehension, practice fundamental skills, apply what students have learned, and promote critical thinking. Students can also receive free online assistance through the use of Khan Academy support in a multitude of subjects and content areas.

Small group tutoring has shown significant effects on achievement across subject areas. Teachers are strategically utilizing break-out rooms for small-group instruction, discussions, re-teaching, mini-lessons, and reinforcement for concepts where students are struggling. Instructional assistants and co-teachers are able to provide additional support in break-out rooms, as well as help students during flex time afternoons and Wednesday condensed class sessions. Teachers are scheduling additional intervention time as needed during set office hours when students can meet virtually for extra help. And virtual library nights with designated intervention teachers are working to accelerate the learning loss of any student who attends.

Research also points to the fact that ongoing monitoring of student progress will matter now more than ever. Systems such as Infinite Campus, Google Classroom, and Canvas are in place that track daily attendance every period, assignment completion, and grades. Monitoring these for every student strengthens our District’s ability to individualize services and match specific interventions to students’ needs so they do not fall further behind. Teachers, Counselors, Administrators, and Social Workers communicate with families weekly by phone, through email, and with socially distant home visits to support students in the monitoring of their progress. Social Workers are assigned caseloads of all students experiencing homelessness and in foster care. These students receive weekly check-ins, and daily communication if problem-solving, troubleshooting, and additional support is needed in any academic, personal, or social-emotional way.

Students with disabilities (pupils with exceptional needs) receive additional academic support in a Learning Strategies class and have access to individual tutoring through flex time and break-out rooms with direct assistance from Special Education teachers as well as Instructional

Assistants. Teachers provide individual accommodations and modifications as appropriate and support the goals of each student's IEP. Teachers are providing recorded videos of lesson components that allow students to re-watch and review as many times as needed. And students are able to demonstrate learning through alternative assessment methods. Some students have one-on-one IAs, according to their IEP, who provide direct assistance and help with all areas of academic need. Many students with disabilities also receive counseling and therapeutic support providing another trusted adult who assists these students with any area of need.

English language learners receive additional academic support in an Achieve class for designated language and content area support. EL students also meet with a Bilingual Instructional Assistants during afternoon flex time and small group break-out sessions in Google Classroom. ELs receive translated assignments, use the closed captioning translation feature for videos, receive instruction both verbally and in writing, utilize Google translate, and communicate with teachers through the Talking Points translation app and free online program. Teachers also use engaging online resources within lessons that allow scaffolding of instruction. The Nearpod digital reader highlights and breaks apart syllables, and reads words aloud to students as necessary. Professional Development has been focused on implementing the most effective instructional strategies in both distance learning and hybrid / blended learning environments.

Students from low-income families and foster youth are targeted for specific after school intervention and virtual library nights per content area. Knowing that socio-economically disadvantaged students have less access to private tutoring, dedicated teachers are creating extra intervention hours for support in English, math, science, and social studies. Counselors and social workers monitor the academic progress of all low income students on their caseloads, and recommend them for additional tutoring first, prioritizing their needs. Title I funds are used on seven school sites to support low income students in paying for any fees related to dual-enrollment college classes, PSAT, SAT, and AP testing fees, program participation costs, community resources, and any additional intervention costs identified with accelerating pupil progress.

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.]

Students are required to provide evidence of their learning before, during, and after instruction. Flex time built into every afternoon's schedule allows teachers to review student work, compare current levels and progress over time, and adjust instruction accordingly. Departments are collaborating weekly to assess the effectiveness instruction and additional supports needed for students. Regular daily checks for understanding and weekly formative assessments will be utilized to measure the effectiveness of instructional practices and supports. Summative and common assessments will provide regular data for all departments to determine student achievement levels and progress. Through the use of rubrics that have clear success criteria on key assignments/culminating projects, teachers will be able to determine if instruction and supports were effective. As a result, teachers will adjust their instruction, whether this be through re-teaching, spiraling curriculum, or moving forward.

Teachers and administrators will analyze 5-week progress grades and make adjustments in the curriculum as needed. Commonly used online curriculum programs have progress measurements built in that teachers will use to monitor the effectiveness of curriculum and supports in English and Mathematics, such as APEX, Edulastic, Dreambox, IXL, Pearson, and iLit. Effectiveness will also be measured by

analyzing the data from academic grades, attendance, work completion, active participation, diagnostic and progress reports, and student and/or parent feedback.

The district-wide ELA Spring performance task (PT) will provide a district-wide common assessment in applying English reading, writing and comprehension skills that also allows for a comparison of data from last year to this, as well as longitudinal data from 2017. ELD teachers will utilize the results of the beginning-, mid-, and end-of-year progress reports of language proficiency levels through the iLit supplemental online language support program. ELD teachers will also use the district-wide ELA PT as a locally-defined common assessment for the comparison of English proficiency skills for English learners compared to their English-only peers.

Staff in the Special Education department will officially monitor progress of students with exceptional needs towards their IEP goals, classroom performance, attendance, formal & informal assessments, and teacher & parent feedback quarterly. Each student's IEP is unique to their individual needs with personalized goals that are monitored quarterly using specific academic criteria for each.

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

Description	Total Funds	Contributing
Assessing pupil learning loss through standardized assessments, math placement tests, reading inventory programs, and content-area entrance exams.	0.00	No
10-week common assessments in English and Math to assess pupil progress	0.00	No
5-week progress monitoring of language development in "Achieve" language support classes for English learners (Cost included in annual subscription)	0.00	Yes
Supplemental language skills practice (iLit) beginning of year, mid-year, and end of year progress reports for English learners (Included in the annual cost for iLit)	0.00	Yes
Parallel support English and Math classes in student schedules - for students who showed significant learning loss in Fall (duplicate cost)	934,226	No

Description	Total Funds	Contributing
Curriculum-embedded formative assessments - regular checks for understanding, reteaching necessary concepts and basic skills, revising curriculum as necessary, identifying students for intervention (Included in annual license cost)	0.00	No
Instructional assistants and co-teachers support English learners and students with disabilities in distance learning classrooms and additional intervention time. (duplicate cost)	12,299,146	Yes
Focus on social-emotional learning, relationship-building, creating safe online classroom environments, and professional development. Implementing research-based strategies to build supportive school environments and strong teacher-student relationships to increase the recovery from learning loss.	0.00	Yes
Targeted intervention, parallel support classes, and small group tutoring (duplicate cost)	325,000	Yes
On-going monitoring of student progress by teachers, counselors, administrators, and social workers - using common online platforms, monitoring student attendance, communicating with parents, and checking in weekly with foster youth and students experiencing homelessness.	0.00	Yes
Accommodations and modifications per student's individualized educational plan - video recorded lessons, alternative assessments, one-on-one assistance, counseling, and therapeutic support.	0.00	No
Language support - translated assignments, closed captioning translation for videos, translation apps, digital reader, and language objectives	184,287	Yes

Mental Health and Social and Emotional Well-Being

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

Knowing that there are multiple stresses our students and staff are currently experiencing, the Hart District Counseling department continues to meet the mental health needs of students through a FERPA compliant telehealth platform to serve all Hart District students even through a period of distance learning while adhering to public health orders. All counseling department therapists were provided specific procedures and telehealth specific training to ensure a continuity from the more familiar face-to-face counseling sessions. Students have continued to receive emotional support from caring mental health professionals without interruption. All students with IEPs and 504s have continued to receive their special education services as indicated in their plan within either educational program model (ERICS and DIS Counseling) in either the online or blended learning model. The format of those services conform to the overall format of the program, and specific minutes and activities are provided during the IEP / 504 process.

School Based Counseling (SBC) services for general education students, and all existing counseling services provided to elementary feeder school districts, have also continued without interruption. SBC is designed for students participating in general education facing potentially acute situations such as the loss of a loved one, self-harming behaviors, anxious and/or depressive symptoms - pointing to the need of the acquisition of coping skills. Services and goals will continue to be formulated consistent with a student's level of functioning at school, including students participating in a distance learning model from home. Feedback from parents and educators will continue to be integrated into service provision and goal formulation. SBC often occurs weekly, or as appropriate, and the therapist remains aware of appropriate referrals that may more sustainably meet the student and family's ongoing needs. SBC services also continue to serve students of Saugus HS, some of whom remain compromised in their ability to adapt to the pressures of a pandemic after experiencing a school shooting 4 months earlier, throughout the summer to provide ongoing support and continuity between academic years.

The Hart District Counseling Department has created an online portal for various mental health and wellness resources related to managing stress with curated material aimed at students and parents. It can be accessed at: <https://www.hartdistrict.org/apps/pages/managing-stress>, and remains up-to-date as conditions change. Similarly, and in recognition of a greater need for student's to self-regulate, the Hart District Counseling Department created a Student Wellness Portal with ten specific content areas related to student experiences: self-care, stress and anxiety, relaxation, daily journal prompts, social distancing, boredom and stay-at-home activities, suicide prevention, grief resources, trauma recovery, and videos of encouragement. It can be accessed at: <https://sites.google.com/hartdistrict.org/hartdistrictwellness>

Within this 24-hour available resource is the District's newly created Wellness Warm Line, a non-emergency resource for all Hart District students seeking emotional support as a result of the stay-at-home order and effects related to social distancing providing support prior to a mental health crisis. Emails and phone calls have been sent out to all district students, families, and staff describing these resources and the links where they can easily be found on the District web page.

District level school Social Workers are working closely with classroom staff to reach out to students who would benefit from targeted engagement activities that may additionally include linkages with our community partners. School site Parent / Student Resource Centers

provide resources, counseling, and mental health / social emotional support for any student, staff, or parent / family member who needs individual assistance and/or referrals to community agencies. All families, students, and staff have 24-hour access to the District's Wellness Wheel which provides additional resources in a variety of areas such as mental health, nutrition, physical fitness, health education, parent & community outreach, positive attendance, character development, behavior, and other health services. The District's Wellness Wheel is found here: <https://www.hartdistrict.org/apps/pages/wellness>

Mental health resources are posted on the counseling website for each school and embedded into counselor email signatures for easy access. School Counselors have developed a teacher referral system to gather data on students of concern and to facilitate appropriate counselor outreach to students in need through Zoom meetings and/or Google Meet. Counselors are actively reaching out to families as concerns arise. Counselors and teachers are maintaining a contact log and documenting outreach to students and families. Google Meet counselor appointment links are available on the counseling website to ensure a quick and reliable means for students to speak with counselors. Counselors are using Google voice phone numbers to provide an easy, quick way to reach students through the online Google platform. The QR code system that was implemented last year is still in place and accessible for all students who want to confidentially contact a Counselor for self-reported help.

Academic departments have implemented weekly conversation starters for students in each class focusing on social-emotional learning (SEL) and connection. Social workers have developed an SEL curriculum for all teachers to use in advisory periods daily. Teachers are adopting words of the week, like "grace" and "empathy", to guide their class discussions, agreements of behavior, treatment of others, and understanding and flexibility in providing accommodations for students experiencing social-emotional issues. Teachers conduct daily wellness check-ins through warm-up activities asking questions about student well-being through confidential Google Forms that allow students to share their concerns and feelings with teachers and counselors.

Student leaders on various school sites have prioritized reaching out to new students, providing them unique and personalized opportunities to become part of the school community. Some have made websites with tips to help with the adjustment process to a new school, sections targeting mental health and wellness, and virtual student communities through Google Classrooms where students learn about upcoming virtual events and school news. Others have created a Wellness and Diversity committee to promote ideas and activities on the school's social media platforms. School site wellness coordinators are continuing to provide virtual activities and education around mental health through the "Bring Change to Mind" clubs on each campus, and are sponsoring "Wellness Wednesdays." Staff are encouraged to be involved in wellness activities, practice self-care, be mindful of their own physical and emotional health, and seek out assistance through district-provided resources whenever necessary.

Campus Supervisors will look for and monitor students who show signs of isolation, depression, and/or disruptive behavior, and refer students to on-site counselors and administrators for personal support. Students will continue to be supervised during brunch and lunch when we return to campus for displays of safe relationship behaviors and proper socialization with added social distancing. Text-a-tip remains available for students to report concerning, potentially dangerous or unhealthy behavior.

Schools have created virtual wellness centers providing online support for students from social workers, therapists, and counselors addressing anxiety and depression. Each school also has a teacher who serves as a site Wellness Coordinator who is available to help students manage stress and anxiety, and work on coping strategies with students who need moderate levels of immediate help. We are

teaching our students valuable social-emotional learning skills that will guide them through life's challenges. Teachers and social workers are developing mini-lessons, integrating them into the curriculum, daily checking in with students, demonstrating empathy, compassion, forgiveness, humility, and respect. Several sites are using the RULER training from Dr. Marc Brackett, Director of Yale's Center for Emotional Intelligence, which urges educators to find ways to teach these emotional skills and build healthy relationships. PD teams have purchased additional books on these topics from national experts that they are using with their staff and students throughout this school year.

All staff were presented with professional development and additional resources to be shared with students and staff to address trauma and stress brought on by the impacts of COVID-19 on the school community. This professional development was created from the work of Dr. Bryan Harris and LeAnn Nickelsen who are trained in brain-based learning and trauma-informed instruction which was presented in our District last year, and whose work is still being supported through PD teams on all school sites. When we identify the stress brought on by school closures due to COVID-19, we recognize that both students, families, and staff may have experienced a wide variety of feelings, physiological reactions, and stress as a result of their perceived lack of control of the current situation.

Some students, family members, and staff have also experienced trauma associated with COVID-19 as a deeply distressing or disturbing experience or situation which overwhelms an individual's ability to cope, leaving them with a feeling of powerlessness. In order to deal with traumatic experiences, educators are receiving training on becoming equipped with coping mechanisms, resiliency skills, and tools to deal with many different mounting stressors. Staff are fostering, practicing, and refining our own resiliency, in order to help students develop their own. Students are participating in resiliency activities that include: journaling, getting exercise, labeling stressors as challenges, expressing gratitude, connecting with friends, giving your brain a break, getting enough sleep, and doing something you are passionate about every day. Having students come up with positive examples of how they can deal with real life stressors teaches them to reframe and change their behavior, thinking, and/or attitude when something stressful happens.

PD teams are also using strategies from Bryan Harris and LeAnn Nickelsen's "Trauma Ready Guide" (<https://www.bryan-harris.com/free-trauma-ready-guide>), and articles that are frequently sent out through various nation-wide educational institutions, such as this ASCD article by Dr. Howie Knoff, "Addressing Students' Social, Emotional, and Behavioral Stress When They Return to School" (https://smartbrief.com/original/2020/08/addressing-students%E2%80%99-social-emotional-and-behavioral-stress-not-trauma?utm_source=brief) and others available on the District's PD website: (<https://sites.google.com/hartdistrict.org/wshuhsd-distance-learning-2020/home/pd-resources-for-teachers>)

School Counselors, Social Workers, and School Psychologists are distributing information from organizations such as the National Association of School Psychologists (www.nasponline.org/) and the National Child Traumatic Stress Network (www.nctsn.org/) to help staff become aware of some ways that trauma impacts the brain. Schools are continuing to implement the Capturing Kids' Hearts training which uses researched-based strategies proven to support and encourage appropriate, trusting teacher-to-student relationships knowing that healthy, positive, trusting relationships mitigate the negative effects stress has on students and adults.

Staff are prepared to create and sustain positive, prosocial, relationship-driven school and classroom settings for all students, in developmentally sensitive ways, to emotionally reconnect personally, socially, and instructionally with their peers and teachers. These interpersonal interactions need to build on students' existing strengths and skills, rather than on anticipated student problems or deficits. The District continues to coordinate the mental health and support staff (counselors, social workers, school psychologists, behavior analysts,

school staff, and community resources) so that there are systematic plans and resources to address the needs of students.

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.]

Pupil engagement:

In preparing for the opening of this school year, teachers focused on professional development in effective design for online teaching and blended learning from experts in online instructional design. One of the main points of such PD is how to create engaging lessons and interactive lessons and activities that increase student engagement in learning every day. Teachers have face-to-face live interaction with all students who are required to turn on their video feature and type in their proper name. During live contact and synchronous instructional minutes, students are required to actively participate in class online daily, while being involved in direct instruction and all learning activities. Teachers are including opening warm-up questions, creating mini-lessons, chunking their curriculum, requiring written and/or oral responses from students throughout each lesson, using polling questions, exit tickets, and Google Forms. Lessons include short videos, discussions, quizzes, small group collaborative activities, and independent work. Students are typing synchronously in Padlet or on Google Documents and Jamboards, participating in small group breakout room discussions, and demonstrating performance in fine arts through video recordings, virtual performances, and projecting evidence of their art creations. Teachers are using programs and digital features such as Kahoot, Pear Deck, EdPuzzle, Quizlet, Flip Grid, Whiteboards, the chatbox, raised hand feature, hand signals and thumbs up on camera, interactive learning games, and more. Teachers call on students to share ideas, thoughts, discussions, writing prompts, and answers throughout the class period to demonstrate engagement in learning.

Outreach:

Teachers, counselors, administrators, classified staff, and social workers regularly use email and phone calls to reach out to students and parents to communicate pertinent information and reminders. Principals send out weekly messages to all families in their school through Blackboard Connect phone and email messages, as well as the S'Mores newsletter format with links to timely information that affects student schedules, parent meetings, and upcoming events. The District's public relations officer sends out district-level messages for all families through Blackboard Connect phone and email messages whenever an item is critical for all families to receive district-wide. Messages at this level include information regarding school schedules, community events, Census information, upcoming district meetings, and messages from the Superintendent. Social workers make actual home visits to all families on their caseload for those experiencing homelessness who do not have Internet access to keep them up-to-date with critical information for all students and parents.

Tiered re-engagement strategies:

The District has implemented a three-tiered system for reaching out to students and parents / guardians for pupils who are absent from distance learning, including in languages other than English. When students are not meeting educational requirements, or if a student is not engaging in instruction and is at risk of learning loss, school site staff are performing the following steps to re-engage students:

Tier 1 - The teacher reaches out to parents / guardians. Makes notes in school-wide spreadsheet.

Teachers identify barriers to education (could be technological, social-emotional, physical, personal, basic needs, living conditions - refer to counseling, administrators, and/or social worker as appropriate), discuss the importance of attendance, and create highly engaging learning activities in safe classroom environments to reduce students' anxiety, fear, and stress. If a student continues to be absent from instruction for three additional days, the steps of the next tier are implemented.

Tier 2 - The counselor reaches out to parents / guardians. Adds notes in spreadsheet.

Counselors schedule virtual meetings with students and parents to identify barriers keeping a student from engaging in instruction. Works to provide resources as necessary. Collaborates with student's teachers, social workers, and administrators. Conducts mental health assessment if necessary to determine if needs are situational, related to coping skills, more severe, and/or need to be addressed through a higher level of services connected to outside resources. If a student continues to be absent from instruction for three additional days, the steps of the next tier are implemented.

Tier 3 - The administrator reaches out to parents / guardians. Adds notes in spreadsheet.

Contacts school social worker, develops a plan for re-engagement, deploys additional resources, schedules a home visit if necessary, and includes the counseling team to evaluate for potential crisis and increased level of mental health needs. All home visits are conducted with safety measures of wearing masks and maintaining proper social distancing. If a student continues to be absent from instruction for three additional days, the administrator schedules a student study team meeting with the parents to develop a plan based on the student and family's current situation, which could include transferring to an alternative school setting (continuation high school or independent study program), presenting their case before the Student Attendance and Review Board (SARB) (for providing additional services), and/or withdrawing from the district (if the family cannot be located).

Other Languages:

All schools have bilingual staff who make phone calls in other languages. They also use technology programs (Talking Points, Blackboard connect Spanish phone calls & emails, Google translate, Google Voice, Zoom translate, Remind.com) to communicate directly with families in other languages, even if staff are not bilingual. Translated notices are emailed home. Phone calls are translated and sent in other languages. The Talking Points program translates live phone calls in real time. Zoom meetings are conducted through the activation of the "language interpretation" setting where bilingual staff also translate in live time.

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.]

Many students and families rely on school meals during the school week. As students continue to learn remotely in our Valley, continued daily access to school breakfast and lunch is still a critical need. The District has been able to provide meals for pupils without interruption from March through September, even as the method of delivery has changed over time. Families were notified by district phone calls, mass emails, school newsletters, and website updates about the provision of school meals for students, pick-up locations, daily schedules, and procedures. The District coordinated school meal distribution efforts with our local elementary school districts partnering together to provide a unified community effort.

In the distance learning situation, from August 11 through September 2, students who qualify for the free and reduced lunch program picked up breakfast and lunch in a “grab and go” setting at any of the 14 district comprehensive school sites between 12:00 noon and 2:00 p.m. on Tuesdays and Fridays (twice per week) to last for several days or the entire week. Families ordered up to five days of meals in advance, if desired. Students did not need to be present if family members were picking up meals for their individual student, picking up meals from the school location most convenient to their home.

Beginning September 3, the USDA extended the meal waiver to allow the District to provide free meals to all children in the City of Santa Clarita regardless of economic status. The District has resumed offering free grab and go meals for students, 18 years and younger, across our entire community. These grab and go meals are funded by the USDA, and are free to students 18 and younger. All students are able to pick up grab and go meals at any school site (including Elementary schools) closest to their homes five days a week, Monday through Friday (except on holidays), from 12:00 noon to 1:00 p.m. in a drive-up or walk-up setting. They do not have to select the school in which their child attends. No application or proof of income is required.

When students return to on-campus instruction, food services will provide nutritional meals for all pupils as always. However, the delivery of meals will be spread out to multiple locations on campus, preventing students from congregating in lines with many students in close proximity to others. Students and staff will be required to wear masks. Where possible, food service buildings will have designated entrance and exit doors. Social distancing will be required and monitored. Student eating areas will be widened to ensure safe space outdoors between students. Schools will transition to a double brunch system, allowing only half the students on campus to access food and take a break at the same time. All students will be dismissed at lunch according to the district-adopted return-to-school-schedules. Students who are eligible for free or reduced-price meals will pick up a grab-and-go meal on their way out of campus as they exit.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
6.13%	11,865,346

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.]

(1) Through the initial Registration process, parents were surveyed to determine which students were in need of a device to access online learning and Internet connectivity. The needs of foster youth, English learners, and low-income students were monitored first through lists and caseloads maintained by Social Workers, the EL Program Specialist, EL site coordinators and administrators, and school counselors. From the survey results, the District identified students who did not have computers or electronic devices at home suitable for prolonged distance learning, and those in need of Internet connectivity through hotspots and additional service providers. As a result, Chromebooks and hotspots were distributed to all of these students during the summer before school began to ensure that the needs of foster youth, English learners, and low-income students were considered first.

Meals were provided for students to pick up at various school locations over the summer, in continuation of last year's school nutrition program. Meal pick-up continues this year for low-income students with school staff making sure that all eligible students are immediately identified through the Nighttime Residency Questionnaire and Free / Reduced Lunch Application as part of the Registration process for all students. Social workers deliver donated food weekly to many of these identified families as an additional service supported by the community for our students with the highest needs. School staff and parent volunteers have also been handing out donated food, clothing, and basic hygiene supplies provided by our community partnerships through the student / parent resource centers on campus for any student's family who comes in needing assistance.

The District employs 8 social workers who carry caseloads of all the foster youth and students experiencing homelessness to meet their individual needs throughout the entire school year, including the summer months. One social worker is specifically assigned to meet with every student who is in foster care, identify their individual needs, and provide as much support and resources as possible. All social workers check on students' ability to access the curriculum, provide hard copies of instructional materials if connectivity and hotspots are still not successful in remote neighborhoods, deliver supplies to meet students' basic needs, and refer families to additional community resources whenever possible. Students from low-income families are given school supplies to use at home to ensure they can access the curriculum for all their classes without the need to purchase additional materials. Counselors also reach out to low-income families to ensure they are connected with community resources for food, health services, and other personal needs.

Instructional coaches lead school site PD teams in the effective instructional strategies for English learners and the effects of trauma and stress on students, which is very often seen in foster youth and low-income students as a result of living in poverty. All sites received additional professional development training in the supports necessary for English learners to access the curriculum in all subject areas; inclusion supports, scaffolding, and differentiated instruction for students with disabilities in general education classes; and ways to utilize instructional assistants (IAs) and bilingual instructional assistants (BIAs) in online break-out rooms, small group instruction, afternoon intervention time, and in regular communication with students and their families.

English learners are monitored by their teachers, the site ELD coordinator, EL administrators, and the District ELD Program Specialist for daily engagement in learning, academic progress, and language proficiency. All EL teams are monitoring EL student progress and performance through the ELlevation online data management system. BIAs are assigned to each school site to provide direct services for

EL student support. When a school's EL numbers increase, BIAs are permitted to work extended afternoon hours providing intervention support, and/or additional BIAs are hired. All EL students are also scheduled into an "Achieve" class to provide designated language instruction and academic support for comprehension of their content area classes.

Small cohorts of students experiencing (or at risk of) learning loss by not being able to access their education remotely will be able to come on campus beginning Monday, September 14 following all the updated State and County public health regulations. This will include a number of foster youth, English learners, and low-income students who are falling further behind through distance learning with unique financial, technical, and language challenges causing unique barriers to their education. These students will be brought in to access individualized services and required assessments.

(2) These actions and services are effective in meeting the needs of these students personally, social-emotionally, and academically:

- Chromebooks, hotspots, and hand-delivered hard-copy curriculum and materials allow students to access their education, and remove digital, technical, and financial barriers that would preclude them from participating in distance, hybrid, or blended learning.
- Meals provide fulfill the very bottom of Maslow's hierarchy of needs so that low-income students and foster youth can grow properly, remain healthy, and focus on learning over being hungry and not having the very basic needs that all students need every day.
- Social workers support foster youth and low-income students' social-emotional needs as well as anything necessary for basic daily living. Again, this addresses our most important critical needs for students whose living conditions alone cause great stress, and impede the ability to focus on learning.
- Professional development ensures that school staff remain up to date with training, actions, services, and instructional strategies to meet the needs of all students. Trauma informed instruction, building relationships, and addressing the effects of stress on student learning are effective in providing equitable learning opportunities for all students, especially those with unique challenges and barriers to their education.
- Supplemental online curriculum programs have been purchased to provide specific support for English learners, such as iLit EL, Listenwise, and Rosetta Stone in order to improve their English proficiency skills in distance and blended learning.
- Language support, translation services, integrated and designated English language development classes, and monitoring EL students for academic progress are effective services for removing language barriers and providing equitable access to the same curriculum and education as their English-only peers.

- Small cohorts on campus provides direct assistance to the services that foster youth, English learners, and low-income students need to equitably access their education. Many of these students need additional help, services, assessments, and support in-person, and are not proving to be successful at navigating the challenges of distance learning independently on their own at home.

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

Services for foster youth, English language learners, and low-income students are being increased or improved by the percentage required through:

- The District's technology department in collaboration with the WiSH Foundation which distributed over 8,600 Chromebooks since the COVID-19 stay-at-home orders were issued last March through the opening of this 2020-21 school year.
- The establishment and implementation of "grab-and-go" meals provided nutritional meals for students in an extended effort to meet the basic needs of our unduplicated pupils.
- 5 Social Workers, 1 Child, Welfare & Attendance Specialist, and Social Worker Interns carry caseloads of all the foster youth and students experiencing homelessness (close to 700 combined), and 2 Social Workers run the District's Wellness program and a full time wellness center on a comprehensive high school campus - overseen by the Director of Student Services.
- Crisis intervention counselors provide additional, individualized support for students in foster care and/or low-income families as a critical resource for social, emotional, and mental support within the school day.
- The District's English Language Development department is run by the District ELD Program Specialist and the Director of Special Programs, including ELD coordinators and EL administrators on each school site, EL designated support "Achieve" teachers, EL newcomer English teachers, and Bilingual Instructional Assistants, serving the academic and social-emotional needs of English language learners.
- Supplemental literacy programs (iLit and Listenwise) are utilized in EL support classes to build English skills in reading, writing, listening, and speaking.
- Targeted Intervention (ELA / Math) after school is provided for English learners, low-income, and foster youth, as well as during the school day through parallel support classes in English and/or Math.
- All teachers on all school sites have been trained in the new State ELD framework, and how to best address the language needs for EL students within their content and subject area.

- Six schools in the District with the highest number of English Learners are supported with additional teachers specifically for Integrated and Designated English Language support above the regular FTE.
- Oral and written communication through translation services are provided for school-based and District meetings and events.
- Instructional Coaches provided focused professional development for all school staff on meeting the needs of English learners and unduplicated pupils in class through effective instructional strategies to provide equal access to all educational programs and core academic content mastery to close the achievement gap.
- Professional development teams on all school sites conduct trainings and workshops, and share best practices and strategies for providing equal access to the required curriculum for unduplicated pupils and closing the achievement gap between significant subgroups of students.
- Professional development district-wide on social-emotional learning, relationship
- New and veteran teachers and administrators are supported through the CEPA program (Center for Educator Preparation and Assistance) receiving additional professional learning opportunities and individual coaching on how to best support English learners, students with disabilities, low-income, homeless, foster youth in all content areas. Professional development topics address the effects of poverty on students, trauma-informed practices, differentiated instruction, developing language objectives, co-teaching, inclusion, and integrated ELD.
- Students from low-income families, those experiencing homelessness, and those in foster care, receive reduced cost on AP exam fees.
- Support for parent meetings and the development of parent resource centers is provided for English learners and low-income families through translation services, childcare, connection to community resources, and light refreshments for evening meetings to increase parent involvement, support family needs, and overcome obstacles to supporting their student's academic success.