Learning Continuity and Attendance Plan
2020-2021

Walnut Valley Unified School District
“Kids First – Every Student, Every Day”
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
Walnut Valley Unified School District

### Contact Name and Title
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## General Information

Walnut Valley Unified School District (WVUSD) educates over 13,500 students in Preschool, Transitional Kindergarten, Kindergarten through 12th grade, and Adult Transition services. The District’s vision strives for all students to experience an exceptional education in a supportive, safe, and healthy environment giving students skills, ethics, and courage to achieve their dreams in the world of today and tomorrow. The District’s mission commits to "KIDS FIRST- Every Student, Every Day," where all staff members prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include academics, arts, athletics, and activities. Building healthy relationships, being fiscally stable, having a strong focus on student achievement, building leaders within the organization, and ensuring the safety and wellness of all stakeholders are the five focus areas set by the Board of Trustees and the Superintendent. Although the COVID-19 pandemic adversely disrupted the day to day operations of public school education throughout the state of California, it has not deterred the District's commitment to ensuring academic success and social and emotional wellness of all students.

On July 17, 2020, based on the Governor's announcement, the District Superintendent communicated to all staff and the parent community to move forward with opening our schools entirely in a distance learning format with no students attending in-person on any school site. Also, based on the Governor's orders, all schools will remain in a distance learning format, at a minimum, until the state deems it safe to return to an in-person model. The Governor's order states that schools will not be considered for reopening with students in person until a minimum of 14 days after a "monitored" county (including Los Angeles County) has been removed from the monitoring list (based on a variety of factors such as a continual decrease in confirmed COVID-19 caseloads). Specifically, the Governor's document states, "Using health data, schools can physically open when its county has been off the Monitoring List for 14 consecutive days."

Most recently, on August 28, 2020, the Governor released a new Blueprint for a Safer Economy with revised criteria for reopening of schools. The Blueprint for a Safer Economy replaces the state monitoring system. The Blueprint requires a county to meet the metrics in the next tier for 14 consecutive days to move to the next tier. Currently, Los Angeles County is in Tier 1 (widespread) and must meet the metrics in Tier 2 (substantial) before the Los Angeles County Department of Public Health (Public Health) recommends reopening of schools. Throughout the summer, WVUSD, in collaboration with teachers, administration, classified and certificated staff and feedback from
the community planned three instructional models (full return, split schedule, and distance learning) to prepare for change and fluidity the
COVID-19 pandemic has caused. All three models ensure continuity of high-quality instruction, full access to the board adopted curriculum,
textbooks, and instructional materials, and support for student academic success and social and emotional wellness.

The District Educational Services provided information to all parents regarding instructional models (distance learning, in-person, and split
schedule) during the 2020-2021 school year in accordance with Public Health Reopening Protocols for K-12 Schools and Senate Bill (SB)
98. Live parent webinars for elementary and secondary parents were held on July 20, 2020, to inform parents on the reopening plans with
distance learning for all students in WVUSD.

SB 98 established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all
stakeholders, including educators, parents, students, and community members, while streamlining meaningful stakeholder engagement and
condensing several preexisting plans.

In particular, it was important to combine the intent behind Executive Order N-56-20, which required a written report and envisioned an off-
cycle Local Control and Accountability Plan (LCAP), and the ongoing need for Local Educational Agencies (LEAs) to formally plan for the
2020/2021 school year amid the uncertainty caused by the COVID-19 pandemic.

The Learning Continuity Plan replaces the LCAP for the 2020/2021 school year and supersedes the requirements in Executive Order N-56-
20. This plan is intended to memorialize the planning process that is already underway for the 2020/2021 school year.

The Learning Continuity Plan describes how the LEA is:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency
- Ensuring students have full access to a full curriculum of substantially similar quality regardless of method of delivery
- Addressing the mental health and social and emotional needs of students, staff, and families
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Continuing to provide school meals for students

Reflected in this Learning Continuity Plan is the District’s commitment to ensuring that the virtual learning educational program, to the extent
possible, closely mirrors our in-person program in terms of the quality of the teaching and learning experiences we provide for students. It
also ensures continuity in learning when the District needs to transition from in-person instruction to distance learning due to Public Health
and state and local educational agencies' recommendations. In addition, this Learning Continuity Plan will address our District’s plans around
access to connectivity, professional development, pupil learning loss strategies, mental health and social & emotional well-being, family
engagement & outreach, and school nutrition.
Stakeholder Engagement

Stakeholder engagement and solicitation of feedback from staff, parents, students, and community informed the district reopening plans and the Learning Continuity Plan throughout the spring school closure and during the summer months. The Superintendent hosted virtual meetings with the Coordinating Council, which is comprised of members of parent representatives from every school. The Coordinating Council members included parents of low-income parents, English Learners, and foster youth. The Superintendent and district administration informed the Coordinating Council on updates and reopening of schools planning phases. In early September, the Superintendent convened the Coordinating Council where Educational Services presented the Learning Continuity Plan with time for the members to comment on the plan. As a follow up, members emailed Ed Services directly with questions and comments regarding the plan.

In early June and again in late July, once the announcement was made that all schools will start the new school in distance learning due to the Governor's order, parents were surveyed on their readiness for the new school year in distance learning with the possibility of in-person instruction when the district receives clearance from Public Health. In early August with the anticipation of the new school year to start on August 10, a virtual meeting was convened with parent representatives from the District English Learner Advisory Council (DELAC). With the recommendation from DELAC, input on a parent feedback form was sent to all parents of English Learners for considerations on increasing and improving services for English Learners and to address learning loss for our English Learner students. At the August DELAC meeting with translation services in Mandarin, Ed Services provided an overview of the Learning Continuity Plan and parents reviewed and commented on the plan. DELAC parents communicated to the district English Language Development (ELD) Specialist with comments and questions regarding the Learning Continuity Plan. Parent communication and surveys were translated in Mandarin to ensure access to information for all parents. A dial-in phone number was provided for WVUSD parents to account for families who may not have internet access. During the summer months as the district worked on plans for both in-person instruction and distance learning, over 200 teachers convened virtually and in small cohorts to provide recommendations and considerations for students and staff for in-person and Distance Learning. 700 teachers and certificated staff, 1500 classified staff and classified and certificated management were surveyed on their readiness and input on safety protocols for the return of the school year. Throughout the summer months, WVUSD administration engaged in multiple meetings with the teachers and classified associations to ensure working conditions were aligned to Public Health protocols and that staff were informed on the new guidelines for instruction during the new school year. A student survey was sent to all secondary students in grades 6-12 to garner input from students on distance learning and in-person instruction. To ensure ongoing feedback, inquiries, and comments from the parent community, staff, and students, WVUSD utilized a cloud-based administrative communication tool, Let's Talk!, to respond to members of the school community within 24 hours during the work days. Parents, students, staff, and community at large submitted questions, inquiries, comments, and feedback on Let's Talk 24 hours/7 days a week. Designated district administrators responded to Let's Talk! submissions and received a feedback score on how the message was received by the recipient.
In accordance with Executive Order N-29-20 published on March 18, 2020, the WVUSD Board of Trustees continued holding their regular public meetings as scheduled. To ensure social distancing and to mitigate gathering of large groups, separate rooms were set up at the District Office to house the public with access to the Board Meeting via telephone. In addition, the public had the opportunity to submit oral communications during open session via email. The public received notice to submit a Request to Address Agenda Items on the day of the Board Meeting.

On September 2, 2020, the Learning Continuity Plan was shared before the Board of Trustees before the public at a regularly scheduled Board meeting. The Board meeting agenda and a copy of the Learning Continuity Plan were available 72 hours prior to the meeting for the public to review. The agenda and the copy of the Learning Continuity Plan were available on the district website. At the board meeting, copies of the Learning Continuity Plan were available for the public. The Board of Trustees held the board meeting in-person. To ensure social distancing, overflow rooms were set up with access to the Board meeting via telephone. The public hearing solicited recommendations and comments from the public regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan. All recommendations and comments from the public hearing were taken into considerations before the finalized Learning Continuity Plan was submitted for the Board's consideration at the September 16, 2020 Board meeting.
Feedback from the different stakeholders advised the District for consistent, structured daily, live, synchronous instruction and connectedness with their teacher and classmates. Continuing support with technology for teachers, students and families was a consistent thread in all the feedback received from surveys and focus group meetings. Professional development to support staff with integration of technology applications and platforms to deliver distance learning was a necessity communicated by the teacher focus groups that convened during the summer. Input from parents of English Learners shared their concern about their child understanding the instruction when English proficiency is limited. Parents requested more one on one or small group instruction for English Learners with teachers and bilingual aide to ensure the English Learners were supported with their learning. The teacher focus groups, parent meetings, surveys and input from site principals all indicated a priority for social and emotional learning since students are isolated and experiencing different levels of trauma or adverse experience due to the COVID-19 pandemic. The survey results from parents on reopening plans indicate that 30% of our parents plan to keep their child at home to continue with distance learning or independent study when schools return to in-person instruction. The parent survey also provided feedback on safety and health protocols that were the top priority for the parent community. Face coverings and frequent sanitation and cleaning were the top indicators to ensure a safe reopening. Readiness survey from certificated, classified and management staff all indicated that in-person instruction is the best mode of learning for students since access to resources and staff for wrap around services are readily available at all school sites. However, all groups indicated safety and health as the top priority as considerations for transitioning to in-person school. All groups requested health screening, physical distancing, face coverings, sanitation and cleansing, and exposure containment plan as tangible protocols that need to be implemented before schools open for in-person instruction. The survey results from secondary students in grades 6-12 indicated that the biggest challenges for distance learning were inconsistency with wifi connection, balancing screen time with homework, and isolation from peers and extracurricular activities. Overwhelmingly, students indicated that the highlights of distance learning has been the ability to stay focused without distraction from peers, time to work on homework, and teacher communication and daily interaction. Most of the students indicated that they feel safe when schools return to in-person instruction. Having all staff and students wear masks and improved sanitation and cleaning were the top protocols the students advocated to have in place for in-person instruction.

The following aspects of the Learning Continuity Plan were influenced by stakeholder input:
+ The distance learning instructional schedule which includes daily live, synchronous interaction for the purpose of instruction, progress monitoring, and school/social connectedness were developed from different stakeholders, including the teachers' association.
+ Designated time for remediation, intervention, and re-teaching was implemented at all levels during the last 80 minutes of the school day during distance learning.
+ Secondary schools provided all teachers at the site the opportunity to vote for either a 6 period or a block schedule during distance learning.
+ The data and feedback from the parent readiness survey informed WVUSD to plan alternative learning programs for students who choose not to return to in-person instruction due to health and family considerations.
+ Development of a parent learning hub (dedicated website to house all resources for parents) and expanded outreach and support for parents and families emerged out of conversations with parents and families, which informed actions for the distance learning program.
+ Ensuring emotional wellness for all students created opportunities for counselors and Elementary Learning Specialists to provide weekly social and emotional lessons to students in grades 1-5 and regular events for grades 6-12 to promote school culture, connectedness and wellness outreach, which informed additional actions to implement the Learning Continuity Plan.
The district's focus on providing targeted time and intensive support for some of our highest-need students (emerging English Learners, students with disabilities) in both the in-person and distance learning plan was influenced by input from stakeholder groups, which informed actions under in-person, distance learning, and increased and improved services for unduplicated student counts.

Ongoing support with technology for staff, students, and families was in response to the requests of the different stakeholders which informed actions under the distance learning program.

Re-engagement strategies and tiered levels of support for student interaction and attendance were results from administrators, parent groups, and staff input.

The entire Learning Continuity Plan was created in meaningful collaboration with parents, students, teachers, classified staff, certificated staff, and site and district administration to ensure all students experience a "Kids First!" learning environment that is supportive, safe, and high quality. COVID-19 definitely created sudden change and disruption to public education. However, the district's commitment to our mantra "Kids F1rst, Every Student, Every Day" has challenged all staff, students, parents and families to embrace the sudden change as an opportunity to do something amazing. The teaching and learning evident in the daily distance learning that has been launched since August 10th is just the beginning to the amazing things happening across the district, which are captured in the Learning Continuity Plan.

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.]

WVUSD is committed to providing the best education to students in the safest way possible. Educators and leaders have diligently worked to prepare the best possible educational options for our students while keeping safety our top priority. WVUSD is committed to having students return to school as soon as it is safe to do so. Although the start of the school year began with distance learning for all students, the goal is to offer in-person instruction to the greatest extent possible, when safe to do so, to comply with compulsory education requirements. As we monitor updates from Public Health and state mandates, the traditional school may fluctuate between an in-person instructional model and the distance learning model. To ensure social distancing and minimize gatherings, WVUSD is also planning a split schedule (hybrid) to have 50% of the student population on campus for in-person instruction. Students will be split into either cohort A or B. Cohort A will attend in-person two days, and Cohort B will attend on the other two days. The 5th day will have all students learning via distance learning. Once Public Health allows for more students on campus, WVUSD will resume with all students attending in-person every day. When we return to in-person instruction, students will continue to learn under their assigned teachers with access to additional staff for academic and social, and emotional support. Each school site has counselors to support students with social and emotional well-being. Every elementary school has an Elementary Learning Specialist to mitigate learning loss for students through small group instruction, parent education, and additional support for English Learner (EL) students. The secondary schools have personnel dedicated to academic support and social and emotional wellness to ensure students receive access to multi-tiered supports. Students with Individual Education Plans (IEPs) will receive services and support to address their individualized needs.
With in-person instruction, safety, and adherence to Public Health's school protocols will continue to be a top priority to ensure a safe and healthy learning environment. Physical signage and routines will be established to adhere to Public Health protocols for TK-12 schools.

Face coverings will be required for all staff and students. Physical distancing, to the extent feasible, will be implemented to prevent the spread of the virus. Frequent hand washing routines will be established, and hand sanitizers will be provided in locations throughout the school facility. The District will increase and enhance the cleaning and sanitizing of facilities to ensure students and staff are safe. The District will implement a systematic protocol to minimize exposure when students and staff show symptoms related to COVID-19. Schools will have dedicated rooms at the health office to isolate students with symptoms, partitioned spaces when providing instruction individually or in small groups, designated staffing for COVID-19 safety, and purchase of supplies to support the safe reopening of physical schools. All staff will complete the required Alliance of Schools for Cooperative Insurance Programs (ASCIP) online COVID-19 safety training and will submit daily health screening before entering the worksite.

When we transition to in-person instruction, formative and summative assessments will continue as conducted during distance learning, along with additional in-person assessments, to ensure students are provided the necessary supports to minimize gaps in learning. Schools will schedule regular data analysis and collaboration days to strategize instructional practices based on current student data. Students who have experienced or are at a greater risk of experiencing learning loss, such as students with disabilities, English Learners, foster youth, students from low-income families, and those experiencing homelessness, will be prioritized for increased or improved services during distance learning and as WVUSD transitions to in-person instruction. The District will closely monitor updates from the California Department of Public Health (CDPH) and Public Health in regards to allowances for in-person interaction and/or instruction for students with the greatest needs.

The District will determine levels of learning loss based on local indicators that include initial and ongoing formative assessments, District-wide common assessments, grade-level and content-specific assessments developed and implemented at the site level, state assessments as available, and qualitative data collected from students, teachers, and families. In addition, teachers, special education teams, and administration will collaboratively work on determining the needs of students with disabilities in meeting their IEP goals in both the distance learning setting and in-person instructional setting. Additional support through the bilingual instructional aides and after school tutorials will be prioritized for English Learners based on their learning loss and English language proficiency level. For students and unduplicated students experiencing the greatest learning loss, the District will offer additional opportunities for students to receive support, which may include during and after school intervention and tutoring. The intervention structures and student support/tutorial schedules established for distance learning may be adjusted as students transition to split schedule and full return to in-person school. The District will dedicate funding to address the academic and social and emotional needs of students who are at-promise and who have experienced the greatest loss in learning. Additional funding may be allotted for instructional resources, technology, internet access, and materials to ensure equitable outcomes for students with the greatest needs. The District will expand outreach, technology support, and training to parents and families, along with translation services, to increase support systems students need to mitigate learning loss.
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<td>Targeted instructional support for English Learners who have experienced learning loss through various options, such as individual tutoring, small group instruction, dedicated Designated English Language Development (ELD) and integrated ELD across content areas, and time set aside for assessing English proficiency.</td>
<td>$2,228,479</td>
<td>No</td>
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<td>Professional development and collaboration days for teachers on meeting needs of English Learners, foster youth, and low income students to mitigate learning loss. English Learners, foster youth, and low-income students will need additional supports based on their needs to achieve equitable outcomes as students in the general population. Professional development on equity, access, and instructional practices that result in the greatest effect size, according to John Hattie's research, will support teachers and staff to provide targeted instruction to the unduplicated students.</td>
<td>$228,221</td>
<td>Yes</td>
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<td>Ensure materials and textbooks essential for instruction are available to all students, including packets of school supplies, course materials, and supplemental instructional materials.</td>
<td>$1,092,900</td>
<td>No</td>
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<td>Provide all necessary Personal Protective Equipment (PPE), sanitation supplies, signage, protective barriers, and other supplies to ensure adherence to Public Health protocols for in-person instruction. Provide staff and student training on social distancing practice and hygiene.</td>
<td>$1,000,000</td>
<td>No</td>
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<td>Provide ongoing social and emotional support and wrap-around services through the district counselors, Student and Staff Resource Advisors and Grade Level Coordinators with regular outreach and access to students with greatest needs. Research points to social and emotional learning as the equalizer for students in the unduplicated student count. Recent data from Public Health on the impact of COVID-19 on different communities and groups indicates the needs our students will have</td>
<td>$8,255,330</td>
<td>Yes</td>
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when they return to in-person school. Certificated and classified staff will dedicate time to meet the increased needs of low-income students, English Learners, and other students with unique needs.

Create a hybrid (split schedule) learning environment that can accommodate a lesser number of students and ensure social distancing in each classroom as well as staffing of support staff to provide targeted intervention and support to mitigate learning loss. Create a Hybrid (Split Schedule) Master Schedule that ensures equity and access to in-person instruction while minimizing the impact of transitioning from the various scenarios. The hybrid schedule will build in additional academic and social and emotional supports for students with the greatest needs. Web-based software and dedicated personnel will be utilized to implement master schedules at each school site that will divide students into Cohort A and B for the split schedule model.

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<td>$58,349</td>
<td>No</td>
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Distance Learning Program

Continuity of Instruction

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

The Governor's order on July 17, 2020, mandated all school districts in counties that are on the state monitoring list will not be considered to reopen for in-person instruction. WVUSD opened the new school year on August 10, 2020 with distance learning for all students. Prior to the first day of school, WVUSD district and school administration communicated the distance learning instructional plan to all parents. In alignment with new legislative requirements, and to ensure that WVUSD qualifies for state and federal funding, the following measures have been put in place for distance learning. Teachers will check in with all students at the start of the school day and including at the start of each period/block at secondary schools. Attendance will be taken daily in all classes, including each period at secondary schools. School schedules will provide the recommended and required amount of instructional time for all students. Distance learning school schedules were developed to reflect the state requirements of 180 minutes in grades TK-K, 230 minutes in grades 1-3, and 240 minutes in grades 4-12. All schools will follow a distance learning schedule, which reflects the legislative and funding mandates substantially similar to the quality and
rigor of classroom-based instruction and provides consistency and equity across the District, including common start, lunch, and end time for all students in all WVUSD schools. All teachers will provide live, daily interaction to provide instruction, monitor progress, and maintain school/social connectedness. Teachers will work collaboratively with their grade level and/or department teams, as well as school administration, to determine the appropriate amount of live instruction for each session. Elementary teachers and principals will design and arrange the content and curriculum within the instructional blocks, which are required to include live, whole group, and small group instruction. Secondary teachers will work independently, as well as with their department teams and school administration, to design distance learning instructional lessons, which are required to include live, whole group instruction. At the elementary level, the distance learning schedule accounts for synchronous instructional blocks from 8:00 a.m. to 12:30 p.m. for grades 1-5 and 8:30 a.m. to 11:30 a.m. for grades TK and K. The synchronous instructional blocks are scheduled for teachers to directly teach English Language Arts (ELA) with designated ELD for English Learners, math, science, and social studies. The blocks are segmented to whole group direct instruction, small group targeted instruction, and individual monitoring to check for understanding. At the secondary level, all sites except for one are using a block schedule to teach three 80-minute blocks per day on a rotating system while one school is using a six-period schedule where each period is 40 minutes in length. All secondary schedules account for synchronous instruction to provide direct instruction, progress monitoring, and access to teachers and peers while working on assignments. All teachers have multiple virtual meeting platforms such as Google Meet, Zoom, and WebEx to conduct synchronous instructional time for direct instruction, progress monitoring, and school and social connectedness.

Both elementary and secondary sites use a common learning management system such as Google Classroom or SeeSaw to provide ongoing communication, announcements, assignments, grading and feedback, collaboration, and differentiation with their students. All students have a student portal, which houses all digital resources to textbooks, curriculum, and supplemental materials. By having students utilize Google Classroom, SeeSaw, and student portal, access to the full curriculum will not be disrupted when we transition to in-person instruction and if we need to transition back to distance learning temporarily.

Both elementary and secondary distance learning schedules will include a student support/tutorial block time in the afternoon. The student support/tutorial block time will be utilized for a variety of purposes, including whole group instruction, small group instruction, interventions, enrichment, preparation time, social and emotional learning, support services, and collaboration. Teachers and support staff will provide support systems for Special Education and English Learner students. All students will receive feedback and grades from his/her teachers. To ensure continuity of learning, distance learning will be utilized when Public Health, local and state educational agencies, direct schools and districts to transition to Distance Learning due to safety and health considerations. WVUSD has provided textbooks, supplies, and instructional materials to all students. Students and teachers have access to a Learning Management System to access online curriculum, assignments, and feedback from teachers.
Access to Devices and Connectivity

During the spring school closure, over 3000 Chromebooks were distributed to students. District and site principals sent out communication in English and Mandarin to inform parents and families on receiving a Chromebook. Parents and families filled out a form and were given a specific date and time to pick up the Chromebook from their school site. Parents who missed the date were able to come to the instructional technology office at the district location to pick up a Chromebook. Families who needed connectivity were given information from Spectrum which offered free wifi to K-12 students. The communication on the free wifi was translated in Mandarin which was emailed to parents as well as posted on the district website. If students were to continue attendance at the school site for the 2020-2021 school year, students were directed to keep the Chromebook to use for the 2020-2021 school year. After the July 17, 2020 announcement that all WVUSD schools will open with distance learning for all students, the instructional technology (IT) department worked with all school sites to distribute an additional 4500 Chromebooks. Parents received communication on device request via email, social media, and posting on district website. For students who needed access to connectivity, school administrators worked with individual families to ascertain their needs and to work with IT on securing the family a connectivity device. The district Child Welfare and Attendance Technician served as a liaison to foster and homeless students to ensure the students were receiving a device and access to connectivity. Any families with unique circumstances were offered support with Chromebooks, connectivity device and in-person technical help from IT and Educational Services. Site administrators followed up with families with unique circumstances to ensure that the student acquired Chromebook and connectivity device. Families that needed translation services were connected with our district bilingual technicians to support them with obtaining devices. An email was established, wvhelp@wvusd.org, for parents to submit request for device and technical help. Technical support, videos, "how to" documents, and resources are available to all parents with support from staff for translation needs. A Student Help Center was created to provide students with technical support, videos, and how-to's.
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.]

Each school site has established a Distance Learning bell schedule adhering to Senate Bill 98’s minimum number of instructional minutes. The daily instructional time block (180 minutes for grades TK-K and 240 minutes for grades 1-12) includes live interaction for students to receive instruction, progress monitoring, and school connectedness at the actual time of occurrence. The instructional time block also accounts for synchronous instruction and time spent on assignments. For purpose of measuring student participation and time value of student work, all teachers keep their virtual meeting link on during the duration of the synchronous instructional time from 8:00 a.m. to 12:30 p.m. for grades 1-12 and from 8:00 a.m. to 11:30 a.m. for grades TK and Kindergarten.

At the elementary level, the distance learning schedule accounts for synchronous instructional blocks from 8:00 a.m. to 12:30 p.m. for grades 1-5 and 8:30 a.m. to 11:30 a.m. for grades TK and K. The synchronous instructional blocks are scheduled for teachers to directly teach English Language Arts (ELA) with designated ELD for English Learners, math, science and social studies. The blocks are segmented to whole group direct instruction, small group targeted instruction, individual monitoring to check for understanding and access to teachers and peers while working on assignments. At the secondary level, all sites except for one are using a block schedule to teach three 80-minute blocks per day on a rotating system while one school is using a 6 period schedule where each period is 40 minutes in length. All secondary schedules account for synchronous instruction to provide direct instruction, progress monitoring, and access to teacher and peers while working on assignments. All teachers have multiple virtual meeting platforms such as Google Meet, Zoom and WebEx to conduct synchronous instructional time for purpose of direct instruction, progress monitoring, and school and social connectedness.

Teachers utilized digital resources such as Illuminate, RenPlace, ALEKS, and the online resources that come with the textbooks to administer formative and summative assessments during distance learning. Teachers use GoGuardian to monitor and support students as they navigate the digital resources on their school Chromebook or personal device. Having a system where students need to log into their district assigned Google account provides accountability and close monitoring from a distance.

Students in grades 1-12 have an 80 minute student support/tutorial time from 1:10 p.m. to 2:30 p.m. and students in grades TK and K have an 140 minute student support/tutorial time that may be a combination of synchronous and asynchronous instructional time. For synchronous instruction during this time, the classroom teacher or support staff may provide whole group, small group or individual instruction for purpose of re-teaching, remediation, or enrichment. Students may also participate in grade level social emotional learning from counselors, Elementary Learning Specialists and other support staff. For asynchronous work, students may be working independently to complete assignments and tasks. Students may be offline during asynchronous time to read books, work on assignments, and review notes from the content taught during the synchronous instructional time.

Student’s daily attendance during the instructional time block is recorded in our student information system. In order to re-engage students who miss 60% or more of the weekly instructional time block, a multi-tiered levels of support for student participation has been developed for WVUSD staff to utilize to re-engage students during Distance Learning.
**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.]

| WVUSD instructional technology coaches have been providing ongoing support and professional development through webinars, recorded resources, and live support. On August 5, 2020, WVUSD provided a district-wide professional learning time where teachers and instructional technology coaches provided live sessions or recorded webinars on digital tools and best practices for integrating technology to deliver distance learning. Teachers and staff learned about using applications to interact with students using text, voice, and videoconferencing. The interactive applications, such as Google Classroom, SeeSaw, Webex Teams, Zoom, Google chat, etc., supported teachers to form an online community conducive to learning, encourage participation, and build relationships with students. Teachers and staff also had access to live sessions or recorded webinars on applications specified for instructional design and engagement. Using applications such as Google G Suite, Adobe Creative Cloud, Flipgrid, Padlet, Kami, Loom, and Screencastify, supported teachers to provide engaging lessons that promote creation and collaboration. Teachers also learned about applications, such as MyPortal, Aeries, Illuminate, GoGuardian, Adobe PDF, Edilio Website Management, and Google Classroom, to manage grades, attendance, assignments, assessments, and digital citizenship. During the distance learning schedule, school administrators and instructional coaches are providing professional development on distance learning and the use of various applications regularly during the month. The School administration team receives ongoing professional development from the Educational Services team on distance learning evidence-based practices, utilization of technology, and leading staff in a virtual environment. |
Staff Roles and Responsibilities

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

The certificated teaching staff’s roles and responsibilities have remained intact with the clarification on their responsibilities to conduct daily live interactions with students assigned to them for the purposes of providing instruction, progress monitoring, and to maintain school and social connectedness. For non-teaching certificated staff such as counselors, grade level coordinators, Elementary Learning Specialists, nurses, speech language pathologists, and instructional coaches, their role during distance learning is to engage in proactive parent communication, provide accommodations necessary to serve English Learner students and students with special needs, provide social and emotional learning and re-engage students who are absent from distance learning for more than three school days in a week. For academic support, support staff will use the student support/tutorial time to provide targeted instruction in English Language Arts and math to mitigate learning loss. The support staff also provides grade level lessons on social and emotional learning (SEL) during the student support/tutorial time. To partner with families, the support staff provides families links to the SEL lessons and resources.

For classified staff who's original role or responsibility is not feasible in a distance learning environment, WVUSD has collaboratively worked with the collective bargaining association to reassign the staff to temporary job functions during the COVID-19 pandemic. The temporary job functions may include supporting the employee childcare program, conducting health screenings for visitors and students, performing sanitation duties, and contacting parents and students to re-engage students who have been absent from distance learning for more than three school days in a week. Employees whose regular job function was to supervise lunch and morning recesses were either reassigned to assist with employee childcare program or to conduct health screening for students being checked in for childcare or visitors coming to the site for appointments. Employees who drive the bus were reassigned to either help with sanitation, employee childcare or assistance with taking phone calls for IT help from parents, students, and staff. Health clerks were reassigned to re-engage students who have been absent from distance learning by making phone calls to ascertain the circumstance and provide follow-up support. The reassignment of classified staff to temporary assignments to support distance learning occurred with collaboration with the classified staff, collective bargaining association, the immediate supervisor, and human resources to align all available employees to the mission of providing high quality distance learning for all students.
Supports for Pupils with Unique Needs

During distance learning, additional supports will be put in place to ensure equitable outcomes for English Learners, students with exceptional needs served across the full continuum of placements, students in foster care, and students experiencing homelessness. English Learners are receiving support from bilingual instructional aides during their daily live instruction with classroom teachers. Additional support from certificated staff is provided to English Learners during the designated student support/tutorial time. English Learners in Level 1 or 2 have access to Imagine learning, a web-based instructional program targeted for language acquisition. Certificated staff has been holding virtual office hours with translation services to assist English Learners and families in understanding the distance learning schedule, routine, student responsibilities, and how to access resources. District Teachers on Special Assignments (TOSAs) continue to collaborate with classroom teachers to ensure Designated English Language Development (ELD) and Integrated ELD instruction are provided to English Learners. The special education team, in conjunction with general education teachers and TOSAs collaborate on best practices to provide services to students with special needs. Special Education instructional aides are another layer of support to students with special needs.

The special education team has been receiving professional development on telehealth, conducting virtual Individual Education Plan (IEP) meetings, and integrating technology to deliver services. The district child welfare and attendance technician and site administrators proactively communicate and connects with families with foster youth and students experiencing homelessness to ensure they have the resources to participate in distance learning. Students experiencing homelessness who needed stable wifi connection were provided free participation in the employee childcare program to receive necessary connectivity and access to staff during distance learning. Foster youth were given Chromebooks and connectivity devices to ensure access to distance learning. Families with unique needs were provided additional materials such as student desks, school supplies, and access to library books for independent reading assignments. Counselors at the elementary and secondary levels made weekly phone calls or held virtual meetings with students with unique needs to determine additional supports they may need. The counselors followed up with classroom teachers regarding students with unique needs to provide systems of support during the instructional block as well as frequent communication with parents and guardians. The ongoing collaboration with teachers, support staff, site administration, and families provide the necessary supports for students with unique needs while learning remotely.
## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>WVUSD will ensure access to computing devices and connectivity for all students and support for low income students, foster youth, and students experiencing homelessness to participate and engage in distance learning. Expenditures may include but are not limited to infrastructure, hardware, software, online learning platforms, resources, personnel, devices, and internet access. Technology needs of students who are low-income students, students experiencing homelessness, English Learners, and foster youth will be prioritized as access has been identified as a significant barrier to these student groups.</td>
<td>$1,675,210</td>
<td>No</td>
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<tr>
<td>The District will provide instructional materials, resources, and staff professional development to address distance learning pedagogy and instructional technology to deliver high-quality instruction through distance learning. Professional learning includes synchronous teaching options during distance learning. The synchronous teaching options should include an opportunity for small group breakouts and intervention. Resources and actions will ensure every student's academic success and well-being (physical and mental). Specifically, students who have unique needs such as students from low-income families, foster youth, English Learners, and students experiencing homelessness</td>
<td>$1,092,900</td>
<td>No</td>
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<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>will receive priority in resources and staff support.</td>
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<tr>
<td>The District will increase and improve services to ensure parents and families receive ongoing communication and access to district resources to support their students at home. Assistance to parents and families from the district technology office will continue to be offered to the community at large so that parents and guardians can successfully navigate distance learning challenges. Parents and families have access to a designated email <a href="mailto:wvhelp@wvusd.org">wvhelp@wvusd.org</a> to submit their requests as well as office hours for in-person assistance from the district technology team. This can be done for hardware (IT) and with parent education along with translation services. How to instructions and resources for parents and families will be updated on the LEARN.wvusd.org website, which was created in the spring of 2020 to provide ongoing support and help to all parents. Feedback and input from our parent groups indicate the need to communicate in all forms (email, district website, social media, webinars, etc.) and district partnerships for families of low-income students, English Learners, foster youth, and students experiencing homelessness.</td>
<td>$88,011</td>
<td>Yes</td>
</tr>
<tr>
<td>WVUSD will maintain independent study and establish a distance learning option for medically fragile students or families who are self-quarantining when schools physically reopen. Parent readiness surveys in late July indicated that over 35% of students would opt into independent study or distance learning when schools physically reopen. This action will also provide the necessary supports for all students who may not be able to attend in-person school during the 2020-2021 school year due to being at higher risk for infection themselves or living with family members who are at higher risk.</td>
<td>$481,092</td>
<td>No</td>
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</table>
The 2020 spring closure and reopening of the new school year with distance learning created a challenge in ensuring students are making progress and receiving the wrap-around services to obtain grade-level achievement. The distance learning schedule for elementary students includes daily live instruction in small groups for teachers to monitor progress and check for understanding. The student support/tutorial time built into all student's daily distance learning schedule provides opportunities for students to receive targeted intervention or remediation from classroom teachers and other certificated staff. Elementary teachers will use the district's common assessments to gauge student learning in math and English language arts (ELA). Common Assessments are administered at the end of each trimester in at the elementary level and at each semester at the secondary level. Common Assessments were created using standards-based questions generated in Illuminate for math. Educational Software for Guiding Instruction (ESGI) is used to assess phonics and phonemics awareness for kindergarten. The district-adopted English Language Arts Curriculum, Benchmark Advance, provides an oral reading record that is used in 1st-3rd grade to record individual students’ progress in reading instruction, identification of needs, and overall reading proficiency. The Star Diagnostic is used in grade 4th through high school to assess students’ reading level. The score indicates the highest reading level at which the student can most effectively be taught. If a student is 6 months or below, the teacher administers an additional assessment, the Oral Reading Fluency Assessment, to observe authentic reading behaviors, document student reading progress, and help plan instruction. In addition, all elementary school teachers received training on administering beginning of the year assessments to use as formative assessments to identify learning gaps, assist in progress monitoring, and instructional next steps to plan targeted small group or individual lessons. A menu of assessments for English language arts and math include: Benchmark Advance (Interim Assessments and Informal Assessments, CAASPP (Interim Assessments Blocks and Interim Comprehensive Blocks), and the STAR Diagnostic. All assessments are accessible to teachers and students through distance learning.

All English Learners will be monitored on their language development by their classroom teacher. All teachers are required to monitor progress of English learners by recording student progress on an ELD Monitoring Matrix tool that is accessible to teachers online. The monitoring matrix tool was created using the four principles of the CA English Learner Roadmap. Teachers document English Learner’s receptive (listening and reading) and expressive skills (speaking and writing) to monitor their progress during designated ELD and integrated ELD time. Teachers use the formative assessments for English Learners that are part of the adopted ELA curriculum. English Learners at the Novice and Level 1 receive assessments to monitor their progress on Imagine Learning, a web-based software program that provides language acquisition lessons. School administration teams will collaboratively work with grade-level or department teams to analyze formative and summative assessments to guide targeted support for students who are at-promise. Teachers have access to online assessment resources such as Illuminate, Benchmark Universe for elementary ELA, Think Central for elementary math, ALEKS for secondary math, and the new science textbook online resources to assess students’ progress. The ongoing formative assessments (progress monitoring, checking for understanding, observation of student learning, etc.) help teachers identify gaps between where students are and there they need to be. Frequent progress monitoring provides actionable feedback to students and provides instructional next steps to use in small group instruction or for the purpose of re-teaching.
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.]

Classroom teachers monitor student progress and check for understanding during daily live instruction time. Formative assessments and progress monitoring take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. At the elementary school level, TOSAs work with classroom teachers to identify students who need intervention. At the secondary level, classroom teachers work with department chairs and instructional deans. This has accelerated the learning progress in English language arts, math, and ELD in two discrete ways. First, classroom teachers provide TOSAs, department chairs, and deans with data to determine the student's individual needs. Classroom teachers work collaboratively with their support staff to determine the best teaching strategy for his/her struggling students. This collaboration has accelerated the use of data to guide instruction. Second, the collaboration between classroom teachers and support staff have created learning opportunities for students outside of the synchronous learning time. This is leading our schools in the development of a coherent approach to teaching and learning that ultimately has improved access to core content.

Certificated support staff provides additional small group instructional time to students with similar instructional goals. The dedicated student support/tutorial time built in the daily distance learning schedule provides opportunities for teachers to provide additional targeted instruction or remediation to specific students who may have struggled with the instruction during the morning block.

English Learners receive designated ELD and integrated ELD instruction from their classroom teacher with support from the bilingual instructional aides. TOSAs provide additional ELD instruction to English Learners during the dedicated student support/tutorial time. To ensure alignment and continuous improvement, support staff provide intervention using the District adopted curriculum in ELA, ELD, and math, using Benchmark Advance and Houghton Mifflin during the student support/tutorial time.

English Learners in proficiency levels 1 and 2 in grades K-7 received distance learning summer school for targeted instruction in language acquisition and integrated content instruction in science or social studies. Low-income students received additional support from intervention teachers and Title 1 targeted assistance to mitigate their gaps in English Language Arts and math. Students from Title 1 schools attended the Title 1 distance learning summer school to receive academic instruction and social and emotional wellness activities. Students with exceptional needs receive support from their case carrier, TOSA, instructional aides, and direct support providers. Students with exceptional needs are identified through personal contact between the parent and schools. Teachers, support staff, and administration are making a concerted effort to contact every student that is not participating in live interaction. Systems and procedures have been communicated with staff and families to ensure families are receiving a tiered level of support. For example, if a student misses one synchronous class in one week, this would trigger the first tier of the levels of support, a universal check-in. A universal check-in could include a phone call, text, or an email from an office clerk, teacher, or Blackboard. Additionally, a Parent Resource Center was created to assist unique family circumstances. Families are invited on an individual basis, by appointment, to help mitigate learning loss and assist with parental support, technology, or creating family structures.
Recognizing that students with special needs and English Learners face unique challenges participating and engaging fully in distance learning activities, WVUSD will closely monitor updates from Public Health and the state directives to provide alternative means of support and instruction for students with special needs and English Learners. Foster youth and students experiencing homelessness receive outreach and support from the Child Welfare and Attendance Technician (CWA). The technician serves as a liaison between the students and schools to ensure resources and access are provided for foster youth and students experiencing homelessness. The CWA makes weekly phone calls, home visits, and/or check-ins with families that are experiencing homelessness to determine the students’ unique needs. Working with the schools and the district office, actions and strategies are determined by the specific needs of the individual families. Some families have requested hot spots, school supplies, desks, and childcare. The goal is to minimize family distractions and provide services and supports to the extent possible.

Effectiveness of Implemented Pupil Learning Loss Strategies

WVUSD will use local indicators such as the district common assessments and English Learner monitoring progress tool to ascertain the effectiveness of the services or supports provided. Schools will work closely with grade level teams or division teams to analyze student assessment data and student work to inform targeted instructional practices for specified students. Schools will use teacher collaboration time to analyze the student learning data to collectively plan actions and services to target specific learning gaps with particular students.

In an effort to continuously improve teaching and learning, the district will compare local data from previous years to the current year. This longitudinal data analysis will provide schools, administration, and teachers with a different lens to determine student need and it will assist with action-based decisions on instruction. To address the learning loss with students who fall in particular subgroups, an analysis of data by subgroups will be disseminated and discussed to be used for actionable next steps. In Title 1 Schools, for identification of students who are 6 months or more below grade level, identification criteria has been revised to ensure teacher recommendation is one of the three data points triangulated.

Elementary levels notify parents 20 days prior to the end of the trimester reporting period if students are performing below grade level standards in core content areas as well as intervention strategies utilized to support students. Secondary levels notify parents at the quarter and 12 week periods if students are performing at the deficiency levels. School sites will use trends and patterns in the number of notification notices compared to previous years to collaborate with teachers, staff and parents on support systems to ensure student’s academic success.

School sites will continue to have data days to look at triangulated data as well as qualitative data on knowing the child’s personal strengths, talents, and areas of growth to plan a multi-leveled approach to addressing the academic and social and emotional needs of students.
### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>Ongoing assessments and data analysis will be utilized to address learning loss and to inform instructional support for at-promise students. Web-based online resources to assess students and to monitor their progress will be utilized district-wide. The frequent progress monitoring and formative assessments support our neediest students, including low-income students, English Learners, students experiencing homelessness, and foster youth.</td>
<td>$141,429</td>
<td>No</td>
</tr>
<tr>
<td>WVUSD will provide resources, programs, personnel, materials, technology, professional development, and curriculum to mitigate learning loss and minimize learning gaps through targeted support during the instructional day, after school, and during summer. Supports will be dedicated to low-income students, students experiencing homelessness, English Learners, and foster youth. These high needs student groups face larger barriers due to limited home resources and may need the greatest access to resources and support from the school, whether the instruction is delivered via distance learning or in-person.</td>
<td>$1,366,169</td>
<td>Yes</td>
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<tr>
<td>Differentiated (data-based) small group instruction by teachers during class and/or student tutorial time to provide support to all students and, in particular, to English Learners, low-income, foster youth, and students experiencing homelessness. The distance learning schedule has built-in student support/tutorial time, which extends beyond the state-required minimum instructional minutes for distance learning. During student support/tutorial time, students may receive additional re-teaching or remediation from the classroom teachers and intervention support from support staff. Students who are at-promise and students who are</td>
<td>$1,825,095</td>
<td>No</td>
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<tr>
<td>Description</td>
<td>Total Funds</td>
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<td>English Learners will have opportunities for after school tutoring and extended summer school programs to mitigate learning loss.</td>
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Mental Health and Social and Emotional Well-Being

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

The COVID-19 pandemic unprecedentedly affected the entire education community. The disruption to daily lives, concerns about physical health for oneself and others, and economic strains on home situations have burdened many with high levels of stress and anxiety. With the springtime closure and the reopening of the new school year in distance learning, our students' mental health and social and emotional wellness take top priority. To proactively connect with students and families to promote attendance and daily participation, every school has a team of certificated and classified staff trained in communicating with families and students. The team performs routine wellness checks via phone calls, virtual meetings, emails, and home visits to ensure the students have the resources to participate and attend school, even in a distance learning format. The counseling team at the elementary and secondary level uses a systematic screening and referral process to provide additional counseling services through telehealth. All counseling staff, psychologists, and site administrators have been trained in utilizing our web-based mental health and counseling concierge service, Care Solace, to refer students, families, and staff for additional resources and counseling services. The District has communicated about the Care Solace resource to all families in multiple languages, and access to Care Solace is prominently placed on our district website. The district Human Resources division has communicated to all staff on accessing Care Solace for employee use. The utilization report during August shows 24% of the Care Solace usage was by adults. Employees have communicated to Human Resources on the ease and confidential use of Care Solace as they inquired additional counseling services and resources for themselves. Additional training from Care Solace is scheduled for counselors, psychologists and administrators on the Care Dashboard which will provide updates on students referred to Care Solace.

Secondary students received their student ID cards with the National Suicide Prevention Lifeline information printed on the back of their ID cards. All secondary school websites have resources for emotional support as well as access to contact their staff member for additional follow up support. The counseling team and TOSAs collaboratively plan and facilitate social and emotional learning sessions for students in grades 1-8. Both high schools utilize their peer counseling team and their student body associations to provide school-wide activities to promote social and emotional wellness and school connectedness. The certificated support staff (counselors, nurses, TOSAs, etc.) provide virtual office hours with parents to offer support and guidance as well as translation services if needed.

At the district level, the social and emotional learning (SEL) advisory cohort will continue to provide ongoing professional learning on integrating SEL strategies with classroom instruction. All school sites have a cohort of SEL members who received professional
development from the district and are implementing SEL strategies both school-wide and in the classroom. All site administrators, instructional deans, and Elementary Learning Specialists have received training on research based SEL strategies such as RULER from the Yale Center of Emotional Intelligence, CASEL’s (Collaborative for Academic, Social and Emotional Learning) core SEL competencies and signature practices for SEL, and utilization of SEL in classrooms from Fisher, Frey and Smith’s *All Learning is Social and Emotional.*
Pupil Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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.]

Reopening the new school year in distance learning, created innovative ways for teachers and staff to interact with students daily through live, virtual class sessions. It also posed challenges in ensuring all students are connecting daily and participating. WVUSD distance learning guidelines have teachers take attendance at the beginning of each day (elementary) or the beginning of each period or block (secondary), validating the student is present on camera and logged into the classroom's learning management system. Under new legislation on re-engaging students who are absent three or more days in a week, WVUSD has created tiered levels of support for student participation and attendance during distance learning. Under Tier 1- Universal Support, one missed interaction will trigger the automated communication system or office clerks to send messages via phone call, text, or email to student and parent. Tier 1- Personalized support is initiated when there are two missed interactions per week. The preventative check-in under Tier 1- Personalized support- includes multiple phone calls, texts, and emails by specified staff members who are trained to communicate with families and students to re-engage students. The staff members may include the attendance clerk, office staff, administrator, bilingual instructional aide, or the Child Welfare and Attendance Technician.

If a student has three or more missed interactions in a week, or five in a month, Tier 2- Early Intervention is utilized. Additional staff, such as counselors, Elementary Learning Specialists, psychologists, and Title 1 specialists, will also attend to contacting the student and parents via phone calls, text, virtual check-ins, and emails. Calls may be made to persons listed on the student's emergency card. A home visit may be initiated if contacts are not successful.

Tier 3- Intensive Support is initiated when five missed interactions are documented in a week or more than 12 missed interactions in a month. The tiered levels of supports provide a systematic approach using all available resources and staff to re-engage students with distance learning. WVUSD Educational Services established a Parent Resource Center to provide additional in-person support to parents and students who are experiencing challenges with using the technology applications in distance learning. A bilingual aide will also provide translation services when parents come to the Parent Resource Center.

All of the school sites are utilizing their bilingual instructional aides to proactively contact parents to assist them with distance learning and student participation.
School Nutrition

WVUSD Nutrition Services continues to be a resource for students and families. Beginning August 10, 2020, nutrition services transitioned from the Summer (Community) Feeding program back to the National School Breakfast and Lunch Program where meals are available for enrolled students of Walnut Valley Unified School District every school day. While in distance learning, meals are available from 11:20 a.m. to 1:20 p.m. and must be consumed off-site, as congregating will not be allowed. In an effort to increase access for families, nutrition services will be adding an additional lunch serving time to all secondary school sites. Nutrition Services is also serving breakfast as part of the curbside program at the secondary school site. Families can collect their student meals by drive-thru or walk-up at the main parking lot at each school site. Meals can be picked up by a household member with the student’s ID card or ID number. Meals will be charged according to eligibility status: Free, Reduced, or Paid. A Free/Reduced-Price meal application is available online at the district website.

Most recently on August 31, 2020, the U.S. Department of Agriculture announced the extension of the summer meal program waivers to ensure free meals for all students through December 31, 2020. This will help to ensure that children have access to the nutritious food they need regardless of whether their campus is open for in-person instruction.

WVUSD Nutrition Services communicated to all parents in English and Mandarin on any updates regarding meal service including the August 31 announcement. The communication is emailed to all parents and posted on our district website and on the district social media platforms.

As the district plans for in-person instruction and hybrid model, the director of nutrition services serves on the Operations committee for in-person and hybrid model to collaboratively work on logistical planning to serve meals to students on campus during in-person and hybrid models. Planning for staggered lunch times, physical distancing with signage, multiple locations to distribute meals, designated eating areas to ensure physical distancing, and using a touchless sensor for point of sales are all part of the reopening plans for lunch service when students return to in-person instruction.
### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

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<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
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<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Increased support for mental health services such as Care Solace, which provides translation services and access for families with limited resources.</td>
<td>$27,000</td>
<td>No</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Provide resources and access to support staff for in-person support to families who are having difficulty with distance learning. Expanded outreach and partnership with families, in particular, families with students who are low-income, English Learners, and foster youth to support them with the necessary resources for distance learning and in-person school.</td>
<td>$1,031,951</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>WVUSD Child Welfare and Attendance Technician provide direct services to foster youth and students experiencing homelessness by connecting resources and staff with families.</td>
<td>$88,668</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.88%</td>
<td>$6,843,103</td>
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</table>

**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.]

Designated school wide and district wide actions were principally directed to meet the needs of low income students, foster youth, and English Learners. The COVID-19 pandemic resulted in extended school closure to in-person instruction. The emergency distance learning during the spring of 2020 and reopening of the school year in distance learning increased the learning gaps among low income students, foster youth, and English Learners due to lack of resources and support systems at home. The absence of in-person instruction resulted in a challenging learning environment for low income students, English Learners, and foster youth where frequent access to staff, visuals, onsite resources such as libraries and computer labs, and peer support were limited in a distance learning delivery.

Due to a small number of foster youth, 12% of the student population identified as English Learners, and about 20% of the student population identified as low income, designated actions and services for the unduplicated student counts were implemented either on a school wide or district wide scale.

**In-Person Instructional Offerings:**

District wide and school wide professional development and collaboration days for teachers to collectively meet the needs of English Learners, foster youth, and low income students to mitigate learning loss. English Learners, foster youth, and low-income students will need additional supports based on their needs to achieve equitable outcomes as students in the general population. Professional development on equity, access, and instructional practices that result in the greatest effect size according to John Hattie’s research will support teachers and staff to provide targeted instruction to the unduplicated students.

Provide ongoing social and emotional support and wrap around services through the district counselors, Student and Staff Resource Advisors and Grade Level Coordinators with regular outreach and access to students with greatest needs. Research points to social and emotional learning as the equalizer for students in the unduplicated student count. Recent data from Public Health on the impact of COVID-19 on different communities and groups gives an indication of the needs our students will have when they return to in-person school. Certificated and classified staff will dedicate time to meet the increased needs of low-income students, English Learners, and other
students with unique needs.

**Distance Learning Program:**
District wide action to ensure parents and families receive ongoing communication and access to district resources to support their students at home. Assistance to parents and families from the district technology office will continue to be offered to the community at large so that parents and guardians can successfully navigate distance learning challenges. Parents and families have access to a designated email wvhelp@wvusd.org to submit their requests as well as office hours for in-person assistance from the district technology team. This can be done for hardware (IT) and with parent education along with translation services. How to instructions and resources for parents and families will be updated on the LEARN.wvusd.org website which was created in the spring of 2020 to provide on-going support and help to all parents. Feedback and input from our parent groups indicate the need to communicate in all forms (email, district website, social media, webinars, etc.) and district partnerships for families of low-income students, English Learners, and foster youth.

**Pupil Learning Loss:**
WVUSD will provide resources, programs, personnel, materials, technology, professional development, and curriculum to mitigate learning loss and minimize learning gaps through targeted support during the instructional day, after school, and during summer. Supports will be dedicated toward low-income students, English Learners, and foster youth. These high needs student groups face larger barriers due to limited home resources and may need the greatest access to resources and support from school whether instruction is delivered via distance learning or in-person.

**Pupil Engagement and Outreach:**
Provide district wide resources and access to support staff for in-person support to families who are having difficulty with distance learning. Expanded outreach and partnership with families, in particular, families with students who are low-income, English Learners, and foster youth to support them with the necessary resources for distance learning and in-person school.

WVUSD Child Welfare and Attendance Technician provides district wide direct services to foster youth and students experiencing homelessness by making home visits and communicating with families on obtaining resources and materials to support distance learning.

The district wide and school wide actions collectively strive to meet the needs of unduplicated students to address the unique challenges and circumstances exacerbated by the COVID-19 pandemic.
Walnut Valley Unified School District (WVUSD)'s commitment to continual improvement in supporting all students resonate in the mantra, "All Means All". "All Means All" communicates to all stakeholders that the District will continue to ensure that all students, especially unduplicated students (Foster Youth, Low-Income, and English Learners), are performing at the level of proficiency in all performance indicators, especially during this time of the COVID-19 pandemic. WVUSD prioritized continued support for the unduplicated student groups, as evidenced in the following descriptions.

English Learners:

The District's English Language Development (ELD) Specialist and Elementary Learning Specialists (ELS) provide ongoing professional learning opportunities to certificated and classified staff to ensure that English Learners are learning English and accessing the core curriculum through Designated and Integrated ELD instruction. The District's ELD Specialist provides professional development to all teachers and ELD instructional aides on the English Language Development standards to ensure that teachers and support staff are implementing the standards correctly. The ELD Specialist and the ELSs provide ongoing support to teachers as they provide ELD instruction via distance learning. Ongoing professional learning on research-based strategies that scaffold the different proficiency levels will continue as the District supports teachers using Project GLAD, Thinking Maps, and Sheltered Instruction Observation Protocol (SIOP) strategies. This action will support the ongoing ELD services of EL’s, so they are making gains in English proficiency to access all academic content standards.

ELD Professional Development and student support from the ELD specialist and Elementary Learning Specialists ensure all English Learners are receiving dedicated Designated ELD and Integrated ELD instruction. English Learners, foster youth, low-income students, and students experiencing homelessness are at greater risk for learning loss due to the COVID-19 pandemic due to barriers such as technology, limited in-home instructional support, and additional family challenges and trauma brought on by the pandemic.

Bilingual aides are staffed at every school site to offer support to English Learners and outreach to families of English Learners. English Learners need a variety of targeted instructional practices to elicit positive student outcomes. These are primarily associated with work in the classroom setting. To that end, this action aims to provide additional classified personnel for elementary and middle schools for English Learner students to navigate complex academic instruction in English. The Bicultural/Bilingual aides will service English Learners to ensure they are accessing rigorous academic content standards and English language development. Additional bilingual aides will be hired to provide primary support and to help bridge the primary (students' native language) and secondary language (Target language -- English). Bilingual aides often work with students in small groups to help build comprehension and/or foundational skills (e.g., phonics/phonemic awareness) and support them in the academic language in content areas in both elementary and secondary settings.
Site leadership teams are convening and implementing targeted services for English Learners. English Learner achievement continues to experience gaps when compared to their native English student counterparts. This action will create a collaborative planning time for teams to brainstorm and implement programs and activities to support English Learners. As an example, all secondary school leadership teams collaborated on ensuring the master schedule eliminates barriers for English Learners to take content courses including a-g courses, honors, Advanced Placement, and International Baccalaureate classes. Research has shown that quality teaching is immeasurably enhanced by teacher collaboration. At the secondary level, the English Learner Professional Learning Communities will continue to collaborate on a systematic approach to providing Integrated ELD in content areas. At the elementary level, the English Learner Professional Learning Communities will continue to collaborate on using the adopted ELA curriculum to deliver Designated and Integrated ELD. The PLC will continue to articulate on the ELD progress monitoring process to ensure that English Learners are learning English and accessing the core curriculum. When educators come together to work on a common vision, their collective efficacy directly impacts student achievement.

Unduplicated Pupils (low income, English Learners, foster youth):
In order to support the academic success of unduplicated students (Foster Youth, Low-Income, and English Learners), the district will continue to provide various programs, personnel, and services that are principally directed to their achievement. Since unduplicated students have historically fallen behind their student counterparts, this service is designed to ensure that achievement and opportunity gaps do not persist.

The district will provide a variety of programs in support of the academic success of unduplicated students, including support classes, after school tutoring and "bootcamps." The latter is to provide academic support mechanisms (i.e. intensive academic tutoring with credentialed teachers) that will fill an opportunity gap for these students. This is a repeated action from previous years to support unduplicated students, and observational and quantitative data support that these academic support programs have been successful in raising the academic performance of Foster Youth, Low-Income, and English Learner students.

The district will continue provisions of academic counselors and Elementary Learning Specialists in support of unduplicated students. These support staff will be dedicated to ensuring unduplicated students are meeting grade-level targets, and/or graduation requirements. The district has observed that this service was the most effective in meeting the needs of unduplicated students in past years as the increased number of counselors and Elementary Learning Specialists have improved the academic and social outcomes of unduplicated students.

During distance learning the counselors and Elementary Learning Specialists provide targeted academic and social and emotional support to our unduplicated students who need additional support while learning virtually.

The district will continue providing interventions and tutoring services for EL’s, Low-income students, and Foster Youth. Academic interventions are critical when students struggle due to limited home support and resources, particularly for our neediest students. This action will allow teachers and support staff to continue in-school interventions supports, as well as academic tutoring after school to benefit unduplicated students. Past observations have shown this to be a strong use of resources in support of these students.

The district will continue to support student engagement of unduplicated pupils by increasing their opportunities to participate in extracurricular activities. This action is repeated from previous years, which has shown a significant number of unduplicated pupils who have...
benefited from access to various extra-curricular activities (e.g. field trips, athletics, STEM) to promote their engagement and connection to the school.

Parent and family engagement is critical to seeing positive outcomes for students, particularly for underserved students like Foster Youth, and English Learners. This action is aimed at providing targeted parent outreach to families of Foster Youth, Low-Income, and English Learner students. Historically, schools have seen a disproportionate number of unduplicated students’ families participating in school parent information nights. To ensure the participation of parents of our unduplicated students, translation services, child care, and evening meetings will continue to be provided to welcome more parents to participate in their student’s education.

WVUSD will provide resources and translation services so that school personnel can increase the level of participation and improve parent learning experiences at our sites for the families of unduplicated students. It has been observed in the past that this service does improve the outcomes of unduplicated students.

Effective professional development of teachers and support staff will result in improved student outcomes, particularly for our neediest of students. This action aims to focus on creating ongoing professional development opportunities for district staff in order to improve the achievement of Foster Youth, English Learners, and Low-Income students. Professional development will be focused on learning and collaboration time to discuss and implement strategies to support unduplicated students. In the past, it has been observed that this service has demonstrated improved outcomes for unduplicated students, hence the district believes it will continue to be the most effective way to support our students.

Student attendance accountability is critical for all students, especially for transient student populations like Foster Youth. Resources will be allocated for district and site personnel to monitor attendance data, and build action plans to improve attendance for Foster Youth or Low-Income students who may be struggling. This action is needed to ensure that students are accessing school on a daily basis. In addition, this action will continue strategic steps for school officials to monitor chronically absent Foster Youth, and Low-Income students. School officials review site chronic absence data and focus on these targeted student groups. The action will include personnel to monitor incentives to promote positive school attendance, and activities to promote engagement for these unduplicated students. This action is a continued service from previous years, which has demonstrated improved outcomes for Foster Youth and Low-Income student attendance rates.

Student social and emotional wellness is a focus area for our district. Research is conclusive that emotions influence learning and behavior. Social and emotional learning becomes the equalizer for our unduplicated students. The district clearly understands that unduplicated students may struggle with a variety of social-emotional challenges, including transitioning successfully into their school environments. This service is aimed at providing human and material resources to support unduplicated students social and emotional needs. An example of support is to provide access to mental health counselors for unduplicated students. Based on observation from previous years, the district believes continuing this service will be most effective in servicing the social-emotional needs of our unduplicated students.