

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Washington Colony School District was organized in 1879 as a combination high school and grammar school. Throughout the years as enrollment increased, Washington Colony transitioned to a K-8 elementary school. The school is located in a rural region southeast of Fresno in the community of Easton. The administrative staff is comprised of a Superintendent-Principal and a full time Assistant Principal. A full time Director of Special Programs provides instructional support. The full time instructional staff consists of nineteen classroom teachers, a band/classroom music teacher, a full time PE teacher, two district Resource Specialist (RSP) teachers, one Special Day Class (SDC) teacher (with aide), and a Literacy ELA-ELD coach. Washington Colony has a Reading Lab on site to assist in increasing the reading levels of students who are below grade level in reading ability. It is staffed with two part time credentialed teachers and two bilingual aides. Additional support staff includes two part time Fresno County Office of Education psychologists (serving TK-3 and 4-8 students two days per week), an online speech therapist, and three part time aides supporting instruction in the TK/K classrooms. With one transitional kindergarten and two classrooms per grades Kindergarten through 8, enrollment averages approximately 460 general education students and inclusive of about 7 students in our SDC class.

A state funded pre-school is housed on site and is staffed with a teacher/supervisor and four instructional aides, two of whom are bilingual. Washington Colony also has a Reading Lab staffed with two part time credentialed teachers and two bilingual instructional aides.

The average enrollment is approximately 450-460 students. Approximately 87% of the students are socioeconomically disadvantaged; 34% are English learners; and 0.9% is foster youth. Ethnicity includes 1.8% African American; 2.2% Asian; 90.1% Hispanic/Latino; and 4.4% white.

COVID-19

On March 4, 2020, the governor of California, Gavin Newsom, declared a state of emergency and for all to prepare for the spread of COVID-19. The district administration began preparing for distance learning in the event of school closure. Custodial staff focused on sanitizing high traffic areas throughout the school site.

On March 13, 2020, the decision was made to close school until April 14, 2020. In response to the closure, the district arranged a Grab and Go breakfast and lunch system for children in the Easton area to receive nutritional services. The distribution of work packets addressing core subject areas was also organized in a Grab and Go format. Custodial staff performed deep cleaning and disinfecting of all classrooms and high traffic areas.

When the decision was made to extend the school closure until May 1, 2020, a schedule was developed to prepare and distribute learning packets to all students. Work was collected for Credit/No Credit accountability. Parents and guardians were notified in English and Spanish of the extension of the closure and the accountability for the work packets. Communication was made using school wide Blackboard Connect phone calls, the district marquee, the homepage on the LEA's website, and with written notifications in the work packets.

A survey was extended to families to gather information regarding the availability of WiFi and devices. As a result, the LEA purchased Hotspots and organized a schoolwide plan to distribute Chromebooks. Google Voice accounts were purchased for staff to communicate with students and families as well as to assist in instruction. Teachers provided core content instruction via Zoom or through Google Voice contact. Virtual learning was a supplementary resource at this time.

Instructional plans were developed for Special Education students to align with individual goals as per their IEP's. Special education teachers collaborated with general education teachers to develop the learning packets to include modifications and accommodations based on the student's IEP goals.

Continued assistance was established for students to continue progress toward meeting LEA goals in the areas of reading through an extensive plan for Accelerated Reader, access to library books, and individual reading instruction via Google Voice for students receiving services from the district's Reading Intervention Lab. The Reading Lab staff provided guided reading by including leveled text within the students' work packets and communicated using Google Voice to provide strategy instruction. The Reading Lab's bilingual aides connected with English learners to provide reading instruction and support for other core content.

The After School Program staff provided academic support. Students were able to call or Zoom during designated times to receive assistance with their learning packets.

Professional Development was available for teachers to support virtual learning with Zoom meetings using varied interactive tools and resources. Content specialists from County Offices of Education (Tulare and Fresno) demonstrated how to create Zoom meetings and how to use tools and strategies during remote instruction. Opportunities were available to learn how to set up Zoom meetings; create Jamboards to support content instruction; and use both virtual and paper-pencil Choice Boards to support oral English Language Development as well as other content instruction. (Choice boards in both English and Spanish were available).

As the decision was made to extend the school closure to the end of the 2019-2020 school year, plans were made to provide a virtual eighth grade promotion ceremony and, using a drive-through format, they were able to receive end-of-the-year recognition and awards from their teachers.

Distance Learning Summer School plans were made to extend the school year and to provide the opportunity to assist students needing further support. The academic focus was on Math, ELA-ELD, and writing. Summer school teachers developed virtual lessons and corresponding work packets based on students' reading levels, math and ELA benchmark assessment scores. Students were grouped according to reading, math, and writing skill levels. At the end of summer school, the teachers used Illuminate standards based assessments to determine growth in reading, math, and writing.

With the uncertainties presented by the COVID-19 pandemic, the LEA formed a reopening committee to examine guidelines from CDE and the Fresno County Department of Public Health. The health and safety of our students, staff, and families is of the utmost importance. As COVID-19 continues to change our collective landscape, we strive to work together with all stakeholders to provide the best possible programs for all students. The committee is working together to support students, families and all staff regarding their social-emotional well-being, learning needs, and safety concerns in response to the impact of the pandemic. A continuum of options to reopen school for the 2020-21 school year focuses on academic instruction to increase student performance and to support the physical, mental, and social well-being of our students. The options include a full reopening; a Hybrid/Blended Model, and a Five-Day Distance Learning Model as documented in this plan. All options include embedded supports to accelerate performance growth due to learning loss.

Stakeholder Engagement

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

With regard to developing appropriate options to reopen school for the 2020-21 school year, it is important to understand the needs of our stakeholders including our District English Language Advisory Committee (DELAC); the District Advisory Committee (DAC); Certificated and Classified Staff; the district's bargaining unit, and students. Information was gathered through virtual meetings with the DELAC and SSC to obtain feedback regarding the steps the LEA was developing to continue efforts to provide academic instruction and support as the school was closed during the spring of 2020. A survey was used to collect information from all families regarding their needs for technology (devices) or connectivity. Online Google surveys were used with the certificated and classified staff to solicit feedback regarding their concerns about returning to work. Families were surveyed by telephone to collect information on preferences and concerns regarding Five-Day Distance Learning and/ or the Blended Model moving into the 2020-21 school year. Teleconferencing was used to reach out to stakeholders to provide updates and seek input for this plan. The LEA formed a Reopening Committee comprised of District Leadership, certificated staff, and classified staff including the Director of Maintenance, the LEA's Nutrition Consultant, and the Parent Liaison. This

committee shared their voices to help guide the development for all aspects of this plan. The district's bargaining unit representatives worked in unison with the superintendent in frequent meetings to establish protocols for the instructional staff. Finally, students were given an online survey to gather feedback regarding their concerns and feelings about the in-person or remote reopening of school.

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

During this time, remote participation is necessary. The LEA provided teleconferencing, Zoom meetings, or online surveys found on the district's website. Parents and community were notified of meetings through the use of Blackboard Connect, the digital marquee, or notices were posted on the district's web page. Links or phone numbers were made available inviting stakeholders to contribute feedback. The district will invite parents and community to provide public comment during Board meetings when discussion and adoption of this plan are on the agenda via teleconferencing. A summary of the LCP in English and Spanish is available to parents, students, staff, and community members via the District Web Site. The Public Hearing was scheduled on September 8, 2020 Regular Board Meeting. The Board of Trustees discussed and adopted the 2020- 2021 Learning Continuity & Attendance Plan (LCP) at the September 22, 2020 Special Board Meeting via Teleconference Only due to the COVID-19 County Department of Public Health Guidelines. Parents were able to participate live via Teleconference meeting by calling the Teleconference line during open session and dialing the required meeting ID. Teleconference assistance in English and Spanish was provided to parents during Board meetings.

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

To summarize, certificated staff shared their concerns about a safe workplace, their needs for adequate personal protection equipment (PPE), and their preferences for instructional tools, resources, and training. Instructional tools included diagnostic assessments and resources to address learning loss. Classified staff voiced their need for PPE and a safe work environment. Families/parents shared their concerns regarding the need for clear expectations and guidance with technology.

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

Based on stakeholder feedback, the district has created a plan which addresses the feedback from the stakeholders. The CA Department of Health's guidelines were used to address health and safety practices including appropriate PPE, social distancing, and disinfecting and sanitizing all work spaces. Certificated and classified staff received a Return-to-School handbook defining procedures and the implementation of health and safety measures. Renaissance STAR Accelerated Math was purchased to measure learning loss to accompany the Accelerated STAR Reading that is already in place. The district is initially implementing Freckle, a digital program designed to address students' needs in an adaptive format, as a means to provide targeted instructional support during asynchronous time for students exhibiting learning loss in ELA or math in grades 1-8. In response to parents, clear expectations for each of the instructional model options are available within the Student/Parent Handbooks provided to all families.

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.]

As Washington Colony plans to reopen, the uncertainties of COVID-19 present challenges and thoughtful design as health, safety, and learning loss are considered. In-person learning will include, but is not limited to small group instruction; intervention to accelerate learning progress for students exhibiting learning loss due to school closure; special education; EL support; and assisting students' transition back to school. As allowable by the California Department of Public Health, the district may move to either a blended learning and or an in-person framework during the 2020-21 school year. Below are descriptions of the classroom-based instructional models created to support either a partial or a full reopening when deemed safe for students to return to school.

Ideally the LEA would like to reopen 2020-21 with in-person classroom-based instruction with consideration given to providing a safe and healthy learning environment. Within this setting, students would receive daily instruction using standards based curriculum for all core subjects at their current grade level. TK/Kindergartens through grade 5 are self-contained classrooms, while grades 6-8 provide a departmentalized approach to the delivery of core subjects. With a full reopening, the schedule will return to its pre-closure status for 180 days. Instructional minutes are as follows. TK/Kindergarten, 275 minutes; grades 1-3, 305 minutes; grades 4-5, 350 minutes; and grades 6-8, 360 minutes. All grade levels deliver in-person instruction for all core subjects, ELA-ELD, math, science, and history social science, as well as physical education and music/band.

Special consideration will be given to providing time for the increased need for intervention and acceleration of learning. To measure learning loss due to the school closures in 2019-20, teachers will observe student learning behaviors and use formative assessments to identify students needing focused instruction to accelerate learning to close the COVID-19 gap. These students would receive targeted teacher-led instruction within core-content focus groups. This instruction would occur during a designated time in the regularly scheduled day. The standards addressed during core content instruction for the current grade would be supported with instruction from similar standards from the previous grade level to bridge learning skills and concepts lost during school closure to meet the demands of grade level expectations. Additionally, the LEA will provide the availability of after school tutoring to work with students having a learning loss gap. The LEAs Reading Lab will provide instructional level guided reading to promote growth toward grade level literacy. Additionally, all students in grades 1-8 participate in Accelerated Reader to build vocabulary, fluency, and comprehension at their independent reading levels. The LEA has purchased myOn Reader allowing access to leveled digital books supporting Accelerated Reader. Accelerated Math will be used to build mathematical skills to support mathematical concepts. Additionally, all students in grades 1-8 participate in Accelerated Reader to build vocabulary, fluency, and comprehension at their independent reading levels. The LEA is implementing Renaissance Freckle ELA and Freckle Math to be used as supplemental resources. Freckle ELA/Math provides placement in an adaptive interactive program where students' individual needs are addressed. Identified focus students would be monitored with frequent formative assessments to facilitate success with current grade level standards. Students who are not exhibiting loss would receive independent reinforcement or extension challenge projects or activities to deepen their understanding of concepts and skills learned.

The district has services available to support students and their families with basic needs and the social, emotional impact that COVID-19 has had on them. Assistance is available from instructional staff, the Parent Liaison to promote attendance and engagement, All-4-Youth behavioral counselors or the school psychologists. Zoom meetings, teleconferencing, and, as feasible, home visits will be used to support those in need.

The Two-Day Rotation Blended Model provides a means to meet the academic and social emotional needs of our students while social distancing is required. It allows for the use of various instructional delivery methods appropriate to the individual student, grade level and subject matter. The blended model will leverage the use of technology to accelerate, individualize, and deepen learning with in-person instruction for two days per week and work remotely on assignments aligned to the instruction received the remainder of the week. Teachers are encouraged to deliver direct instruction to students at home and to support asynchronous work or independent practice. When students are present in class, the teacher is able to work with small groups, provide targeted instruction, and facilitate student discussions. Additionally, small group or individual instruction for students with learning loss or those at risk of learning loss due to school closure will receive daily support. The core subjects addressed are English language arts-English language development (ELA-ELD), mathematics, science, and history social science. Designated ELD (D-ELD) will occur with in-person instruction on the days students are present and through teacher led instruction on the days when English learners are not present. Integrated ELD (I-ELD) will be provided within all core content.

Instruction in the areas of physical education, music, guided reading from the Reading Lab, intervention, language development, or enrichment will be available through virtual meetings. These subject areas or services are included on the blended model schedules.

In order to inform instruction and monitor student progress during the blended learning model, a systematic cycle of assessments including initial screening and formative and summative assessments will be administered. The district uses the Illuminate Education platform to create standards-based quizzes and benchmark assessments. Illuminate serves as a database for formative as well as summative SBAC and ELPAC results. For instructional purposes, grades 3-8 will employ the CAASPP Interim Assessments to practice and prepare students for the state (SBAC) summative assessments administered in the spring. Accelerated STAR Reading and STAR Math tests are also used to measure academic content growth.

Teachers have designated collaboration time to analyze assessment data, identify student needs, implement best practices or intervention strategies, and evaluate the effectiveness of instruction. The resulting data will inform instruction for all students, including those with unique learning needs such as students with disabilities, English learners, foster youth, low-income, and students experiencing homelessness. Within the blended model, two-way communication between the teacher, student, and or parent is available for questions, concerns, or support. Teachers will provide students/parents with their email address and a telecommunication/Google Voice number with the times they are available to receive calls. In addition, the teacher of record will connect with students Monday-Friday for attendance purposes, lesson instruction, and supporting students with the assigned work.

Devices and connectivity (Hotspots) are available to all students. With the purchase of additional Chromebooks and iPads, technology/devices will be distributed to students in need. Hotspots and a data plan have been purchased for all families in need of connectivity. All students will have a device at home to encourage engagement and participation in instruction.

Health and Safety

Within the Full or Blended In-Person options staff will implement safety measures following both state and local public health guidance. The following protocols have been included in the Return-to-Work Toolkit and the Parent Handbook.

- o A mask must be worn at all times when entering the school site
- o All employees must enter through the designated areas marked “Employee Entrance Only”
- o Teleworking is encouraged whenever possible for all staff
- o All staff must complete a COVID-19 screener found on the district’s website before entering campus
- o Temperature checks may be required with use of a touchless thermometer
- o Social Distancing is to be practiced at all times (Signage has been purchased to serve as a reminder)
- o When social distancing is not feasible, individuals are to wear a mask until distancing can be achieved
- o Gatherings are kept to a minimum of not more than 10 people with social distancing
- o All areas of the school will undergo intensified cleaning and disinfection
- o Teachers will be given disinfection supplies, face shields, masks, hand-sanitizer, thermometers, and gloves for their classrooms
- o Employees are to report to their respective rooms upon entering campus; once there, the mask can be removed. However, if another person or students are present as with the Blended Model, a mask must be worn
- o Staff must sanitize office equipment, such as copiers, or any other common items used within a shared workspace

During the full reopening and the blended model, the school site will be open to staff, students, and families in some areas such as the office. All facilities will be cleaned and disinfected daily, with attention to frequently touched surfaces such as door handles and light switches. Soap dispensers or hand sanitizers will be accessible in or near all restrooms and high traffic areas. Office and classroom furniture will be disinfected daily. To prevent the spread of COVID-19, access to drinking fountains may be restricted.

Hygiene practices and the use of personal protective equipment will be encouraged of staff, students, or any visitors following the guidance set forth by the Department of Public Health. Healthy habits of hand washing or using hand sanitizer, avoid touching the face, and avoid the sharing of items are recommended. The LEA will develop student routines for handwashing at the beginning of the day and after recess, lunch, and restroom breaks.

As a precaution, and in alignment with the state's Department of Public Health's Guidance, staff and students are required to conduct a daily-self assessment to determine any possible symptoms of illness. If experiencing one or more of the COVID-19 symptoms, staff must stay home until symptom-free, without medication, for 72 hours, and at least 10 days have passed since symptoms first appeared. Students, parents, and essential visitors on campus during either of the in-person options, will also be expected to have self-assessed their health status and will be asked not to enter in the event of one or more symptoms. Families will be requested to perform illness screening of their students before coming to school. Screening includes temperature checks, observing for illness symptoms, and keeping students home if exhibiting symptoms consistent with illness or if they have had close contact with a person diagnosed with COVID-19.

The Blended Model requires daily attendance to serve students with effective learning support and instruction. Full participation and attendance will ensure the best possible outcomes for students. Students must be available from 8:20-2:30, Monday-Friday. Teachers will document attendance, the instruction delivered, and the methods of evaluation on a daily basis. Student work will be graded and assessments administered to monitor growth toward the mastery of standards. The instructional minutes vary per grade span (180-240) and meet the minimum minutes to constitute a minimum day of instruction. Virtual meetings will be approximately 20-30 minutes depending on

the age or grade of students. Directly following instruction, students are expected to complete the corresponding paper-pencil or asynchronous online work. Both paper-pencil and virtual work assignment expectations are identical. The teacher monitors this asynchronous work and is virtually present to assist students. Teachers reconnect with students at the end of the day to monitor progress, offer assistance, record attendance, and or to check the well-being of students.

Students with disabilities are included in all offerings of the blended in-person model. They receive support from Resource Specialists (RSP), instruction from their Special Day Class (SDC) teacher, or Speech Therapist to ensure progress is made toward goals in Individual Education Plans (IEPs). Resource Specialists will provide assistance to students when they are present and virtually when at home. The Special Education teachers collaborate with general education teachers to customize instruction and provide support for their students focusing on goals from IEPs, grade level work, and also to ensure appropriate accommodations, modifications, and supports are provided during both on-site and distance learning instruction. Special Day Class will meet in-person Tuesday through Friday in the blended model to maximize continuity in learning. The teacher will provide virtual instruction on Mondays. Speech scheduling will be established according to the student's IEP with instruction delivered virtually.

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

Description	Total Funds	Contributing
<p>Intervention: To best support English learners, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will provide small group or individual academic support. This support will be provided via telephone, live interactive instruction with an adult, or through the use of an online platform to provide additional support to assist with distance learning. To intervene and accelerate student instructional reading levels, the LEA will maintain the Reading Lab services with 2 part time credentialed teachers and 2 part time bilingual aides. Lab staff delivers guided reading to focus on reading behaviors and strategies to promote foundational skills, vocabulary development, comprehension, and written communication. Freckle, supplemental ELA/ELD and math programs will be used during asynchronous minutes during the instructional day. Local metrics and tiered systems of support provide the basis for providing services that will meet the needs of students who are in these groups. Meeting their needs in response to the pandemic and to support the closure of achievement gaps in ELA, math and English language acquisition remain a priority of the district. This action increases the level of support to close achievement gaps by providing equitable resources for these student groups.</p>	<p>\$211,000</p>	<p>Yes</p>
<p>Tutoring: The availability of after school tutoring from credentialed teachers will be offered to students experiencing learning loss or who are at risk of learning loss to accelerate growth</p>	<p>\$9,000</p>	<p>No</p>

Description	Total Funds	Contributing
toward meeting grade level standards. Instruction includes aligning the current grade level standards to the previous grade level to deepen understanding of concepts and skills.		
Health and Safety: All staff has received Personal Protection Equipment kits including face masks and shields, hand sanitizer, alcohol wipes, thermometers, and gloves to promote health and safety in workspaces. Also purchased are hand sanitizer dispensers that have been placed in common areas. Guidelines and protocols were compiled in a COVID-19 Health and Safety Handbook.	\$100,000	No
Materials and Supplies: Custodial equipment purchased to disinfect all rooms include sprayers and additional disinfecting sprays and sanitizing products.	\$30,000	No
With a focus on student learning loss, particularly English learners, foster youth, low income and students with disabilities who are at greater risk, the district recognizes the need to monitor progress frequently to provide the instruction that results in closing achievement gaps caused by the COVID-19 pandemic. A full-time physical education (PE) teacher will be maintained to provide teacher collaboration time during distance learning, the hybrid model, or the full reopening of school. When students attend their grade level PE class, whether virtually or in-person, classroom teachers use the time to meet with their grade level partners (virtually or in-person when feasible) to examine data to guide and plan instruction and determine students who are exhibiting learning loss or students at risk of learning loss. Instructional staff analyze data from interactive teacher-led instruction as well as the progress made on formative assessments including Illuminate standards-based quizzes, Freckle, and Accelerated Reading and Math. Collaboration within professional learning communities (PLCs) is recognized as a best practice within the LEAs tiered system of support and is directed toward providing targeted instruction and meeting the needs of English learners, foster youth, low income, and students with disabilities in response to the pandemic and to support progress toward closure of achievement gaps. This action increases the level of support for these student groups by targeting their specific levels and needs to provide instruction to close the achievement gaps in ELA, math and ELD.	\$90,000	Yes

Distance Learning Program

Continuity of Instruction

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

The Five-Day Distance Learning Plan will facilitate virtual learning. It will include synchronous, teacher-led instruction throughout the day that focuses on all core subjects and standards. The district adopted curriculum for all core content is used for teacher-led virtual instruction. Whole group synchronous meetings are approximately 20-30 minutes per core subject leaving time for the teacher to monitor and assist students directly following instruction. The opportunity to address students' needs in smaller groupings is possible. Students not within the smaller groups would complete paper-pencil or asynchronous online work directly supporting the instruction received. Core subjects include English language arts-English language development (ELD-ELD) mathematics, science, and history social science. Within the ELA time, designated ELD will be delivered to English learners. The structure of the plan includes 60 minutes for teachers to support students who are exhibiting learning loss or are at risk of learning loss due to school closure. Teachers will connect virtually to assist students in small groups or individually to provide instruction to accelerate learning where students show deficits from 2019-20.

Through this remote model, delivery of instruction will include daily interaction between teacher and students as per SB 98. Daily live interaction with a certificated teacher and student peers for the purposes of instruction, progress monitoring, and maintaining school connectedness are provided. Distance learning may include video, audio, and/or written instruction whereby the communication between teacher and student is online interaction, synchronous instruction using Zoom, asynchronous work through Google Classroom, and other platforms that rely on computer or communication (Google Voice) technology. As in the Blended model, the Five Day Distance Learning Plan provides 180-240 instructional minutes according to grade level appropriateness and meeting the minimum day requirements. Virtual meetings with individual students or groups of students will be approximately 20-30 minutes. Directly following instruction, students are expected to complete the corresponding paper-pencil or asynchronous online work. Both paper-pencil and virtual work assignment expectations are identical. Teachers will reconnect with students needing support at the end of the day to monitor progress, offer assistance to complete the assignments, monitor attendance, and to perform well-being checks.

Similar structures as stated in the blended model are built into this plan.

- Two-way communication with parents will still be made available to address and monitor any effects, whether academic, social or emotional, to stabilize daily routines and to support families.
- Opportunities to participate in physical education, music, and guided reading are woven into the schedules and are delivered in a synchronous format.
- Designated English language development occurs daily; integrated ELD supports all content instruction.
- Availability of supplemental interactive-adaptive programs, Freckle ELA and Math, to address learning gaps during asynchronous learning
- Extension activities and enrichment projects are available.

- Devices and connectivity are available to all students.
- Requires daily attendance Monday-Friday, 8:20-2:30, with full participation in both teacher led instruction and completion of work.
- Student work will be graded and assessments administered to monitor growth toward mastery of standards.
- Teachers will document attendance, instructional focus, and time spent with both synchronous and asynchronous meetings using the Distance Learning Weekly Engagement form.

Health and Safety expectations are the same as the full or partial plans regarding disinfecting workspaces, masks, and social distancing.

In order to inform instruction and monitor progress, the LEA maintains a Master Schedule for Assessments. Included on the schedule are the initial screenings using Educational Software for Guided Instruction (ESGI) for kindergarten, the STAR Reading assessment from Accelerated Reader, the STAR Math assessment from Accelerated Math for students in grades 1-8, and running records to determine instructional reading levels in grades 1-5. Frequent formative assessments created in Illuminate from a standards-based itembank are recommended and documented on the Distance Learning and Engagement Form. These provide information for daily decision making in addressing the needs of students. The required standards-based benchmark assessments in ELA and mathematics are administered three times per year and provide information regarding the achievement of standards. The benchmark data together with the CAASPP Interim assessments (used as an instructional tool or checkpoint) are used as the basis for grade level collaboration and planning. The data is analyzed, shifts in learning are identified, and changes are made in instruction to meet student needs, provide intervention, and assess the effectiveness of strategies. This process is especially important for students with unique learning needs such as students with disabilities, English learners, students in foster care, low-income, and students experiencing homelessness.

If instruction or services, or both, for students who are eligible for special education cannot be provided to the student either at school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" is defined as instruction in which the student and the instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools Special Day Classrooms will be provided with continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in the Distance Learning model and/or emergency conditions section of the IEP. Related service providers will provide services as outlined in the IEP through the LEA's distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with any alternate curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Families were surveyed to determine the number of students who were lacking devices at home as well as if they had WiFi connectivity. The LEA has purchased additional devices (both Chromebooks and iPads) to maintain a 1:1 ratio during distance learning. Hotspots and a data plan were purchased to provide connectivity. Parents/Guardians are able to attain devices through a Grab and Go process similar to the one used to distribute breakfasts and lunches. A request form/agreement is completed by the parent/guardian to keep on file. The request names the student(s), teacher, grade level, and the number of Chromebooks, iPads, or Hotspot, received.

The LEA has also contracted with FCOE for a technology technician. The technician ensures all devices are working properly, oversees district access to online curriculum and assessment programs, and ensures the operations of the district's server and infrastructures are functioning. Further, the district has personnel available to answer calls, trouble-shoot, and provide assistance to parents and students as they navigate to classroom meetings.

Resources provided to instructional staff include accounts for Zoom and Google-Voice to deliver instruction or connect with students and their families.

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Special Day Class, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

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.]

Pupil progress will be assessed through daily live interactions as teachers check for understanding, formative assessments in the form of quick-checks or quizzes, publisher tests, assignments, or online standards-aligned tests created in Illuminate. Attendance is gathered daily through live interaction, student Zoom chat sign-in, assignment completion, assessments, or engagement or participation in Zoom meetings or other platforms used for assignments. Attendance is documented in Aeries, the school data base, recorded on the Distance Learning Weekly Engagement form, and submitted daily to the Parent Liaison who follows up with absentees by contacting students or parents. Weekly engagement records include verification of participation, subjects and instructional focus, and how the work is evaluated. Work evaluation might be done through oral questioning or review of student work, assignment completion, demonstration of work, or a test demonstrating progress and understanding. The time-value will be provided through lesson plans and student assignments to include at least 180 daily instructional minutes for TK-K, 230 instructional minutes for grades 1-3, and 240 instructional minutes for grades 6-8. The minutes are verified by the certificated teacher of record.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate

peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to 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.]

In preparation for 2020-21, instructional and paraprofessional staff received compensated opportunities to participate in the following.

- Zoom Training to learn how to set up meetings, associated safety precautions, Zoom Whiteboard, break-out rooms and parent guidance to support virtual instruction.
- Adapting designated English language development for synchronous and asynchronous learning.
- FCSS Distance Learning Academy (supports all content areas; grade levels; digital platforms and programs; and leadership)

The LEA has a robust professional development plan to further assist instructional staff throughout the year encompassing core content, ELA-ELD, mathematics, and instructional technology. To be addressed is the core content, how to adapt content for distance learning, and how to accelerate progress for students exhibiting learning loss. Training in the use of Freckle (asynchronous support for leveled skill development in Reading and Math), SeeSaw (supporting literacy), Flip-Grid (promoting language development), Google-Classroom (asynchronous online work), and Jamboards (interactive math, ELA and ELD) are a few of the programs highlighted within the professional development. The LEA has contracted with Fresno and Tulare County Offices of Education (FCOE, TCOE) for support services from content specialists. Further, the Literacy ELA-ELD coach is available to support teachers through implementation with individual guidance, demonstration, and co-teaching.

Staff Roles and Responsibilities

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

Responsibilities of all staff will be altered to meet the needs of students. Teachers will work remotely from their assigned classroom/workspace during regular school hours until the time that is deemed safe to return to school fully with students. Both synchronous and asynchronous instruction, including paper and pencil work, will be prepared to support students at home. The new accountability requirements will be the completion of the Weekly Student Engagement form along with the already required daily attendance. All staff members will adhere to the health and safety protocols. Some employees may be asked to provide activities not related to their job descriptions as needed to support the instructional, emotional, and safety needs of students.

Supports for Pupils with Unique Needs

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

Additional supports for students with unique needs are provided by the LEA to ensure access to curriculum and instruction, to provide aid for students and families to promote social and emotional well-being, and to offer targeted assistance for students (and parents) to advance academic growth.

English Language Learners

English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. Daily instruction is focused on the language knowledge and skills reflected in the CA ELD Standards in preparation for academic engagement and the ELPAC assessment. Examining the language demands found in the CA ELD standards and aligned to the content-specific adopted texts, students receive language instruction services through designated and integrated ELD to enable meaningful participation. English learners receive a comprehensive program consisting of 30 minutes of daily designated ELD fostering academic language and the leveraging of all four language domains (listening, speaking, reading, and writing). Practices may include small group instruction, telephone calls, meetings via a digital platform, virtual resources such as Flip Grid, and/or supporting guidance from a bilingual aid. Within designated ELD, student writing is analyzed to monitor known and unknown English structures, grammar, syntax, word specificity, and academic vocabulary. Using the writing lens, students receive language instruction required to comprehend grade level content in both the receptive (listening and reading) and the expressive (speaking and writing) domains to advance growth in English proficiency. Oral discourse using the language focus is monitored continuously during synchronous instruction of D-ELD and the writing outcomes of the targeted language are analyzed at the end of the lesson sequence. Using minutes within the daily schedule, teachers, using a Zoom meeting or Google Voice, can reconnect with individuals needing further assistance to accomplish the language objective.

Special Education

Students with disabilities are included in all offerings of school instructional programs by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support. In these challenging times with COVID-19 restrictions, it is imperative to establish on-going communication between the Special Education team and the family to jointly determine what is working for each student, what accommodations, if any, need to be made to allow for the greatest learning access. Special education teachers will continue to collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Homeless and Foster Youth

The needs of homeless and foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently or previously in foster care and students having experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. The LEA will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities. The LEA is committed to providing Homeless and Foster Youth students access to mental health providers to support them virtually or telephonically. Students and or their caregivers will be provided information, resources, and or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

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

Description	Total Funds	Contributing
<p>Technology: Additional chromebooks, providing equal access for all, were purchased to ensure all students have a device enabling them to connect with teachers, participate in learning, and complete assignments. Connectivity hotspots and a data plan were purchased ensuring all families have access to the internet. The district also purchased Zoom accounts for all instructional staff to deliver instruction and provide opportunities for students to collaborate with each other promoting peer connectedness and social-emotional well-being. Google Voice accounts were purchased for all instructional staff to maintain two-way communication through office hours to meet with students, parents and families to discuss concerns, progress, or other issues occurring with Distance Learning.</p>	\$243,000	No
<p>Technology Support: Professional Development was delivered to support the use of Zoom. Setting up meetings, inviting students, navigating settings for safety, and sharing other screens/platforms were included. To ensure student participation and supporting the beginning days of Distance Learning, a technology team handled technology related phone calls to provide verbal assistance for parents and students in joining Zoom meetings and navigation once in the meeting.</p>	\$30,000	No
<p>Attendance and Parent Outreach: The district understands the importance in reaching out to English Learners, foster youth, low-income and students with Special Needs who are in greater disengagement with school during this COVID-19 Pandemic. The Parent Liaison continues to monitor attendance, reaches out to families providing assistance in promoting school attendance, and organizes work packet distribution, devices, and hotspots. This action will increase student daily participation in Distance Learning teacher-led instruction, engagement and attendance.</p>	\$20,000	Yes

Description	Total Funds	Contributing
Supplies and Materials: Fiction and Non-fiction Reading Shorts were purchased. The reading shorts provide leveled text excerpts that address the strategy focus taught. The Reading Lab is able to provide one page copies rather than sending 2-3 books in the distance learning work packets for weekly guided reading instruction. Renaissance myOn Reader has been purchased to support Accelerated Reader with leveled digital books.	\$15,000	No
Professional Development: District data suggests that English learners, foster youth, low-income and students with special needs are at greater risk of disengagement during the COVID-19 pandemic causing achievement gaps to further widen. Tulare and Fresno County Offices of Education consultants will support teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of content instruction during Distance Learning; assist the transitioning of content instruction to the blended or full reopening models when feasible; and support instruction for students exhibiting learning loss. This action will increase instructor knowledge to engage and promote participation from these groups of students in the virtual platforms necessary for distance learning . In turn, the result in students' daily attendance in teacher-led instruction will support the closing of achievement gaps.	\$18,000	Yes

Pupil Learning Loss

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

The district will administer Accelerated Reading and Math STAR assessments to measure learning loss as a result of COVID-19 in grades 1-8. TK- Kindergarten administers the diagnostic assessment from the Educational Software for Guided Instruction (ESGI) at the beginning of the year. Throughout the year progress monitoring is done each trimester in the areas of ELA-ELD and mathematics using Illuminate standards-based benchmark assessments. Measures of progress in literacy and math are monitored using the Renaissance Accelerated Reader and Accelerated Math STAR tests to create a baseline at the beginning of the year and then each trimester thereafter. Instructional guided reading levels are determined through running records three times per year. Observation of learning behaviors and frequent formative

assessments in the form of quizzes, quick-checks, or demonstrating understanding within assignments are used to inform the readiness of students to move forward in instruction.

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.]

With full understanding of the impact that COVID-19 may have had on student learning, the district will take steps to ensure distance learning opportunities are available to all students, including economically disadvantaged, English learners, students with disabilities, foster youth, and students experiencing homelessness. Instruction is provided during a set time in the daily schedule to connect with students exhibiting learning loss or are at risk of learning loss to help accelerate learning loss caused by the impact of COVID-19. To support students in special populations, teachers may use varying methods to provide instruction to meet their needs including individual, small groups, or telephonic communication. All online programming and internet content will meet accessibility standards for students with disabilities, including commonly used assistive technology.

English Learners

English learners will focus on the same rigorous grade-level academic standards that are expected of all students. To accomplish this, all English learners will receive designated English language development instruction provided during a time set aside in the regular or distance learning school day. Daily live interaction with the student's certificated teacher of record is a required element of distance learning for purposes of instruction, progress monitoring, and maintaining school connectedness. The CA ELD instructional standards are aligned to the CA ELA standards as taught from the adopted text. The language demands needed to meet the expectations required of all students are addressed. The scaffolds used during designated language instruction are integrated throughout all content. The English Learner Toolkit of Strategies will guide the implementation of distance learning instruction. Instructional practices may include remote Zoom instruction, telephone calls, digital platforms, supplemental physical and virtual resources, written assignments, or instructional packets. Documentation of services and the supports provided are recorded on the Distance Learning Weekly Engagement Record.

Special Education

Students with disabilities are included in all offerings of school instructional programs by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support. The IEP is the personalized guide for each student with a disability. In these challenging and ever-changing times with COVID-19 restrictions, it is imperative to establish on-going communication between the Special Education team and the family to jointly determine what is working for each student, what accommodations, if any, need to be made to allow for the greatest learning access. Special education teachers will continue to collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Homeless and Foster Youth

The Parent Liaison, the school psychologists, or the assigned social worker work together to meet the needs of the homeless and/or foster youth. Opportunities and programs are sought to support these students to ensure consistency within the educational experience. The existing challenges of housing, education, employment, income, and health have been intensified by the pandemic. The district will provide

support for students experiencing homelessness by delivering resources if needed. The district will ensure foster youth and McKinney-vento students have equitable access to all distance learning or in-person instruction. Caregivers will be provided with information, resources, support for social-emotional well-being, trauma-related approaches, and related strategies to reduce anxiety and promote positive learning environments.

Other Student Populations

Consideration will be given to students with learning loss or who are at risk of learning loss focusing on their unique learning needs. Small group instruction is integrated into the daily instructional schedule to provide support. The availability of after school tutoring from credentialed teachers will be offered to students experiencing learning loss or who are at risk of learning loss to accelerate growth toward meeting grade level standards. Instruction includes aligning the current grade level standards to the previous grade level to deepen understanding of concepts and skills. The After School Program team is also available to support instruction received during the day.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

On a weekly basis during the Monday PLC Collaboration time, grade level teachers, Administrators, Director of Special Programs and the Literacy ELA/ELD coach will collaborate and analyze results of the weekly formative and trimester assessments administered to measure learning loss as a result of COVID-19 in grades 1-8.

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

Description	Total Funds	Contributing
Professional Development: Renaissance Learning will support teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of online content instruction during Distance Learning by purchasing and implementing STAR MATH and Freckle ELA/ELD and MATH Licensing for all TK-8 students; assist the transitioning of online standards-based content instruction to the blended or full reopening models when feasible; and support instruction for students exhibiting learning loss.	\$30,000	No

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 district has established a multidisciplinary team dedicated to planning the mental health and social and emotional well-being of students and families, the team consists of two school psychologists, two mental and behavioral health personnel, and a school administrator. The multidisciplinary team established a focus on social and emotional skill-building, mental and behavioral health, and personal safety for those students who are being referred for support services. The team meets on a weekly basis to discuss referrals, to identify available resources and needs for students and families, They also provide support for teachers and staff when working with students who have been referred for services. The district contracts with Fresno County Office of Superintendent Schools for mental health, school psychologists, and behavioral health services (All 4 Youth). The All 4 Youth is a partnership program between The Fresno County Department of Behavioral Health and Fresno County Superintendent of Schools for children and youth ages 0- 22 years old experiencing difficulties that affect them at school and at home. All 4 Youth is designed to enable youth and their families to access behavioral health services at school and at home. Professional Development is provided for all staff and teachers, All 4 Youth presented to staff and teachers strategies on support for students and families, that can be utilized at home and when meeting with students, Also, for teachers and staff on the ability to read emotions and facial expressions of students, Teachers and staff participate on online training related to COVID-19 a monthly training is set-up via online for all staff and teachers in regards to social and emotional well-being for students, staff and teachers. The district contracts with Parent Institute For Quality Education (PIQE) they work with families and the community on resources for emotional, and well-being support due to COVID-19.

The district implements Positive Behavior Interventions and Supports (PBIS) that allows all students to achieve social, emotional, and academic success. A presentation was presented to staff and teachers from PBIS coordinator on the efforts to build the school community and establish staff/student/ teacher relationships by giving students opportunities to voice concerns, challenges, and needs, the focus is student focus. The LEA will be part of Life-Saving suicide prevention training it will consist of two school psychologists, administrators, middle school special education, and two general education teachers, once the training is complete training for all teachers and staff school-wide. Currently, the middle school teachers have been trained and use Second Steps in the morning two times a week, this address any trauma and other impacts due to COVID-19.

Pupil and Family Engagement and Outreach

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

The district is committed to clear and consistent two-way communication with students, parents, and/or families. Throughout the spring school closure, summer months, and the virtual reopening of school through the Five-Day Distance Learning Plan, the school utilizes personalized or automated phone calls to deliver critical information and conduct surveys. Topics regarding food, technology, textbooks, and material and supply distribution or the current state of reopening are addressed. Other communication methods include the school's website as well as the digital marquee. Communications are provided in both English and Spanish to meet the needs of all families. In order to address the many changes occurring due to COVID-19, it is vital to engage parents as partners in learning.

The district Parent Liaison provides outreach support to students and families to promote attendance and full participation in learning including home visits. The Parent Liaison provides daily phone call support to families with Technical /Technology difficulties and monitors the daily attendance, daily engagement and/or virtual participation of all of our students TK-8. Parents also come to the school site in-person to receive technology support with devices, hotspots or printed asynchronous packet assignments.

The following steps represent the district's tiered reengagement strategies for students who are absent from distance learning

1. If the student is absent from live synchronous instruction, the Parent Liaison contacts the parent(s) to resolve any issues that may be preventing the student from engaging in Distance Learning. This includes technology troubleshooting and walkthrough of log-in steps.
2. If no contact is made with parent or student and/or no work is submitted by the student for 3 consecutive days, the Parent Liaison will issue a truancy notification and administration will sign the form. It will be placed in the mail. After the Truancy letter is mailed the parent liaison will call 3 days after the mailing to confirm receipt of the letter to the parent and discuss solutions to any barriers they may be experiencing.
3. After the 4th consecutive day of inactivity and/or no communication from the parent, the parent liaison will consult with administration to schedule a home visit for engagement notification and/or a well-being inquiry. Upon the approval of administration, the parent liaison will be accompanied on the home visit with the Truancy Officer assigned to the district.
4. (5th infraction) If there is not an attempt to both better the engagement of synchronous instruction on the students' part or better communication from the parent notifying the district office of the absences including reasoning, the parent liaison will move forward with referring the student to the Student Attendance Review Board (SARB). Given the current state of distance learning, the district will be understanding and will work with parents to resolve issues as we are sensitive to the challenges distance learning presents to our families. However, if there is a lack of communication or follow through, the SARB Process will begin.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Washington Colony is a Provision 2 district. Therefore, it provides all students with Free Breakfast and Lunch. Since the closure of the school site during the Spring, Summer School and currently during the Fall, Washington Colony has designed a nutrition program scheduled for the reopening of the school in the fall for an in-person hybrid/blended model and during the 5-day Distance Learning models. Breakfast and lunch are prepared on a daily basis and are bagged while exclusively using protective safety equipment. These meals are distributed to all enrolled students TK- 8 and children 12 months of age to 18 years of age utilizing a drive-through operation. The California Department of Education and the Department of Social Services asked school districts to assist with outreach to eligible families to ensure that parents were informed about the P-EBT program that provided up to \$365 to children enrolled in school who are eligible to receive Free or Reduced -Price meals. Our school district sent out fliers to all of our families informing them about the program. The flier was also posted on our school website. In addition, a monthly meal menu is shared with parents, students and it is posted on the school website.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	The District may require extra help from Certificated and Classified Substitutes hours of work for the implementation of the 5-Day Distance Learning Instructional Program and Blended Model Instructional Program. Including organization, distribution of Asynchronous Learning packets , additional custodial hours to maintain a safe and clean environment and disinfecting the school classrooms, post social distancing signage, student/staff temperature checks and organize the PPE equipment.	\$5,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.46%	1,140,016

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.]

The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

The specific contributing actions included in this plan are: small group or individual academic support, Reading Lab services with 2 part time credentialed teachers and 2 part time bilingual aides, Freckle, supplemental ELA/ELD and math programs , full-time physical education (PE) teacher will be maintained to provide teacher collaboration time during distance learning , Parent Liaison continues to monitor attendance, reaches out to families providing assistance in promoting school attendance , Tulare and Fresno County Offices of Education consultants will support teachers in the areas ELA, Math, ELD, and Instructional Technology to connect virtual delivery of content instruction during Distance Learning.

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

The contributing actions/services are principally directed toward our English Learners, low income ad foster students (also known as unduplicated students) are designed to help Washington Colony Elementary School District balance the COVID-19 pandemic related educational needs of identified students. These actions and services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. This actions and services are designed to increase or improve services and are principally directed toward unduplicated students.

- ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities.
- Continue with two part-time intervention teachers and two bilingual instructional aides and supplemental implementation of a

new Reading Lab, and STAR/AR reading programs

- In the new classrooms and reading lab, provide updated technology that includes hardware, software, Smartboard(s),

Chromebook cart(s), classroom furniture for reading intervention lab, work stations, supplemental books, materials, and supplies.

- Technology increase and accessibility and Smartboards to be installed in every classroom. All of our students have daily access to a chromebook device for ELA/ELD and Math instruction with student ratio of 1:1 school-wide

- Literacy ELA/ELD Coach Full-time for purpose on assisting classroom teachers and other staff in the implementation of ELA/ELD standards based instruction aligned to the claims and targets in SBAC for unduplicated students.

- Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, computer software, materials and supplies for instructional programs

- Full-time Music teacher, Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices

- Early Literacy resources and staff support and to hire an additional Instructional Aide for the Kindergarten classes.
- Accelerated Reader (AR) Program
- Positive Behavior Intervention & Supports (PBIS) program
- Tutoring
- Truancy Interventions
- Safety and Security Improvements
- Extracurricular trips (only under the guidelines of County Department of Public Health during the pandemic)
- Parent Education Opportunities
- Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites,

grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress;

- Maintenance expenses for digital messaging marquee and Blackboard connect
- Maintained a hired Part-time Parent Liaison that will provide a system of support in order to increase communication to all families, monitor

attendance, Truancy data, and reduce Chronic Absenteeism with interventions by the 3-tiered levels throughout the year

- Maintained the hired Instructional aide, provide additional instructional support personnel at early primary and to strength the Early Literacy program in K-1 grades

The percentage to increase or improve services has been calculated at 34.46% using the dollar amount of \$1,140,016. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided to all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$1,140,016 on actions an/or services principally directed towards the unduplicated student population. The details of these actions may be found in the LEA 2019-20 LCAP.