

WUSD 2020-2021 Learning Continuity and Attendance Plan

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General Information

Description of the impact the COVID-19 pandemic has had on WUSD and its community.

The COVID pandemic has placed hardships and challenges on students, families, Woodlake Unified School District (WUSD) staff and the entire community of Woodlake as a whole. With the sudden closure of all WUSD schools that occurred in March 2020 and leading into the reopening of school in August 2020, issues such as safety, child care, teaching and learning, support services, mental health, and fiscal impacts to the school district and local economy have weighed heavily on everyone. Instructionally, inconsistent daily student participation, effectiveness of instructional methods, and missed learning opportunities were some of the challenges placed on the school community that impact student learning. The Learning Continuity and Attendance Plan (LCP) has been developed with the highest consideration placed on input provided by various stakeholders. The actions included in the LCP are intended to address the needs of the WUSD community, promote the continuity of learning and support academic success for all students during the 2020-2021 school year.

Stakeholder Engagement

Description of the efforts made to solicit stakeholder feedback.

English and Spanish questionnaires were developed that focused on soliciting input and recommendations on topics that included in-person and distance learning instruction, addressing the learning loss, supports for English language learners and students with unique needs, devices and internet connectivity, mental health and social/emotional well-being, and the provision of school meals.

The questionnaires were mailed to homes of all families that have students served by the school district. The questionnaires were also converted into a Google form to allow the option for families and the community to submit comments and recommendations online. Additionally, the questionnaire was posted on the WUSD webpage, WUSD Facebook page and a community social media page to further promote and solicit input from parents and community members.

Meeting sessions and/or solicitations for input were also promoted to the following school groups and committees:

- Certificated and classified labor union executive officers (10 members)

- Fall School Reopening Advisory Committee (8 school site representative and 3 WUSD administrators)
- Nutrition Services staff (27 members)
- Counselors, social workers and support staff (6 members)
- Classified staff (130 members)
- Certificated staff (105 members)
- Woodlake High School students (687 members)
- District administrators, directors and supervisors (15 members)
- District English Language Advisory Committee (6 members)
- District Advisory Committee (7 members)

Description of the options provided for remote participation in public meetings and public hearings

WUSD utilizes Zoom as the teleconferencing tool to hold public meetings. The public is provided the opportunity to submit comments through email and join the live Zoom session online or by phone. The two parent committees, District Advisory Committee and the English Language Advisory Committee, were provided the choice of meeting in-person following safety guidelines or joining the meeting via Zoom. The public was invited to join the two parent sessions through Zoom. To maintain safety guidelines for large group gatherings, the two separate public hearings with the governing board to review and adopt the LCP will also be hosted using Zoom.

A summary of the feedback provided by specific stakeholder groups.

WUSD appreciates the participation of various stakeholders of the school community in providing input toward the development of the LCP. The following table is a summary of overarching concepts and recommendations provided by various stakeholder groups.

Parents and Community
<ul style="list-style-type: none"> ● Maintain small class sizes with consideration for half-day and/or blended model schedules ● Implement a safety plan that includes regular cleaning, equipment, supplies and materials that will provide personal protection and help mitigate the spread of COVID-19 ● Teachers provide live quality instruction, review material that was not covered when schools closed, ongoing testing to check learning, offer tutorials and support services, communicate regularly, and hold office hours ● Teachers and parents work together to hold students accountable with school work and attendance, families are immediately contacted when attendance/participation is an issue, and intentional outreach and mental health services are provided ● All students and teachers have a device, reliable internet and technical support with technology ● Maintain meal service while schools are closed and consider expanding the services such as delivering meals and serving at different school sites

Students

- Everyone required to wear face masks, follow social distance guidelines, temperature checks, hand sanitizing
- Continue using Zoom, provide distance learning instructional and school work as similar to in-person, teacher communicate/respond to emails promptly
- Student should be held accountable for work, contact made with parents when students don't participate, have parent meetings if needed
- Students provided with resources on who to contact if they need social/emotional support, support staff should be available, checking-in with students, holding zoom sessions.
- Offer extra support, tutorials, opportunities to review missed material, can be video, online resources and extra work
- Provide 1-on-1 support for students with unique needs, in-person tutoring, parents should help student at home
- Provide weekly quizzes/tests and surveys to measure effectiveness of services
- Ensure fast and reliable internet, have a space at school for students to use when internet is not working, provide laptops
- Continue serving meals and reminders for distribution days, will help families if there were more distribution points or meals delivery to homes

Fall School Reopening Advisory Committee

- Create a safety plan, enforce procedures, mandatory face masks, social distancing, hand sanitizer, small class size with a cap, hold classes outside, temperature screening, testing and contact tracing, COVID-19 training
- Assess students to identify learning gaps, use pre/post tests, hold conversations with prior year or course teachers, provide remediation, small group intervention, utilize digital resources to support distance learning and help with content recovery
- All students should have devices, touchscreen devices for younger students, provide internet, hot spots or purchase internet service for family
- Students and parents know attendance and school work will count, contact parents of students not participating, explain SARB process, connect students and families with resources
- Teacher provide quality instruction and feedback on progress, students pick up needed instructional materials and supplies
- apply for a waiver to allow students with unique needs to receive in-person support, use instructional aides to provide 1-on-1 support and translation services
- Provide opportunities for students to connect with peers and teachers, such as virtual games and assemblies, social workers and on call to support students
- Delivery of meals and additional pick up points would be helpful

Classified Staff

- Everyone should follow safety guidelines, wear masks, hand washing/sanitizing, social distancing
- Small class size for in-person instruction, review/re-teach missed material from previous year, use aides to help make daily

home contacts

- Keep track of what students don't understand, provide 1-on-1 support, contact parent
- Continue providing internet service, internet in country need to be better, provide hotspots for students beyond Woodlake
- Use educational apps such as Zoom, Google Classroom, YouTube and train parents to help their students
- Call parents or make home visit for students not participating, offer incentives for achievers, celebrate and promote successes and student work
- Meal service is working fine, consider mobile distribution at big apartment complexes

Nutrition Services Staff

- Everyone should wear masks, maintain social distancing, use hand sanitizer, have small class size
- Offer online tutoring, provide alternate school work as secondary plan from chromebook
- Provide more communication to parents, test what students know, review students grades and data
- School is great with devices, provide better internet connection
- Have access to teachers for help, offer tutoring and extra help for students with special needs, use aides to help students 1-on-1
- Provide counseling and support resources families can contact, meetings with counselor or support staff to discuss issues
- Continue to provide meals to students, consider meal deliveries to meet the needs of families in different situations, expand distribution points.

Counselors, Social Workers and Support Staff

- Have printed and online resources that provide information and links to mental health and social/emotional support services
- Support staff is available, makes intentional outreach and contacts to students/families, and holds in-person meetings as needed

Certificated Staff

- Implement clearly defined/enforced procedures, follow safety guidelines that include social distancing, temperature screenings, facial coverings, proper hygiene, hand sanitizer, plastic barriers, hand washing stations, cleaning and disinfecting
- Maintain small class sizes, modified/staggered bell schedule, A/B schedule (half of students attend at a time)
- Review/spiral material that was not covered, assessments(pre/post tests, benchmarks, formative, checks for understanding)
- Offer tutorials, small group instruction, after school program, academic support space at school, assistance from aides
- Teachers try their best, differentiate instruction, engaging lessons, teachers provided with needed technology/training
- Student accountable for work/attendance, support from parents, immediate teacher/admin contacts, use SARB process
- All students have devices and internet access, maintain current internet service, reliable internet in rural areas
- Social emotional learning, build relationships, counselors and support staff make contact/check-in with students

- Maintain meal service, expand service to include delivery of meals

Classified Labor Union Partners

- Install plastic barriers, follow social distancing guidelines
- Provide digital resources for students to work at home, more math and reading material, instructional aides can help via Zoom
- Technology is sufficient in the district, look into faster internet
- Teachers provide interesting lesson, use technology devices to present, administer academic test to students
- Follow proper consequences for students that do not participate, including calling parent and home visits
- Social workers can contact students for support, District Administration should be available to address concerns
- All students should have a meal, consider meal deliveries to regular bus stops, use available staff to assist in deliveries
- Maintain constant announcements in social media, school messengers, websites, flyers, and radio

Certificated Labor Union Partners

- Follow safety guidelines from public health department, have a safety plan, face masks, social distancing, not sharing supplies, dividers
- Provide review/remediation of missed learning, use digital resource for practice and monitoring progress, build a district site with with links to practice skills
- Use diagnostics tests and then retest to assess mastery levels
- Maintain 1-to-1 devices, looking into covering gaps with internet service in rural areas, continue providing technical support
- Have a set weekly schedule, teachers provide quality lessons, students are held to high expectations for attendance, participation and work completion
- Provide small group, individualized instruction, support from instructional aide for students with unique needs
- Promote parent involvement when student is not engaged, provide access to social worker or counseling services, refer students and families to community services
- Consider adding more meal distribution points and transporting meal services to rural areas
- Clear communications among all stakeholders, create a stable learning, flexible and collaborative learning environment

WUSD Administrators, Directors and Supervisors

- Implement clearly defined procedures, follow safety guidelines that include social distancing, temperature screenings, facial coverings, proper hygiene, and disinfecting
- Maintain small class sizes, A/B schedule (half of students attend at a time), block schedules, morning/afternoon sessions
- Ensure students and staff have up to date devices, reliable internet and online digital resources
- Students learning is assessed and provide targeted interventions, use student data to gauge effectiveness of services, missed content is reviewed

- Differentiated academic support is offered through teacher office hours, specialized tutorials, instructional aides and access to digital resources
- Facilitate training to parents on the use of technology, digital tools, how to access materials and ways support their student (s) at home
- Provide supportive communications to school staff, collaborate with teachers to set instructional expectations, and secure resources and training that help teachers deliver quality distance learning instruction
- Conduct immediate student/parent contacts, create partnerships, refer students/families to services and implement tiered interventions for students having issues with attendance/participation
- Maintain meal service during distance learning and consider expanding services to include delivery of meals and serving at different locations

Parent Advisory Committees

The two WUSD parent advisory committees are the District Advisory Committee (DAC) and the District English Language Advisory Committee (DELAC). DAC was emailed a copy of the draft LCP on Monday August 31, 2020 for review. A DAC meeting via Zoom was held on September 1, 2020 to obtain comments on the actions/expenditures contained in the LCP. Overall, DAC members appreciated the information and actions contained in the LCP. The following are items about the LCP that generated discussion and comments during the DAC meeting:

- Will there be temperature screenings during the school day?
- Will students have access to non-touch hand sanitizing dispensers?
- Will there be monitoring of students that have a history of being academically successful to ensure they do not fall behind?
- How can parents check their student's grades and school attendance?
- Will special family circumstances be considered for students that are having challenges with school?

DELAC held a Zoom meeting on August 10, 2020 and as an item on the agenda, discussed the development and components of the LCP. On Tuesday September 8, 2020, an English or Spanish copy of the draft LCP was emailed to members of DELAC to review and submit comments on the actions/expenditures contained in the LCP. Each DELAC member provided commentary via email or phone conferencing up until September 16, 2020. Overall, DELAC members were in agreement with the actions contained in the LCP and provided the following commentary:

- An increased responsibility for teachers will include attendance accounting and tracking/certifying student participation in distance learning activities
- If small cohorts of students are allowed to return for in-person instruction, cohorts of students with unique needs, such as English learners, should be considered
- Training should be provided to parents to help them understand the computer programs being used by their student (s)
- When in-person instruction is allowed, details on the instructional schedule, how brunch/lunch will be managed, and safety

precautions should be announced to parents in advanced

The LCP was revised on September 17, 2020 and included additional language in the In-Person Instructional Offerings, Distance Learning and Staff Roles and Responsibilities sections to address the comments/items brought forward by the DAC and DELAC.

Woodlake Unified School District Board Meetings

LCP Public Hearing Meeting: Wednesday September 9, 2020 at 7:00pm

LCP Adoption Meeting: Wednesday September 23, 2020 at 6:00pm

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

Each section and action described in the LCP was developed considering the input provided by stakeholders of the WUSD community. The table below provides a list of the sections contained in the LCP with general concepts provided by stakeholders that had an influence on the actions developed.

LCP Section	Influencing Concepts from Stakeholders
In-Person Instructional Offerings	<ul style="list-style-type: none"> ● Develop a school reopening plan, including safety procedures and procurement of materials/equipment, based on public health guidelines, to mitigate the spread of COVID-19 ● Maintain small class size ● Assess students learning status and provide interventions ● Offer differentiated academic support service and tutorials ● Provide online educational resource to supplement the instructional programs
Distance Learning Program	<ul style="list-style-type: none"> ● Establish a consistent daily schedule for instruction and teacher office time ● Provide devices, needed technology and reliable internet to students and school staff ● Provide online educational resource to supplement the instructional programs ● Assess students learning status, provide interventions and monitor progress ● Offer differentiated academic support service and tutorials ● Provide trainings to teacher and parents to support distance learning
Pupil Learning Loss	<ul style="list-style-type: none"> ● Assess students learning status, provide interventions and monitor progress

	<ul style="list-style-type: none"> ● Provide online educational resource to supplement the instructional programs ● Offer differentiated academic support service and tutorials
Mental Health and Social Emotional Learning	<ul style="list-style-type: none"> ● Provide students and families access to support staff and resources/links to services ● Support staff completes wellness checks and maintains frequent communications ● Curriculum and training on Social emotional learning training is provided to teachers
Pupil and Family Engagement and Outreach	<ul style="list-style-type: none"> ● Partner with parents and maintain communications when issues occur ● Establish expectations and procedures for students and school staff
School Nutrition	<ul style="list-style-type: none"> ● Maintain meal service ● Expand meal services to include more distribution points and delivery that meets the needs of families

Continuity of Learning

In-Person Instructional Offerings

Description of the actions WUSD 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.

All personnel, educational programs, support services, maintenance to the district’s infrastructure and other yearly actions/operations will continue as close to normal as possible regardless of whether the instructional program is offered in-person or remotely. Goals and actions from the 2017-2020 Local Control Accountability Plan will support and guide the continuity of school operations through the 2020-2021 school year. Utilization of supplemental and concentration funds generated from the Local Control Funding Formula (LCFF) and funds from the federal Learning Loss Mitigation (LLM) program will support implementation of actions contained in the LCP.

Although WUSD has established plans to provide full time remote learning for all students during the 2020-2021 fall term, the district is prepared to offer in-person instruction as it becomes permissible by the CA Governor and/or public health officials. In accordance with input from stakeholders, implementing safety precautionary measures and maintaining small class sizes are essential considerations

for when in-person instruction becomes available. For the return to in-person instruction, the 2020-2021 WUSD Reopening Guidance Document will be developed and include follow safety measures:

- School nurses and other trained personnel will provide temperature screenings for students and school staff when first loading the school bus and/or entering school facilities.
- Unless exempted by guidelines or medical reasons, students, WUSD staff and parents/visitors given permission to enter schools will be required to wear face coverings and follow social distancing guidelines
- School campus will have one main entrance and restrictions placed on visitors.
- Physical clear plastic barriers and dividers will be installed in offices, classrooms and other locations as needed when social distancing is difficult or not possible to maintain.
- COVID-19 safety videos will be viewed by students and informational posters about COVID and ways to reduce the spread of germ will be displayed in visible areas throughout school facilities.
- School staff will complete 2 online course about COVID-19; (1) Bloodborne Pathogen Exposure Prevention and (2) Coronavirus Awareness
- Schools will have a designated waiting room for students feeling sick or demonstrate flu-like symptoms during the school day.
- Sharing of materials, supplies and equipment will be restricted. Disinfecting will occur between uses if sharing is unavoidable.
- When feasible and for certain classes(e.g. band, choir, physical education), teachers will be supported in using outdoor spaces for instruction
- WUSD will implement a daily sanitizing schedule for classrooms, equipment, and commonly used areas.
- When a positive case of COVID-19 occurs, WUSD will follow guidance and contact tracing procedures provided by public health officials.
- The reopening plans will be announced and promoted to parents, students and the community in advance

Current plans for in-person instruction at certain schools involve providing either daily instruction to all students or following a blended model schedule. In the blended model schedule, half of the student body alternates attending school in-person 2 days and then working remotely the other 3 days each week. Considerations from stakeholder input, staff to student ratio requirements, and maintaining COVID safety guidelines, there are plans for students in preschool and grades 6-12 to follow a blended model schedule. At the elementary level, 5 non-classroom teachers previously serving in a special assignment have been reassigned to a classroom for the 2020-2021 school year. This reassignment allowed the opportunity to reduce class sizes and make plans for daily in-person instruction for all students in transitional kindergarten through grade 5. Lower student body enrollment for students in grade 8-12 attending the district's alternative education program will provide the opportunity to plan for daily in-person daily. If small cohorts of students are allowed for in-person instruction rather than the entire school, cohorts of students with unique needs, such as English learners, will be considered first.

As the 2019-2020 school year came to a close, instructional staff at all school sites held conversations by grade levels and/or departments on what educational content was covered and which learning opportunities were missed during the school closure period. The information gathered from these conversations have helped teachers design lesson plans to address and fill-in the learning deficits

students may have. School staff will use multiple measures to assess learning status and include pre/post tests, formative/summative assessments, English Learner Progress Monitoring Tool, and access to online assessment tools such as Renaissance Star English/Math, Developmental Reading Assessment, SBAC interim assessments, and Mathematics Diagnostic Testing Project (MDTP). Please see the Pupil Learning Loss section for a proposed list of assessment tools that will be utilized by the district.

Appropriate interventions will be implemented based on individual student needs. Consistent teacher office hours have been intentionally built into the daily instructional schedule of schools to provide intervention/support services. An after school and tutorial program will be offered at all schools to provide extended academic support services. Online curriculum and resources will be secured to provide supplemental curriculum, practice and support in accelerating learning deficits, including specific resources to support English language learners, low-income, foster/homeless youth and students with unique needs.

Actions Related to In-Person Instructional Offerings

Action Description	Total Funds	Contributing
WUSD will develop and promote to the school community a reopening guidance document that will outline safety guidelines and procedures, instructional programs, expectations for school staff and students, and general operations of the school district.	\$0.00	Y
WUSD will provide equipment, supplies and materials for students, school personnel and facilities that will provide personal protection and help mitigate the spread of COVID-19 (face coverings, non-touch thermometers, sanitizer, plastic barriers, wash stations, cleaning supplies,...etc) (LLM)	\$305, 270	Y
WUSD will offer resources and opportunities for staff professional development, professional learning communities and collaboration. (LCFF Action 1.1)	\$204,733	Y
WUSD will recruit and maintain staff, including resources, to provide instructional support, lower class sizes, intervention, tutorials and improve school readiness. (LCFF Action 1.2-1.5)	\$1,924,449	Y
WUSD will maintain staff, including resources, to expand the course of study, career technical education, and extra/co-curricular programs. (LCFF Action 1.6)	\$952,418	Y
WUSD will maintain staff, including resources, to provide technical support and maintain/improve the district's technology, LTE(internet) network, and school facilities. (LCFF Action 2.1 & 2.4)	\$1,345,354	Y
WUSD will provide devices, supplemental resources, educational programs and related professional development to support students attainment of state standards. (LCFF Action 2.2-2.3)	\$182,931	Y

WUSD will offer supplemental English Language Development (ELD) resources, educational programs, and extended learning opportunities for English learners, including professional development for teachers to support integration of ELD standards. (LCFF Action 3.1-3.3)	\$373,244	Y
WUSD will maintain staff, resources, and educational programs to support school attendance and improve school culture and parent participation. (LCFF Action 4.1-4.3)	\$155,592	Y
WUSD will offer resources and educational programs to enhance leadership development and expose students to career options. (LCFF Action 4.4)	\$352,216	Y
WUSD will maintain social workers, support personnel and resources to provide services to at-risk students, including students experiencing homelessness. (LCFF Action 4.5-4.6)	\$682,381	Y
WUSD will provide online educational platforms and other resources to supplement the core curriculum and provide learning options for students. (LLM)	\$274,825	Y
WUSD will provide specialty online educational platforms and other resources that support attainment of the core curriculum for English language learners, low-income students, foster/homeless youth and students with unique needs. (LLM)	\$18,290	Y

Distance Learning Program

Continuity of Instruction

Description of how WUSD 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 WUSD’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.

WUSD has committed to offering distance learning instruction that is similar to the quality and breadth of curriculum as compared to in-person instruction. In accordance with CA Governor Newsom’s order for schools in high risk countries to remain closed, WUSD has planned to offer full distance learning instruction to all students for the 2020 fall term and will be prepared to continue with distance learning through the 2021 spring term in whole or in part if the district is still not permitted to fully reopen. Daily instructional schedules have been established to ensure:

- Required instructional minutes for each grade level are met
- Students and families are provided with a consistent daily schedule of courses
- Curriculum and all course offerings, including core subjects(English, math, science, social science) and electives, normally scheduled during the school year are offered

- Consistent office time for teachers to communicate and provide academic support services to students and parents
- Scheduled collaboration time is provided to teachers to meet, design/develop distance learning lessons and assessments, and address emerging instructional needs
- Teachers will invite students to attend their office hours or refer students to designated tutorials.

For extended academic support, TK-5 has plans to offer 12 positions (2 per grade level) for after school and evening tutorials. In grades 6-12, similar tutorial programs will be offered to students to provide support in all subject areas. Additionally, each school site will have 1 teacher designated to support English language learners and 1 teacher to support foster/homeless youth and students with unique needs.

The availability and access by teachers and students to devices, internet connectivity and virtual/digital platforms (Zoom, Google Meets, Edpuzzle, Screencastify, Flipgrid) will be leveraged to deliver quality synchronous and asynchronous instruction. Synchronous instruction is live interaction that happens in real time through video conferencing, live chats or other virtual ways. Asynchronous instruction is learning on your own time with materials provided by the instructor such as pre recorded videos, links to assignments and reading packets.

Teachers will continue to utilize established curriculum and instructional materials adopted by the school board and aligned to state standards. Additional resources, including online educational programs focused on English literacy and math (Renaissance, MyON, Lexia, Lexia PowerUp Literacy, IXL Math, Dreambox, STEMscopes, Listenwise, Read Naturally, Imagine Learning) will be used to supplement the curriculum, enhance/accelerate learning and support English language learners and other students with unique needs.

Students and families that have challenges with maintaining a consistent schedule or circumstances that interfere with consistent participation in distance learning instruction will have a conference scheduled by the school's administrative team. In consultation with the family, the administrative team will address the challenges, identify needs and connect the family with support services. When requested by the family or if determined to be an option through the interactive process with the family, an alternate instructional program will be considered. The alternate instructional program may include scheduling students in online classes offered through the Acellus program.

Access to Devices and Connectivity

Description of how WUSD will ensure access to devices and connectivity for all pupils to support distance learning.

All students served by WUSD have access to a Chromebook device to use at school and take home. Unless families have opted to utilize their own personal internet service provider, WUSD offers free internet access to all students through the district's LTE network or hotspots. Depending on the home location, students that live beyond the range of the district's LTE signal or areas where the signal may be disrupted are provided with either an outdoor/indoor internet device or hotspot. One of the areas of concern as reported by input provided by stakeholders is the occasional slow speed or disruption of the internet for families living on the border or beyond the

reach of the LTE signal. By the end of September 2020, upgrades to the LTE network equipment are planned to be completed and will help increase bandwidth and reliability of the internet signal.

Considerations from stakeholder input and a needs assessment of technology for teachers and students resulted in the need to secure technology devices to support distance learning and education programs including headphone, laptops, Chrombooks, wide view web cameras, video capture cards and device docking stations.

Each school has a technology technician on site who is able to provide technical support to students and school staff. Students, parents and school staff that have questions or issues with technology can submit a request for assistance at support@w-usd.org or utilize the electronic ticket system at <https://wusd.freshdesk.com/support/login>. Students or families may also contact the WUSD Director of Technology at 559-564-8081 who will provide technical support with at home internet devices or direct requests to the appropriate technology technician.

Pupil Participation and Progress

Description of how the WUSD will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how WUSD will measure participation and time value of pupil work.

To certify pupil participation and progress, teachers will utilize special attendance codes and the designated WUSD Weekly Assignment Record form to document participation and progress. The Weekly Assignment Record will specify the method used to deliver daily instruction/assignments (synchronous or asynchronous), summary of assignments and time value of daily pupil work. Illuminate, the student information system, will record attendance with special codes to identify participation as live synchronous, assignments completed asynchronously, contacts with students/parents/guardians and absent/no participation. Working together, teachers, attendance personnel and school administrators will use attendance reports and assignment records to report students that are absent and/or not participating. Tiered re-engagement procedures will then be initiated for students that are identified as having issues with attendance and participation. Please see Pupil and Family Engagement and Outreach section for a description of the tiered re-engagement process.

Distance Learning Professional Development

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

Since schools closed in March 2020, teachers have engaged in and will continue receiving professional training to develop their capacities, methods and practices in providing quality instruction in a distance learning environment. Across the district, teachers collaborated and developed a list of digital resources, links to training videos and teachers that could be contacted to provide individualized support. In April 2020, WUSD teachers received professional training from education technology consultant Katherine

Goyette, from the Tulare County Office of Education (TCOE). The training included distance learning lesson planning, leveraging videos to connect with students, Google Classroom and support for English language learners and students with unique needs.

TCOE has been accommodating in providing curriculum specialists and training to assist in meeting the instructional needs of WUSD. Katherine Goyette has been contracted for the 2020-2021 school year to provide 16 days of professional consultation to continue supporting the distance learning program. On August 7, 2020, Ms. Goyette provided training to all teachers that included distance learning lesson planning/design, review of online resources, and how to use various digital tools to promote engagement and track student participation. Principals from each school have each scheduled 3 days of additional training with Ms. Goyette that will occur prior to the end of November 2020. TCOE specialists in Math, STEM/Science and English/Social Science are scheduled to provide 6 days of professional support to alternative education teachers and will focus on curriculum and best instructional practices in various learning environments. A training sponsored by TCOE that occurred on August 24 & 26 came to the attention of school staff. A group of teachers were able to register and attend this training that focused on adapting math instruction to distance learning. As the need or interest in additional training emerge, school staff will be supported in participating.

New teachers joining WUSD for the 2020-2021 school year were engaged in a 4-day New Teacher institute facilitated by the District's Instructional Coach on July 30-August 4th, 2020. The topics included classroom management, educational technology tools and lesson planning in both an in-class and distance learning environment. The Instructional Coach will continue to provide day to day instructional services throughout the 2020-2021 school year with an emphasis placed on supporting teachers implementing distance learning lessons, using digital tools and resources, and facilitating training sessions to address emerging needs.

WUSD has purchased, for all teachers, The Distance Learning Playbook by Douglas Fisher who is a renowned author in education. October 5, 2020 is a non-student attendance day that has been reserved for teachers to engage in professional development. WUSD was able to secure the services of Mr. Fisher to provide a full day of professional development on this date on topics related to The Distance Learning Playbook. It is expected that this special training by Mr. Fisher will have a positive impact on teachers and add significant value to the quality of distance learning instruction.

The District's Director of Technology has been serving a key role in ensuring online educational programs/resources are installed, logins for students and school staff are active, and support with technology is provided. Each school site has a full time technology technician who is employed to provide technical support with technology. Teachers have been trained to utilize an online ticket system to submit requests for support with technology. Overseen by the Director of Technology, these support tickets are screened and then the appropriate technology technician is assigned to complete the support request.

Staff Roles and Responsibilities

Description of the new roles and responsibilities of affected staff as a result of COVID-19.

COVID-19 has impacted different operational facets of WUSD. Below are several of the changes in roles and responsibilities that have emerged as a result of COVID-19:

- Certificated staff will have dedicated office time during the workday to provide support services to students and parents
- Certificated staff will have an increased role in attendance accounting and tracking/reporting student participation in learning
- Five non-classroom teachers previously serving in a special assignment in grades K-5 have been reassigned to a classroom for the 2020-2021 school year. This reassignment allowed the opportunity to reduce class sizes and improve services to students.
- Duties and schedules for classified staff have been modified to better support the in-person or distance learning instructional program. Changes include the following:
 - Bus drivers will assist with meal deliveries, grounds, and custodial work
 - Yard duty aides will assist with meal distribution, custodial duties and translation services
 - Instructional Aides will assist with calling parents
 - Work hours of certain aides will be shifted to align with the instructional day
- The work hours of Nutrition services staff will be shifted to align with the instructional day and meal distribution times
- The 6-12 WUSD Instructional Coach will expand services to TK-5 and the 8-12 alternative education program
- Currently, fall sports for 2020 are suspended. If and while sport seasons are suspended, the WUSD Athletic Director who has a background in Spanish education, will collaborate with the English Language Development teacher to provide group and individualized support services to English language learners.
- Co-Administrators will have a heightened focus on students attendance/participation and lead tiered re-engagement procedures.

Supports for Pupils with Unique Needs

Description of the additional supports WUSD 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.

In April 2020, WUSD teachers received professional training on distance learning lesson planning and use of digital tools to support for English language learners and students with unique needs. Some of the online resources that teachers reviewed included Google translator, Youtube translation/closed captioning, Immersive Reader extension to convert text to speech, and a picture dictionary. The table below describes additional supports that will be provided for English language learners and students with unique needs:

Student Group	Additional Supports
English Language Learners	<ul style="list-style-type: none"> ● Designated English Language Development (ELD) provided daily ● ELD standards integrated into daily instruction by all teachers ● Small group or 1-on-1 support/intervention by ELD teacher or instructional aide ● Collaboration between ELD teacher and general education teachers ● Designated tutorials ● Designated online educational programs to supplement and support learning (Lexia K-5, Lexia Power up 6-12, IXL Math)
Unique/Special Needs	<ul style="list-style-type: none"> ● Small group or 1-on-1 support/intervention by teacher or instructional aide ● Designated tutorials ● Designated curriculum and online educational programs programs to support learning (Cullinan, Neuhaus, Read Naturally, Imagine Learning) ● Collaboration between case manager and general education teachers ● Daily/Weekly engagement logs for attendance, participation, and work completion ● Accommodations (more time, instructions read aloud, notes provided in advance) ● Modified lesson (shortened assignments, alternate assignment, oral exam)
Foster/Homeless	<ul style="list-style-type: none"> ● Small group or 1-on-1 support/intervention by teacher or instructional aide ● Priority enrollment in after school programs and tutorials ● Online educational programs to supplement and support learning (Lexia K-5, Lexia Power up 6-12, IXL Math) ● Needed school materials, supplies, technology, transportation and other resources provided ● Collaboration between general education teachers and District Foster/Homeless Youth Liaison, social worker and/or other support staff ● Monitoring and frequent check-ins by District Foster/Homeless Youth Liaison, social worker and/or other support staff ● Online link https://tinyurl.com/y8am9a5t shared with school staff to promote awareness of available foster/homeless youth resources

Actions Related to the Distance Learning Program

Action Description	Total Funds	Contributing
<i>Note: Actions with an asterisk "*" are shared actions with other sections.</i>		
WUSD schools will establish a consistent daily schedule that will meet CA state instructional minute requirements, offer a full curriculum and include designated office time for teachers to provide support services.	0.00	Y
*WUSD will provide devices, supplemental resources, educational programs and related professional development to support students attainment of state standards. (LCFF Action 2.2-2.3)	\$182,931	Y
WUSD will provide devices, internet units and other technology for students and staff to support distance learning (LLM)	\$425,689	Y
*WUSD will provide online educational platforms and other resources to supplement the core curriculum and provide learning options for students. (LLM)	\$274,825	Y
*WUSD will provide specialty online educational platforms and other resources that support attainment of the core curriculum for English language learners, low-income students, foster/homeless youth and students with unique needs. (LLM)	\$18,290	Y
*WUSD will maintain staff, including resources, to provide technical support and maintain/improve the district's technology, LTE(internet) network, and school facilities. (LCFF Action 2.1 & 2.4)	\$1,345,354	Y
*WUSD will offer resources and opportunities for staff professional development and collaboration. (LCFF Action 1.1)	\$204,733	Y
WUSD will provide opportunities, including resources, for professional development to support distance learning. (LLM)	\$84,176	Y
*WUSD will offer supplemental English Language Development (ELD) resources, educational programs, and extended learning opportunities for English learners, including professional development for teachers to support integration of ELD standards. (LCFF Action 3.1-3.3)	\$373,244	Y
WUSD schools will maintain staff to offer after school programs and tutorials to provide academic support services during distance learning. (LLM)	\$41,000	Y
WUSD schools will maintain staff to offer designated after school programs and tutorials to provide academic support services to English language learners, low-income, foster/homeless youth and students with unique needs during distance learning. (LLM)	\$27,340	Y

Pupil Learning Loss

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

As mentioned in the In-Person Instructional Offerings section, instructional staff at all school sites met by grade levels and/or departments to discuss and document what educational content was covered and which learning opportunities were missed when schools closed in March 2020. The information gathered from these conversations have and will continue to help instructional staff design learning opportunities for the 2020-2021 school year to include missed content and fill-in the learning deficits.

As mentioned in the Distance Learning section, the availability and access by teachers and students to devices, internet connectivity and virtual/digital platforms will be leveraged to deliver quality synchronous and asynchronous instruction that utilizes instructional materials adopted by the school board and aligned to state standards. Recent adoptions in math and science for grades TK-5, in science for 6-8, and in social science for grade 6-12 include access to the curriculum online. Providing distance learning instruction that is similar in quality to in-person instruction will be a priority for WUSD teachers. All schools have established an instructional schedule that includes daily synchronous instruction, flexibility for asynchronous work and dedicated office time for teachers to provide differentiated academic support services. In grades 6-8, students have a scheduled daily 30-minute homeroom period that will be utilized for academic support services in English, English language development and math. In the grades 8-12 alternative education program, students are assigned to a mentor teacher, who in collaboration with instructional aides will monitor student's progress and provide academic support services.

The Zoom platform will be one of the primary vehicles to deliver, in-real time, quality first instruction and academic support services. The ability to form breakout rooms or just begin a separate Zoom meeting provides the opportunity to create intervention groups that can be supported by instructional aides, to address the learning loss and other unique learning needs of students.

As mentioned in the In-Person Instructional Offerings section, online educational platforms that focus on English literacy and mathematics such as Renaissance, MyOn, Lexia, Listenwise, Happy Numbers, Dreambox, IXL Math, and STEMscopes will be utilized to supplement the district's adopted curriculum, provide opportunities for independent practice, and assist in closing learning gaps. Additionally, designated educational programs such as Read Naturally, Lexia Power Up, and Imagine Learning will be utilized to support the academic needs of English language learners, low-income, foster/homeless youth and students with unique needs.

School staff will utilize multiple measures to assess learning status and include interactive checks for understanding (whiteboards, oral quiz, thumbs-up,...), formative/summative assessments, English learner Progress Monitoring Tool, and online assessment tools such as Renaissance Star English/Math, Developmental Reading Assessment, SBAC Interim Assessment Blocks (AIB), and Mathematics Diagnostic Testing Project (MDTP). Below is a district proposed list and frequency of assessments that schools will plan to administer

during 2020-2021 to measure learning status, tailor instruction and interventions, and determine growth over time of English, math, and English language development state standards.

WUSD Proposed Assessments	Grade Span	Frequency
EL Progress Monitoring Tool	K-12	2 times
SBAC IAB English/Math	3-12	2 times
MDTP	6-12	3 times
Developmental Reading Assessment	K-2	3 times
Renaissance Star Diagnostics English	3-8	3 times
Renaissance Star Diagnostics Math	2-5	3 times

One-hour weekly teacher collaboration meetings will occur every Monday of each week and provide an opportunity for grade level teachers and/or departments to discuss, design, plan administration and analyze results of formative/summative assessments. Appropriate interventions will be implemented based on individual student needs and may include small group or 1-on-1 intervention by the teacher of record and/or instructional aides, modified curriculum and/or referral to tutorials. After school tutorial programs will be established at all schools to provide additional academic support services and extended learning opportunities for all students, including differentiated programs for English language learners, low-income, foster/homeless youth and students with unique needs.

Pupil Learning Loss Strategies

Description of the actions and strategies WUSD 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.

WUSD will be dedicated to providing resources, educational programs and school personnel to address the learning deficits of all students. Actions and strategies will have the effect of supporting the varying learning needs of all students. Below is a description of actions/strategies that will be used to address learning loss and accelerate learning for all students while providing increased services for English language learners, low-income, foster/homeless youth and students with unique needs.

Actions/Strategies for All Students	Increased Actions/Strategies for English Language Learners, Low-Income, Foster/Homeless Youth and Students with Unique Needs.
<p>WUSD instructional staff will utilize multiple measures to assess the learning status of students and use results to provide appropriate interventions to address learning loss and accelerate learning. (measure ex: interactive checks, unit quiz/test, SBAC IAB,...) (intervention ex: small group support, supplemental curriculum,...)</p>	<p>WUSD instructional staff will utilize designated multiple measures to assess the learning status of students and use results to provide differentiated interventions to address learning loss and accelerate learning. (measure ex: modified quiz/test, ELPAC, SOLOM, ...) (intervention ex: 1-on-1 support, modified curriculum,...)</p>
<p>WUSD instructional staff will utilize online educational resources and platforms to supplement the curriculum, address learning loss and accelerate learning. (ex: Lexia, Renaissance, Dreambox, IXL,...)</p>	<p>WUSD instructional staff will utilize specialty online educational resources and platforms to supplement the curriculum, address learning loss and accelerate learning. (ex: Read Naturally, Lexia Power-Up, Imagine Learning,...)</p>
<p>WUSD teachers will utilize dedicated office time to provide intervention and academic support services to address learning loss and accelerate learning. (ex: small group support, supplemental curriculum,...)</p>	<p>WUSD teachers will utilize dedicated office time to provide targeted intervention and support services to address learning loss and accelerate learning. (ex: 1-on-1 support, instructional aide support, modified curriculum,...)</p>
<p>WUSD will establish after school programs and tutorials to provide additional academic support services to address learning loss and accelerate learning. (ex: grade level tutorials, content tutorials, open enrollment,...)</p>	<p>WUSD will establish after school programs and tutorials that provide targeted academic support services to address learning loss and accelerate learning. (ex: English language learner tutorials, special education tutorials, priority or designated enrollment,...)</p>

Effectiveness of Implemented Pupil Learning Loss Strategies

Description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Various student records and performance data will be analyzed to measure the effectiveness of instructional programs and services provided to students to address learning loss. The following sources of student data will inform on whether implemented actions and strategies had an impact on academic achievement and promoted positive growth gains in individual students, English language learners and other targeted student subgroups.

- Comparative results from grade level or department formative/summative assessments and reassessments
- Comparative results from subsequent administrations of the WUSD Proposed Assessments
- Grades and achievement marks from formal grading periods
- Review students on Academic Support Plans, including IEP's, and assess attainment of prescribed goals
- Progress reports generated by online educational programs

Through the analysis of student performance data, teachers and school site teams will further determine whether modifications to or additional actions/strategies need to be implemented.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
<i>Note: Actions with an asterisk "*" are shared actions with other sections.</i>		
WUSD instructional staff will utilize multiple measures and district designated assessment tools to assess learning status, guide instructional and intervention decisions and determine academic growth over time.	0.00	Y
*WUSD schools will establish a consistent daily schedule that will meet CA state instructional minute requirements, offer a full curriculum and include designated office time for teachers to provide academic support services.	0.00	Y
*WUSD will offer resources and opportunities for staff professional development, professional learning communities and collaboration. (LCFF Action 1.1)	\$204,733	Y
*WUSD will provide devices, supplemental resources, educational programs and related professional development to support students attainment of state standards. (LCFF Action 2.2-2.3)	\$182,931	Y
*WUSD will provide online educational platforms and other resources to supplement the core curriculum and provide learning options for students. (LLM)	\$274,825	Y
*WUSD will provide specialty online educational platforms and other resources that support attainment of the core curriculum for English language learners, low-income students, foster/homeless youth and students with unique needs. (LLM)	\$18,290	Y
WUSD schools will maintain staff to offer after school programs and tutorials to provide academic support services during distance learning. (LLM)	\$41,000	Y
WUSD schools maintain staff to offer designated after school programs and tutorials to provide academic support services to English language learners, low-income, foster/homeless youth and students with unique needs during distance learning. (LLM)	\$27,340	Y

Mental Health and Social and Emotional Well-Being

Description of how WUSD 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.

WUSD has three social workers, a coordinator of prevention services and a district school psychologist that are available to provide mental health and social/emotional support. The Social Worker Team developed a flow chart that was distributed to all school employees and includes contact information for the designated support staff member assigned to each school site. WUSD is a grantee of a \$250,000 mental health grant and will provide the opportunity to add an additional 2 full time social workers to support students during the 2020-2021 school year. Social workers will continue to provide frequent outreach services to TK-12 students already identified as high-risk and may include phone calls, email, Zoom meetings, and/or home visit. As needed, students will be referred to auxiliary service providers such as Sequoia Youth Services and Woodlake Family Resource Center.

WUSD has promoted flyers created by Sequoia Youth Services across the district and provides information on support services available for students and families. The Social Worker Team has developed the website WUSD Virtual Relaxation Space at <https://sites.google.com/w-usd.org/wusdvirtualrelaxingspace/home> to provide resources, links to services and promote mental health and social/emotional well-being for students, parents, school staff and community. In grades 3-8, a weekly form is emailed to students to check-in on mental wellness and gauge support needs.

WUSD has contracted with Keenan Safe Schools to provide two online courses for TK-12 teachers to complete; (1) Youth Suicide, Prevention and Postvention and (2) Coronavirus: Managing Stress and Anxiety. In TK-5, social workers will be supporting teachers implementing Social Emotional Learning (SEL) strategies using the Second Step curriculum and provide SEL resources on Google Classroom. Additionally, a Mental Wellness Triage social worker from TCOE will provide teachers in grades 3-5 support with implementing mindfulness curriculum. In grades 6-8, training on self-care during COVID-19 was provided to staff. In grades 6-12, suicide prevention training, mindfulness and trauma informed practices for schools is being scheduled to occur for teachers. Training in the suicide prevention program LivingWorks, is also available and has already been provided to select 6-12 staff.

Each school site has a Coordination of Services Team (COST) that consists of a social worker, school psychologists, Director of Special Education, school site administrator, service provider and other support staff. Teachers and other school staff that have a concern with a student may submit a COST referral to request support. Scheduled meetings are held to address these referrals and other issues brought to the attention of the COST Team. Parents/Students can access links on school websites to submit needs/concerns to a social worker. School administration contacts social workers directly if there is an emergency or serious issue occurring with a student.

In addition to the Keenan Safe School training regarding the management of stress and anxiety mentioned above, systems will be put in place to monitor and support the wellness of school staff. Staff meetings will be scheduled throughout the school year and will provide a venue for staff to collectively share work related issues having an impact on their well-being. Administrators and supervisors

will also promote opportunities for private conferencing. Administrators and supervisors will collaborate with staff and then determine needed supports that will help improve the collective wellness of everyone. Additionally, a wellness survey will be created with the consultation of district social workers and sent to school staff to help gauge the state of the staff's social/emotional well-being and then provide support accordingly. All district employees are automatically enrolled in the Employee Assistance Program (EAP) and allows staff to receive a variety of services including counseling. Reminders about the EAP are emailed to staff quarterly so awareness of available services is maintained.

Pupil and Family Engagement and Outreach

Description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how WUSD 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 WUSD determines the pupil is not is not engaging in instruction and is at risk of learning loss.

Teachers, support staff and administration will utilize a variety of communication tools and digital platforms including phone calls, email, Parent Link, Zoom, Google Classroom, Seesaw, and Remind to conduct daily contacts with students/parents. Contacts and messaging will be translated to the home language of parents with the support of bilingual school staff as needed. Attendance reports and assignment records will be utilized to identify students that are absent from distance learning and need re-engagement. Below is the proposed tiered process for re-engagement that will be implemented by schools:

Tier	Description	Re-Engagement Process/Strategies
1	Student misses 25% (1 day) or less of instruction	<ul style="list-style-type: none"> ● Teacher makes contact email phone to student/parent ● Automated phone call home by 1:00pm ● If no contact with student/parent, no work submitted, or missed instruction the next day, the teacher submits request to School Accountability Team (SAT) for support
2	Student missed 60% (3 days) of instruction in 1 week or 40% (5 days) in 1 month	<ul style="list-style-type: none"> ● SAT contacts student/family (makes home visit if necessary) and <ul style="list-style-type: none"> ○ Determines cause (s) for missing instruction ○ Develops a written attendance plan and documents strategies and support services ○ Provides student/family information on the value and importance of school attendance ○ Informs family of *Student Attendance Review Board (SARB) process and issue SARB Letter #1 ● SAT monitors daily attendance for 2 weeks

3	Student shows no improvement in Tier 2 during a 2-week period or misses 9 days in 1 month or 12 days total	<ul style="list-style-type: none"> ● SAT and SARB Coordinator meet with student/parent and <ul style="list-style-type: none"> ○ Counsel student/family on the value and importance of school attendance ○ Issue SARB Letter #2 ○ Revise attendance plan and document additional strategies and support services ● SAT conducts weekly contacts/check-ins with student/parents ● SAT and SARB Coordinator monitors daily attendance for 2 weeks ● SAT and SARB Coordinator initiate legal interventions if no improvement is made
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* Note: The adopted WUSD SARB process has been modified for 2020-2021 to coordinate with the new CA distance learning attendance accountability metrics

School Nutrition

Description of how WUSD 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.

WUSD is a Provision 2 school and under this provision, 100% of all students served by the district receive meals at no cost. While in a distance learning model, WUSD will continue to provide meals to students and improve meal distribution methods that meet the needs of families. From the start of the school year on August 11th through August 21st, meals were distributed 10:00-11:30 a.m. 2 times per week. Beginning on August 24th, schools began providing live instruction beginning at 9:00am and meal distribution time was then changed to 7:15-8:45 a.m. every Monday and Wednesday. Meals are distributed from 3 school sites and students do not need to be present for pick up. With the current state meal waiver program, WUSD is able to provide a meal to any child age 1-18. On these distribution days, multiple meals are served to each student to cover days of the week when meals service is not operating. Based on the reported need by stakeholders, meals are being transported to students who have a medical issue, no transportation or live in neighboring feeder school districts (Three Rivers and Seville).

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	WUSD will offer resources and training opportunities for parents to support their student (s) with distance learning (LLM)	\$5,000	Y
Pupil and Family Engagement and Outreach	WUSD will offer resources and training opportunities designated for parents of English language learners, low-income, foster/homeless	\$2,500	Y

	youth and students with unique needs to support their student (s) with distance learning (LLM)		
Meals	WUSD will provide meal service during distance learning and expand services, to greatest extent possible, that include considerations for multiple distribution points and meal deliveries (LLM)	\$193,628	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.7%	\$6,173,317

Required Descriptions

For the actions being provided to an entire school, or across the entire school district, 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.

As of September 17, 2020, WUSD had a total enrollment of 2,074 students. Of this enrollment, 1.2% are foster/homeless youth, 87.9% are free/reduced lunch eligible, and 25.6% are English language learners. Adding all these student groups together, make up 89.1% of Unduplicated students eligible for improved or increased services through LCFF supplemental and concentration grant funding. Through analysis of district-wide and site-specific student performance outcomes and through engagement and feedback provided by stakeholder groups, the needs of Unduplicated students were identified, and actions for addressing these needs were developed. In consideration of the needs of Unduplicated students first for any actions that increase or improve services to these groups, but due to the high percentage of these students, many actions/services targeting these needs are more effectively delivered district or site-wide and will benefit all students, not just unduplicated students. Attaining English language proficiency, receiving integrated ELD instruction by trained staff, having material and basic needs met, and receiving targeted academic and socio-emotional support services are some of the areas of need for Unduplicated students. Providing services in a comprehensive manner district or site-wide will enable the district to better reach and serve this significantly large unduplicated student group with expanded and improved programs, as well as benefiting all other students.

Based on the identified needs of Unduplicated students, actions and services are designed to be delivered in the most effective and efficient methods possible to maximize intended impact. The methods of service delivery and content (such as materials utilized, strategies used in instruction, time schedule of delivery, how often delivered and by which staff) were mindfully considered by various stakeholder groups.

The COVID-19 pandemic has impacted WUSD as shared in the very first section of this document. The actions primarily focused on Unduplicated students but administered site or district-wide are intended to provide all students the opportunity to receive needed support in whichever area they are experiencing a deficit. These actions, while continuing to ensure that learning continues at high levels, will also ensure that learning acceleration is provided to all students no matter their current level of performance.

Actions within the LCP being provided to an entire school or district-wide and are marked as contributing to meeting the increased/improved services requirement can be referenced within particular sections of this LCP. In addition to actions intended to improve services for all students, below are specific actions that will provide increased services and have a primary impact on unduplicated students:

Increased Services Action	How will Action Meet Unduplicated Student's Needs?
<p>WUSD will offer supplemental English Language Development (ELD) resources, educational programs, and extended learning opportunities for English learners, including professional development for teachers to support integration of ELD standards.</p>	<p>The action will provide:</p> <ul style="list-style-type: none"> ● Additional curriculum, materials, online educational applications and other resources to supplement the ELD program ● Additional planning time and professional development for teachers to integrate ELD standards in all content areas ● Additional learning opportunities for English language learners, including designated after school enrichment, saturday academy, field trips and winter/summer school classes
<p>WUSD will maintain social workers, support personnel and resources to provide services to at-risk students, including students experiencing homelessness.</p>	<p>The action will provide:</p> <ul style="list-style-type: none"> ● Support personnel, including Director of Special Education, district psychologist/social worker, Coordinator of Prevention Services to coordinate direct services to foster/homeless youth ● Materials, supplies, transportation and resources to directly support foster/homeless youth
<p>WUSD will provide specialty online educational platforms and other resources that support attainment of the core curriculum for English language learners, low-income</p>	<p>The action will provide:</p> <ul style="list-style-type: none"> ● Additional materials, online educational applications and resources specifically tailored to Unduplicated students and supplement the

students, foster/homeless youth and students with unique needs.	curriculum such as Read Naturally, Lexia Power Up Literacy and Imagine Learning
WUSD schools will maintain staff to offer designated after school programs and tutorials to provide academic support services to English language learners, low-income, foster/homeless youth and students with unique needs during distance learning.	<p>The action will provide:</p> <ul style="list-style-type: none"> • Additional academic support services specifically tailored to Unduplicated students, including recruitment, priority enrollment and targeted support
WUSD will offer resources and training opportunities designated for parents of English language learners, low-income, foster/homeless youth and students with unique needs to support their student (s) with distance learning.	<p>The action will provide:</p> <ul style="list-style-type: none"> • Additional resources and training opportunities, including personal invitations, specifically tailored to support parents of Unduplicated students

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

As mentioned above, WUSD has 89.1% of students qualifying for LCFF supplemental and concentration grant funding services and the percent to increase or improve service is 34.7%. All actions contained in the LCP are principally directed to provide improved or increased services to Unduplicated students and demonstrates through implementation of these actions that the district is meeting the minimum proportionality requirement to increase/improve services by the stated percentage and there are no further actions included outside the LCP listed in order to meet the percentage required.