

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.]

Holtville Unified School District is part of Imperial County, which is located in southern California. The city is 220 miles southeast of Los Angeles, 125 miles east of San Diego and 17 miles from the Mexican border city of Mexicali. HUSD serves 1,624 students in grades TK-12. The district has a TK-5 elementary school, K-8 school, 6-8 middle school, 9-12 high school, a continuation school, and an independent/homeschool/online school. The district’s student ethnic population is about 87.4% Hispanic, 10.9% White, and 1.6% Other. About 69% qualify for free and reduced meals. The district enrolls a little over 681 English Learners (ELs) who comprise 43% of the student population. Spanish is the language spoken by the English Learners.

When HUSD closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all HUSD school programs transitioned to a distance-learning model. For some students who were accustomed to this method of study, the change was minimal, but for the majority of our students who attended class each day, this new style of accessing learning was a significant shift.

HUSD responded to this change by providing all students and staff who needed technology support with devices, equipment, routers, and/or hotspots for use during school closures. Through the use of video conferencing, teachers and paraprofessionals are able to interact with students individually and in small groups. For students for whom online options are not effective or feasible, a paper/pencil alternative is offered with packets available for pick-up and drop-off in a socially-distanced school setting. In addition, advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students with unfinished learning.

For many HUSD students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in HUSD’s distance learning model. To assist with the transition, school site counselors, teachers, paraprofessionals and tutors also reach out to students to continue guiding students on the path toward academic proficiency, graduation and college/ career readiness, as well as to monitor the social-emotional well-being of students. Through phone calls, Remind, ParentLink, emails and the use of Google Voice, school support staff and the district parent/community liaison offer families access to valuable school and community resources for food, housing, and essential supplies, including information on how to access local meal distribution events.

Stakeholder Engagement

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

Stakeholders include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote learning continued, HUSD was afforded the time to more thoroughly engage its full complement of stakeholders. Video conferencing between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to their weekly staff meetings to help inform the resources being made available to staff, students and families. The Learning Continuity and Attendance Plan was also discussed at staff meetings to engage colleagues in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery. To meaningfully engage our students and family partners, electronic surveys were conducted. Ideas were offered for improving the school program, needs were addressed. Student input was received via an electronic survey.

The Learning Continuity and Attendance Plan was also shared with all school site parent advisory committees (School Site Council, English Language Advisory Committee, District English Advisory Committee, parent organizations, etc.) to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful. District Parent Advisory Committees came together to discuss The Learning Continuity and Attendance Plan and the findings from each site.

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

Public meetings and hearings throughout the HUSD were held virtually and are open to the public on-site (following safety protocols). All stakeholders are offered the opportunity to provide input virtually. In addition to agendas being provided digitally, agendas were posted at each school site. Stakeholders were able to email comments or provide feedback during virtual meetings.

The Learning Continuity and Attendance Plan was shared with stakeholders during virtual HUSD School Board Meetings, School Site Council, English Language Advisory Committee, District English Language Advisory Committee, Migrant Parent Advisory Committee, Parent Teacher Organization and during staff meetings.

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

As the recipients of the educational services provided by HUSD’s school programs, direct feedback from students was of significant interest. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help

students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. During staff meetings, teachers requested additional resources that they can offer to students and their families as needed. In regards to instructional strategies, teachers appreciated the abundance of trainings, workshops, and resources offered to them. Technology was also a challenge for some teaching staff, and many have turned to their peers for additional assistance.

Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students. While feedback from the parent survey demonstrated that a significant percentage of parents felt welcome at their child's school, those who did not cited the inability to communicate with someone on-site in their home language as a barrier to engagement. The results of the parent survey also told us that an overwhelming majority of our parents feel their child is safe when on campus at an HUSD school; they are aware of academic and mental health support services available to students and want them to continue, and they feel the school is helping their child succeed. However, some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. During parent advisory committee meetings, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers.

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

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the HUSD Technology department is continuously addressing common technology issues and expanding tech support.

To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, principals are working with teachers and paraprofessionals on setting daily schedules for students, which will include the addition of fun extracurricular activities spaced throughout the month. A calendar of these monthly events will be sent to parents and distributed among teachers to share with students. By using a virtual platform for these events, student participation will increase.

To address the technological concerns raised by parent advisory committee members, budgets were increased at all sites to meet the needs of staff and students. These increases assisted in purchasing tablets, iPads, laptops, internet routers and other technology equipment to ensure all students had access to their school course offerings.

The need to provide families with clarity regarding their role in the digital classroom was a frequently mentioned topic among parents, and often teachers; therefore, guidance was provided in their native language. Continuing to address the mental health support needs of students during distance learning and the transition back to in-person school was of particular interest to HUSD's community partners and was a recurring theme in many of the remarks from families and teachers. To respond to this common concern, additional training will be provided to the team of counselors to enhance their remote counseling skills and enable them to more effectively support students outside of the classroom environment. Social emotional staff development workshops will be provided to staff to address staff and student coping strategies, engagement and motivational strategies for the classroom, and provide tips for overall well-being.

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.]

HUSD will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person scenarios as health conditions in Imperial County permit us to return to in-person instruction in the school year ahead. HUSD began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders. HUSD understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Depending on the number of classrooms at each site, class times will be staggered to prevent a large group of students entering or exiting the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students will enable teachers, paraprofessionals, tutors, counselors, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance-learning environment and help them to regain their academic skills and knowledge. Supplemental support programs such as the individualized/small group tutoring now operate on a distance learning support model to provide students with additional educational guidance outside of class time. Virtual tutoring operated by ASES tutors is open on a regular set schedule to provide targeted assistance to identified students, and teachers are encouraged to refer students for tutoring services. Office hours were also provided for students to gain access to additional assistance. This provides an additional layer of support for ELs by assisting teachers with contacting parents and supporting instruction. HUSD’s focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety – HUSD is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, HUSD’s schools provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines.

Academic Success – The foundation of HUSD’s school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels. The use of several online math and language arts assessments tools will allow teachers to remotely evaluate students’ academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

Mental Health Support – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. HUSD will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation.

Communication – Frequent, two-way communication with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students.

Re-Engaging in School Routines – The core operational structure of HUSD’s school programs is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic.

Families and Communities – HUSD continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the bilingual parent/community liaison is helping to establish an effective distance learning partnership between families and educators.

Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using Zoom, Google apps, and other innovative programs. Teachers also have been provided opportunities to further enhance their skills and knowledge by participating in online workshops offered by outside agencies, such the Imperial County Office of Education.

Maintaining Continuity of Staff - A return to in-person instruction will rely heavily upon increased safety measures as we transition from distance learning. A key component of this transition will involve support staff that are familiar with the District. For that reason, the District continued to employ the majority of support staff during their period of regular employment that fell during school closures, in compliance with allowable expenditure parameters provided by ESSER funding. Many of these support staff provided assistance outside their job descriptions during the school closure, and will similarly assist in reopening District school sites with the safety modifications necessary to address the challenges of a post-COVID environment.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$254,836	Y
Provide additional budget allocation to schools to purchase additional student supplies, books, and equipment to avoid multiple student use, and thus, limit transfer of germs.	\$95,760	Y
Employ instructional assistants and other supplemental staff to provide additional support to teachers, aid in small group instruction, assist with screening students, and facilitate modified in-person instruction.	\$306,679	Y
Provide additional staff time for in-person supports to Unduplicated Pupils (low-income/EL's) and Special Ed students.	\$49,060	Y

Authorize additional hours for the School Nurse to help plan a healthy return to school plan, monitor staff and students, and provide PD to staff on safe practices.	\$12,363	Y
Maintain existing school staff during school closure to ensure continuity of all services once in-person learning resumes.	\$473,210	Y

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.]

HUSD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has helped in forming the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

HUSD schools are well positioned to transition to a variety of settings that ensure equity and access to high quality curriculum and instructional practices. The academic and mental health safeguards and wraparound services provided to students on a regular basis are important elements of HUSD's distance and in-person learning plans and allow students to maintain a network of support.

Lessons will consist of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families a weekly schedule in advance to allow students to plan for work completion, and also allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. The district provides a sample learning schedule that gives examples of synchronous learning in whole group, small group and individual settings

HUSD understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. HUSD teachers and paraprofessionals were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including but not limited to Zoom, Google Classroom, Edgenuity, Khan Academy, RenLearn, Freckle, Imagine Learning, Reading Plus, Zearn, and Eureka Math. To support teachers' use of these programs, instructional tutorials are available. Principals are also providing relevant professional learning resources to their teams.

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. For our Spanish-speaking families, HUSD will be offering parents the opportunity to attend virtual meetings that are conducted in Spanish.

To meet the needs of the students and families enrolled in HUSD's Special Education Program IEP team's decisions and recommendations have been applied to create individual learning plans. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability access issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as needed. As instructional delivery may look different than it was before COVID-19, there will need to be discussion about the roles of classroom and support staff and how learning will be assessed.

Parent surveys and teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students attending the Special Education Services schools. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model based on the needs identified within the student's Individualized Education Program (IEP).

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.]

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance-learning model, HUSD administrators and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school. However, many of our families did express a need. Therefore, in collaboration with the Technology Department, additional devices, routers, and hotspots were purchased and distributed to homes. School sites were able to provide safe pick-up procedures for student devices, and deployed portable devices/tablets to the vast majority of students. With regard to Internet connection, the District was able to offer connectivity options to those families that did not have Internet access. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed. To follow up on the initial device and hotspot distribution, families were contacted to ensure that their child had the technology necessary to participate effectively in distance learning. For cases where Internet connectivity could not be deployed, due to external interference, poor reception, or other factors outside the District's control, homework packets have been issued to ensure that the student is still engaged in daily learning.

School sites are doing all they can to refresh one-to-one devices, so that new devices can be programmed and ready to be deployed when a student enrolls at HUSD, or if a student's device is malfunctioning or broken. To avoid delays in student learning, replacement devices are readily available at each school site. The Technology Department is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be deployed. Technology Department staff are also working in conjunction with the Imperial Valley Telecommunications Authority to seek new innovations and solutions to ensure that Internet connectivity reaches all students and staff within the District.

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.]

HUSD utilizes the Synergy attendance program for use by all teachers to document student daily attendance. In addition to the attendance program, each site will maintain logs to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, face-to-face consultations conducted online, phone calls, texts, and emails, as well as synchronous meetings, video conferencing tools, Google applications, the Remind app and other forms of virtual communication. Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom and Edgenuity provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion.

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's distance learning professional development began at the onset of the school year, when all teachers and many classified instructional support staff were provided mandatory training, prior to the first day of school, in topics ranging from Google classroom, Remind Application, Social Emotional Learning and support of Special Education students in General Education classrooms during Distance Learning. Prior to the start of school, teachers were also encouraged to attend training and workshops to enhance their understanding of distance learning.

Further, the District's intent is that professional development be ongoing, intensive, and embedded in practice throughout the school year. Training formats will include synchronous "live" sessions, as well as self-paced multimedia materials designed for asynchronous learning. The content of these sessions will include the use of digital tools such as core content student learning platforms, learning management systems, and the use of multimedia tools to help instruct, communicate with, assess, and support students at a distance. Resources will also include content to aid in the development and implementation of a successful and robust distance learning program. In addition to sessions hosted by district personnel staff members will also be provided with live peer collaboration time to share best practices and develop additional resources.

In addition to the regular computer technicians already assigned to each school site, the District will also provide teacher stipends to those staff members with technological expertise. These teachers will provide their peers with technological support through regular staff trainings

on common software and online programs, and will provide their peers with a needed resource to consult with questions regarding the programs used by the school site and district to deliver a highly effective distance learning educational program.

Staff Roles and Responsibilities

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

All teachers' roles and responsibilities are different when distance learning is occurring in contrast to when in-person instruction is being conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students each day via Zoom, Google Meets, or by phone; and prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers will need to document attendance of students, assign time values to each synchronous and asynchronous activity daily, and document each student's engagement using the weekly template provided by the District. Certificated employees have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:

- Direct instruction face-to-face via online tools.
- Reading to students through online applications.
- Demonstrating learning activities through the use of technology.
- Engaging students in multiple subject areas through various applications (iPads/Chromebooks/laptops/tablets).
- Managing student behavior while working through distance learning.
- Counselors and teachers provide social emotional services through various modes of communication to support anxiety and disengagement from the learning process.
- Adjust existing lesson plans, unit plans and curriculum and pacing guides to accommodate the modified instructional time.
- Conduct home visits.

Classified employees have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students by assisting school sites with the transition to distance learning as schools closed, as well as the transition from distance learning as schools reopen. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

- Providing academic support and intervention to students struggling with this learning format.
- Reading stories to students through online tools.
- Handing out or delivering food through the Child Nutrition program to ensure students have access to healthy food.
- Handing out or delivering academic materials.
- Sanitizing work areas between use to minimize the spread of germs.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come and collect it.
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.
- Assisting with check-in procedures and student monitoring when in-person instruction resumes (i.e. temperature checks, screening questionnaires, communicating with parents, guiding students between classrooms, etc).
- Conducting home visits as needed.

Site and District Administrators roles and responsibilities have shifted to monitoring and managing an entirely new system for delivering distance learning, hybrid in-person, and full-time in-person instruction at various times during the school year. Principals have had to create their own site reopening plan to keep students and staff safe while they are on campus.

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.]

HUSD is committed to supporting English learners (EL) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to tutoring, designated ELD curriculum is offered on a digital-platform to ensure accessibility by all teachers and students. Integrated ELD is offered across all subject areas. English Language Development programs are also being offered to ELs to learn English.

To ensure EL students are showing growth in the area of reading, regularly scheduled assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view these results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process.

By shifting the monthly DELAC meetings to a virtual platform, HUSD has been able to continue supporting the families of EL students by informing them of resources available for their children. The EL team also holds virtual parent meetings to support families with technology usage, and share school information. Additionally, each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school region as the school year progresses.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students has with the team of educators. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and the rest of the IEP team, which may include the Special Education Director and specialists (i.e. Speech Therapist, Psychologist). Parent surveys and teacher to parent contacts are used to determine progress and address gaps in learning, technology or motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process. The Special Education Department will monitor the technology needs of Special Education students, and will communicate with school site personnel if certain accommodations are needed to ensure an equitable educational program (i.e. homework packets when the use of technology is not deemed appropriate).

For students who are foster youth, school counselors and the parent/community liaison ensure that foster youth in HUSD's schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. While school site counselors provide the bulk of these services, the liaison will continue to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. HUSD schools have increased outreach to these families specifically to connect them with resources to support remote learning, such as

low-cost internet services, free internet routers, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning.

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

Description	Total Funds	Contributing
Provide PD workshops and trainings for staff in the use of new digital teaching platforms and other topics relating to distance learning.	\$20,513	Y
Purchase new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$8,874	Y
Purchase of additional devices and technology infrastructure (i.e. Chromebooks and hotspots) for students and staff to use during distance learning.	\$450,789	Y
Employ Technology staff to enhance efficiency of the District's technology infrastructure, and to assist teachers and students in accessing the internet.	\$194,467	Y
Purchase additional technology programs, platforms, assessments, and other software/tools to assist with distance learning.	\$95,490	Y
Provide additional programs and staff time to assist Unduplicated Pupils (low-income/EL's) and Special Ed students to facilitate distance learning.	\$21,832	Y

Pupil Learning Loss

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

HUSD recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to COVID-19, will be the loss of learning, both in academic content and skills. To address this, HUSD’s school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance-learning environment. As we move to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning. Students will be engaged in personalized learning pathways including goal-setting for ELA, ELD and Mathematics.

HUSD has a balanced assessment system. Our teachers understand our assessment system and have used them over the last five years. Teachers have the ability to measure and monitor student learning status and growth and make instructional decisions to support student achievement. These assessment tools include, but are not limited to, the CAASPP Interim Assessments, Benchmark Assessment System and curriculum-based assessments. Most of these assessment tools are also done virtually for more seamless transition to distance learning and in-person learning.

HUSD follows a grade-specific assessment calendar to collect data district-wide at the end of each quarter for English Language Arts and Mathematics. During distance learning, assessments will be remotely administered quarterly. Teachers, principals, and staff have access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that will allow for the adjustment of instruction to address student deficiencies. Teachers and site administrators will analyze data and use the reports available to plan instruction.

Teachers will start the school year by administering the STAR Reading and Math diagnostic assessment. This diagnostic assessment will be administered quarterly. The class profile will provide teachers with an overall report on student performance on both reading and math skills. The data reports help teachers identify students with similar academic needs and they can use this to plan targeted small group instruction. Teachers will share this information with students and families, along with strategies for the student to work on areas of need and determine their next steps for instruction. Teachers will also use assessments from their core curriculum program and daily checks for understanding to plan for instruction.

Teachers will administer the Interim Assessment Blocks and Interim Comprehensive Assessments periodically throughout the school year. Site administrators will meet with grade level teams to analyze data and use this analysis to plan whole group and small group instruction.

English Learners' (EL) language acquisition will be monitored using assessment tools. In addition, EL students will participate in all district assessments delivered to students. The district curriculum is fully aligned with ELD standards. For returning students, the District will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification.

Teachers will inform parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls. Parents can monitor student progress through the parent portal, Google Classroom, progress reports, and report cards. All communication regarding pupil learning loss and pupil progress will be translated.

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.]

The HUSD will identify students with learning loss and address their needs to ensure that every student is on track for meeting promotion/graduation requirements.

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, school site staff collaborate to address the academic, mental health, attendance goals, and the English Language development needs of each EL student. Designated ELD curriculum is offered on Google Classroom. Additional tutoring sessions are available to EL students to ensure students are

progressing in their coursework and practicing their language skills. School site staff will monitor students' academic progress quarterly or communicate with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

The District will continue to identify, track and support Foster Youth and their families. Foster Youth and their families will be provided with academic support, transportation, basic school supplies, meals delivered as needed, and access to local resources.

Students with disabilities can experience regression if instruction is not consistent and comprehensive, and needed services are not provided. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Communication between general education and special education staff will take place regularly in order to monitor attendance, behavior and grades. If any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated.

Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visit. Teams may also initiate an IEP team meeting to discuss the need for additional goals, increase their time with the student, have the student receive paraprofessional support more frequently, or assign students to tutoring groups. Students with mental health concerns can receive services by a school counselor or the district psychologist depending on the level of support needed. In addition, the District's Speech Therapy staff will continue to provide necessary services.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, school site staff work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their Google Classroom accounts, or submitting assignments regularly. Under the direction of teachers, staff assess students and provide instructional support designed to recover lost skills and prevent further learning loss.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The identification of learning loss is necessary in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, HUSD is committed to the following protocols and processes:

1. Analyzing daily and weekly distance learning participation rates will be used to determine EL, students experiencing homelessness, students with disabilities, and foster youth engagement
2. Progress monitoring and diagnostic assessment data will be used to identify students experiencing learning loss and measure student growth
3. Periodic assessments will be used to progress monitor and guide instruction
4. Review student and/or parent needs survey response to ensure students and parents have the necessary tools/supplies to participate fully in distance learning
5. General education and special education teachers of students with disabilities will monitor progress towards IEP goals and determine needs for additional services
6. Counselors will monitor progress towards promotion/graduation requirements

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

Description	Total Funds	Contributing
Provide additional learning opportunities, such as summer school and tutoring, to support students with low proficiency in core areas such as Math and English Language Arts.	\$222,104	Y
Provide Speech Therapy services through Speech Therapists and Speech Language Pathologist Assistants.	\$179,196	Y
Provide additional programs and staff time to assist Unduplicated Pupils (low-income/EL's) and Special Ed students to address learning loss.	\$4,414	Y

Mental Health and Social and Emotional Well-Being

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

The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Study Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help from support staff, the school counselor, school nurse, district psychologist and speech therapist or administrators. Supports will be individualized to meet the needs of the student.

HUSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - managing emotions, controlling impulses, and setting goals
- Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution
- Responsible decision-making - understanding and thinking about the consequences of personal behavior

Mental health and social and emotional well-being will be supported through:

Universal Interventions

- o Mental health and social emotional wellness trainings for teachers and staff
- o Connections to school and community supports

Targeted Interventions

- o Group Interventions (Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.)
- o Short-term individual counseling focused on a targeted goal (Anger Management, Healthy Relationships, Grief & Loss, etc.)
- o Connections to school and community supports

Intensive Interventions

- o Individual counseling
- o Risk & safety assessments
- o Connections to school and community supports

HUSD will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs.

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.]

Measuring Attendance During Distance Learning

Teachers will document daily attendance using the district's Student Information System (SIS).

To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value through District Engagement Logs. Teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in lessons and activities for each day of the week. This allows for student engagement analysis at the district, grade, and classroom levels.

Teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year teachers, site administrators and student attendance clerks are trained on attendance accounting procedures to ensure equity and consistency throughout the district. Further, District Student Attendance Officers work with principals, teachers, site office staff, and parents to coordinate reengagement strategies.

Re-engagement Strategies

At the beginning of the year, staff verifies all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for synchronous and asynchronous participation and course work. The school site attendance secretary or staff contact families who have not engaged during a school day to verify the reason for the absence.

If students miss 60% of the instructional week and/or are not engaged in any activities for an instructional day on a consistent basis, site administration works with the site counselor to improve engagement. If a student continues to not respond to support, the site administrator notifies Student Attendance Officers to deploy additional reengagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will coordinate with Student Attendance Officers to conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

All communication regarding pupil engagement and outreach will be translated into Spanish.

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.]

Alternate meal distribution began on March 17, 2020 with Distant Learning.

Holtville Food Service Department follows State and Federal Safety rules to ensure Food Quality and sanitation. Food is stored, prepared, cooked, and packed at the existing permanent commercial school site kitchens of Finley Elementary and Holtville High School. Flow of food is monitored from the beginning of the process (receiving) until the last step, which includes cooling, reheating and service to the students. If a critical control point is found, we make the proper corrections using our Safety Program to ensure quality and safety of the student meals.

All meals served are fully contained, individually wrapped, or cupped with lid. Cold foods are held under refrigeration below 41F and hot foods are held in an upright warmer above 140F in the kitchen until meal service distribution. No barehanded food distribution occurs. All employees are always required to use disposable gloves and masks.

The following general procedures will apply to all meal periods:

1. Child Nutrition Services employees serving food to students will wear a face shield. All others will wear a face shield or facemask over their nose and mouth, depending on preference.
2. Social distancing markers will be positioned along the wait line area and students will be expected to socially distance while in line.
3. Students are expected to wear facial coverings over their nose and mouth while waiting in line and obtaining their meal. They can remove their facial covering while they are eating.
4. Students must use hand sanitizer before entering the cafeteria or upon approaching the mobile cart serving line.
5. The maximum number of students to be inside the cafeteria will be posted at the entrance and this amount will be enforced by Child Nutrition Services employees.
6. Salad bars and stainless tables will be removed from the cafeteria to provide more space for queuing with social distance.
7. All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.
8. PIN entry pads will be removed and either cashiers will enter student numbers into the POS system or students will use a touchless system to enter their student number.
9. Child Nutrition Services employees will sanitize all contact services in the wait line and cafeteria before and after each meal period.
10. Campus Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period.

The safety of our employees is our priority. Our goal is to protect all food service employees, as well as other District employees and students, and to maintain food safety. During Covid-19, there will be an employee screening point equipped with hand sanitizer and gloves outside the entrance of the cafeteria. At this point, employee temperatures will be checked, and a Covid-19 screening questionnaire will be completed daily by each employee. The Manager will approve the entrance of the employee based on the results of the screening. Employee temperature checks will be taken once again during the middle of their shifts. Employees have received instruction on identifying COVID-19 symptoms so they can self-monitor and stay home if exhibiting any of the symptoms. Social distancing, use of masks, wash hands etc. will also be required. Posters to remind employees about safe procedures during Covid-19 will be posted around the kitchens and dining areas.

Site monitoring will be conducted by the Food Service Supervisor and the Director of Food Services using the SNP 22 Monitoring Review Form and conducting corrective action and follow up review when needed. Edit checks will be conducted prior to submitting reimbursable claims. Director of food service will be ultimately responsible for all oversight.

Students, parents and community members will be notified via social media, school marquees, newspaper, district and school websites, banners and community marquee about the availability of school breakfast and lunch on a regular basis.

Currently, the United States Department of Agriculture (USDA) allows the District to provide free meals to all students, entry of student meal account/PIN numbers will not be necessary. For Short-Term and Full Year Distance Learning Programs, breakfast will be offered using a drive-through/pickup method at Finley and Holtville High School according to an established schedule.

The following options will be available:

100% DISTANCE LEARNING: Curbside and Drive-thru

Grab and go, walk/drive-thru distribution. This system will be put in place to allow children to take food home to a non-congregational setting. Point of meal service will be set in front of cafeteria facilities, just a few feet away from them. Meal distribution will be from 7:30 a.m. - 11:30 a.m. on Mondays and Thursdays. Students will receive multiple reimbursables meals two days per week.

HYBRID LEARNING: On-site and Off-site

BREAKFAST in the classroom

Reimbursable breakfast meals will be delivered to the classrooms. Milk and fruit also will be sent in separate bags. The Food Service Department will send a class roster. The teacher or designee person will distribute the meals to each of the students. Teacher or designee will mark each of the students in the class roster for reimbursement purposes. Teachers will send back a class roster daily right after breakfast is served to the cafeteria for input into the POS system. Drive thru distribution of meals would not be able to start until all the class roster received and a cafeteria employee has entered all the students into the system.

LUNCH

A reimbursable meal will be delivered in a hinged tray/sack lunch in isolated bags including milk. The Food Service Department will send a class roster. The teacher or designee will distribute the meals to each of the students in the class. Teacher or designee will mark each of the students in the class roster for reimbursement purposes. Students take their lunch home. Teacher will send the class roster back to the cafeteria to enter the students in the system for claiming procedures.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well-Being	Provide mental health and social-emotional services staff through employment of School Counselors and Psychologists.	\$542,543	Y
Mental Health and Social Emotional Well-Being	Monitor student attendance and engagement through employment of District Parent/Community Liaison and Student Attendance Officers.	\$135,605	Y
Mental Health and Social Emotional Well-Being	Provide additional programs and staff time to assist Unduplicated Pupils (low-income/EL's) and Special Ed students to address social emotional needs.	\$10,139	Y
Mental Health and Social Emotional Well-Being	Provide PD workshops and trainings for staff in the use of new digital platforms and other topics relating to health and mental wellness.	\$10,530	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.56%	\$3,781,008

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.]

HUSD understands that we serve some of the most vulnerable populations in Imperial County. When evaluating the entirety of its school programs, HUSD must first consider vulnerable student groups in order to ensure the schools build models that support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind.

HUSD will monitor its school programs with respect to the support and services provided to foster youth, English learners, and low-income students and adjust accordingly to reflect changing times. In March 2020 when schools shifted to distance learning, HUSD evaluated the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. These items were offered to all students, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, follow up calls to families are being made on an on-going basis to verify students still have functioning devices and connectivity necessary for distance learning and assign devices to students whose circumstances have changed.

School materials are an example of a resource being provided to all students, which principally benefits a selected group of students. For low-income students who may not have access at home to the supplemental supplies, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience.

Similarly, trainings and workshops to support teachers' instructional skills were offered to all teachers, but the benefits of these professional development opportunities were felt the most by our large population of ELs who required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom.

In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

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

For HUSD, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. To achieve the increase in services to unduplicated pupil populations in the 2020-21 school year, HUSD has bolstered additional help to students in several areas. Examples include, but are not limited to:

- Additional access to technology and internet connectivity were provided to students as needed.
- Providing additional learning programs that increase proficiency in skills necessary to achieve academically and to build real-world skills that connect to college and career readiness.
- Increasing availability of instructional staff through additional learning opportunities to minimize learning loss.
- Additional monitoring and intervention services to assist students and their families with the contemporary challenges of distance learning.

In order to operate a fully-functional distance learning program, the distribution of devices was of the utmost importance. Prior to the start of distance learning, schools had Internet-capable devices for students to use and check out to take home as needed. However, when distance learning began, HUSD purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home. When the return to in-person learning does occur, students will be able to take their assigned devices to and from school.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. Likewise, virtual tutoring is allowing foster youth, and low-income and EL students greater access to tutors who are able to provide targeted, individualized academic assistance. Prior to distance learning, tutoring services were scheduled on-site in the classroom for the tutor and the student to meet in person. The tutors are not restricted by location.