

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The emergence of a novel corona virus in the fall of 2019 (COVID-19) has wreaked havoc on the learning of students, the economy that supports education, the sense of wellbeing and overall stability of our community, state, country and the world as a whole. On March 13, Hemet Unified School District enacted school closures throughout the district. As COVID-19 infections increased in frequency, the emerging pandemic became the basis for both executive action by the Governor and sweeping closures by the Director of Public Health in Riverside County. These orders caused Hemet Unified School District (HUSD) to transition to an “at-home” instructional model for the remainder of the 2019-20 school year marked by policies and practices that afforded unseen flexibility extended to districts and grace in terms of grading policies for students.

With the opening of the 2020-21 school year, the State of California enacted a budget that provided significant resources to ensure return to a more robust learning model compared to the prior spring in advance for the optimal re-start of a more typical in-person instructional model. The additional resources are directed to support the engagement of students and families, target and address the loss of learning caused by the disruption of schools, and address the mental health & nutritional needs of students. The Learning Continuity and Attendance Plan (Learning CAP) is designed to provide a targeted summary of how pre-existing and COVID-19 specific resources are blended to address the unique needs of our students as well as the detrimental effects induced by the COVID-19 pandemic.

The impact of these school closures and COVID-19 as a whole has been immense. Our school district, which educates over 21,000 students, and our community in Hemet, CA felt the impact. Many of our students do not have internet access or devices with which to access the internet. During the closure, the District continued to address the nutritional needs of students by providing opportunities for families to pick up food that would have been otherwise provided during the school day. Getting meals to those families during a pandemic posed a logistical challenge. Our families often rely on our district for mental health services, health and vision services, parenting classes, and the like. The school closures affected many of our families that could not get these services as readily as previously provided. Teachers who had not taught in an online format were suddenly being asked to connect with students and families via the internet. Grading policies needed to change to reflect a new and unpredictable landscape. Inequities in student resources and supports overtly came to the forefront, and as a district, HUSD needed to address those inequities through increased teacher training, stakeholder outreach, collaboration with our associations, and changes in policy. The social-emotional aspects of being a student suffered in that we had students who look forward to the school day as their only structured and academic outlet, where they are interacting with positive adult figures and peers who share

common daily experiences in school now coping with isolation, at times neglect. Those without technology access were especially vulnerable to the mental health aspects of the pandemic. Athletic events were canceled, rites of passage such as end of year celebrations and graduations had to be revised to take place virtually or not at all. Parents were faced with child-care challenges as they suddenly found themselves with students who were home full-time. Learning loss occurred as the last third of the school year did not provide the same level of instructional quality or quantity as the first two thirds of the school year. The information provided in this Learning CAP reflects HUSD's response to the impact felt by our schools and community.

The specific programs and resources outlined in this plan were influenced by the effects the pandemic had and continues to have on the mental health, academic continuity, and basic needs of our community, and specifically those students who are foster youth, English Learners and/or Low Income.

Stakeholder Engagement

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

The process of planning for a re-opening of schools in the 2020-21 school year was uniquely driven by the uncertainty of public health mandates and was done in a highly condensed timeframe. Recognizing the fact that a successful re-opening was dependent on a collective partnership of all stakeholders, a great deal of the feedback on processes on the elements in the Learning Continuity and Attendance Plan occurred in the evolution of planning where plans underwent numerous improvements as the feedback from various groups was naturally incorporated into the current incarnation of school operations.

In the late spring, the District began significant planning efforts beginning with parent surveys. Based on emerging information for state and local authorities, significantly influenced by parent feedback on teaching and learning after March 13, 2020, the district convened work groups composed of teachers, administrators and classified employees to begin building a continuum of instructional & operational plans preparing for re-opening schools in one of several configurations. Through the negotiations process, several adjustments to the operational details were made as well as the effects of the planned operations were addressed through these joint agreements. In the school year started immediately adjacent to the details of this plan being released by the State of California, the input process memorialized in this document reflects both ongoing feedback structures employed in the planning process as well as formal feedback structures mandated by the requirements of the plan.

Realizing and responding to the importance of working together with families, the District is employing multiple methods to maximize two-way communication with our families. The primary goal of our collective efforts is to ensure families are connected to their school and have the agency to engage educators in conversations around not only the plan for teaching and learning, but effectively addressing the needs of their children's learning that may be both a function of last spring as well as new and emerging concerns.

In addition to our families, Hemet Unified School District engaged key partners and staff in order to understand the barriers that our students face and receive input on the proposed solutions. The following outlines the stakeholder input structures that informed actions of this plan

Survey Feedback Structures

During the months of June and July 2020, parent surveys were sent out to parents to solicit input on the model parents and families preferred for instructional delivery. Options included an online learning model, a hybrid model and an in-person instruction model. HUSD received 5000+ responses in June and 6000+ responses in July. The District reached out to parents via ParentLink phone calls to all families, emails to all families and a strong social media presence on Facebook and Twitter. A District Effectiveness Survey was also sent to all staff to reflect on and respond to prompts regarding the district's communication and responsiveness during the 19/20 school year.

Student Input

The superintendent has an organized student advisory committee comprised of secondary students to help inform decisions by the District. During COVID closures, the superintendent and district leadership met with students to discuss distance learning impacts and how these could be mitigated. Ideas were brought forth to inform our online learning structures.

Parent Advisory Meetings

In addition, two stakeholder meetings were held on August 26 to inform the Learning Continuity and Attendance Plan. The DELAC parent group met with the Director of Assessment and Accountability. Also included in this meeting were Hemet Teacher Association and CSEA representatives, school administrators and parent liaisons to discuss and solicit recommendations regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan. Following the DELAC parent meeting, our District Advisory Committee met to also give input into the plan. A copy of this presentation is also posted onto our website to solicit additional input from parents. A link to a feedback form is also available upon visiting the HUSD site.

Association Focus Group Meetings

The District hosted a focus group meeting for both Hemet Teachers Association (HTA) and California School Employees Association (CSEA) to gather feedback on the Learning Continuity and Attendance Plan. A draft of the Learning Continuity and Attendance Plan was electronically delivered a week in advance of the meeting for review. During the meeting, the group reviewed the document section by section and discussed questions relevant to the sections.

Community Partners

Throughout the spring and summer, the Superintendent communicated with community leaders on a regular basis. This communication structure provided information on District operations as well as solicited conversation on the needs of students, families and the community at large. The Executive Cabinet translated important outcomes of this community feedback into enhancement the structures of support outlined in this plan.

For stakeholders who speak languages other than English, all documents relating to stakeholder input is translated by our translation department prior to distribution. Hard copies of the parent survey were distributed at individual school sites during nutrition distribution who do not have internet access. For stakeholder meetings, interpreters were in attendance that interpreted the meeting into Spanish during the

meeting. Families that do not have internet access were invited to school sites to attend stakeholder meetings. Social distancing and mask requirements were observed at all stakeholder meetings where parents were present on school sites during these meetings.

Stakeholder engagement was considered prior to finalizing the plan through a review of stakeholder input and comments by the LEA's board of education public hearing held on September 15, 2020.

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

All board meetings since March have been available to the public on You Tube through an Audio live stream. Posting of the link occurred on the District website and hard copies of the agenda were posted at the district office with directions on how to access the Audio live stream.

Additionally, parent advisory meetings held in support of this document, utilized the Zoom platform to communicate in a virtual setting. In this context, the District made use of the platform to provide simultaneous translation services to Spanish speaking parents as opposed to a consecutive translation or separate event. Stakeholders were offered the opportunity to provide written feedback facilitated by our District Office staff in addition to digitally captured comments in the meetings.

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

In the last two years, Hemet Unified School District leadership began the process of systemically implementing the Continuous Improvement framework in the work of the district. A core tenant of this work is the concept of iterative improvement cycles that are informed by a culture where feedback is solicited and is the basis of improvement. As discussed above, due both to the shift towards Improvement Science, as well as the truncated timeline, the District chose to build a system where multidisciplinary groups engaged in iterative planning sessions to address both program and operations dynamics associated with re-opening school in a variety of formats. Additionally, the effects of these plans were the substrate for negotiations with association partners and through this process, additional modifications to plans were made to reflect this input.

Prior to the work on the part of District workgroups, the district starts the planning process by surveying parents regarding the dynamics, concerns, and future preferences associated with online learning. Parents were able to fill out parent surveys through their email or through links on social media. Our response rate indicated that many families completed these surveys due to the amount of exposure given them through remote means. The feedback provided from our parent surveys and our stakeholder group meetings fell into three themes: access to technology and the internet, mental health services and social-emotional learning for students, professional development for teachers, specifically for online teaching, and parent training and support.

Family Survey(s) Feedback: Family surveys were distributed in the spring and summer of 2020. The surveys gathered information around the barriers associated with distance learning, the parent concerns regarding coming back to school in a full time in-person setting, as well as interest in an online school setting regardless of the in-person status of classes in the District. The following feedback is associated with the following plan elements:

- **Safety:** Concern existed regarding risks associated with student learning in an in-person setting. This resonant concern reinforced the ongoing planning around ensuring sufficient personal protective equipment is on hand as well as the renovation of maintenance and operation practices around sanitation. Additionally, the Hybrid learning schedule incorporates this concern by providing a day between student groups for a comprehensive cleaning process.

- **Interest in a full time online educational option:** there was a consistent parent interest in an online educational option for the coming school year. Driven by this parent interest, the District developed and implemented the Academy of Innovation. In so far the Learning Continuity and Attendance Plan was released by the state after the planning for the school year was completed, to date more than 700 students are enrolled in the Academy of Innovation.

- **Internet & device connectivity:** parent responses indicated a need for support in the area of having a functional device for online learning as well as needing reliable internet access. The current plan reflects this need in the significant investment in technology hardware for students as well as the significant investment in internet access devices. To date, the District has purchased 3000 internet hot spots as a short-term solution and is making a significant long-term investment in building an LTE network to support internet accessibility as reflected in the current plan. Additionally, to ensure the highest possible quality of instruction, the district is made a significant investment in teacher laptops to support the public health mandated and stakeholder supported interest in an online learning model prior to a return to a full time in person instructional model.

School Re-opening Work Group: This group consisted of certificated, classified, and administrative staff and met continuously through the spring and re-calibrated again prior to opening of school. The Hemet Unified School District re-opening plan is the basis of the Learning Continuity and Attendance Plan. As iterations of the re-opening plan evolved, the group identified the following priorities:

- **Instruction:** Ensure continuity of learning with a high-quality program for all students

- **Wellness:** The group prioritized the need to address mental health social emotional development of all students, staff, and community

- **Technology:** The group reinforced the need to prepare staff and students for learning in a digital context as well as the need to adequately provide the necessary resources to access learning in a digital context.

- **Facilities & Operations:** The group planned extensively with the priority in mind of ensuring the safety of students and staff in any one of the learning settings from online learning, to a hybrid context, as well as return to a fulltime in learning context.

- **Human Resources:** The group quickly recognized and prioritized the need for flexibility in the roles of staff. This need was collectively represented in an agreement between the district and the classified association where staff are adapting to new roles that support the current district operations in the interim prior to the return to a more typical in-person learning setting.

District English Language Advisory Committee: Our District English Language Advisory Committee feedback reinforced the district's recognition that equity in access to technology and internet to all families and students is a priority. In addition, the feedback included a discussion of the supports offered to Spanish speaking parents who need assistance with technology. Our Parent Resource Center representative was present and was able to facilitate this discussion with a list of resources for our English Learner parents.

District Advisory Committee: Our District Advisory Committee feedback included comments on the district’s plans to resume in-person instruction and what safety precautions are in place for this. The DAC committee was impressed with the efforts to provide technology and internet for all HUSD students and families. Additionally, parent comments reinforced the District’s tentative decision to replace the secondary fleet of student devices as a function of technical issues. Feedback also included safety plans and how these would fit with a hybrid model of in-person and online learning.

Classified & Certificated Association Focus Group: This group met virtually after the draft was delivered to the respective leaders in an electronic format. The certificated group reinforced concerns around the time demands associated with teaching in the online environment. The group highlighted processes unique to Senate Bill 98 that are not common to in-person teaching. The larger group concurred with the importance of the District’s investment in technology in recognition of the mutual benefit for students and teachers in terms of overall impact of instruction and efficiency. Both groups highlighted the changes in staff changes in roles and responsibilities induced by the COVID-19 pandemic.

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

Stakeholder input was included in the Learning Continuity Plan in the following areas: [access to technology](#), [professional development for teachers](#), [social-emotional learning for students](#), and [parent engagement and training in online learning](#).

In terms of technology, the LEA understood the need for access to technology for all our stakeholders, especially those with limited or no internet. As a result of parent survey results and stakeholder meetings, the LEA purchased enough technology to support all families with Chromebooks and WiFi hotspots.

Social-Emotional Learning was part of the teacher professional development that teachers received in July and that is part of every lesson in which they engage with student. Additionally, the LEA’s Parent Resource Center is hosting trainings for parents throughout the year to empower them to use technology and assist their students in their online learning experience. The parent trainings are posted on the website and social media as well. Hard copy listings of parent trainings are available at the parent center.

Teachers received and continue to receive professional development in their grade levels and content areas on online learning. During the two weeks leading up to the first day of school, over 150 sessions of professional development were offered to all teachers. Stakeholder input included the desire for online learning professional development to continue throughout the year.

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.]

Hemet Unified School District's plan for the spectrum of instructional offerings through the stages of re-opening for schools are based on the following principles:

1. Instruction – ensuring continuity of learning with high quality instruction designed geared to the method of delivery
2. Wellness – addressing the mental needs and social emotional learning of students
3. Technology – providing training to staff and students in order to leverage device and internet access to the greatest extent possible
4. Facilities – ensure that all working and learning spaces are prepared and reflect the highest priority of safety
5. Operations – ensure process and practices align the learning needs of students and ensure safety and protection of all
6. Human Resources – ensure the human resources strategically and efficiently support the operations of the district

Hemet Unified School District will continue to provide online learning for our students until when it is deemed safe to do so by public health officials, students will return to in-person instructional offerings. Once public health officials advise Hemet Unified School District that it is safe to return in-person full time, students at the elementary level will be placed with a teacher for full-day instruction, with intervention times planned during the school day to address the needs of students who have experienced significant learning loss due to school closures or those that are at a greater risk of experience learning loss due to future school closures. Hemet Unified elementary sites use a “Walk to Learn” model where all students receive intervention time for reading, English Language Development, and any other academic area in which students are experiencing need. Students receiving this intervention time are groups based on grade level and English proficiency to ensure targeted instruction. Those students who are at greater risk of experiencing learning loss, foster youth, English Learners and/or low-income students are monitored closely during intervention time to ensure that their academic and socio-emotional needs are being met in a timely and focused manner. The Leveled Literacy Intervention program (Fountas and Pinnell) is used for any students who is experiencing literacy needs. Our math curriculum, Eureka Math, imbeds intervention activities into its lessons for students who need more assistance with math concepts and lessons. English Learners, specifically, are monitored every grading period to ensure that they are meeting the English Language Development standards, and a separate ELD report card is mailed to parents to keep families abreast of their child’s progress towards language proficiency. The curriculum used for ELA and ELD (grades K-3) is Benchmark Advance and our Long-Term English Learners or those At Risk of Becoming Long Term English Learners use English 3D to bolster their use of academic language and provide needed scaffolds for all language domains.

The district is aware of the need to continue to address the socio-emotional needs of our students. An SEL screener will be used at least twice during the year to measure student’s mental wellness and socio-emotional health. While these assessments will garner important data, it is important to the district that a focus on SEL is a daily occurrence. Teachers and administrators have participated in a number of SEL trainings, not only to help the students navigate the return to school and learning during a pandemic, but to help the adults in the system as well. SEL lessons are imbedded into daily instruction through circles, journaling, mindfulness exercises and inclusive practices. Our district

has hired a consultant, Joelle Hood to work with our administrators and some administrators have used site funds to bring her to their site for trainings to teachers. She practices and models SEL activities with adults who then can bring these same activities to their classrooms.

At the secondary level, our schools' function on a six-period model. The core content areas consist of ELA, math, science, and social studies/history. Electives include fine arts, PE, CTE, as well as other offerings. For those students who have experienced significant learning loss due to school closures or are at greater risk of experiencing learning loss due to future school closures, intervention classes are assigned to address these needs. For English Language Learners, their Designated ELD class uses the board-approved curriculum English 3D. Students are scheduled in a Designated ELD class based on their English proficiency, but the remainder of their day is spent in heterogeneous core and elective classes that provide Integrated ELD each period, each day. Credit recovery classes are also available through the Edgenuity platform at our Alternative Education sites.

In addition to the school day organizational offerings described above, the District has reformatted after school support services to integrate with the various motifs of distance learning. Hemet Unified School District is an ongoing recipient of the After-School Education & Safety (ASES) grant. In a typical year, this program would provide after school learning options for all school levels in the district. In the current context, this program is organized to provide online tutoring during the school day in an online setting. After school, online enrichment clubs are also offered with student activities such as yoga, coding, ASL, art as options. This enrichment program is specifically designed to support the mental health and social/emotional health of students in addition to the structured academic support earlier in the day.

In order to ensure the safety of both students and staff during classroom-based instruction, HUSD will provide Personal Protective Equipment to all employees and require daily sanitization routines at all school sites and office spaces. This focus on student and staff safety meets or exceeds the expectations currently published by the Center for Disease Control and aligned to the Riverside County Public Health directives. Whereas the use of PPE is significantly minimized during a time of online learning, the District is preparing for the transition to a hybrid model in the progression to a return to full time in-person instruction. This preparation for these transitions, classroom protocols, aligned to Riverside County Public Health guidelines, will be implemented with the support of personal protective equipment for teachers in addition to student personal space barriers designed to curb transmission of COVID-19. These protocols and the use of this equipment will stay in place until the context and public health guidance supports a shift in the strategy around protecting students and staff from COVID-19.

Student and Staff Safety: Student and staff safety will be addressed in the following major areas:

Campus Access: During the initial phases of the physical return to school, students are likely to return in a staggered schedule, known as the "Hybrid Model." The primary purpose of the Hybrid Model is to provide social distancing to the greatest extent possible and in a manner that aligns to the guidance of public health officials. In this model students would be grouped into cohorts and brought into school in consecutive day increments. In the space between the cohort's attendance, the classrooms would be sanitized in accordance to a robust protocol that intentionally addresses the infectious qualities of COVID-19 as well as other pathogens.

Hygiene Practices: As students are brought back onto campuses, there will be a significant effort in reinforcing good hygiene practices. In addition to building student knowledge around the infectious qualities and modes of transmission of COVID-19, and similar pathogens, process will be in place that intentionally prompt increased handwashing, use of masks (in accordance with public health guidelines at a given time), as well as the use of ubiquitously available hand sanitizer.

Personal Protective Equipment: In addition to student associated physical barriers – designed to mitigate student to student and student to teacher transmission, staff will have access to spectrum of personal protective equipment. In addition to gloves (as needed), face masks will

be available to teachers for the duration of aligned public health practice and guidance. In addition, the district is in the process of acquiring face shields for use as deemed necessary. The use of face shields holds instructional importance in situations where learning is impacted by the students' need to be able to see the facial expressions of teachers (e.g. In the context of reading instruction, etc.).

Physical Distancing: As discussed in the section regarding the Hybrid Model of instruction, physical distancing will drive both instructional planning as well as routines that influence interpersonal interactions. In the context of the classroom, desk arrangement will maximize physical distancing to the greatest extent possible based on the Hybrid Model implemented at the time. In so far public health guidance will likely evolve related to the severity of the pandemic, the District has several variations of the Hybrid Model available for use where the primary difference is the degree of physical distancing as controlled by the total students in a given classroom. As the guidelines and mandates for acceptable student density change, the District will constantly re-evaluate the instructional model in place and adjust in order to maximize learning in congruence with public health guidelines.

Cleaning & Disinfecting: Significant enhancements have been made to District maintenance and operation protocols in the face of the COVID-19 pandemic. The transition through the Hybrid Model of instruction – where students will be broken into non-mixing cohorts in order to decrease the opportunity for spread of COVID-19 – the transition between the cohorts will be marked by a period of deeper cleaning of classrooms. This deeper cleaning calls for sanitizing high touch areas (door handles, door frames, desks, etc.) as well as replenishment of hand sanitizer in appropriate places. The intention of the enhanced protocols – which are available upon request – is to promote the safety of students and staff via decreasing the probability of transmission of COVID-19.

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

Description	Total Funds	Contributing
<p>Personal Protective Equipment & Cleaning Supplies – In addition to current supplies on hand, the District has purchased personal protective equipment totally approximately \$670,000 to date. Recognizing the variables associated with the COVID-19 pandemic including both duration, scarcity of supplies, as well as unanticipated influences that affect the market prices, the District anticipates the current investment to be a fraction of the long-term investment in PPE for students and staff.</p> <p>The planned and actual materials acquired are included in the following broad categories: Gloves and sanitizer, plexiglass desk dividers as well as material to make similar custom products, face masks, as well as infrastructure to support distribution logistics.</p>	\$670,000	N

Distance Learning Program

Continuity of Instruction

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

The LEA will provide continuity of instruction and learning through a variety of methods. In each school site's schedule, both synchronous and asynchronous learning take place daily, using the same board-approved curriculum in all classes that would be used in in-person instruction. All curricula for all content areas are available in PDF form to be accessed from at home devices, which had been issued to all students in the district prior to the beginning of school. Additionally, online resources and instructional lesson plans were presented during two weeks of professional development available to all teachers. Teacher teams from all content areas and grade levels created six-week lessons demonstrating use of online learning tools to assist all teachers in delivering the full curriculum of substantially similar quality to that of an in-person setting. Material packets were given to all elementary students that included manipulatives and other school supplies that they would need, such as pencils, paper, rulers, sight word packets, crayons and the like, when participating in online learning.

The LEA houses all professional development sessions on the HUSD Powerschool, EdTech page. This page has online resources for all curriculum, coupled with instructional videos that demonstrate to teachers how to use their course or grade level curriculum with engaging online platforms, such as FlipGrid, Screencastify, JamBoard, and the like. The LEA has worked with publishers of our curriculum at all grade spans in all content areas to ensure that we have the latest resources that will support online learning. The goal is to make any transition from in-person to online learning seamless and that instruction continues with consistency regardless of the instructional setting.

Our former Independent Study programs, Helen Hunt Jackson College Prep High School and Family Tree Learning Center, were renamed The Academy of Innovation and their offerings were revised to include an all virtual option and a hybrid option. In cases where parents and students are unable to or uncomfortable with the online learning setting, an independent study program is available through the Academy for their student, where traditional learning materials are provided on a weekly basis.

Additionally, the SAFE afterschool program has modified its operating hours to be available daily from 9:00 a.m. to 3:00 p.m. at all grade levels, in all content areas, to provide synchronous tutoring. Bilingual tutors are available for our English Learner students.

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.]

The LEA recognized our community need to access to devices and connectivity. As such, a process was put in place to ascertain the needs of our students. Surveys were sent out to families and follow-up communications were sent to assess the number of devices needed to fill the needs of our students. This was done originally to ensure that all students who needed devices received them in time for testing and summer school in the spring and summer of 2020.

However, the larger process of ensuring a device for every student was realized prior to the start of the 20-21 school year. Every student in Hemet Unified School District received a Chromebook, and those students who did not have access to connectivity were given Hot Spots. Phone calls were made home to all families that had indicated that they needed a hot spot in a survey that was distributed in early July. The phone calls were made in English and Spanish, depending on the home language, and families were given specific instructions on where to pick up their hot spots. The weekend prior to school starting, families came to the district offices to pick up their hot spots, and thereafter, picked them up at their respective schools. In addition, all teachers were given the technology necessary to deliver instruction online. In this way, both students and teachers needs were considered in the logistical plan to ensure access to devices and connectivity.

Additionally, the LEA purchased their own LTE network so that all students, regardless of their location, would have access to the internet. At present, our LTE network is constantly being evaluated for maximum coverage to as many families as possible. In addition, the district opened a number of internet cafes in our most remote areas. Several of our schools are in outlying mountain areas, and families needed this support. This has been a tremendous benefit to all of our families.

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.]

Throughout the month of August, all staff were trained in the new process for recording attendance. Codes were created for synchronous and asynchronous attendance recording. Trainings videos were created by our Child Welfare and Attendance department to train staff on the new codes and how to enter accurate daily attendance. When re-engagement is required, school sites created plans that included the assistance of both certificated and classified staff in contacting families and re-engaging students in the learning process.

Additionally, training was provided on Time Value documentation. A template was developed to document all assignments and activities during synchronous and asynchronous instruction. This template is reviewed and approved by administration at each school site for all teachers. This oversight will ensure that students are receiving required instructional time during online learning. The templates for elementary and secondary, respectively, are represented below:

Teacher:	NOTE: Ed. Code 43502 (e) (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document, registered as required by law. Ed Code 43501 (c) 180 Minutes in Kindergarten, 230 minutes in grades 1-3, and 240 instructional minutes in grades 4 to 5 FOR EACH DAY.			
Grade(s):				
School:				
Week of:				
Monday	Synchronous Activity	Time Value (minutes)	Asynchronous Activity	Time Value (minutes)
ELA Activities	Direction Instruction	60	Cloze Reading 60 Assignment	60 60
Math Activities				
Other				
	Total Synchronous Minutes	60	Total Asynchronous Minutes	120
			Total All Minutes	180

Teacher:					
Subject:					
School:					
Week Of:					
NOTE: Ed. Code 43502 (e) (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the LEA who possesses a valid certification document, registered as required by law. Ed Code 43501 (c) 240 instructional minutes in grades 9-12, and (e)180 instructional minutes for pupils enrolled in a continuation high school. FOR EACH DAY. Each teacher MUST ensure there is a total minimum of 45 minutes of assignments & activities EACH day such that the minimum is met across the entire student school day. Teachers complete one Time Value Certification, per teacher, per course.					
Monday	Synchronous Activity	Time Value (minutes)	Asynchronous Activity	Time Value (minutes)	
Total Synchronous Minutes		0	Total Asynchronous Minutes		0
Total All Minutes				0	

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.]

Hemet Unified School District began training teacher to use online instructional resources in April of 2020. A series of synchronous trainings were offered over the span of two months. Courses included Google Classroom 101, Social/Emotional (SEL) Ideas for the Classroom Teacher, Elementary Distance Learning, Secondary Math Distance Learning, 6th grade NGSS Distance Learning, Biology NGSS Distance Learning, English Language Development Distance Learning, Google Hangouts Meet for Beginners, Special Education Distance Learning for the spectrum of needs, Creating a Class Website, Social Studies Distance Learning, Mindfulness, among others.

The Hemet Unified School District Information Technology department was deemed essential and was available daily for technological support for all staff. Teachers also had access to the district and site instructional coaches, all of whom had presented distance learning trainings during April and May.

During May 2020, the Professional Development department surveyed all staff on their technology and online learning needs. This survey informed the professional development plan for the return in August.

In the summer of 2020, during the month of July and August, teacher teams collaborated on six-week instructional plans for each grade level and each content area. These plans incorporated links to online resources and supports from the district’s board approve curriculum. Trainings were offered to all teachers that reviewed these lesson plans and trained them on their content area online learning resources the week prior to the teachers’ official contracted return date. All lesson plans are housed in a share Google drive location for easy access for all teachers and administrators.

During the second week in August, Hemet Unified School District hosted the HUSD *TechFest*. This event, which was mandatory for all teachers to attend as a support to their online learning instruction, featured over 100 breakout sessions, taught by classroom teachers who were experts in the field of online learning. During that same week, teachers received training on Attendance Reporting and Time Value documentation as a part of their online learning preparation.

All teachers and classified classroom staff were provided with devices to deliver online learning. Technology is available to help with device management and usage during each school day, and instructional coaches provide one-on-one assistance in content areas. HUSD also has an Educational Technology Department who supports all teachers in technological issues pertaining to instruction or programs to enhance instruction.

Classified employees also were offered professional development pertaining to distance learning. Instructional Aides and office personnel were trained in different aspects of online learning which included Google Suite, Google Classroom, SEL instruction, Custom Features of Excel, Google Meets and Attendance Reporting. During the instructional day, classified classroom staff, such as instructional aides, assist the teacher with small and whole group instruction. The training that was offered to all classified staff pertained specifically to their assignment and their targeted student population (English Learners, Students with Special Needs). Classified classroom staff are also instrumental in their site's reengagement plan and parent outreach. The district also created a website dedicated to technology resources for classified employees. This website includes asynchronous recordings of trainings on how to use educational technology and how to support reengagement plans using technology, such as our SIS, RAWEE and Google suite. This website also offers classified employee's trainings on how to use technology hardware, such as Chromebooks and Thinkpad Laptops.

Staff Roles and Responsibilities

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

Both certificated and classified staff experienced new roles and responsibilities as a result of COVID-19. Certificated staff took on the role of online teacher and engaged in a number of professional development events to learn new online platforms and engagement programs to grow in this area. Certificated staff were trained on documenting the Time Value of daily synchronous and asynchronous instructional activities. Attendance reporting was changed as a result of COVID-19 and teachers were trained on how to use new attendance codes for online learning. Re-engagement efforts were more intentional as these also needed to be documented and were reviewed by site administration. Certificated staff also volunteered to help with meal distribution and work packet efforts in the Spring. Materials return and distribution plans also included certificated and classified staff who invested their time in ensuring that students returned materials in the Spring and were given the appropriate materials in August in preparation for online learning.

Classified staff have also been assigned new roles and responsibilities as a result of COVID-19. Bus driver have been reassigned to help sites with re-engaging students and making phone calls to families. Instructional aides now have a greater role in assisting the teacher in ensuring that students are engaged in small group instruction online and assistance with lesson delivery in an online platform. Aides are

receiving training on attendance reporting as well as how to re-engage students. Office staff were required to work from home and as such had to create workspaces that would allow them to interact remotely with their sites and to fulfill their job duties. They often assisted with meal service and reinforced return to work protocols at their sites. Health service professionals and staff were responsible for medication return to families, and will coordinate with district and county health officials to respond to virus diagnoses or exposures when school does resume in person.

Updated and often changing health and safety protocols required our safety and risk management team to ensure the fitness and safety of work spaces throughout the district. Supplies were needed to mitigate virus exposure through face to face interactions, and the purchase of plexiglass and PPE at school sites is a new and constant focus for our purchasing department.

The most recent HUSD classified MOU, developed as a response to COVID-19 and online learning, allows for employees to work out of their classification during this time to support schools in their transition to online learning and adherence to Senate Bill 98. As such, classified employees from the spectrum of job classifications are engaging in the work of parent outreach and reengaging students who are not attending or engaging in the online learning process. Bus driver are making phone calls home, campus supervisors are engaging with families and students to offer recourses and instructional aides are learning how to monitor attendance and document reengagement efforts.

The intensified upkeep and sanitization of our facilities has also led to our operations and custodial staff to work in different and more targeted ways. Sites are sanitized and disinfected on a daily basis. Inventory of personal protective gear are maintained so that all school sites have supplies that protect their staff, and ordering of additional PPE

Administrators have also risen to the new expectations of leading during a pandemic. Administrators at both the secondary and elementary levels organized virtual end of the events for their students from honor roll celebrations to high school graduation ceremonies. The district support high schools is ensuring that seniors had a memorable and dignified graduation forum, albeit online. These ceremonies were broadcast to the community so that all families would be able to celebrate this important event with their high school seniors. Administrators at all school sites created and oversaw school materials return (textbooks, musical instruments, uniforms, athletic gear and the like) at the end of the 19-20 school year. As such, they were responsible for the safety of their families and staff during these return times. When school re-opened for the 20-21, materials distribution took the same level of careful planning and oversight. Virtual staff meetings were organized in a way that was meaningful, given the current context, and were informative, allowing for collaboration with and input from their staff. Instructional schedules were revised and developed in accordance with guidance from the state regarding instruction minutes and synchronous and asynchronous learning expectations.

Professional development coaches were asked to change their coaching models to virtual platforms almost overnight. Regular scheduled trainings in traditional venues were replaced by an urgent need to train and coach our teachers to be online instructors. Resources needed to be gathered from publishers and trainings needed to be created to support our teachers in delivering instruction virtually. Site based instructional coaches were transferred from their positions as support for elementary sites and placed at our virtual school, The Academy of Innovation, due to the increased enrollment as a result of the community's hesitance to return to an in person setting this year.

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.]

Pupils with Exceptional Needs

During distance learning, additional supports were provided to pupils with exceptions needs. During the summer, a virtual Extended School Year was offered to all Special Education students. All students received AAC/AT devices in homes for our students who have speech and communication needs. Nursing consult services were provided for our medically fragile students. Extensive online learning professional development training was offered for teachers who teach students across the full continuum of placements. Several trainings focused on our mod/severe students and how to deliver the Unique curriculum virtually. Virtual or telephonic IEP meetings were held for all families to keep students' goals and individual plans up to date and aligned with student needs. A web page was also developed with the technology department dedicated solely to special education families and students to access curriculum materials and online resources across the full continuum of placements.

English Learners

All English learners receive additional English Language Development supports in their Designated ELD classes. In elementary, Designated ELD for K-3 is delivered through the Benchmark Advance curriculum, and grades 4-12 LTELs and students At Risk of becoming LTELs receive Designated ELD through the English 3D curriculum. School site schedules and individual student schedules were monitored by the LEA to ensure that all EL students were receiving protected time, daily, for English Language Development. Integrated ELD trainings are offered on a continuous basis to all school sites to ensure that EL students are also receiving ELD throughout the day in all content areas. LEA and site administration monitor evidence of both Designated and Integrated ELD continuously.

Additionally, an asynchronous literacy program, Imagine Learning, was purchased for our English Learners. This is a literacy-based online program that has shown evidence of increased student outcomes with regular usage on assessments such as MAP and SBAC.

All sites have an English Learner Site Lead, a teacher whose focus is the monitoring, reclassification and support of English Learners. Monthly, the district hosts an EL Site Lead meeting and training that keeps our EL Site Leads current on EL policy and legislation, online learning resources for English learners and professional development for their site teachers pertaining to Integrated ELD. Trainings also focus on the use of our EL monitoring platform, Ellevation. This year, we are also utilizing our EL Site Leads to identify those students who have the potential to be reclassified by taking the Optional Fall ELPAC administration. EL Site Leads also meet frequently with counselors and administrators to ensure that all English Learners are receiving the appropriate EL services.

Parent liaisons and the parent resource center reach out to our English Learner parents to support them with the technological tools they need to assist their own students. All information is translated, and all meetings for stakeholder input provide for Spanish language interpretation. Each site has a DELAC representative that informed this plan during stakeholder meetings and surveys.

Pupils in Foster Care and Pupils Experiencing Homelessness

Pupils in foster care and those who are experiencing homelessness receive additional supports through site and district based mental health resources, home support resources provided through bilingual site parent liaisons, our parent resource center and our Child Welfare and Attendance department. Some of the support for our pupils in foster care and pupils experiencing homelessness include: Mental health services address the adverse community experiences that our students are experiences and include, Operation Safehouse, Wylie Center, Victor Community Support Services, RUHS Behavioral Health, RUHS Substance Abuse Prevention and Treatment, School on Wheels, Hope

Counseling REACH (Formally CASA), Hemet Hospice to assist with bereavement, and Care Solace, a mental health concierge that connects students and families to mental health services.

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

Description	Total Funds	Contributing
Access – The District acquired WiFi hotspots for distribution to students who do not have internet access in the home. Additionally, the district is building the physical infrastructure to provide low cost/free internet access by installing antennas on District property throughout the district. The installation of an LTE network in portions of the District, will provide a durable method for students to access the internet off the school site.	\$2,300,000	Y
Infrastructure – The District recognized the need to invest in additional hardware needed to support distance learning. The additional investment in hardware accelerated a planned provision of laptops for teachers to support instruction.	\$843,456	Y
Replenishment of secondary devices – The district is accelerating the replacement of the devices used in the secondary program. New technological demands of video conferencing, along with the wear and tear of the three year old group of computers drives the need to accelerate the replacement to ensure continued access.	\$4,200,000	Y
Professional Development & Instructional Support – The District developed and provided numerous scaffolds to support teachers and families through the spring and summer of 2020. The District developed curriculum guides that assist teachers in identifying essential learning outcomes and map these outcomes to resources that are geared for delivery in a virtual or distance learning setting. In addition, extensive professional development was developed and delivered to support teaching online. The costs associated with this professional development reflects the staff investment in developing the teacher supports as well as costs associated with conducting the professional development outside the normal teacher work year.	\$2,737,000	Y
Instructional Software – Screencastify, PearDeck, Google Enterprise, Zoom, Help Desk Software, teacher and student licenses	\$392,500	Y
Supplemental Curriculum – Additional software to support core instruction geared to a digital context.	\$326,139	N
Two additional work days have been added to the calendar for certificated staff for the purpose of professional development. The focus of the two training days will be based on the identified needs of the site and developed through the lens of supporting a LCAP related goal and/or metric.	\$1,000,000	Y
Distance Learning Student Supply Kits – In support of instruction in the home, the District constructed “take home” kits to support instruction. These kits, primarily targeted to the elementary setting include supplies that would typically be available to the student the classroom during normal instruction. These supplies included pencils, colored pencils, crayons, erasers, dry erase markers/erasers & surfaces, as well as other items.	\$22,910	N

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.]

Assessments play several important roles in teaching and learning. Assessments allow students, parents, and educators to understand what students know, need to know, and assessment can in many cases unlock the most efficient path to learning. Assessment, at grade and school level, provides important information on where to direct resources to intentionally address learning gaps for students or help the educators address gaps in learning for entire groups of students such as those who are historically at risk for not achieving at levels similar to grade level peers. The approach to identifying learning loss and supporting the acceleration of learning utilizes both district wide assessments as well as in class room, teacher driven assessment practices designed to provide students an opportunity to experience success while at the same time inform instruction.

In relation to the mandate of the legislation supporting this work and the best practices for teaching and learning, the districtwide protocols aim to identify individual gaps in student learning such that teacher instruction can strategically target and unlock learning for students. The district will accomplish this goal via the use of a variety of assessments primarily geared the grade and subject of the assessment.

In the elementary setting, the District is planning to use the Measure of Academic Progress (MAP) assessment to determine student learning needs and growth in the areas of English, English Learner Development and math. In the middle school setting, in addition to measuring growth using the MAP assessment, course specific assessments authored by the University of California Mathematics Diagnostic Testing Project (MDTP) will be use to further inform the learning needs of students. In the context of English and Language Arts, teachers will have optional access to Smarter Balanced Assessment Consortium (SBAC) delivered Interim Assessment practice tests to help match instruction to grade and subject specific rigor expectations in addition to the growth-oriented MAP assessment. At the high school level, assessment strategies will be primarily informed by the SBAC delivered Interim Assessment practice tests for both English and Language Arts as well as course specific MDTP assessments.

As opposed to learning in a single and original language, the process of learning grade level content and a second language is complex and requires specific instructional skill and strategies to ensure students are successful. In the context of assessment strategies, the plan above addresses the monitoring component for grade level and content specific information, yet teachers will use in class assessments to monitor listening, speaking, writing and reading growth. These assessments, some of which are previously developed and imbedded in the District adopted English 3D curriculum and Benchmark Advance, are designed to occur several times a year. These in class assessment practices join the larger assessment plan to provide the necessary information to inform both the immediate needs of learning as well as the overall arc of learning as it related to expected grade and subject level outcomes.

Weekly collaboration time has been allotted for all school sites to analyze student data and address learning loss through re-engagement plans and instructional modifications. This collaborative continuous improvement cycle will ensure that learning loss is addressed not through remediation, but through data-informed, targeted instructional methods.

In addition to academic learning, the District will implement specific assessments related to social and emotional learning.

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 LEA will focus on current grade level instruction and use diagnostic assessments to strategically fill gaps in support of grade level instruction. Assessments will begin within the first month of instruction. MAP assessment will be given to all students K-8, the MDTP will be given at the secondary level, and IABs and ICAs will also be used to determine learning loss.

Lead teachers in ELA and Math and EL Site Leads, at both the elementary and secondary levels will attend monthly trainings during which district coaches will present information on addressing learning loss and accelerating learning progress for pupils using the Professional Learning Community (PLC) model during weekly collaboration time. During this time, teachers will discuss the four key questions that lay the foundation for PLC work: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? Grade level and content area teachers will work together to develop lessons that are informed by student data and that highlight the grade level standards for their current instructional unit. The identification of essential standards as well as curriculum planning guides will be developed for all content areas and grade levels to further focus instruction on what is essential that students know and are able to do. The four PLC questions will provide the basis for collaboration among teachers who will use data from regularly scheduled assessment, per the LEAs assessment plan, to identify learning loss, target the needs of our students, and accelerate the learning progress rather than remediating it.

These strategies will differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs and pupils experiencing homelessness. For the district's English learners, EL Site Lead teachers are trained monthly to address learning loss and use online resources and imbedded assessments from district approved curriculum to continuously assess and monitor English Learner progress towards the essential standards. Site leads also monitor their English Learners through the Ellevation platform every grading period to make sure that RFEP students in the monitoring cycle and ELs, with an emphasis on LTELs and at risk of LTELs, are being monitored for learning loss. Within this platform, an action plan is created for ELs and RFEPs that have experienced learning loss and are not showing progress. Two instructional ELD coaches work with teachers and sites as collaboration partners on addressing learning loss in English Learners and training school sites in how to utilize Integrated ELD to ensure access to the curriculum. Several professional development opportunities are available to all teachers on how to address ELD standards in all content areas, monitor EL progress and access English Language students

Low-income, foster youth and pupils who are homeless are provided with a wide array of supports, both academic and social/emotional to ensure that they are engaging in instruction daily. Parent liaisons and the Parent Resource Center communicate with these students and their guardians regularly to offer resources pertaining to basic needs, medical needs, nutrition, child care, mental health needs and academic tutoring. Mental health services address the adverse community experiences that our students are experiences and include, Operation Safehouse, Wylie Center, Victor Community Support Services, RUHS Behavioral Health, RUHS Substance Abuse Prevention and Treatment, School on Wheels, Hope Counseling REACH (Formally CASA), Hemet Hospice to assist with bereavement, and Care Solace, a mental health concierge that connects students and families to mental health services.

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 implemented pupil learning loss strategies will be measure in a variety of ways. MAP testing, which occurs three times a year at grades K-8, and for all English Learners, ESGI, which occurs quarterly, formative assessments as measured by adopted curriculum, IABs, and assessment for students using alternative curriculum in the autism or functional skills program (Unique, FAST, CAA.) Summative assessments such as SBAC, ELPAC, and AP tests will be used as a lagging indicator of the effectiveness of the services provided to address learning loss.

The effectiveness of strategies designed to address learning loss, as well as factors associated with underpinning access to high quality teaching and learning, will be measured in a multi-pronged approach.

As the systemwide level, academic assessments geared to specific topics and grade levels will be engaged to evaluate learning loss from last year, monitor progress, and provide information to strategically target learning gaps as a means to give students access to grade level instruction that will allow students to meet or exceed standards. This system is discussed in detail in the sections above, utilizes assessments that can be given in the distance learning context.

Additionally, the District will tap into alternative measures that address issues that significantly influence teaching and learning at high levels. The following is an initial sketch of metrics likely to be employed to validate, or in some cases investigate, the issues around student performance:

Access to Distance Learning: The District plans to continually assess and address student access to reliable internet services, the overall fitness of the device fleet (evidenced by the frequency of repair and replacement) as well as internal Information Technology support metrics. Additionally, the District plans to monitor data around student access various online learning platforms.

Support for Family and Student Well Being: The District plans to closely monitor the quality and quantity of family interactions in a variety of contexts. The District maintains a Parent Resource Center which serves as the primary point of contact outside the school site. Parents meeting challenges that exceed the resources of the site are directed to the Parent Resource Center. Also, families that face significant challenges are often connected to services provided by community partnerships. Hemet Unified School District currently maintains more than 20 partnerships with mental health, substance abuse, as well as other service providers in the region. The district maintains a system that measures outside resource referral and utilization.

Engagement in Learning: The district set in place a system to collect and merge attendance and performance data in the for a Weekly Engagement Report. In relation to the metrics supporting the Weekly Engagement Report, the District will measure the frequency of site-based re-engagement supports that are triggered after student attendance goes below 60% in a week. The District plans to monitor metrics around attendance, missing assignments, short term class grading trends as well as other process data around student learning. In addition, the District plans to monitor internal website and system analytic data that indicates independent student and family access to learning supports. The District plans to periodically conduct formative program evaluation around the best practices and how this connects to the development of professional development needs as other supports.

Access to Social/Emotional Learning & Support: The district plans to initially and periodically survey students using a grade appropriate social/emotional screener. In addition, the District will use results for students and staff from the annual administration of the California Healthy Kids Survey. Based on the data gathered, the district will monitor the directed delivery of counseling services as well as monitor metrics around significant cases of profound student distress. These metrics will complement a site-based processes that are based on teacher observation and feedback to counselors around concerns about student social/emotional fitness.

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

Description	Total Funds	Contributing
<p>English Learner Support:</p> <p>The English 3D program is a powerful English language development program designed to help Long Term English Learners and those At Risk of becoming LTELs accelerate English language proficiency and develop the academic language skills needed to reclassify. This program will complement board adopted ELA/ELD instructional materials in an appropriate manner. (EL) (LI) (FY)</p> <p>Additionally, every school will have one teacher that will be their English Learner Site Lead. This EL Lead will assist other teachers and administrators with organizing efforts for English Learners, monitoring students for reclassification purposes, and developing an action plan to address the needs of English Learners. These EL Leads also meet throughout the year to attend training and collaborate with other teachers. Additionally, EL teachers will receive instructional support from Teachers on Special Assignment to promote best instructional practices that translate to higher student achievement.</p>	\$2,004,467	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.]

HUSD understands that the mental health and social and emotional well-being of pupils and staff during the school year is a priority. As a reflection of this belief, all principals added SEL and mental health support for both staff and students as one of the main goals to their School Site Action Plan, a document that guides their leadership efforts for the year. As such, specific actions steps are being implemented in an intentional manner to ensure that staff and students are supported as they experience trauma and other impacts of COVID-19. An SEL Universal Screener survey is being sent out to all families and staff as a way to assess the mental health and social and emotional well-being of our school communities. Additionally, the district offers mental health services to address the adverse community experiences that our students are experiences and include, Operation Safehouse, Wylie Center, Victor Community Support Services, RUHS Behavioral Health, RUHS Substance Abuse Prevention and Treatment, School on Wheels, Hope Counseling REACH (Formally CASA), Hemet Hospice to assist with bereavement, and Care Solace, a mental health concierge that connects students and families to mental health services.

Professional development that has been and will continue to be offered throughout the year includes sessions on Mindfulness, SEL activities for staff and students provided by Joelle Hood, an SEL expert and consultant that has provided SEL training to our staff, both classified and certificated throughout the pandemic. Borrego Heath is contracted through the LEA to provide basic health services to all our families. SEL lessons were incorporated into daily lesson plans for the first six weeks of all grade levels and content areas with the expectation that this practice will continue throughout the school year. On site counselors and MFTs provide one-on-one counseling to students who are experiencing or have experienced trauma.

Family outreach efforts by our Parent Resource Center and site parent liaisons center around ensuring that families are receiving the care and resources they need to stay safe and healthy during this time. HUSD also offers the Employee Assistance Plan (EAP) that connects employees with mental health services anonymously and without cost to them. Care Solace, another mental health service available to both students and staff, connects families with the help they need according to their need.

The district will administer three screeners for students during the school year, an SEL screener for Elementary, the Plus Direction Survey for Middle School, and the Whole Person Health Screener (9-12) for High School. . These screeners will be implemented at least two times per year to assess and monitor the socio-emotional health of our students. The second screening will take place in the spring to establish comparative data that will allow the district measure how effective our SEL efforts have been and to adjust accordingly. This data will inform SEL efforts for the coming school year as we continue to build a robust mental health support system for our students.

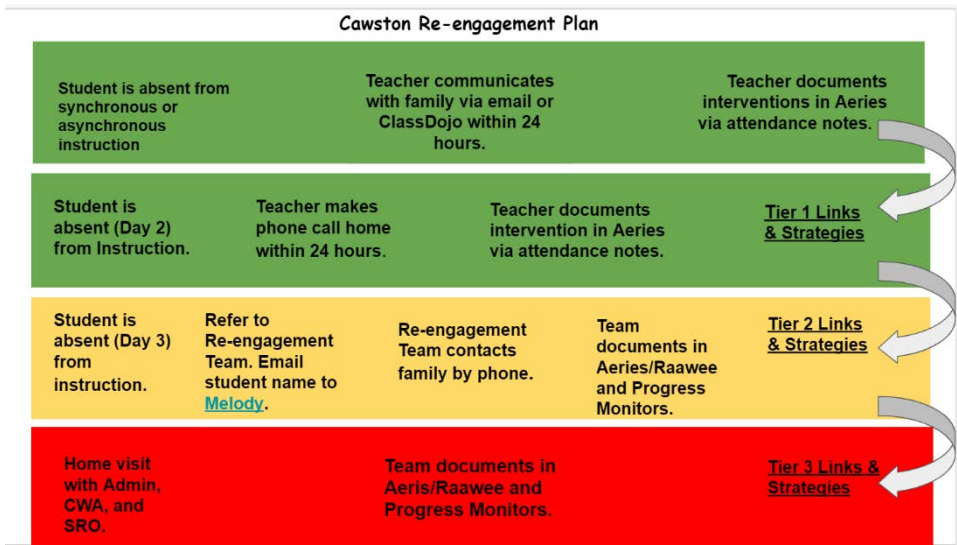
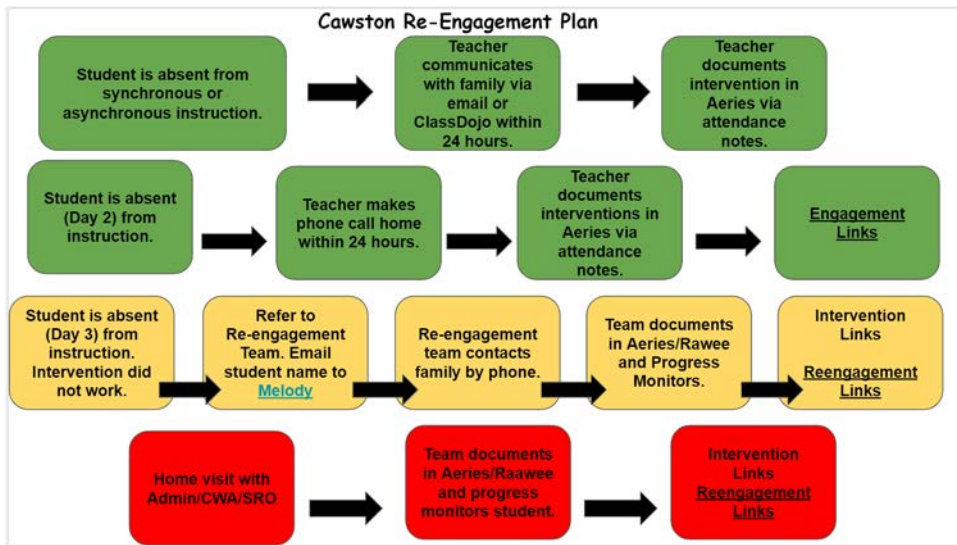
Pupil and Family Engagement and Outreach

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

Procedures for Tiered Reengagement Strategies

The district has trained all staff on the RAWEE system to track student attendance. Reengagement strategies are documented into the district's SIS, Aeries. Elementary and secondary site admin created a flow chart that outlines the site reengagement teams' process for supporting students who are not engaging in online learning. The plan includes teacher contact within 24 hours of the absence, documentation into the attendance notes in Aeries, phone calls home, a staff member assigned to the student to continue to contact and progress monitor in the district's attendance monitoring system, RAWEE, and home visits with administration and a district representative. Throughout re-engagement plans, the site's re-engagement team, which can consist of administration, attendance specialists, parent liaisons, PBIS specialists and health techs, researches the issue that is preventing the students from engaging in online learning. Whether is it technology, mental health, physical health or other needs specific to a family, the team helps and resources tailored to the family's circumstances. Tiered responses to each step of the elementary plan is rooted in MTSS strategies to engage students and improve the climate and culture of the site as a whole.

Below is a sample re-engagement plan from one of our elementary schools and the Tiered Interventions and Resources for each step of the plan.



Some examples of the Tier 1 Interventions and Resources at all schools include schoolwide recognitions, both whole class and individual student for participation, student incentive awards during distance learning for participation, announcement of students of the day are sent by email and announced in online class sessions, virtual fun days, special activities, letters mailed home to congratulate classes or students on achievement, and virtual field trips. For Tier 2 Interventions and Resources, the re-engagement team will make supportive personal phone calls, emails or, at times, home visits to families, consultations will be provided virtually with school counselors or the school psychologist, support in English and Spanish with technology issues or engagement issues, support for families in English and Spanish in establishing

routines for Online Learning and home life during COVID-19 school closures, and direction sending mental health resources and publications to families, based on concerns shared. Tired 3 Interventions and Resources include support staff, such as counselors and/or psychologists and administration calling individual families to identify individual barriers to attendance, virtual meetings with families to identify and address individual barriers to participation and attendance, referrals for outside mental health services, referrals for community agencies, modified suicide assessment protocols, individual psychoeducation, consultations and/or counseling individual behavioral supports for Online Learning individual incentives for participation, mailed or emailed letters, representatives from our student support services division and administration wellness checks for students and families who have remained non-responsive. The student support services division of the district is instrumental in assisting school sites in finding the right resources for each student and family.

Parent Outreach for Student Non-engagement

When a student is not meeting compulsory education requirements or if the district determines that a pupil is not engaging in instruction and is at risk of learning loss, parents are offered a number of resources to support the re-engagement of their student. Technological support, mental and physical health services, academic tutoring in English and Spanish as well as other resources are offered to families. In addition, our Parent Resource Center (PRC), oversees parent outreach throughout the district.

Parent Resources Center

During school closures, the Parent Resource Center (PRC) has provided a variety of services to parents. Our PRC has answered over 1000 parent emails via the district's information inbox between March and August 2020. The district forwarded all PRC phone calls directly to the PRC's directors cell phone to ensure a timely follow up during district closure. Community resources were offered to parents through parent liaisons in terms of EBT cards, state/county health mandates and food pantry locations. In addition, the PRC kept its website and social media platforms up to date with information regarding meal distribution and other community resources available to our families.

During the months of March through July 2020, the district, through the PRC offered Positive Parenting classes in English and Spanish as families asked for more support during school closures. In addition, virtual classes have been offered on the topics of mental health, wellness and mindfulness. From August to the present, our parent and family engagement specialists, under the oversight of the Parent Resource Center has been supporting families with Chromebook issues, Aeries Parent Portal data validation, as well as any concerns that parents and families may have. All parent liaisons and family engagement specialists are bilingual and are able to communicate with our non-English speaking families.

Parent classes have been offered in English and Spanish for Google Classroom, Google Meet, and Google Suite to assist them in accessing the technology required for online learning.

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.]

All Hemet Unified families are provided with nutritionally adequate meals including breakfast and lunch meals for the entire week. During distance learning, selected school sites serve as nutrition distribution centers, and parents can walk or drive up to receive their meals. During in-person instruction, all students are provided with breakfast and lunch meals. Additionally, after school programs at select schools offer supper options for families.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	NA

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

Percentage to Increase or Improve Services	Description	Total Funds
32.33%	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students	\$56,426,750

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.]

There are a variety of pre-existing services that are provided to Hemet Unified School District students that represent increased or improved services. In addition, there are some services that are also increased or improved above baseline services that are unique to the distance learning context.

Expanded Device Distribution & Reliable Internet Access

This action fundamentally first addresses the needs of low-income youth as finances are the primary barrier to reliable internet access. Additionally, though a low-tech option is available that would be substantively similar in content, ensuring all students have access to online learning improves the quality of instruction, provides ad lib access to the teacher as well is far improved than that of the “low tech”

instructional option. This represents a service that has not been historically offered in the District nor our community. The District plans to maintain utilization data and evaluate the usage data in association to student outcomes.

Distance Learning Instructional Professional Development

Substantially connected to digital device access and reliable internet access, teacher professional development is essential in facilitating the online learning for students. Again, referencing a “low tech” alternate option, the online learning motif has substantial advantages and fundamentally is an improvement over other instructional mode. Also similar to that of device and internet access, this action is fundamentally directed towards the needs of low-income youth. Additionally, the pre-existing training framework supporting this new work priorities strategies that are directed towards enhancing the learning of English Learners as well as other challenged students, most of whom are low income youth. This action utilizes a structure that historically and currently is supported by supplemental and concentration funding.

Professional Development is consistently identified as a need as evidenced by the Local Indicators on the California Dashboard. In this instance, the technology based professional development is essential, as corroborated by contemporary research by Ruben Puentedura. Puentedura asserts, as well as others, that teachers need support in the integration of digital technology into learning pedagogy in order to transform learning and maximize student outcomes (Koehler & Mishra, 2013; Puentedura, 2014).

Online Instructional Resources

Substantially connected to digital device access and reliable internet access, teacher professional development is essential in facilitating the online learning for students. Again, referencing a “low tech” alternate option, the online learning motif has substantial advantages and fundamentally is an improvement over other instructional mode. Also similar to that of device and internet access, this action is fundamentally directed towards the needs of low-income youth. Additionally, the pre-existing training framework supporting this new work priorities strategies that are directed towards enhancing the learning of English Learners as well as other challenged students, most of whom are low income youth. This action utilizes a structure that historically and currently is supported by supplemental and concentration funding. The District plans to develop and maintain information around teacher use and access of these resources as to understand the short- and long-term impact.

Student Services Division - Mental Health & Social/Emotional Support

The Student Services Division largely provides unique and personalized services to students who have profound needs not common to students who are not low income and not foster youth. In that mental health concerns and emotional trauma are most common amongst low income youth, and almost universally present among foster youth, this Division first and foremost serves these two student groups. Though social services are universally available to all students, these services are also specifically designed and coordinated to prioritize youth from these groups as they are least resilient and most risk. As evidenced by student, parent and educator feedback, these services have a high degree of impact on students. Historic student and family surveys demonstrate the overwhelming interest in these services. To the extent practical and appropriate, the District monitors evidence that shows consistent and evolving impact of these services.

Site Based Counseling Services

In absence of concentration and supplemental funding, site-based counseling services would exist and significantly smaller fraction than what exists with this additional support thus establishing the increase services that are provided to students. Additionally, in so far that social

and emotional learning is most hampered with low income youth, site-based counseling services primarily screen and initiate services with low income youth. To this extent, site-based counseling services represents and increased service directed towards the needs of low-income youth. As evidenced by student, parent and educator feedback, these services have a high degree of impact on students. Historic student and family surveys demonstrate the overwhelming interest in these services. To the extent practical and appropriate, the District monitors evidence that shows consistent and evolving impact of these services.

Chronic Absenteeism & Re-engagement

The emerging implementation of a multi-disciplinary model to addressing Chronic Absenteeism incorporates the engagement of health professionals, mental health professionals, counselors, administrators, and attendance specialists. In most basic configuration, only a few of these functions would be present and would be strictly focused the intended job functions. There is a significantly increased service provided in the multidisciplinary aspect of this element and, by mere existence, exceeds the basic configuration absent additional Supplemental and Concentration funding. This work, as recognized by the Riverside County District Attorney, as well as through program level recognition, is effective in addressing the core issues underpinning chronic absenteeism in a student by student manner. As evidenced by student, parent and educator feedback, these services have a high degree of impact on students. To the extent practical and appropriate, the District monitors evidence that shows consistent and evolving impact of these services.

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

English Learner Support Services

This body of work explicitly exists to support the instructional needs of English Learners and to this extent, represents an improvement and increased service over what all students would receive absent additional support. Additionally, services are effective in supporting English Learners as evidenced by both recent year data, student feedback as well as this framework is based on known best practices.

The majority of our students in HUSD are low-income, and of those, our English learners and foster youth were considered first in the District's response to COVID. While surveys are useful tools to assess the needs of our families, reaching out personally to our unduplicated pupil population was necessary as many did not have the tools needed to complete these surveys. Parent liaisons reached out to families, our parent resource center called and communicated daily with families to accurately assess their needs.

Bilingual Parent Liaisons

Hemet Unified School District will continue to fund bilingual liaisons which were put in place last year at all of the elementary schools. The liaisons play a crucial role in increasing communication, improving participation in school activities and connecting families to resources in the community.

Based on internal data as well as family, student and staff survey data, this action/service element will principally support the identified needs of our English Learner and Low-Income students and families by promoting parent/family engagement with an intended outcome of improving a sense of school connectedness.

Foster & Homeless Youth Services – Pupil Services Intervention Team

Child Welfare and Attendance (CWA) has compiled a team of classified and certificated staff to target drop-out students, as well as provide Tier II supports for students across the District. They will also target our Foster Youth students and families by providing access to mentoring services.

Unduplicated Count Students will principally benefit from this service as they currently are disproportionately represented in suspension and expulsion data. Specific counseling and intervention structures exist to serve Foster Youth, homeless students as well as any student group demonstrating markers of distress.

Student Services Division

Hemet Unified School District recently augmented its staff and was able to reorganize the delivery of services typically in the realm of Student Services. In addition, an Assistant Superintendent of Student Services was hired thus allowing the bifurcation of Educational Services into Educational and Student Services Divisions. This augmentation and reorganization allowed for the increased services to students through the introduction of the subordinate Integrated System of Support. This increase in service is principally directed at Unduplicated Count Students though all students showing academic, social/emotional, and/or behavioral distress have access.

References

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