



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 HCSD moved from in-person instruction to distance learning on Monday, March 16th, 2020 in response to the COVID-19 pandemic. This shift required staff, students, and school personnel to continue education remotely. Student and teacher homes became virtual classrooms and they were required to rely on technology to communicate, interact, build community, and educate. Some staff development was provided to assist teachers in this shift and communication and updated were sent frequently from school sites and from the district level to families. Instruction moved from in-person teaching to both synchronous (live instruction via Google Hangouts Meet and Zoom) and asynchronous (not real-time or live instruction) formats for all subject areas in grades K-8. Some subject areas were not able to be taught in the same way as they would have in-person. Instructional methodologies shifted with the goal of allowing flexibility for students and families while also providing a predictable schedule for students and staff. This schedule adjustment was helpful for some and but a hindrance for others. Feedback was taken and some scheduling was adjusted to better meet the needs of students, staff, and families. Attendance was taken by parents attesting to the attendance of their students each day at the elementary schools. Many staff started utilizing Google Classroom as the learning management system for their classes. Many other digital applications were relied upon more heavily or were newly introduced to support student learning. Many after-school programs were no longer offered in their traditional format and many events were canceled or postponed. District staff worked with educators and families to develop alternate events to maintain school connectedness and for promotions at the end of the school year. Some summer programs through Hillsborough Recreation utilized the bubble-cohort model to provide in-person interaction between students; others maintained an online presence. School and district staff spent the summer planning

for the upcoming school year and adjusting to the frequent changes in the COVID-19 pandemic. These changes, both required and recommended, ranged from the federal to the state and local levels and impacted the way schools will function in the 2020-2021 school year.

HCSD worked with stakeholders throughout the summer and continue to work with stakeholders currently to provide a positive distance learning education to students until students and staff can return to classroom instruction. More detailed information is outlined in the HCSD Fall 2020 Return to School Plan.

Stakeholder Engagement

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

Engagement from all stakeholder groups was gathered through surveys, meetings, virtual coffees, Board of Trustees meetings, emails, and 1:1 discussions between school and district administrators, certificated staff, classified staff, students, and parents. A Core Return to School Team (CRST) and a Return to School Advisory Committee (RSAC) were formed in late May to help with the planning of the upcoming school year. Information and updates were shared weekly in the Superintendent's Friday Letter to families in the spring and throughout the summer. Information gathered from these meetings has informed the development of this plan. Many, but not all, aspects outlined in this plan were being addressed before the formal creation of this template and the questions contained herein by the Legislature of the State of California. Following the release of the template, additional input directed toward questions in this plan was sought from stakeholders.

Formal meetings to gather stakeholder input are outlined below:

- CRST Meetings: June 1, 4, 8, 15, 18 22, 29 and July 14, 31
- RSAC Meetings (CRST Team invited as well): June 10, 25 and August 4
- Parent/Community Meeting: June 18
- Board Meetings: July 2, August 5, August 11
- Superintendent Chats w/educators: April 15, May 11, June 15, 19, 29, 31 and August 4
- Site Based Staff Meetings: June 26 and August 3
- Staff Review of Draft Plan: August 5 and email updates with drafts
- Parent Advisory Committee Review of Draft Plan: August 6 and September 1
- Site-based Superintendent Chats: 3/30 (N), 4/1 (S), 4/3 (C and W), 5/6 (S and W), 5/7 (N), 5/14 (C)

To support continued engagement with the public, updates related to changing health conditions and school reopening plans continue to be published on the HCSD district website at <https://www.hcsdk8.org>.

Stakeholder feedback and engagement was critical in the development of this plan. Feedback from formal and informal meetings was gathered and used to determine how to best serve students and support staff and families. Stakeholder input has also been solicited as part of the waiver process to allow K-5 students to return to campus in before the county is officially in the correct risk zone level. As of the writing of this plan, HCSD is in the process of exploring a waiver to allow elementary students to return to campus but the waiver has not yet been submitted to San Mateo County. Middle school students in grades 6-8 will not be part of the waiver. If the waiver is granted, elementary students and families who elected to remain in HCSD Virtual Classroom until the end of Trimester 1 will be allowed to remain in VC.

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

All public meetings and public hearings have been held virtually via Zoom. Links and access to information have been posted on Agenda Online for Board of Trustees meetings and has been shared in weekly updates to all parents, HCSD staff, and community members from the Superintendent. Public meeting participation information, other than Board of Trustees meetings, has been shared through email messages from the Superintendent or District personnel. Additionally, presentation slide decks are made public ahead of meetings for review by stakeholders.

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

Feedback was gathered from stakeholder groups. Trends and themes that emerged throughout the process of reopening schools, and thus influencing aspects of this plan, include:

- Parents: get as many kids back to school as possible but safely, reduced class sizes and mixing across cohort groups, increase synchronous time if on DL, quality DL taught by HCSD teachers, increase accountability with assignments and increase feedback given, limit the number of online applications used across the district, provide more consistency in applications used, provide opportunities for students to connect with one another and be kids, maintain school connectedness and some traditions, supporting the SEL needs of students, clear communication procedures, clear expectations for students and families
- Staff: if required to come back to school must do so safely following guidelines of the county, state, and federal government, provide helpful professional development for DL, need access to safety equipment and educational materials to support DL, develop teaching schedules that balance the needs of staff and students, need for consistency and collaboration, time to support professional learning and collaboration
- Administrators: keeps students and staff safe, provide support to staff and families for DL and in-person schooling, hire additional staff to reduce classroom numbers for in-person schooling, adjust schedules to allow for less mixing of cohorts, balancing the social-emotional needs and academic needs of students and staff, provide a quality education to all students while balancing competing needs for stakeholder groups

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

Feedback gathered from various stakeholder groups influenced the development of the following sections of this plan:

- In-Person Instructional Offerings - providing classroom-based instruction, working to provide day supervision for students through the HREC HIVE program, allowing staff to work from locations that allow them to do their best teaching and instructing
- Continuity of Instruction - providing access to a substantially similar quality curriculum and ensuring smooth transitions between DL and in-person schooling, possible adjustment of the Crocker schedule to a block schedule for the 2020-2021 school year, HCSD "3R" phase-in plan (Return, Remote, Repeat) after HCSD is allowed to return to in-person instruction
- Pupil Participation and Progress - assessing learning through live and synchronous minutes as well as time value of work, using assessments
- Distance Learning Professional Development - PD and resources provided to staff to support DL, ongoing needs for collaboration and professional learning
- Mental Health and Social Emotional Well-Being - supporting and monitoring SEL for staff and students, counselor support roles, staff training on supporting SEL

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.]

HCSD will endeavour to allow for all students to physically return to campus when it is safe to do so. To this end, HCSD has worked to develop a Return to School for All model. This model allows K-8 students will return to school for daily instruction. Prior to a return to physical campuses for all students, in-person instruction and classes will start with a measured, sequential approach with a combination of in-person and distance learning. HCSD will use distance learning for a minimum of three weeks. When HCSD is moved to the appropriate County Risk level as defined by the State of California, HCSD will begin the 3R's (Return, Remote, Repeat) which is a measured, sequential approach for six weeks. Unless health orders dictate otherwise at that time, following this period, K-8 students will return to school. Families that have opted for HCSD Virtual Classroom instruction will remain in that program until the end of the Trimester.

As of the writing of this report, HCSD is exploring the waiver process with stakeholders which, if approved, will allow elementary students (K-5) to return to campus. Middle school students (6-8) will remain in distance learning until it is determined to be safe to bring all middle school students back to campus. All elementary families who have selected Virtual Classroom will remain in VC. All middle school families will be given the option whether to have students return to campus or to join Virtual Classrooms when HCSD is allowed to re-open Crocker for in-person learning.

If and when health orders dictate we move from physical classrooms to online learning, students will move to 100% online learning with their same teachers and classmates. In order to meet the needs of our most vulnerable students, HCSD will seek to return some students back to campus even if the district as a whole is required to be in Distance Learning. Some student schedules will be designed to provide intervention support and, for some, admittance into programs operated daily as a “bubble cohort.” At this point, HCSD is defining the most vulnerable student populations to be those being served in the Learning Centers or Academic Program Support classes.

In partnership with Hillsborough Recreation through the HIVE program, students of staff members and others who need supervision for their school-age children will be able to enroll them with daily support so students can attend school while in Distance Learning. The HIVE program allows school-age students to participate in their classes so they do not miss out on learning. Students in the HIVE program are currently in bubble cohorts.

Unique Academic Needs

Teachers will address students' instructional needs through the lessons, assignments, and small group and one-on-one sessions provided through in-person or HCSD Virtual Classroom participation. Students will be able to communicate with educators to receive additional assistance around instructional areas in a small group setting. Assistance with goal work and classroom academic work will be supported by special education teachers and paraeducators. HCSD will follow any guidance outlined by the Governor and state/county health officials to support in-person instruction for students with specific learning needs, such as those students requiring specialized instruction per an IEP.

English Language Learner

- Teachers will provide ELD support to our English learners through Distance Learning. Teachers will be available to adapt lessons to ensure that students are accessing the content.
- ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts.
- ELD standards-based instruction in both small group and one-on-one instruction that address the four language domains of Listening, Speaking, Reading, and Writing.
- Students receive regular feedback about their learning via Zoom sessions.
- Ensure lessons are accessible.

Homeless and Foster Youth

- Director of Student Services and school counselors will reach out to homeless families to ensure the following:
- Students have what is needed to access the continuity of learning activities.
- Parents are knowledgeable of food distribution sites.
- Family needs are assessed and families are connected to community resources.
- School Counselors and School Psychologists will facilitate mental health services to identified students.

Information and/or instructions regarding assignments will be posted in advance or shortly after lessons for students who are absent. HCSD will develop a communication plan for parents to ensure they have access to materials and resources, as appropriate based on the grade-level of students, in order to support students and families during distance learning. This will be incorporated into HCSD common

agreements. HCSD will also develop agreements around common digital applications for students and parents and provide parent education on how to use and support students with said applications at home. As with the regular school year, families should contact the school office if a student will be absent or is ill and should contact the teacher for questions around student work and assignments.

HCSD has received support from the Learning Loss Mitigation Fund which is used to increase teaching staff and to extend work hours for some staff to help mitigate and minimize pupil learning loss. These funds are also used to reduce class sizes and offer strong in-person or distance learning instruction. The Learning Loss Mitigation Fund has also been used to acquire supplies and services to create a safe and healthy environment district-wide for staff and students.

For additional information, please refer to the HCSD 2020-2021 School Reopening Plan:
<https://docs.google.com/presentation/d/1hg9APM14HKzSHxBhUw-80823mhgA4pKOla-O6ZegZg0/edit?usp=sharing>

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

Description	Total Funds	Contributing
Reconfiguring daily schedule to account for the minimum number of minutes required to support staff and student safety.	\$10,000	No
Hiring additional staff to reduce class sizes	\$413,404	Yes
Reassigning some staff in specialist roles to classroom teaching responsibilities	\$48,000	Yes
Purchasing additional curriculum resources for teachers	\$28,268.33	Yes
Purchasing additional technology devices for students	\$35,708.62	Yes
Acquiring HEPA filters for each classroom and spaces where students and staff are present	\$45,938.80	No
Measuring out space in classrooms to ensure 6 ft apart	\$0	No

Description	Total Funds	Contributing
Purchasing personal protective safety equipment for staff	\$22,406.03	No
Purchasing additional cleaning equipment to clean classroom spaces	\$9,372.23	No
Contact Tracing - contracting with an outside provider	\$40,000	No
Facilities upgrade added additional permanent staff bathroom (Crocker)	\$31,270	No
Classroom spaces and common spaces marked off to show distancing and one-way hallways, etc	\$25,000	No
Extra furniture has been moved out of classrooms to allow for better distancing	\$27,071.28	No
Student PE Go Bags and Music Bags for Elementary students to allow for non-sharing of equipment and supplies	\$22,169.42	Yes
Staggered drop-off and pick-up at Crocker, staggered lunches and recesses at all schools	\$0	No
Meetings done virtually instead of in-person	\$10,378.67	No
Instrumental music created new schedule to support physical distancing for students participating in the program	\$0	Yes
Staff and student assigned bathrooms, including accessing new resources to increase bathrooms on campuses	\$73,309.43	No

Description	Total Funds	Contributing

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.]

HCS D has purchased the same curriculum resources for teachers providing distance learning instruction. Additionally, students who remain in distance learning after other students begin returning to school will be taught by HCS D teachers. HCS D will provide, at a minimum, daily live interaction with students for instruction, progress monitoring, and peer interaction. To the extent practicable, students will take the same assessments whether in distance learning or in-person instruction to support progress monitoring.

HCS D realizes that many families have circumstances that preclude sending their children to any amount of in-person school, or may make a health-based decision that it is best for their children to learn from home. We are committed to giving those students and families a rigorous, high-quality education as similar as possible to the Return to School for All model. Therefore, as an alternative to the Return to School for All model, families with students in grades kindergarten through eighth can instead opt for Full-Time Distance Learning, also known as the HCS D Virtual Classroom.

HCS D elementary school families have started the year with grade-level classes that are either assigned as in-person (when students are allowed to return to physical campus) or Virtual Classroom classes. Crocker students have begun the school year following a period schedule that will mirror the in-person schedule upon return to school. Families at Crocker will be able to select in-person or Virtual Classroom when HCS D is allowed to bring students at Crocker back to campus. Some students may need to change class periods but HCS D is committed to ensuring students remain within their 'house' to the greatest extent possible. A 'house' is defined as a group of students that all share the same five core teachers in their grade level. Each grade level has two houses with roughly 75 students each.

For elementary students, the HCS D Virtual Classroom will be available for the entire 2020-21 school year if a family chooses, and parents may opt into or out of it at each trimester, space and staffing permitting at your child's home school (in-person placement will always be available but not necessarily at your child's home school). For middle school students, the HCS D Virtual Classroom will start when when HCS D is allowed to return students to physical campuses and will remain through the remainder of the 2020-2021 school year.

HCS D staff will work collaboratively in grade-level teams and departments to plan and organize instruction, including consistent daily schedules with Morning Meetings (elementary) or Responsive Advisory Meetings (middle school) to help ensure that students have similar educational experiences across school sites and classrooms. Staff will also develop plans for the amount of synchronous and asynchronous learning time, with specific attention to developmentally appropriate amounts of screentime for students, while in a virtual classroom environment. Teachers will also consider the developmental needs of students when scheduling synchronous time, including the learning context and needs of students.

Staff will use Google Classroom, all grades, and Seesaw, grades K-2, as the landing page for students for assignments, communication, and school work. Teachers will also use Zoom for synchronous teaching and classroom engagement activities. Google Meets may still be used for 1:1 and small group instruction, as appropriate, but main instruction and classroom activities will take place over Zoom. Teachers will also utilize Go Guardian to support oversight of student work while in Distance Learning and when they return to in-person instruction. Additional applications have been purchased by HCS D to support instruction and learning. Guides for parents will be provided to support learning at home. Additionally, HCS D will develop communication procedures to ensure students and families know where and how to access information to support student learning.

School staff provided technology devices and physical books and materials to students of all ages to allow for continued engagement in learning while at home. These resources will be the same resources that are used when students return to physical campuses. Students who elect to stay in HCS D Virtual Classroom after in-person physical education is resumed will have access to as many of the same resources as their peers attending physical classrooms to support the continuity of learning.

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.]

For the 2020-2021 school year, all students will take home a HCS D device for distance learning. Prior to the start of school, parents were invited to pick up their child's device the Friday before school started or during the first few days of school. Resources and directions to support parents and students connecting and logging into the HCS D device are posted on the HCS D website (<https://www.hcsdk8.org/Page/344>). Additionally, parents are encouraged to email the HCS D IT team for specific troubleshooting support. A survey was completed during the spring of 2020 and staff were able to confirm that all families had access and had devices for students to use in Distance Learning. The District will survey families again regarding the availability of devices prior to the start of the school year to ensure that 1) devices are available, and 2) families have access to high speed Internet. Site personnel will distribute devices upon demand.

During the Spring of 2020, 50% of HCS D devices were on loan to families for student use and 100% of HCS D families confirmed access to high speed Internet.

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.]

HCSD will take daily attendance in all elementary classrooms and by period of instruction at Crocker Middle School. Student attendance will also be monitored through Zoom meetings and submission of work. Teachers and staff can run reports after meetings to see when students entered and exited Zoom meetings, and to see how long they attended each meeting. Teachers will also monitor student assignment completion in much the same way as they would do during a normal school year. Regular communication to families will be sent from school site principals and HCSD district administrators.

At Crocker, all students will have daily advisory with the first period teacher to promote school connectedness. Grades will be given to Crocker students and regular communication will be shared with parents and students via PowerSchool. Teachers at Crocker will utilize PowerSchool to keep track of assignments. They will communicate expectations to students regarding grades, expectations for online behavior, and general classroom expectations to make the most of distance learning. If students are needing more support after receiving communication from teachers, parents will be contacted.

All Distance Learning will prioritize: Live interaction with students to build relationships, maintain connectedness, and receive coaching; Regular interaction opportunities with school-specific peers in and outside of HCSD Virtual Classroom; Connectedness including 1:1, small group, and/or whole class experiences; Combination of daily LIVE virtual instruction (synchronous) and independent, self-paced practice and extension (asynchronous), informed by regular and meaningful online assessment; Standards-based instruction in reading, writing, numeracy (math), science and social studies; and regular specialist classes.

Time value of student work will be determined by teachers based on the amount of synchronous and asynchronous instruction provided and the amount of time the student would be typically expected to put into completing assignments. The time value will be determined at the outset of the lesson and kept track of by teachers. Weekly engagement records will be kept by all teachers.

Procedures and protocols are being developed to support assessment remotely. Guidance from the California Department of Education and Educational Testing Service are being developed to support the use of the ELPAC assessment and the Smarter Balanced Assessments. Guidance currently exists for use of the SBAC Interim Assessments and some other platforms such as the MDTP and Star Renaissance assessments. Guidance is also being drafted, which HCSD will incorporate into remote assessment guidelines and expectations, to support families at home with accessing testing platforms, understanding adult roles and responsibilities with a specific focus on where, how, and when to support students, and ensuring students understand the purpose, importance, and use of assessments that they are taking remotely. Teachers will communicate with students and families regarding any support needed at home during formal assessments. This may include, but is not limited to, involvement from adults to access applications for younger students and active monitoring for older students.

Teachers will use a variety of formative assessment measures to monitor student progress during class and to help inform teaching and learning. Feedback will be communicated to students in ways that are appropriate for the student's age, context, and subject-matter. Student progress for all student groups will also be monitored by staff at all levels. Data will be reviewed by teams frequently. Intervention and supports will be implemented for students as necessary and depending on the area of need. Support from school counselors will continue to

be provided. Teachers, school site staff, and district-level staff will work together develop common agreements and protocols for addressing student needs. One support for students at the middle school is the incorporation of a Flex period in the newly developed block schedule.

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.]

HCS D staff (teachers, administrators, specialists, and services providers) will be provided professional development opportunities focused around best practices in distance teaching and learning. Many staff attended optional professional development opportunities during the Summer 2020 and will share out their key learnings with their colleagues during the Back to School Professional Development Week and in grade-level and department meetings. Administrators also attended some of these Summer 2020 opportunities so they can help support teachers. Additionally, HCS D will work closely with the San Mateo County Office of Education to engage in professional development opportunities for teachers to connect across districts to learn from one another. Staff are also encouraged to share professional development opportunities that they are interested in attending. A focus of much summer PD was around increasing and maintaining student engagement through pacing of lessons, interactive tools, incorporating physical activity, and providing opportunity for peer-to-peer connection and collaboration. HCS D teachers have worked diligently to incorporate these lesson features to increase and maintain student engagement as we've started the 2020-2021 school year. Ongoing professional development to support this continued work will be planned throughout the year.

To support staff connection and lesson planning, staff will be provided a weekly minimum of 240 minutes of collaboration time to work with their grade-level and department colleagues. Ongoing professional learning to support all areas of distance learning will be provided by the District. HCS D will also provide professional learning on other areas of need expressed by educators in a timely manner.

Technological support for staff includes a personal laptop computer, 1:1 devices for students (Chromebooks for 1st-8th graders and iPads for Kindergarteners), document cameras, and technical support from our Director of Technology, IT Manager, and IT Specialist. Staff will be provided with digital resources to support instruction, including digital resources from District-adopted curricula and supplemental materials and applications.

Staff Roles and Responsibilities

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

Many staff roles and responsibilities have changed as a result of the COVID-19 pandemic. Some staff teaching in specialist roles (elementary iLab, PE, music, library, reading specialists, and Spanish) have been reassigned to classroom positions or have moved to Crocker Middle School to teach subject-specific courses. These changes are to allow for reduced class sizes and schedules that limit mixing of students during the school day. Some classified staff have also had duties adjusted to work more closely with some staff and students. Staff teaching some electives at Crocker Middle School will no longer teach those electives to allow for scheduling adjustments which support student and staff safety. Staff have also learned, or will be learning, new digital applications to support academic instruction, social-emotional well-being, and attendance. Additionally, staff will place a heightened emphasis in the beginning of the year on creating classroom, school, peer-to-peer,

and teacher-to-student connectedness specific to distance learning. When students can safely return to school, an emphasis will be placed on understanding and practicing safety protocols and procedures. The emphasis on this as students transition back to campus will likely necessitate an adjustment to the level of emphasis on the academic curriculum, including a heightened focus on social and emotional connection and ways that students can engage in physical school while maintaining appropriate physical distance.

Staff at Crocker Middle School have been organized into grade-level teams and houses so a cohort of students has the same core teachers each trimester in each grade level. Staffing was adjusted to allow for two teams at each grade-level. Elementary teachers have worked to align their curriculum pacing across the district to support one another and to support students who may need to move between virtual and in-person instruction. Staff have also worked to learn new technology platforms including Google Classroom, Zoom, and Go Guardian as common applications used across HCSD. Processes for the communication of information continue to be developed.

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.]

When HCSD is in Distance Learning for ALL, or if a family has chosen the HCSD Virtual Classroom for their special education student, a Distance Learning Plan (DLP) will be developed to assist that student in succeeding during distance learning. DLPs offered might include physical packets, online educational programs, teleconferencing, teleconsultation, and teletherapy. Related services may also be provided depending on a child's IEP, and may include: Speech and Language Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Mental Health Counseling, and/or Behavior support. Please understand that the provided services may not be the exact duration and frequency of services outlined in your student's IEP. Through case manager supervision, paraeducators will provide supplemental supports for students with IEPs. A paraeducator who is familiar with the student's general education and/or special education classroom curriculum will have scheduled online support sessions. Sessions may be in a one-on-one or small group format. Sessions will focus on student's needs in order to complete classroom workload expectations and/or address IEP goals.

Teachers will provide ELD support to our English learners through Distance Learning. Teachers will be available to adapt lessons to ensure that students are accessing the content.

- ELD standards-based instruction is provided in both synchronous and asynchronous learning contexts.
- ELD standards-based instruction in both small group and one-on-one instruction that address the four language domains of Listening, Speaking, Reading, and Writing.
- Students receive regular feedback about their learning via Zoom sessions.
- Ensure lessons are accessible.

Director of Student Services and school counselors will reach out to homeless families to ensure the following:

- Students have what is needed to access the continuity of learning activities.
- Parents are knowledgeable of food distribution sites.
- Family needs are assessed and families are connected to community resources.

- School Counselors and School Psychologists will facilitate mental health services to identified students.

The Director of Student Services will also connect with families of students in foster care to provide resources and support.

Additionally, families are encouraged to reach out to their child's classroom teacher or teachers, school counselor, or school principal to communicate any concerns regarding needed support. HCSD will still hold Child Study Team (CST) meetings, conferences, and other meetings virtually to ensure the best support possible for all students. School counselors will continue to facilitate meetings for families of students identified as gifted and will help monitor progress for these students. All staff will engage in data-focused meetings to help ensure student academic and social emotional needs are met.

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

Description	Total Funds	Contributing
Additional professional development for staff related to distance learning	\$44,520	Yes
Reassignment of staff to new roles	\$29,560	Yes
Hiring of additional staff	\$413,404	Yes
Purchasing of additional devices and applications to support distance learning	\$59,794.78	Yes
Development of resources to support families with Distance Learning at home, with a particular focus on the digital applications being used	\$14,146.19	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.]

HCSD has access to a variety of assessment tools and methods to help educators determine each student's current level of learning when they begin school. Teachers will administer assessments within the first month of school (knowing that ample time will need to be spent on Social and Emotional Learning and building connections between students, their peers, and staff) to determine what students already know and what learning they are ready to address next. Elementary teachers may be able to meet with students individually in-person to support successful assessment of student progress, if allowed by the most recent county protocols and California Department of Public Health expectations.

Teachers at all levels will use this data to inform teaching and learning progressions and lesson sequences. Students will be informed of where they are in their learning and encouraged to set goals to help track their progress. This may be done through the PEP process at elementary sites and through the typical procedures at Crocker. Additionally, HCSD is providing a variety of resources to students and staff to help support skills practice in ELA and Math. Educators at all levels will regularly review assessment data to monitor student progress. Professional development will be provided to support the use of data in the classroom, accelerating learning, and will be in response to teacher and staff needs and requests. Professional development will also be determined by what students show they need.

HCSD will formally assess students a minimum of three times each year (September, January, and April/May) in ELA and Math using a combination of outside assessment measures (Star Renaissance and others) and locally developed assessments based off of programs being used to teach ELA and Math. Student progress will be monitored with assessments developed by grade-levels and departments on an ongoing basis and student progress will be communicated to parents and students regularly. English Learners will be assessed with the ELPAC on the designated timelines. HCSD will continue to hold Parent/Teacher/Student conferences in October and February and send home formal report cards in December, March, and June.

Assessment tools and measures that may be used to monitor student progress may include, but is not limited to, Star Math, Star Reading, Star Early Literacy, Star CBM (literacy and math), DIBELS, standards-aligned assessments developed in Performance Matters, standard writing samples, Math Expressions or Big Ideas Math unit assessments, and any other resources connected to standards-based curriculum. HCSD will also use the Dessa Mini to screen students Social and Emotional health at least once yearly. Additional programs to assess social and emotional needs may be piloted by counselors. HCSD will also have access to the CAASPP interim assessments that can be used as teaching and learning assessments throughout the year.

Parents of students being supported with an IEP are encourage to reach out to their child's case manager to inquire about specific plans for gathering baseline informatoin about their learning needs and progress toward goals. Many students who are supported with an IEP will also take the district benchmarks and class assessments provided by classroom teachers as measures of their learning progress.

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.]

HCS D will provide professional development to help all educators learn how to address learning loss and accelerate learning progress for all students. The district will also provide collaboration time for teachers to meet with their grade-level and/or department colleagues weekly. This will be included in the daily schedule and will occur for most staff at the end of the teaching day when students leave in-person schools or log off for the day from HCS D Virtual School or beginning of the year Distance Learning. HCS D staff will continue to stay informed about additional best practices in supporting students with learning loss.

HCS D is working to meet the needs of English Learners, foster youth, and low-income students by providing specific check-in meetings with families of students who are identified in these categories. English Learners in middle school are supported by a primary language instruction paraeducator who helps explain and support student learning on assignments. These students also have online meetings for their content lessons with their teachers. Students and teachers email each other to ask questions about independent student work. Students meet weekly with an English Language teacher during their flex class to check in on progress during distance learning. They also access supplemental lessons on the iLit ELD digital learning program. The EL flex teacher monitors students' progress. At the elementary schools, supplemental English Language Arts lessons are being provided for EL students. In addition, academic progress is being monitored using a variety of computer-adaptive programs as well as achievement on classroom assignments. Progress mentoring includes contacting the students and families when support is needed on a particular skill or standard and providing supplemental work to reinforce skills taught and celebrating student success when they master academic skills. Foster Youth in HCS D are followed closely during distance learning. The Director of Student Services contacts parents regularly during the shelter-in-place requirement and monitors students' participation during distance learning. Additionally, the director has confirmed that mental health services are continuing to be provided while students are learning from home and has attended virtual meetings for the students, observing their participation in academic lessons. The Director of Student Services also contacted general education teachers for updates regarding each student's attendance, participation, and 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.]

The effectiveness of the services provided by HCS D to address learning loss will be measured by locally gathered data, including but not limited to: formal and informal assessments, interim assessments, attendance, behavioral incidents and interventions, grades and participation, student surveys, and work completion rates. Additional metrics will be developed and incorporated into this plan as appropriate.

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

Description	Total Funds	Contributing
Professional development	\$44,520	Yes

Description	Total Funds	Contributing
Purchase of online assessment tools and educational resources	\$124,015.19	Yes
Developing progress monitoring protocols and procedures for students in DL and in-person	\$5,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including 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.]

HCS D is committed to fostering healthy social emotional well-being for its students, families, and staff. Our goal at all times is for every student to be engaged, achieving and thriving and we build social emotional learning into our curriculum in many ways. We recognize that during this extraordinary time of the COVID-19 pandemic, economic crisis, and focus on racial inequities, our students may be in special need of the social and emotional connection that schools can help develop. Therefore, whether a child attends in-person school or the HCS D Virtual School, there will be careful attention paid to building and maintaining our students' social emotional well-being during this time.

Services that may be available will include Special Education Related Mental Health Services in person and/or through Distance Learning Plan as well as Non-IEP related mental health services. School Counselors and/or School Psychologists may consult and assist families requiring additional support. Counselors teach SEL lessons and curriculum and support families with social-emotional tools. Counselors foster students' learning strategies, self-management, anxiety and social skills. Teachers will use a variety of activities and strategies to build meaningful relationships with their students and help students develop relationships with each other. Teachers will elevate the social-emotional needs of their students, understanding how the COVID-19 pandemic continues to have an impact on the mental health of our youth. Teachers will also use a variety of curriculum, activities, and lessons to engage students in developing social skills, character development, emotional vocabulary, and confidence. Some examples include:

- Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.
- Embedding opportunities for connecting during lessons and throughout classes during the day, as appropriate
- Provide explicit instruction in pro-social norms in relation to positive interactions online and/or physical in-person instruction following appropriate safety protocols
- Use Community Circles or regular check-ins to bring both in-person and at-home students together and within HCS D Virtual School classes to increase connectedness.
- Teach students about COVID-19 and health and safety practices in a developmentally appropriate way.

- Model appropriate expression of feelings and let students know that they have permission to feel and verbalize what they are experiencing.
- Coach students on how to effectively manage strong emotions.
- Give students the opportunity to discuss feelings/reactions to the crisis, including through other modes of communication (e.g., writing, drawing for younger children), especially those students who are hesitant to verbalize their feelings.
- Make time to explore and learn about students' experiences and hear their feedback, particularly listening to distance learning experiences as it will be an important part of the initial transition back.
- Include writing, poetry, music, art, dance, drama - all considered emotional regulating opportunities.
- Teachers will continue to learn about ways to support student connection in a virtual learning environment and incorporated newly learned practice, as appropriate to the grade-level

HCSO also understands that time has been traumatic for students, staff, and the community in many ways. In order to address this, HCSO will:

- Incorporate restorative practices to promote Positive Behavior Instruction and Support PBIS school-wide
- Each middle school student will participate in Advisory daily facilitated with constituency by their first period teacher
- Counselors and principals will utilize the Child Study Team process to identify necessary intervention to support student emotional well being and construct an intervention plan as needed.
- Staff will be provided with professional development to understand trauma and ways to incorporate trauma-informed practices into their classrooms; some trauma-informed practices are already incorporated into classrooms as part of best teaching practices
- Provide resources to staff to help them support students and understand the impacts of trauma on their lives
- Provide professional development and resources on Responsive Advisory Meeting in middle school and Morning Meeting for elementary students to support a positive start to each school day
- Establish consistent routines for Advisory period at Crocker and Morning Meetings at elementary schools
- Support from school counselors providing lessons and group instruction, as needed and requested

HCSO recently received a grant in conjunction with the San Mateo County Office of Education through the Mental Health Student Service Act. HCSO "will receive evidence-based social emotional curriculum designed to strengthen school climate and improve student success." The district "will also receive trauma-informed, resiliency-focused training to improve staff well-being and their ability to serve students." The focus will also be on building capacity beyond the point the grant expires. HCSO is excited to be a recipient of this grant and to implement the programs from this 4-year grant.

Additionally, Crocker Middle School plans to pilot a program through Closegap to help evaluate student social and emotional needs through a short survey taken frequently by students. Additionally, all students in 3rd-8th grade and all HCSO families will be invited to participate in the Learn From Home Survey through CalSCHLS and Wested again this fall. Students and families took this survey last spring before the end of the school year to provide feedback on the Distance Learning program in HCSO and identify specific needs of both groups. HCSO hopes to use the new survey this fall to gather additional information regarding the start of the year and what supports are still needed by students and families.

HCSD continues to be a member of Common Sense Media and will provide lessons for students of all ages regarding appropriate uses of technology and how to behave appropriately online. Teachers, school counselors and principals will monitor any concerns regarding inappropriate uses of technology, including bullying, and provide interventions. The recent implementation and purchase of Go Guardian software will help staff monitor student behavior online, but students need to be logged into their HCSD chrome accounts and/or using an HCSD devices. iPads do not support Go Guardian software.

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.]

HCSD recognizes that times are not normal and while in distance learning some students may have difficulty logging in and attending their classes. Attendance will continue to be taken daily in all grades. Teachers will take this in PowerSchool and administrative assistants will continue to contact families daily for any unverified absences. The Pandemic Recovery Framework and the CDE require districts to develop a plan for re-engaging students who are absent for more than three days during a week of distance learning. To meet this minimum requirement, HCSD's plan will be the following:

- After the third day/week of absence from distance learning, a student's teacher or principal will contact the parents and, if appropriate, also the student to check-in.
- Middle school students not in attendance parent and/or student will be contacted by the attendance administrative assistant and/or advisory teacher.
- Middle school Assistant Principal, Counselor, and Principal will review absent least daily/weekly to determine if an intervention plan is necessary to support student re-engagement
- Teachers will assess what the issue is around why the student has trouble attending distance learning.
- If the issues are technological in nature, HCSD can help your family with loaner devices and/or a WiFi hotspot.
- If the issues are medical/illness related, the normal absence and make-up work procedures will apply.
- If the issues are emotional or reluctance to engage with distance learning, students may be referred to the school counselor for additional support.
- Parents are always welcome to proactively contact their child's teacher for support and strategies for helping a reluctant student to engage with distance learning.

Parents who are voluntarily allowing their child to miss distance learning time should contact the school site to discuss reasons and accommodations. The expectation is that students attend scheduled synchronous instructional time unless other arrangements are made and communicated ahead of time.

HCSD asks parents to email or contact school offices if students are ill or will be away from class to ensure accurate student attendance and accountability.

HCSD's current homework policy remains in place, although some medications may be considered due to the adjusted block schedule at Crocker.

The Learning From Home survey from CalSCHLS to be administered in September will also help give HCSD staff additional data to reflect on the beginning of the year implementation with distance learning and supports needed by families to support student and family engagement.

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.]

HCSD will continue to provide lunch for all students through an outside vendor, Choicelunch, while students are on campus and to those participating in Remote School when physical campuses reopen. During distance learning for all at the start of the school year and until physical campuses reopen, HCSD will contact families who qualify to receive free and reduced-price meals to ensure they have access to nutritious meals. Choicelunch has updated its safety protocols to comply with state and county guidelines and will comply with any protocols set by HCSD.

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
0.67%	\$67,933

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.]

Hiring more general education staff and reassigning some specialist teachers allows for a lower student:teacher ratio. This allows classroom teachers to provide more direct 1:1 support to English Learners, Foster Youth, and Low-Income students. As staff were reassigned to new roles, HCSD ensured that there would be a teacher to provide specific ELD support to all students qualifying for this level of support, in addition to embedded ELD instruction provided by classroom teachers.

Purchasing additional equipment, including technology and curriculum resources, improves access for all students. English Learners, Foster Youth, and Low-Income students were considered first in this as we made sure to provide students in these categories with resources they need to access their education.

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

Some staff attended training to better support students with developing English needs, including Soliday training and ELPAC training, with a lens on Distance Learning and the Covid-19 pandemic. Principals, Admin Assistants, and Counselors also received specific training to support the needs of students experiencing homelessness. Acquiring additional technology and curriculum resources, including SEL curriculum resources, and hiring additional teaching staff has helped to increase and improve services to English Learners, low-income students, and foster youth above and beyond the minimum amount listed above.

Middle school English learners are supported by a primary language instruction paraeducator who helps explain and supports student learning on assignments. These EL students also have Google Meet or Zoom meetings for their content lessons with their teachers. Students and teachers email each other to ask questions about independent student work. Students meet weekly with English language flex teacher to check-in on progress with distance learning. They also access supplemental lessons on the iLit ELD digital learning program, and the EL flex teacher monitors students' progress.

Supplemental English Language Arts lessons are being provided for English Language Learners. In addition, academic progress is being monitored using a variety of computer adaptive programs as well as classroom assignments. Progress monitoring includes contacting the students when support is needed on a particular skill or standard, sending out supplemental work to reinforce skills taught and celebrating student success when they conquer academic skills.