

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.]

As with all schools across the state of California and in most other states, COVID-19 has impacted the students, families, staff, and communities of the Wheatland School District in a profound way. The first major impact came in March 2020 when we notified families that, in effort to slow the spread of the disease and out of an abundance of caution for the safety and well-being of our staff, students, and their families, we were following the recommendations of our county health officials, Governor Newsom and State Superintendent of Public Instruction Thurmond to keep school facilities closed. We continued to look at the possibility of reopening but ended up making the very difficult decision to close through the end of the 2019-20 school year and to move all instruction to virtual learning/distance learning.

In the summer we were able to continue to provide food for our families and start bringing some employees back to work. We then began to plan for next steps. We made the final decision in early July to bring all students back on campus for classroom learning to begin in August. We spent over \$100,000 on PPE and other items in order to keep our students and staff safe. It was not even a week after this decision had been brought forward to our stakeholders, the Governor announced that all schools on the state monitoring list would need to start school with a Distance Learning Model. Yuba County was, and still is, on the list so therefore we had to go back to the planning and revamp the model. At the forefront of any of our planning efforts were students' and staffs' health and safety, educational access and equity for all students, regular communication with all stakeholders, and compliance with federal, state and local health orders and guidance from health experts.

Since Governor Newsom's announcement mandating our District to open school in August with a Virtual Distance Learning Model, we made some changes. We pushed the calendar back by over two weeks so we could plan and get ready for the difficult task of providing a robust education to our students through Distance Learning. We began to focus on a model allowing us to prioritize the following:

1. Daily live instruction and interaction with your student's teacher;
2. Every student having access to the Internet and technology to engage in daily instruction with their teacher;
3. Targeted support services for students at risk of learning loss;
4. Support staff providing support services for our students whether virtual or in-person for specialized services

5. Give an option for working parents that can not support the program with their children during the morning hours

We continue to recognize, hear and understand the significant impact these ongoing changes have taken on our students, families, staff and community. Specifically, we understand that for many of our students, our schools represent a place of safety, connection with others, relationship building, mental health check-ins, and robust learning. In addition, we are mindful of the equity challenges faced by many of our students including but not limited to safe learning environments, adequate access to technology resources and support, food security, social-emotional well-being and special education needs. We will continue to monitor these challenges and provide any supports we can so that, to the greatest extent possible, our students will be able to succeed and adapt to this new way of learning. We are still very hopeful that we can bring our students back to the brick and mortar classroom environment at some point in 2020/21.

At this time, we do not yet know when the health conditions in our county will permit our programs to resume in-person instruction, nor do we anticipate a quick resolution. We will continue to work in tandem with the Department of Public Health to provide support to our school districts and direction in our own programs based on our local conditions.

Stakeholder Engagement

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

The District has had a number of meetings regarding Distance Learning and the impacts that this will have on our students. We have worked with parents, community members, staff and others in order to come up with the best plan we can under these difficult times. We have had multiple Board Meetings over the last few months, we have had multiple site based meetings, we have had multiple meetings with the County Office of Education, we have had multiple meetings with the local high school district, we have had multiple meetings with the Yuba County Department of Health and we have had multiple negotiation sessions with our labor groups. We have listened to all the stakeholders and have gathered information at all these meetings. We will also send this plan out in draft form to all our stakeholders and seek additional input over the next few weeks.

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

All of our meetings have either been in person or available through Zoom. Board Meetings have had significantly more participation than ever because of the Zoom option. Per Governor Newsom's Executive order N-29-20, all meetings subject to the Brown Act were held remotely with agendas, minutes, and packets posted digitally in accordance with board policy. All school-site based meetings exempt from the Brown Act were held in a virtual format. Minutes were kept in accordance with policies.

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

The feedback from stakeholder groups has varied based on the various groups

Feedback we received from stakeholders centered on five key areas:

1. Learning Environment: Of prime concern are the environments in which the students engage in distance learning. We were able to provide devices and connectivity, however, an adequate learning space including appropriate seating, workspace, and lighting were not always available. Our school represents some of the safest environments for our students. Concerns about community violence, COVID-related illness, and access to necessary resources occupy the minds of our students. Students experienced an increase in family obligations such as caretaking for younger siblings and older family members. While some students tended to struggle more when parental units were away from the home resulting in a less structured environment, other students reported experiences and over saturation of family members as multi-generational and extended families resided in their home. All of these challenges resulted in difficulty finding a productive environment in which to engage in distance learning. These challenges only compounded when taken in light of the financial stress due to the loss of employment that many of our families experienced.
2. Academic engagement: Some students are able to work independently. However, many of our students struggled with motivation, resilience and other external factors that prevented meaningful engagement unless supervised by a parental unit or contacted by a staff member. Using technology items like Zoom or Google Classroom helps, but having students in the classroom is much more effective for their education.
3. Social-emotional wellbeing- A huge area of highlight was the mobilization of our support staff including our paraeducators, student advocates, teachers, counselors, and administration in making frequent, meaningful, and timely connections with our students. These interactions were aimed, and to a large degree successful, in helping our students feel connected to the school in spite of the circumstances. During the spring, we reached out to make meaningful contact with 100% of students.
4. Safety: making sure we have the PPE and cleaning set for making our students and staff safe at all times.
5. Return to the Classroom: Many of our stakeholder groups have indicated that they want to get the students back into the classrooms as soon as we possibly can. Although the State is currently still not allowing this return, as soon as we can bring students back we will look to do so.

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

Our plan was influenced by the input of our stakeholders. We will have both a Distance Learning model taught by our staff with a schedule similar to if the students were in school. We are also now offering a Home Based Independent Study program for the working parents that could not make the morning hours work for their situation. We had not planned on this but decided to make this available because of the input of our parents. We also have an MOU with each of our bargaining units in order to work through impacts and effects of the Distance Learning Model.

Based on other feedback, we have made the following modifications to our offerings:

1. We will be leveraging both certificated and classified staff to provide students and their families multiple opportunities for meaningful engagement during each school day. This also includes wellness checks by support staff who will be checking in weekly on our students.

2. We will be planning strategic on-site support to our students who are most at risk of learning loss or most in need of targeted interventions as soon as the county allows this on-site engagement
3. We are offering a CARE program for our staff so they can work from their rooms without distraction and make the education of our students their top priority while knowing their own children are safe, well cared for and working within their own distance learning classes.
4. We have adjusted the needed purchases based on input from staff on what they need to be successful during Distance Learning and when we return to school on a modified schedule.

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.]

On July 17th, Governor Newsom ordered that schools in counties on California’s monitoring list may not physically open for in-person instruction in the fall. Since Wheatland School District resides within the boundaries of Yuba county, which is on California’s monitoring list, the district will be operating in a Distance Learning environment until we have the ability and it is deemed safe to reopen schools physically for in-person instruction.

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

Description	Total Funds	Contributing
Purchase of PPE, Thermometers	\$10,000	Yes
Purchase of Sanitizer	\$10,000	Yes
Purchase of Desk Partitions	\$30,000	Yes
HVAC Upgrades	\$190,000	Yes

Description	Total Funds	Contributing
Plexi Glass Barriers	\$5,000	Yes
Increased Health Aide Time	\$15,000	Yes
Total Budgeted	\$260,000	Yes

Distance Learning Program

Continuity of Instruction

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

Option #1 - Daily Interactive Instruction on Google Classroom with Virtual Presentations (i.e. Zoom or Google Meet) See student schedule for specific times:

- This model will transition to classroom-based, on campus classroom (hybrid or regular) when state/local clearance allows
- Students will move from Distance Learning to in person learning with the same instructor that they currently have with very few exceptions
- This model follows the state guidelines and mandate
- Live, scheduled daily interactive instruction, grade-level interaction and rigorous lessons with the classroom teacher
- This model is "substantially equivalent" to in person instruction
- Sessions built into the schedule for independent work, intervention and teacher office hours for help through emails and phone calls
- Student attendance taken daily
- Students will be required to participate in the work and keep a journal of activities to be submitted to school upon request. Student work will be submitted on-line or via hardcopy and grades will be assigned
- Lessons and Instructional videos will be loaded on to Google Classroom so that students and parents will have access at any time

Option #2 – Home Based Independent Study

- The families that choose not to enroll in the daily interactive model above can enroll their children in our Home-Based Independent Study Program
- This model will not end when state/local clearance allows for regular instruction
- Students that chose to remain in the program may remain and students that chose to transition to classroom-based, on campus instruction, when state/local clearance allows for regular instruction, may transition back to the classroom at the trimester
- Students that transition back to in person learning will be placed in a classroom with a teacher they have not worked with during this program period
- This Home-Based Independent Study model is offered as an alternate to the Distance Learning Model above and therefore will require application and superintendent approval
- Technology based lessons to access at family convenience. The daily commitment is approximately 3 hours per day
- Students will be required to meet either in person or virtually with the Home-based Independent Study Staff once per week
- Student work/documents to be submitted through the program weekly
- Office hours for help will be offered through emails and phone calls. Work tutorials are available through the technology program
- No live instruction takes place in this program. The parent is the learning guide. The program has learning guidance, pacing plans and built in assessments
- Students are expected to log in and engage each school day. Technology based lessons can be accessed at any time for family convenience
- Attendance will be taken and monitored daily by the teacher through student logins monitored by the program
- Students will be required to participate in the work and keep a journal of activities to be submitted to school upon request

In both models above all students will be assigned to a certificated instructor who will be responsible for ensuring student engagement, access to courses and coordinate access to additional supports as needed. In addition, students will also be assigned to classified and support staff for academic and social-emotional supports on a regular basis. To ensure students have access to a rigorous set of courses, a master schedule has been created with each student receiving a schedule that includes 240 minutes of instruction daily which is specifically tailored to their academic needs. Students would be supported by a cohort lead teacher as well as support staff for case management purposes. Since it is unclear when or if we will be able to leverage such a model for the 2020-2021 school year, the actions listed in this section will refer to intervention and enrichment strategies that will be implemented in person, regardless of whether or not we are in an in-person or distance learning modality as an organization.

Synchronous Learning:

Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction. It most resembles a real classroom environment and the students can ask questions and receive feedback simultaneously in real time. This learning allows for collaboration between students. Teachers can provide immediate feedback, assessment, and make adjustments as needed

Synchronous learning can occur using computer interaction through Google Classroom, Zoom or with videos

Asynchronous Learning:

Asynchronous learning occurs separately and independently and without real-time interaction with the teachers. Directly aligned to the previous live instruction. Student feedback will not be immediate and questions will be asked later. This provides opportunities for students to develop questions and reflection on their learning throughout the day. It allows for more flexibility in scheduling. Asynchronous learning can occur through classwork, videos, group work or other supports

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.]

One to One devices are provided to all students. The District has purchased devices for all students to support both Distance Learning and Home Based Independent Study. The District has also put a number of connectivity assurances in place for our students. We will have WiFi available in all parking lots of our schools and at the District Office. We will equip 3 buses/vans with WiFi connectivity and park them daily in the areas of need so that students in those areas can connect. We have also ordered 100 Jet Pack Hot Spots to be checked out to students that do not have the ability to connect in the previously mentioned areas. Finally we have partnered with a local internet provider and will have internet installed and will pay the monthly costs associated with the internet while on Distance learning. This option is a last result due to the ongoing higher cost but we will use if and when necessary.

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.]

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using the Zoom teleconferencing software. Teachers and case managers will rely on the strong learning platform, Google Classroom, to assign coursework, track student course progress, credits earned, and verify student participation. All asynchronous work will be crafted with a time-to-value schoolwork rubric to ensure the minimum number of minutes are achieved each day. Staff will complete a student engagement log to verify this engagement and instructional minutes as well as to identify students who are at-risk for learning loss.

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.]

All teachers will be offered targeted professional development in distance learning strategies using Google Classroom, Google Forms, Google Slide, Google Sites, Google Meet, Zoom, Nearpod, Flipgrid, Screencastify, Clever and other essential programs. This will provide the framework for engagement and instruction during a Distance Learning event. In addition to this training already listed ALL staff are being trained in COVID 19 . The purpose of these targeted trainings is for staff to be able to offer robust content in both hybrid and Distance Learning environments.

Staff Roles and Responsibilities

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

Staff are concerned and many are overwhelmed with all the new roles and responsibilities as a result of COVID - 19. Our staff is working diligently to make sure they have all the necessary curriculum and programs in order to be successful with students in the Distance Learning Model.

Some staff will not be taking on new roles or responsibilities as a result of Distance Learning.

All staff will continue to provide the same level of care, relationship and instruction as they would in a traditional classroom environment. The substantial difference will be in work conditions and method of delivery.

New responsibilities for administrators include:

- Ordering and distributing all PPE products
- Preparing school campuses for social distancing and safety procedures
- Planning and facilitating staff training on social distancing and safety procedures
- Planning and facilitating professional development related to Distance Learning
- Monitoring personnel to ensure adherence to social distancing and safety procedures
- Providing training and support to staff for the virtual learning environment
- Scheduling
- Working with parents on their needs
- Coordination of remote learning systems
- Ensuring equitable access to connectivity
- Daily/hourly family outreach to determine & address barriers to student engagement in the virtual classroom
- Conducting meetings with other districts, YCOE, staff, families and community members through Zoom

New responsibilities for teachers in the virtual classroom environment include:

- Using online platforms and programs not previously used
- Ensuring instructional plans are appropriate for a virtual environment
- Communicating daily schedules to families in specific detail while limiting changes that could cause confusion
- Communicating access procedures for instruction and resources to parents and students
- Engaging and motivating students in a virtual environment
- Advance planning with support personnel given that synchronous planning and communication is not possible
- Posting all assignments and providing feedback on progress through a learning management system
- Conducting meetings with colleagues and families through video conferencing platforms
- Participation and Engagement forms
- Collecting and passing out items to be used at home
- Monitoring grades and attendance for students with 504s and IEPs
- One on One testing for Spec Ed, ELL and other needed services

- Office hours to work with parents

New responsibilities for instructional aides include:

- using online platforms not previously used
- monitoring classes and respond to student questions
- outreach to students that are not engaging

New responsibilities for other staff

- new lunch preparations and pick up routines
- Extensive cleaning
- Technology work is extensive

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

When at all possible and with respect to the safety and well-being of our students and staff in mind, we will provide supports for students in a virtual manner. However, when a need is significant enough or there is no viable virtual option, we will provide on-site supports for students with exceptional needs once the county has approved this. In addition, we will be regularly monitoring students' social-emotional well being to quickly identify and provide supports as needed. We will be coordinating with our counselors, psychologists, nurse and other LEA and community resources to monitor and provide supports to our students as part of our planning and implementation processes.

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

Description	Total Funds	Contributing
Staff Development for Certificated Staff (Teachers & Admin)	\$150,000	Yes
WiFi Connectivity	\$100,000	Yes
Students One to One Devices	\$100,000	Yes
CARE Program	\$10,000	Yes

Description	Total Funds	Contributing
Home School Program	\$35,000	Yes
Software Program Costs - Zoom, Google, Linewize, Others	\$50,000	Yes
IPADS for IEP Testing and testing software	\$15,000	Yes
Food Services Scanners and Laptops	\$5,000	Yes
Cleaning Supplies	\$25,000	Yes
Distance Learning Planning	\$25,000	Yes
Social Distancing Signs	\$5,000	No
Total Budgeted	\$520,000	Yes

Pupil Learning Loss

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

Learning Loss mitigation will begin at the start of the school year with initial assessments in grade level Language Arts and Math. Based on those assessments, students will be provided with instructional intervention during the school day provided by classroom teachers and para

educators in specific areas identified by initial assessments. Students will be assessed regularly and learning plans are to be adjusted as students progress. Intervention service time has been scheduled into each classroom teacher's day and they will work with students in specific areas to address any and all learning loss. They will develop plans and will be providing instruction in deficient areas.

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.]

Individualized learning loss plans are to be developed for each student exhibiting learning loss beyond average school instructional break regression due to Covid-19. These plans are catered to the student's individual needs and shall take into account Special Education, English Learner needs, low income, foster youth and homeless challenges. Any and all exceptional needs of a student will need to be addressed by the classroom teacher or the specialized teacher. The implementation of these learning loss plans will occur during the school day and may be supplemented by additional time during after school hours office hours with support from teachers and staff.

- o Students work in cross-age groups where they practice skills such as teambuilding, collaboration, and use of effective communication.
- o Students are exposed to and encouraged to engage in activities that increase their understanding and use of 21st century skills such as creativity, critical thinking, communication, flexibility, productivity, and information technology.
- o Lesson plans are created that sequence and scaffold skill sets for student practice and mastery. Various activities have reflections built into them.
- o WSD successfully manages Program data using district databases in combination with site based Excel records. Evaluation data on file includes: qualitative descriptions of the program's impact on students and their families through student and family surveys, case studies and quantitative analysis of the project's impact in terms of attendance, student progress in meeting standards, homework completion and behavior. Multiple sources of data are maintained for reporting and for on-going program improvement, such as a) AI progress reports; b) attendance in the school day and after school programs; c) ASES surveys; and d) Homework charts. Qualitative data describing operational changes and discussions on how the program is meeting its objectives is collected. At monthly Site Lead meetings, student attendance and site updates are discussed. At site-specific meetings, site plans are reviewed and strategies are discussed. Progress is monitored through continuous improvement processes where outcome indicators are analyzed and used to alter services as necessary. Progress is reported at the collaborative meetings. Highlights of activities are posted for parents at each school and reported to the WSD Board and Administrative team weekly. Also, the After School staff and students have made presentations to the School Board, during site visits, and at conferences.
- o WSD's Programs provide a wide range of support to our students and parents during out of school hours when families and children lack access to other alternatives. Within a safe, structured and inviting environment students get extra help with homework, explore and expand their world with creative projects and enjoy learning through "disguised learning" games. The program continues to expand and improve each year. Teachers, parents, community members, the staff and students themselves have seen many examples of positive and permanent changes in student behavior, school participation, and academic performance. The program consistently provides accurate and timely evaluation, expenditure, attendance, fiscal, and other reports as required by the CDE.
- o Methods used to correct or improve the program based on the results of the outcome measures are: a) adapting the program schedule to meet changing community needs (e.g. impacts of war, family economic loss, high mobility rates, etc.); b) flexibility in identifying students

based on academics (e.g. working with Administrators' and teachers to improve homework assistance, remediation using RTI screeners and targeted skills, and higher-level educational opportunities); and c) providing ongoing staff development.

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 these strategies will be measured three ways:

1. Ability of students to engage and pass their classes which will be looked at through an audit at the end of each grading period or upon successful completion of grade level requirements.
2. Student engagement logs demonstrating active engagement with our schools as measured by the student engagement log and assessed by administrative team on a weekly basis.
3. Monitoring of daily attendance through Aeries and tracked by administration to rapidly identify students not meeting the expected threshold of attendance.

Teachers will use on going assessments to assess the effectiveness of the individualized learning loss plans. These assessments will guide the pace of instruction and areas of need. All students will be reviewed by teachers and administrative teams to ensure that students are properly identified and receiving the supports they need.

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

Description	Total Funds	Contributing
Professional Development	\$50,000	Yes
New Tech Programs	\$50,000	Yes
Supplies and copying costs	\$50,000	Yes
Total Budgeted	\$150,000	Yes

Mental Health and Social and Emotional Well-Being

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

Students - At the core of our supports are the strategies of connectedness and relationships. Each administrator, certificated counselor, Psychologist, special education teacher and home room is expected to be the first line of identification of any student who may be experiencing signs of trauma or distress. Individuals will collaborate with the school counselor, parents and administration to discuss students who may be in need of additional supports beyond what the staff member is able to provide. Depending on the severity of the circumstance, home visits or collaboration with a county agency partner may be leveraged to meet the needs of the student. We will also bring students in for one on one visits/sessions with our staff as needed. Our Nurse, Counselors and Psychologists have received training on mental wellness and suicide prevention including what signs to look for with students. We also employ a full time MFT Counselor at Bear River. Our Counselors, Nurse and Psychologists will work closely with the administration and parents on any signs from our students and proceed with any necessary interventions.

Staff - Our staff may need support as well during this difficult time. Our Administration will work with staff to make sure we can meet their social and emotional well being needs.

o Staff intentionally identify student strengths, interests, and learning styles, and encourage students to try new things and develop their skill sets. Staff receive ongoing training and hands-on practice in using health and safety tools such as:

? First aid, CPR, mandated reporter, harassment, bullying prevention, human trafficking, youth development, and working with students with special needs.

? Greeting & Check-ins with students/families (Building positive relationships)

? Attention-Getters (Quick way to get the attention of group(s) for noise-level/instruction/safety)

? Group Agreements (Setting the tone for how we relate to each other and setting high expectations)

? Kelso's Choice (Identifying small & big problems and the related emotions)

? Resolving Conflict using a Problem-Solving Method (restorative justice approach, managing emotions and de-escalation strategies)

? Incident Logs

? Balance Center

? Behavior Agreements with Incentive Charts

? Incentives such as "Above & Beyond" rewards, "Student Store", Homework Charts/Incentives

o School and after school staff reinforce positive student behavior using the Second Steps Program, Kelso's Choice, and other resources. These policies are enforced consistently by staff across grade levels. Rules and expectations are outlined in the handbooks, reviewed with students in class and at parent meetings. The staff uses "positive discipline", defined as managing group behavior to reduce disruptions and to increase cooperative and responsible behavior. In this process, the students and staff (after school and during the day) use three basic tenants – Be Safe, Be Responsible, and Be Respectful. The program has successfully implemented "Balance Centers", which are quiet

spaces away from the large group and heat of action, where tired, angry, sad, or aggressive children may go to regroup, re-center, and regain their balance. Balance Centers have proven to be an effective behavioral tool in helping the majority of students be successful and remain in the program despite challenges.

o The program supports our students' developmental, social-emotional, and physical needs through its design whereby students have various opportunities to participate in a safe and supportive environment:

? where all students are offered a nutritious snack.

? where all students have the opportunity to participate in academic reinforcement activities, enrichment activities and physical activities (student-choice and/or lesson planned activities).

? where all students participate in grade-level classes, in grade-level combination classes (e.g. K-1st, 2nd-3rd, 4-5th, and 6-8th) and/or in flexible scheduling with free choice options for cycling through all-age activity centers.

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.]

Built into the master schedule for each day is time allocated for student check-ins where staff will check in with students who did not engage during that day. In addition, our support staff, school counselors and administration will track student engagement and provide intensive tiered interventions to students who have missed a large percentage of the instructional days during any given week. These interventions include possible home visits, phone calls, parent contacts, wellness checks and collaborating with county agency partners.

Pupil contact will occur daily via multiple modes. Teachers will hold daily live online instruction and conduct office hours in which they are available both virtually and via the phone. Staff will contact students daily should they not participate in the virtual classroom activities to ensure that they are keeping up on their work load and to provide support for struggling students. A materials pick up and drop off day will be held every two weeks. Teachers will be available during all contracted hours to provide feedback and answer questions. Any work that is not picked up will be delivered, if necessary, the day after pickup/drop-off day.

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.]

During in-person instruction time our school site kitchens will provide daily lunch and breakfast meals to all students that need one. Free and reduced lunch applications are provided to all families and are updated regularly. Those qualifying will either receive a free lunch or a reduced priced lunch. Students that do not qualify can purchase a lunch at the full rate price. During distance learning, a meal pick up program is in place. Meals are provided to students in a drive through fashion. Meal locations and times are publicized and occur at all three of our school campuses. Once in-person instruction resumes, students will be provided meals and will eat in the areas designated by the site based on the guidance from the health department. These meals will be individually packaged, delivered, and consumed in accordance with local health guidelines. The USDA has determined that all students will eat for free through December 31, 2020. We are awaiting guidance from the State on the implementation of this waiver program and are excited to be able to feed any and all students that need breakfasts and lunches throughout the week.

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

Section	Description	Total Funds	Contributing
N/A	<p>TProgram is aligned with the schools' wellness plan as outlined in WSD Board Policy 5030. This policy establishes goals/procedures to ensure that:</p> <p>District Schools:</p> <p>Students in the District have access to healthy food during the school day ? in accordance with Federal and State nutrition standards.</p> <p>Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors. Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.</p> <p>Students have opportunities to be physically active before, during and after school.</p> <p>School staff are encouraged to practice healthy nutrition and physical activity behaviors in and out of school.</p>	N/A	

Section	Description	Total Funds	Contributing
	<p>The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.</p> <p>The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.</p> <p>After School & Summer Camp Programs:</p> <p>Students receive an afternoon snack as well as breakfast and lunch in our summer camp program in accordance with the standards.</p> <p>Students participate in CATCH curricula, cooking academies, Let's Move events, and other activities with partners as available. Activities are adapted to meet the needs of our students.</p> <p>Students participate in planned physical activities and games and/or student choice physical activities daily.</p> <p>Staff are encouraged to participate, demonstrate, and bring their physical activity skills to the program. Staff are encouraged to eat and drink healthy items.</p> <p>Staff and students work on developing healthy behaviors such as staying active, how to work in collaboration, resolving conflict, safe use of equipment, safe entry/exit from program and developing a positive socio-emotional culture.</p> <p>The Program Director meets with the district and school site administrative team monthly and regularly checks in with kitchen management. The program follows the district recordkeeping.</p>		

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
9.23%	\$288,556

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.]

Expanded Supports- We offer support services along with mental health services to all students since we know that our foster youth and socio-economically disadvantaged populations are vulnerable to trauma-inducing environments which will most likely have been exacerbated by the conditions created by COVID-19. Providing these services will help connect students and their families with community based resources as well as timely mental health supports should they need them. In addition, we will be providing two classified staff members who will be part of our student engagement team to provide timely intervention to students at risk of learning loss, knowing that our foster youth, English learners and low-income students are in the population that are most likely to disengage from the educational process because of a variety of factors. These supports will ensure that our foster youth, English learners and low-income students are well positioned to engage in our educational system, leading to increased academic outcomes.

Increase Technology Acquisition- Looking at the needs of our foster youth, low-income, and English learners, it is clear that the District needs to be able to fill in the equity gap presented by students and staff who are unable to connect in a distance learning environment through either limited connectivity or substandard devices. By acquiring technology to meet the need of students and staff, we are ensuring the infrastructure upon which distance learning is built by positioning ourselves to respond to the digital learning needs of our foster youth, socially disadvantaged and English learners. While we know these needs may exist across all students, they are most pronounced in our unduplicated student populations.

Professional Learning Opportunities - by offering targeted professional learning opportunities to staff, we are preparing our staff to identify and to specifically respond to the unique needs of our unduplicated student populations. These trainings will support the work of our staff who are part of our distance learning Multi-Tiered System of Support (MTSS) structure and will ensure that our students are engaged and supported. By strategically supporting and providing interventions, we believe our students will have the highest likelihood of achieving their academic goals.

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

In addition to the supports we have always provided, we have staff making pupil contact via multiple modes. Teachers will hold daily live online course and conduct office hours in which they are available both virtually and via the phone. Staff will contact students daily should they not participate in the virtual classroom activities to ensure that they are keeping up on their work load and to provide support for struggling students. Bi Monthly, a materials pick up and drop off day will be held. Teachers will be available, socially distanced, to provide feedback and answer questions in person that a family may have once this is allowed by the county.

In order to support our low-income and foster youth families, we can offer transportation services that allow families to access community resources or agencies as well as transportation to and from the school to engage in school related business including but not limited to the delivery of academic materials.

A robust series of supports for students is available including counseling and mental health services in addition to our partnership with community agencies to provide specialized services.

Using the above strategies and taking into consideration the expenditures incurred therein, we both qualitatively and quantitatively meet the increased or improved services for our foster youth, English learners and low income students.