



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The Washington Unified School District (WUSD) serves approximately 2,688 students, grades TK-12. The District's boundaries encompass a diverse area ranging from agricultural farmland in the community of Easton, which lies just south of Fresno, and extends to a more urban section of Southwest Fresno that has been found to have the third-largest level of concentrated poverty in the United States. 91% of the students in WUSD are considered socio-economically disadvantaged. Basic student demographics indicate that 78% are of Hispanic descent, 8% are Asian, 6% are Caucasian, 7% are Black or African American, 33% are English Learners, and 314 of our students come from Migrant families.

Washington Unified School District is comprised of American Union Elementary, West Fresno Elementary, West Fresno Middle, and Washington Union High schools, along with two preschools and three alternative education choices. Four non-unified K-8 schools also feed into our high school. Washington Unified schools exist to engage, educate, and empower students to achieve their College and Career goals. From positive relationships with students, parents, and community, to the ability of our teachers to deliver the best instruction for our students each and every day, we are dedicated to preparing students for the challenge of college and careers.

Washington Unified School District is unique and provides students with a diverse set of experiences that include the traditions of a 127-year-old district blended with modern technology and a variety of rigorous and relevant programs such as the Health Institute, Law and Justice Institute and the Wonderful Agriculture Career Preparatory Program, which is a partnership with the Wonderful Corporation and Reedley College. WUSD has also partnered with the Fresno County Superintendent of Schools (FCSS) to receive Differentiated Assistance to address the performance gaps among struggling student groups. It is our hope that this process will further contribute to the success of all students. As our vision statement declares, Washington Unified is a district of academic excellence committed to ensuring that all students graduate college and/or career ready.

On March 13, 2020, Washington Unified joined with school districts throughout the United States, making the difficult decision to close its campuses to prevent the spread of COVID-19. School closure has had a tremendous impact on our community. Washington Unified schools serve as the "main hub" of the Easton and West Fresno communities. Students and their families rely on our schools, not only for childcare, meals, internet access, and education, but also for essential resources such as mental health services, connections to local resources, and for life-giving community through after-school programs, sports, and clubs. While WUSD quickly pivoted to an emergency distance learning plan, the community felt a sense of loss as the daily face-to-face interactions that we relied on to build relationships were cut short. Throughout school closure, WUSD remained committed to serving our students through daily meal distribution, a robust distance learning program that included services for Students with Disabilities and English Learners, and through continued social-emotional health services.

On Friday, July 17th, the Governor issued guidance for re-opening schools. The guidance states that school districts residing in counties listed on the state COVID-19 monitoring list cannot offer in-person instruction until the county is off the list for 14 days. Fresno County remains on the state's monitoring list. This guidance means that WUSD will open the fall with a 100% distance-learning format.

WUSD has revised its current budget to incorporate additional COVID related funding received through the CARES Act and SB117 to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. Specific actions and services include, but are not limited to:

- Technology and devices to ensure all students have access to distance learning
- PPE and sanitation equipment and supplies to ensure the health and safety of staff, students, and community members
- Network infrastructure and support, including internet access point expansion and network power back-up to ensure secure and continuous access to distance learning
- Furnishings to support physical distancing in the classroom, such as replacement of shared tables with individual desks to meet physical distancing recommendations of state and local health officials
- Professional development for staff to support high quality instruction in both a hybrid and distance learning model
- Staffing to support meal preparation and provision for all WUSD families
- Materials and supplies to support distance learning
- Additional custodial staff to support more frequent sanitation as recommended by state and local health officials

We recognize that the recommended response to the COVID-19 pandemic, as it relates to safely educating our students, is continually evolving. WUSD is actively working with the Fresno County Superintendent of Schools, the Fresno County Department of Public Health, and our neighboring school districts in order to identify best practices for health, safety, and learning during the pandemic. As a result, WUSD will continue to make adjustments to our plan so that we can ensure the safety of our staff, students, and community. These revisions will be reflected in the first interim report to the Board of Trustees.

Stakeholder Engagement

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

WUSD believes that stakeholder input is a key component in the creation of its educational programs and services. In order to gain input and consultation regarding specific actions and expenditures, the District consulted parents, pupils, school personnel, teachers, Principals, local bargaining units, and the community in the creation of the Learning Continuity Plan. The plan will be presented to the District Parent Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC) for formal review and comment.

Additional efforts to gain input and consultation regarding specific actions and expenditures included the administration of electronic surveys to all employees, all students in grades 3 and above, and all parents. Surveys for our parents and community members were provided in both English and Spanish. WUSD collected 573 surveys from different stakeholder groups (210 parent surveys, 112 staff surveys, and 251 student surveys). WUSD collected additional survey feedback from two cohorts of teachers that conducted summer pilots of our 1) Blended

Learning program option and 2) our Distance Learning Program Option. This feedback was extremely valuable in the creation of our instructional program offerings.

In order to gain input and consultation regarding specific actions and expenditures from students and families who do not have internet access or who do not speak English, WUSD staff made phone calls to all families in their preferred language in order to gain feedback about available technology and connectivity in each student's home. WUSD also mailed letters home on July 28, 2020, to each enrolled student and their family providing key details of the plan for re-opening school. Included in the letter were key details from the district as well as specific details from the assigned school site. The letter also included a phone number for stakeholders to call to provide feedback. The letter was provided in English and Spanish. The letter was also posted on the District website and an autodialer went home notifying parents about the letter and the contents therein.

The Superintendent received an anonymous letter from "WUSD Families, English Learner Families, Migrant Families, and Families of Students with Disabilities" dated August 5, 2020. The letter was placed on the agenda for discussion at a meeting with Principals and Directors on August 7, 2020, in an effort to specifically address the feedback and concerns outlined by the author(s). The letter was also entered into the record of the August 12th board meeting for discussion and review. The letter outlined concerns about the availability of technology and connectivity for students, specifically students who are English Learners, Students with Disabilities, and Migrant students. The letter had a direct bearing on the efforts towards the purchase of additional devices and hotspots for families. As the letter was submitted anonymously, the Superintendent provided a response orally at the August 12, 2020 board meeting. He also released a written response on August 10, 2020, specifically addressing the technology and connectivity concerns outlined in the letter on our website in English and Spanish.

Online meetings for representatives of the local bargaining units were conducted using Google Meets. on the following dates:

Classified Bargaining Unit, July 20, 2020

Certificated Bargaining Unit, July 20, 2020

WUSD Principals, Directors, and Cabinet members met weekly during Spring 2020 school closure and regularly throughout the summer to provide consultation and feedback from their staff, students, and parents about WUSD's learning and attendance plans. Feedback from stakeholders was collected and analyzed by District leaders in the creation of the Learning Continuity Plan.

A draft of the plan was posted on the District website, on Monday, August 31, 2020, so that members of the public would have time to review and provide public comment prior to the public hearing. Washington Unified advertised the publishing of the draft and invitation for public comment via the Grapevine Newsletter e-edition and via a webpost in English and Spanish. In order to further provide clear communication to stakeholders about our plans for learning continuity and attendance, Washington Unified published a brief overview entitled, "Washington Unified School District's Strategic Plan for Re-Opening Schools." This document was posted on the District website in both English and Spanish. Site staff, teachers, Board members, and district leaders were provided with copies to use during in-person parent conferences, phone conversations, and electronic communications to help communicate key details of WUSD's plan. Parents were encouraged to provide feedback by telephone, email, or by mailing written comments to our district office.

WUSD held separate in-person/virtual meetings for our DELAC and DAC committees on September 3, 2020. During the planning phases for this meeting, some parent representatives specifically asked if we could meet in person. In order to comply with existing health and safety guidelines for gathering in-doors, including physical distancing of 6 feet, ventilation, and not holding gatherings of over 10 persons, an in person meeting option was provided for both meetings, but limited to committee representatives who could not join by electronic means and WUSD staff only. Participants practiced physical distancing. All other participants accessed the meetings remotely via streaming and telephone through Google Meet. Spanish translation was provided by WUSD staff.

The Learning Continuity and Attendance Plan was presented for a public hearing at the WUSD Board of Trustees Meeting to be held on September 9, 2020. The plan, public comment period, and public hearing was publicized through our e-newsletter, The Grapevine, as well as posted on our website and physically at our district office. The plan was presented for adoption by the governing board in a special board meeting held on September 23, 2020.

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

In accordance with Executive Order N-29-20 Paragraph 3, the public hearing for the Learning Continuity Plan was held via live stream. Information about how to participate in the public hearing was provided in both English and Spanish on our website and via auto-dialer. Members of the public were provided with both an email address and a phone number to use for public comments at least 72 hours prior to the public hearing.

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

Before finalizing the Learning Continuity Plan, WUSD collected and analyzed the following stakeholder feedback:

Quantitative Feedback Results

A School Closure survey was administered to all staff, all students in grades 3-12, and offered to all parents. WUSD collected 573 surveys from different stakeholder groups (210 parent surveys, and 112 staff, and 251 student surveys). An additional staff survey was collected in early April in order to measure student engagement in our online platforms (92 surveys) during Spring School closure. According to these surveys:

- 91% of student respondents completed some school work from home during Spring school closure.
- 69% of student respondents felt that adults or other school staff cared about them during Spring school closure.
- 42% of student respondents felt sad or alone during Spring school closure.
- 89% of parent respondents felt that their child's school provided lessons and activities during school closure.
- 85% of parent respondents felt that their child's school did a good job of communicating with them during Spring school closure.
- 85.2% of parent respondents were happy with the health and safety precautions taken by their child's school during Spring school closure.
- 86% of parent respondents reported having reliable internet access at home.
- 26% of parent respondents preferred a 100% Distance Learning option for learning in Fall 2020.
- 38% of parent respondents preferred a 100% in-person Learning option for learning in Fall 2020.
- 36% of parent respondents preferred a Blended Learning option for learning in the Fall of 2020.

54% of teacher respondents used an online platform, such as Google Classroom, to engage students during Spring school closure. Of those classes that provided an online platform for learning, 83% of teacher respondents reported some student engagement in the online learning platform.

The need for clear health and safety procedures and cleaning supplies to be provided for learning in Fall 2020 was the number one concern of staff respondents.

Qualitative Feedback Results

WUSD provided staff, students, and parents opportunities to provide written or verbal feedback. The following represents a summary of the top trends that emerged from the analysis received from stakeholders:

Successes During Spring 2020 School Closure

WUSD maintained regular communication with parents and students.

Resources were provided to families: Learning materials, technology, community services, etc.

Meals were provided to families.

The alternative learning environment (distance learning options) benefited some learners.

Identified Needs for Fall 2020 School Re-opening

Distance Learning Options should include regular teacher communication directly with students.

Distance Learning should include virtual classes for students.

In-person learning options should be provided for parents who work and have no childcare.

Internet Access should be made available for families.

The chosen educational program should include high-quality learning options for students.

Health and Safety protocols and cleaning supplies should be provided for all school sites.

Concerns outlined in the Anonymous Parent Letter, dated August 5, 2020:

Devices should be provided to all students so that every child is learning at the same levels.

Many families cannot afford internet connectivity and need the district to provide access to the internet.

Devices and connectivity are essential for all students so that they can continue to connect with their teachers and participate in online learning.

The District Advisory Parent Committee (DAC) had a specific question regarding program offerings for Gifted and Talented Education students during distance learning. Washington Unified is committed to funding programs and services for advanced learners, including G.A.T.E. students. At this time, Washington Union High School has reported that it is continuing to provide Advanced Placement courses, honors, courses, and dual enrollment courses for students during Distance Learning. WUSD elementary and middle schools have reported that they are not currently offering a G.A.T.E. program during distance learning. Once WUSD enters Phase II, a hybrid model, there are plans to reinstate G.A.T.E. program at American Union Elementary school.

Health and Safety

The foremost concern of parents and staff was the health and safety of stakeholders. WUSD has included actions within the Learning Continuity Plan to provide supplies, services, and other expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to purchase of Personal Protective Equipment (PPE) and facilities sanitation equipment. Staff will also be trained in health and safety procedures to identify and prevent the spread of infection such as COVID-19.

Connectivity and Devices

Parents, students, and staff identified devices and connectivity for students as a need in order to successfully engage in a distance or hybrid learning format. WUSD will provide a device to every student in order to ensure that all students can access distance learning. WUSD has purchased 800 additional new Chromebooks and 765 hotspots to meet this demand. To meet the needs of families who live in an area that does not offer reliable internet access, additional internet access points will be added to publicly accessible areas of each WUSD school site so that families can utilize connectivity before, during, or after school hours. The district will continue to purchase additional Chromebooks, tablets, and hotspots to meet the needs of all students and families in the District.

On-going Communication with Teachers and Virtual Instruction

It was important to parents and students that teachers have regular communication with students and offer live virtual instruction, as well as, to be available for individual and small group support. WUSD purchased webcams for every classroom in order to facilitate live virtual instruction and individual or small group instruction via Google Meet.

Professional Development and Training to Facilitate High-Quality Instruction

Professional Development and training for teachers to be able to effectively facilitate high-quality distance and hybrid learning was identified as a significant area of need. WUSD will provide training for teachers and on-going support from academic coaches. WUSD will also support teacher professional development through the Fresno County Superintendent of Schools so that teachers are prepared to meet the needs of students in this unique learning environment.

Continued Resources Provided to Families

Stakeholders felt that WUSD needed to continue to provide essential supports for students and families during both distance and hybrid learning. These include meals, mental health and counseling supports, referrals and connections to community resources, and academic intervention for struggling learners. WUSD will continue to provide these essential services.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

On Friday, July 17th, the Governor issued guidance for re-opening schools. The guidance states that school districts residing in counties listed on the state COVID-19 monitoring list cannot offer in-person instruction until the county is off the list for 14 days. Fresno County remains on the state's monitoring list. This guidance means that WUSD will open the fall with a 100% distance-learning format. WUSD's goal is to bring students back to the classroom as soon as we meet the guidelines set forth by the California State Department of Public Health. Once in-person learning returns, WUSD will implement classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss or are at a greater risk of experiencing learning loss due to future school closures. During each of the three phases of the plan to re-open schools outlined below, WUSD will ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support.

Health and Safety

The health and safety of students and staff is a top priority for WUSD. In preparation for in-person instructional offerings, WUSD has created the "Health and Safety Guidelines, COVID-19 Handbook" which contains plans and protocols to ensure the safety of students and staff. The handbook covers protection guidelines for staff, students, and campus visitors, building access and common area protocols, mandatory health screenings, protocols for returning to work after exposure or illness, face-covering and social distancing protocols, Personal Protective Equipment (PPE) guidelines, and flowcharts detailing a process for employees if they've contracted COVID. The handbook is available on our website and in each school office.

In order to ensure the health and safety of staff and students, WUSD will require that all staff, students, parents, and visitors to school facilities complete a COVID screener. Personal Protective Equipment (PPE) will be provided to staff at all district facilities. Offices, Buildings, and other commonly used spaces will be cleaned frequently and procedures will be updated to meet the Fresno County Department of Public Health (FCDPH) guidelines. Face coverings will be required according to FCDPH guidelines and physical distancing will be implemented where feasible. Staff will be provided with professional learning modules about Coronavirus Awareness (All Staff), Personal Protective Equipment (Classified Staff), and Blood Borne Pathogens (All Staff). Additional Hand sanitizer and disinfectants will be ordered for use in the classroom and students will be given built-in breaks throughout the day to practice hand-washing. Class-sized reduction will remain in effect to support physical distancing recommendations. Isolation areas will be set up for students who are experiencing symptoms of COVID-19 and health personnel will be trained to assist with screening, identification, care, contact tracing, and communication related to serious illnesses, including COVID-19. Sanitation equipment was purchased so that school vehicles and facilities, including classrooms, could be cleaned and disinfected according to local health guidelines. Facilities personnel will be trained to implement more rigorous cleaning and disinfecting schedules as well as to meet the latest health and safety guidelines.

Hybrid Educational Model Transition

In order to meet the health and safety guidelines outlined by the Centers for Disease Control (CDC) and the Fresno County Department of Public Health (FCDPH), WUSD may utilize a hybrid educational model as a transition from 100% distance learning to in-person instruction. This means students will have a combination of in-person instruction combined with distance learning. By combining distance learning days with in-person instruction days, WUSD can reduce the number of students in a classroom daily in order to meet County health and safety guidelines. All sites will implement the following health and safety precautions at all times:

- Physical distancing of six feet, or as close to six feet as feasible
- Masks to be worn when physical distancing of six feet is not possible
- Limiting visitors on campus
- Keeping students within smaller cohorts as feasible
- Robust contact tracing of suspected or confirmed COVID cases
- Isolation rooms for any students who may present during school with COVID symptoms
- Providing staggered lunches and schedules to allow for physical distancing
- Utilizing outdoor spaces for meals as feasible
- Increasing access to handwashing and hand sanitizer for all
- Daily self-health screenings for all students, staff and essential visitors
- Staying home when you are sick
- Virtual staff and parent meetings when physical distancing is not possible
- One-way hallway traffic flows

Three Phase Plan for Re-Opening Schools and Providing In-Person Instructional Offerings

Phase I: 100% Distance Learning Format.

Phase II: Non-Traditional Hybrid Schedule for Academic Instruction with an Emphasis on Students who have Experienced Significant Learning Loss or are at risk of Experiencing Significant Learning Loss Due to School Closure

Certificated teachers will provide high-quality classroom instruction that includes the following expectations: standards-based curriculum will be used with a focus on essential skills/standards, research-based instructional supports will be embedded in daily lessons (clear directions and objectives, step-by-step instructions, visual representations, and examples, etc.), clear communication with families about daily expectations, learning objectives, and supports available, social-emotional education and support for students and Integrated ELD supports and Designated ELD for English Learners. Teachers will receive training and work in grade-level and content-level Professional Learning Communities (PLCs) to identify essential standards and skills for learning for the 2020-21 school year.

When first transitioning from a distance learning program to a hybrid or 100% in-person learning program, WUSD has created a plan to implement a non-traditional instructional schedule that addresses student needs with a focus on the implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. The schedule will include traditional learning in essential standards and skills, including integrated and designated ELD, in

the mornings, and then provide designated time in the afternoons for teachers and academic support staff to meet with struggling learners either individually or in small groups in order to address learning loss. Utilizing this non-traditional schedule will prevent struggling students from missing important academic instruction and falling further behind.

WUSD will utilize PLCs to enact a cycle of formative and summative assessments, data analysis, and plans of action to address pupil learning loss. PLCs will work together to select appropriate common formative assessments to be used to measure learning gains and losses at the beginning of the learning period. Teachers will administer the selected assessment in order to identify students who have experienced learning loss or significant learning loss due to school closure in the 19-20 school year. Those students will be then be assigned to the appropriate academic intervention. Academic interventions include small group or individual instruction provided by the classroom teacher or by a certificated Reading Intervention (K-8) or PASS (9-12) teachers, small group or individual skills practice with Intervention aides, supplemental academic support curriculum, and progress monitoring and family connections with Intervention Specialists.

Phase III: Traditional In-Person Schedule for Academic Instruction with an Emphasis on Students who have Experienced Significant Learning Loss Due to School Closure

Once it is deemed safe to do so, WUSD has a plan to provide in-person instruction to all students with an emphasis on students who have experienced significant learning loss due to school closure. During Phase III, WUSD will maintain the health and safety protocols outlined in the WUSD Health and Safety Guidelines, COVID-19 Handbook (referenced above). PLCs be provided with dedicated time each week to continue to utilize the cycle of assessments, data analysis, and plans of action to address pupil learning loss outlined in the Phase II description above. As part of Phase III, academic interventions including small group and individualized instruction will be provided by both the classroom teacher and/or by a certificated Reading Intervention (K-8) or PASS (9-12) teacher during the regular school day. During Phase III, WUSD will continue to ensure student learning, including grade-level competencies and skill development while also providing social-emotional education and support as outlined above.

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

Description	Total Funds	Contributing
Staff, Supplies, Services: Basic educational and operational expenditures including but not limited to staffing, supplies, services and other expenditures.	22,795,034	No
Beginning Teacher Induction: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. First and best instruction is provided by well trained teachers; the LEA will support this by providing induction for all beginning teachers. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.	56,082	Yes

Description	Total Funds	Contributing
<p>Health Services: The unduplicated students need appropriate and timely health care services, staff, and supplies to achieve academic success as they are more likely to experience learning loss as a result of the impact of the COVID-19 pandemic. Many of our low-income families are serving in essential service jobs, making exposure to the virus more likely. It is important that WUSD schools increase health services, including implementation of screening procedures, isolation of students and staff with symptoms, and contact tracing. The LEA will provide appropriate and timely health care services, staff, and supplies to students and will focus on the detection of COVID-19 and the prevention of infection. This action is principally directed toward unduplicated students and will secure the well being of all aspects of school success.</p>	284,901	Yes
<p>Class Size Reduction (Grades 4-12): The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Unduplicated student groups learn and perform at the highest level when class sizes are low. Using certificated teaching staff the district will maintain class size at the lowest levels possible at all schools for grades. The LEA will provide low class sizes for unduplicated students in grades 4-12. This will result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.</p>	686,501	Yes
<p>Supplies, services and other expenditures to prevent the spread of COVID-19 and other infections, including, but not limited to Personal Protective Equipment (PPE) and facilities and vehicle sanitation equipment.</p>	450,000	No

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.]

Washington Unified 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. This will be done with uniform equitable expectations for teaching and learning. WUSD has created a series of guiding documents to ensure equity and access.

Background

During the summer prior to the 2020-21 school year, WUSD conducted two pilot programs to implement and assess best practices for hybrid and distance learning. A select group of teachers participated in two pilot programs where they were assigned to teach either 1) a hybrid in-classroom/online learning program or 2) a 100% at-home learning program. Each group used multiple digital platforms and implemented research-based practices for both in-classroom and distance learning. The teachers provided daily feedback on student progress, as well as provided feedback about what worked best for instruction in these new educational programs. Using state guidelines for distance learning, the information collected from both pilot programs, as well as feedback from teachers about learning programs implemented during Spring 2020 school closure, WUSD created two guiding documents: 1) WUSD TK-12th Grade Distance Learning Expectations and 2) WUSD Distance Learning Overview that outline necessary components for quality curriculum regardless of the method of delivery. These documents will be provided to all staff, along with site-level training for teachers.

Distance Learning Educational Program

WUSD will begin the year by providing high-quality instruction in a distance learning format to every student every day through a combination of digital platforms (Seesaw K-2, Google Classrooms and Edgenuity 3-12) and paper/pencil educational materials. During distance learning, students will maintain enrollment at their school site with instruction provided by their site teachers. Students will be engaged daily and all courses will be designed to fulfill standards and graduation requirements. Distance learning instruction will be created to:

- Deliver high-quality instruction
- Ensure the safety and wellness of students and staff
- Ensure equity regardless of the model of instruction
- Establish strong relationships and positive experiences with our students and families
- Provide the structure and support educators, students, and families need for learning
- Optimize use of resources

Distance learning will also include physical education, career technical education, and elective courses for secondary students.

In order to better serve high school students during distance learning, Washington Union High School adopted the 4 x 4 block schedule for the 2020-2021 school year. This will allow students to focus on 4 classes at a time instead of 8, and allow teachers more time to provide daily live interaction with each of their assigned students.

Continuity of Instruction and Learning

In order to ensure continuity of instruction and learning, WUSD will require that all daily lessons provided contain the following key components necessary for high-quality instruction:

- 1) Use of uniform district-adopted curriculum and digital platforms for instruction. While the district-adopted curricula will be the primary source, teachers will have the flexibility to use additional sources to enhance student learning.
- 2) A focus on essential skills/standards along with required content areas for each grade level.
- 3) Minimum daily instructional minutes per grade-level, including both synchronous and asynchronous learning.
- 4) Daily live interaction between the student and their site teacher.
- 5) Delivery and documentation of student and family engagement. Students who do not participate will be contacted by their teacher and other site staff and offered appropriate supports to ensure engagement.
- 6) Designated social-emotional learning component.
- 7) Designated supports for English Learners and Students with Disabilities.
- 8) District supported research-based instructional supports for learning (clear directions and objectives, step-by-step instructions, visual representations and examples, etc.).

Teachers will be provided with professional development and support from Academic Coaches to be able to effectively implement these expectations.

Facilitating the Transition from Distance Learning to In-Person Instruction

It is the goal of the district to provide families with the necessary resources and learning to be able to successfully participate in distance learning. To achieve this goal, WUSD will implement a Distance Learning Orientation Week during the first week of the school year at all school sites. All TK-8th grade and Alternative Education students and families will participate in an orientation conference in order to learn about Distance Learning program requirements and expectations, to receive a Chromebook, and to learn about how to access educational support resources. High School staff will contact individual students to discuss course schedules, connectivity and devices, and family

contact information. An important part of these initial family contacts will be collecting or confirming family contact information in order to ensure the smooth transition between in-person and distance learning should this become necessary.

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.]

2019-2020 School Closure

In order to reach students and families who were unable to access devices and connectivity during the 2019/2020 school closure, WUSD took the following steps:

Within one week of closing school campuses, WUSD launched a Comprehensive Distance Learning Program with 3 Options for families: 1) An online educational program option, 2) a paper/pencil educational program option, and 3) an educational television program option. Families were contacted by their teachers or other school staff by website, letters home, and via phone (in English and Spanish) to be able to choose the learning option that worked best for them. In order to facilitate online learning, each school site checked out a Chromebook to each WUSD family who requested one. Chromebook distribution was a district-coordinated effort and took place at each individual school site. Families were notified of the opportunity by letters home and phone-calls in English and Spanish. In order to maintain health and safety, families were provided with a designated time for pick-up. Staff was available to check out devices and review the technology agreement with each individual family in their home language. For those families who experienced difficulty connectivity, WUSD purchased 365 Verizon hotspots and distributed them to families who were experiencing connectivity issues.

2020-2021 School Closure

WUSD will provide a device to every student, including students with unique circumstances, to support distance learning. After completing a district-wide inventory of available devices, WUSD ordered 1200 additional new Chromebooks and 250 Samsung Galaxy Tablets to be able to meet the demand for Distance Learning.

School staff contacted every family by phone prior to the start of the school year to complete a connectivity and device survey. To meet the needs of families who reported that they did not have access to reliable internet at home, the district has purchased 765 hotspots to date. To meet the needs of families who live in an area that does not offer reliable internet access, additional internet access points will be added to publicly accessible areas of each WUSD school site so that families can utilize connectivity before, during, or after school hours. The district will continue to purchase additional devices and hotspots to meet the needs of all students and families in the District. The district also purchased webcams for teachers in order to facilitate daily live interaction and instruction between school and home.

During our summer connectivity survey, we identified several areas within the more rural boundaries of American Union Elementary and Washington Union High School where our Verizon hotspots were not working and where commonly used services such as AT&T and Comcast did not provide sufficient coverage. The district has ordered T-Mobile hotspots in an effort to address this issue and is also expanding parking lot Wi-Fi from the school sites themselves that can be accessed before, during, and after school hours. The district will provide print educational materials, including textbooks and learning packets for those families that continue to experience connectivity issues. Teachers will make phone calls home for those families that are not able to connect online.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In accordance with California Education Code 43501, for the 2020–21 school year, the minimum school day for all WUSD's Distance Learning Program will contain the following instructional minutes:

- (a) 180 instructional minutes in kindergarten.
- (b) 230 instructional minutes in grades 1 to 3, inclusive.
- (c) 240 instructional minutes in grades 4 to 12, inclusive.
- (d) 180 instructional minutes for pupils in grades 11 and 12 that are also enrolled part-time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.
- (e) 180 instructional minutes for any pupil who is also a special part-time student enrolled in a community college under Article 1 (commencing with Section 48800) of Chapter 5 of Part 27 of Division 4 and who will receive academic credit upon satisfactory completion of enrolled courses.
- (f) 180 instructional minutes for pupils enrolled in a continuation high school.

Instructional minutes for Distance Learning shall be measured by the time value of synchronous and/or asynchronous instruction and assignments made by and certified by a certificated teacher. A student can meet the daily attendance requirement through daily live interaction and/or completion of a regular school assignment. WUSD will monitor pupil participation and progress. In accordance with state guidelines, "documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils or parents or guardians."

Teachers will monitor student attendance and engagement on a daily basis through a Weekly Engagement Record and through our Aeries Student Information System (SIS). For students who are engaging in a distance learning program, attendance will be counted in accordance with state guidelines.

A student will be considered present if they satisfy one or a combination of the following methods of participation:

- 1) Attend a synchronous Google Meet (offered daily), hosted by a certificated teacher.
- 2) Participate in a daily live interaction with a certificated teacher or other WUSD staff.
- 3) Completes a regular school assignment made by and certified by a certificated teacher.

If a student does not meet one of the requirements for attendance outlined above, the following steps will be implemented and documented in the Aeries SIS:

- 1) After one absence, the Classroom teacher or designated support staff will attempt to make contact with the student and/or family via phone or email. Spanish and Hmong speaking support staff will be available to assist in making these contacts.
- 2) After 3 documented days of absence from learning, the site attendance secretary will attempt to make contact with the parent or guardian via phone. The site secretary will also send a letter home to the guardian outlining the importance of school attendance and supports available to assist the family.

3) After 4-5 absences, an intervention specialist will be assigned to follow up with the student and family to create a plan to successfully participate in learning. A second letter will be sent home to the family. The intervention specialist will identify the reason for the absences and provide an appropriate plan of action that may include social-emotional support, provision of needed resources, or education about the importance of engaging in school. The goal of the intervention specialist is to provide an additional positive connection to the school community and to serve as a liaison for families in need.

4) After 8 absences, the site Learning Director will schedule a meeting (in-person or by phone or Google Meet) with the family to discuss how the site can best support the family. A third letter will be sent home to the family.

5) After 10 unexcused absences, the student and family will be referred to the District's traditional SARB process, which can include a home visit from site personnel, the SARB officer, as well as a referral to a formal SARB hearing.

If the methods outlined above fail to reach a student or family, WUSD will utilize 2 Home-to-School liaisons to make home-visits for students who may be hard to reach as long as it is determined to be safe to do so. It is the goal of the District that every student engages in learning every day.

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 order to prepare staff to meet the needs of students and families in the distance learning environment, WUSD has prepared a "Technology Enhanced Learning Professional Development Program." Through this series of trainings, teachers and classified staff had access to 14 high-quality training sessions designed to meet the needs of staff at their current stage of technology use: beginners, intermediate, and advanced. Each session emphasized the ways technology enhances student learning and engagement. Topics ranged from instruction on district adopted distance learning platforms, such as Seesaw(Grades TK-2) and Google Classroom (Grades 3-12) to providing supports for specialized populations such as Students with Disabilities and English Learners. In order to be ready for learning on the first day of instruction, teachers participated in live sessions and continue to have access to recorded sessions throughout the year. Academic coaches and members of the WUSD technology team will support teachers throughout the year as they work to implement distance learning professional development. In an effort to reach out to the surrounding community, all 14 sessions and accompanying resources were provided to our four non-unified associate schools.

Teachers were also provided with an opportunity to attend the Distance Learning Academy through the Fresno County Superintendent of Schools(FCSS). Although this learning took place during the summer, WUSD provided compensation to all teachers who chose to attend. WUSD will continue to contract with FCSS for continued professional development and support throughout the school year.

WUSD will also provide Compassion Training to all staff in order to address the social-emotional needs arising from experiencing a pandemic and that may arise from challenges faced in distance and hybrid learning models. According to researchers at Stanford University, Compassion training is an educational program designed to help participants improve resilience and feel more connected to others—ultimately providing an overall sense of well-being.

Technological support is provided from the WUSD technology department on a daily basis. Technology support technicians are assigned at each site and are available to assist teachers in implementing an effective distance learning program.

Staff Roles and Responsibilities

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

As a result of the COVID-19 pandemic, WUSD staff will carry out new roles and responsibilities in addition to their traditional roles.

Teachers will need to prepare for and embrace the role of educating students and families in both synchronous and asynchronous environments. New duties include but are not limited to:

- 1) Ensure high-quality learning is ready to go by the first day of instruction via distance learning.
- 2) Create and maintain a positive classroom culture in both a synchronous and asynchronous environment.
- 3) Log student attendance daily, including daily live interactions. Follow-up with families who are experiencing difficulty or who are absent in a timely manner.
- 4) Observe regular office hours to provide support and feedback to parents and students.
- 5) Engage in professional learning opportunities specific to distance learning, provided by the district and school.
- 6) Actively engage in the Professional Learning Community (PLC) process to plan instruction, assess student learning, and monitor student achievement in both traditional and non-traditional school models. PLCs will need to shift to analyzing instructional strategies and techniques specific to distance and hybrid learning models, and creating and implementing plans to ensure student success in these new environments.

Like teachers, the support staff will need to prepare for and embrace the roles of aiding teachers in educating students and families in both synchronous and asynchronous environments. Support staff may also be asked to shift foci to family communication in order to support an increased need for tracking student engagement, translation, and keeping campuses safe and healthy. New duties include but are not limited to:

- 1) Assist teachers in ensuring that high-quality learning is ready to go by the first day of instruction via distance learning.
- 2) Create and maintain a positive campus culture in both a synchronous and asynchronous environment.
- 3) Perform family outreach and follow-up with families who are experiencing difficulty or who are absent in a timely manner to provide resources, referrals, or other appropriate supports.
- 4) Engage in professional learning opportunities specific to distance learning, provided by the district and school.

Essential Service Providers were some of the first staff members who began the transition to new roles and responsibilities during Spring school closure. For the 2020-21 school year, their new roles and responsibilities include but are not limited to:

- 1) Maintenance staff will ensure that all facilities and vehicles are cleaned according to guidelines provided by the Fresno County Department of Public Health. (FCDPH)
- 2) Nutrition staff will implement appropriate health and safety protocols in order to ensure safe food preparation and distribution on a daily basis.
- 3) Health services providers will focus on the detection of COVID-19, as well as, assist in contact tracing and re-entry plans for students who have been identified as carriers.

4) Guidance Learning Specialists and Counselors will now have to help students and families cope with trauma experienced as a result of school closure, as well as other social-emotional challenges that arise during distance and hybrid learning.

While administrators will continue to provide vision and leadership at their sites, some duties are more critical now than ever before in order to maintain family connectedness during Distance Learning:

- 1) Provide clear communication to all stakeholders (maintain the school site as the main hub for information and resources).
- 2) Facilitate community building activities, parent outreach, and professional learning for staff.
- 3) Monitor the quality of instruction, social-emotional learning, and social-emotional supports.
- 4) Ensure all staff is prepared for high-quality distance learning.
- 5) Keep lines of communication open between home and school to facilitate student achievement.

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.]

English Learners

English Learners (ELs) will be provided with targeted supports both the Hybrid Learning and Distance Learning options. Integrated English Language Development (ELD) will be provided in daily lessons through embedded supports that include research-based strategies such as sentence frames, vocabulary builders, and visualizations. Utilizing the California Department of Education's recommended resources for ELs, WUSD also created an English Learner Support Page for distance learning on our website that provided access to free programs and supports for families. ELs will also be provided with designated ELD through grade level adopted ELD curriculum, ELD Choice Boards, and access to supplemental digital learning programs designed to support students towards English proficiency. Reading Intervention teachers will continue to provide individual and small group support in both the Hybrid Learning and Distance Learning educational programs. There will also be opportunities for extended instructional time provided to recently arrived ELs. Formative ELD assessments will be used to assist in the monitoring of student progress and in the development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of distance learning programs and how to support their children's learning.

Low-income Students

91% of students in WUSD qualify as socio-economically disadvantaged, therefore WUSD will implement supports for these students district-wide. Supports will include targeted individual and small-group academic and social-emotional intervention provided by Reading Intervention teachers, Intervention Specialists, and Guidance Learning Specialists. Social-emotional and mental health counseling and community resource referrals will be conducted by Guidance Learning Specialists, On-site Counselors, and service providers such as All 4 Youth and Comprehensive Youth Services. Daily meal distribution and technology distribution will be provided to ensure that all students can access learning.

Foster and Homeless Youth

Each school site has a designated Foster and Homeless Liaison for students. Each Foster and Homeless family will be assigned a site-specific liaison who will work with families and students to ensure the progress of these students. Liaisons will help families understand the district and community supports offered, can connect families to these resources through direct referrals, and will serve as an advocate for students with teachers and administrators.

Students with Exceptional Needs

Students who have a 504 plan or Individualized Education Plan (IEP) will continue to receive the services and supports outlined in those plans.

Building upon current practices credentialed special education teachers will communicate with both the parents and students in order to meet each student's individual needs. Credentialed special education teachers will create a Distance Learning Plan for every student with an IEP in order to identify any differences in support offerings or modifications/accommodations that may need to occur in a distance learning or hybrid learning environment. All SPED teachers will be provided with additional PPE, including a plexiglass screen, face-shields, masks, and gloves, in order to be able to provide in-person services and assessments when distance methods are not possible. Special education services, accommodations, modifications, and supports outlined in a student's IEP will be provided virtually during distance learning. WUSD will make every effort to be able to safely provide assessments in-person, following FCDPH guidelines. Annual IEP goals and short-term objectives will continue to be implemented and monitored, and progress reports will be provided to families quarterly. Individual services will be provided both in-person and via online platforms such as Google Meet or Zoom, according to each student's needs. These teachers will also work with general education teachers to make sure that the curriculum is accessible to students with disabilities. If there is any aspect of a student's IEP that is not applicable to the distance learning model or will look different, notice will be provided to the family with more information. IEP team meetings and assessments will continue to be held and completed within applicable timelines. Any IEPs or assessments that were due in spring 2020, but not completed during the school closure period, will also be completed. 504 plans will be in effect and students will continue to be allowed accommodations under those plans. Site-specific Guidance Learning Specialists will serve as a liaison between teachers, students, and families with a 504 plan in order to ensure that required supports are provided to ensure student success.

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

Description	Total Funds	Contributing
Technology: The unduplicated student population in this LEA have the least access to technology and/or connectivity in their homes. Access to technology and/or connectivity in the home is essential for students to be able to participate and engage with teachers and peers in a distance learning environment. The purchase of technology will be principally directed toward the unduplicated student population and result in increased performance on state and local assessments.	800,000	Yes

Description	Total Funds	Contributing
<p>Professional Development: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. First and best instruction is provided by well-trained teachers, the LEA will support this by providing professional development, including professional development related to instructional techniques for Distance Learning and for serving English Learners during Distance Learning, for all staff. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments.</p>	232,039	Yes
<p>PLC Facilitators/ Lead Teachers: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Lead teacher/department heads are necessary to monitor the academic progress of unduplicated students. The LEA will provide lead teacher/department head stipends for disaggregation of data, progress monitoring on state standard implementation and student progress. This action is principally directed toward unduplicated students and will result in increased achievement of state and local assessments</p>	47,586	Yes
<p>Technology Support: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. The LEA will provide technology support personnel to ensure staff and students have access to technology support for facilitation of academics and socio-economic learning and support access.</p>	186,082	Yes
<p>Aeries Communication Between School and Home: One of the Identified Needs for Fall 2020 School Re-opening Distance Learning Options was that stakeholders desired regular communication from the school, including teacher communication with parents and guardians. WUSD will provide multiple methods of parent communication for parents. Aeries Communication systems will be used to monitor school to parent communications. Monitoring will ensure that sites are facilitating parent communication which leads to increased academic achievement on state and local assessments for unduplicated students. This action is principally directed towards unduplicated students and will result in increased academic achievement on state and local assessments.</p>	3,570	Yes

Description	Total Funds	Contributing
<p>Supplemental Online Academic Support Programs: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Multiple Supplemental Online Academic Support Programs, subscriptions and software are needed to support and monitor the academic achievement, reading comprehension, and learning progress of unduplicated students. The LEA will provide supplemental online academic support programs and software for unduplicated students. This will result in increased academic achievement, reading comprehension, and the enhanced learning of unduplicated students.</p>	145,385	Yes
<p>English Learner Curriculum: English learners are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Curriculum for English Learners is needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students. The LEA will provide curriculum for English Learner students. This will result in increased academic achievement and the enhanced learning of these students.</p>	29,771	Yes
<p>EL Staff: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. English Language Instruction staff are needed to support and monitor the academic achievement, reading comprehension, and learning progress of the LEA's English Learner students. The LEA will provide EL Teachers and Instructional Aides for English Learner students. This will result in increased academic achievement and the enhanced learning of unduplicated students.</p>	276,407	Yes
<p>Supplemental Instructional Materials and Supplies: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Supplemental Instructional supplies will ensure that unduplicated students are given the opportunity to complete A-G college requirements and to provide academic support. The LEA will provide supplemental instructional supplies for unduplicated students. This will</p>	177,009	Yes

Description	Total Funds	Contributing
result in increased academic achievement, A-G completion and enhanced learning of unduplicated students.		
Academic Coaches: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. In an effort to increase student academic achievement through improved teacher efficacy, WUSD will employ 2 Academic Coaches to provide on-going training and support services for the district sites. The expected outcome is improved teacher efficacy that results in the unduplicated student population being able to meet or exceed grade-level academic standards through both in-person and distance learning.	250,474	Yes
TIP/SARB Program: Our unduplicated student population have historically had some of the highest absentee rates in the district. To address this need, Washington Unified School District will participate in the TIP/SARB Program aimed to improve attendance rates for our unduplicated student population. It is our expectation that the TIP/SARB Program will result in increased attendance rates for our unduplicated student population over the next three years.	29,392	Yes
Home-to-School Liaisons: Our unduplicated student population, are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Students who are learning from home, may need more support to remain engaged in Distance Learning. To address this need, Washington Unified School District will hire School Liaisons to conduct home visits and coordinate district efforts to improve student attendance and engagement. It is our expectation that these School Liaison services will result in increased attendance and engagement rates for our unduplicated student population.	173,496	Yes
Social Work Services: Unduplicated students, including African American students, Students with Disabilities, and Homeless students, are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures in part due to loss of school provided social-emotional support and or connection to community resources. To address this loss, WUSD will provide social work services to families during distance learning. A variety	129,125	Yes

Description	Total Funds	Contributing
<p>of social work services are provided including, identifying, assessing, and counseling students and families with attendance problems, developing referral plans, providing intervention as needed; and participating in the development of programs aimed at improving attendance. Social work services also include crisis intervention to parents and students in regards to suicide threats, drug abuse, pregnancy, truancy, medical problems, community violence, child abuse and other issues.</p>		
<p>Counselors: Unduplicated students, including African American students, Students with Disabilities, and Homeless students, are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Counselors will provide academic guidance and support for unduplicated students, including African American students, Students with Disabilities, and Homeless students, to meet A-G requirements to ensure College and Career readiness and to support and monitor the academic achievement and learning progress of the LEA's unduplicated students. The LEA will provide Counselors for unduplicated students, with a focus on African American students, Students with Disabilities, and Homeless students as these demographic are red on the Dashboard for suspensions, chronic absenteeism, and/or academic performance. This will result in increased academic achievement, A-G completion, graduation rates, and enhanced learning of unduplicated students.</p>	987,540	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.]

WUSD will utilize PLCs to enact a systematic cycle of assessment, data analysis, and creating meaningful plans of action to measure and address pupil learning loss. PLCs will have structured collaboration time on a weekly basis to engage in these improvement cycles. Site-level

PLCs will work together to select appropriate initial diagnostic assessments and common formative assessments to measure status, learning gains, and losses. Assessments will be grade-level appropriate and district approved including, but not limited to:

For English language arts: STAR 360, Development Reading Assessment (DRA), Foundational Skills Assessment, Reading Plus, and Grade-level ELA IABs and Performance Tasks

For Mathematics: Eureka Math Skills Assessments, Grade-level Math IABs, and Math Performance Tasks

For English Language Development (ELD): Reach, Designated ELD Skills Assessments

At the beginning of each 6 week learning period, teachers will administer the selected common initial assessment in order to identify the current status of academic achievement of each student, as well as students who have experienced learning loss or significant learning loss due to school closure in the 19-20 school year. Assessment results will be housed in Illuminate DnA, the District's learning management platform so that teachers and PLCs can analyze data at the individual student, class, school site, and district levels. Those students who have demonstrated a learning loss will be assigned to appropriate academic interventions (see descriptions below). This cycle of assessments, data analysis, and plans of action will occur at least once during each 6 week learning period in order to provide up-to-date academic interventions and supports for all students.

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.]

As part of the systematic cycle of assessment, data analysis, and creation of meaningful plans of action outlined above, PLCs will look specifically at student data, including sub-group data affecting low-income students, English Learners, foster-youth, pupils with exceptional needs, pupils experiencing homelessness, and African American students as these subgroups have been identified as those who are the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. In analyzing data, including initial diagnostics, common formative assessments, or summative assessments, PLCs and individual teachers will be able to identify areas where particular groups of students may be struggling. Included in a meaningful plan of action to address the needs of these specific sub-groups might be one or a combination of the following interventions:

- 1) Instructional strategies and techniques designed specifically for the target sub-group.
- 2) Small-group or individual instruction by a credentialed teacher or instructional aide
- 3) A supplemental academic, behavioral, or social-emotional support program.
- 4) Social-emotional counseling or support from a certified counselor or Guidance Learning Specialist.
- 5) Targeted family connection and support from an Intervention Specialist or other designated staff member.

WUSD considered the unique needs of English Learners, low-income youth, foster-youth, pupils with exceptional needs, and pupils experiencing homelessness when designating the support services described above. We also included African Americans as 2019-20 data

prior to school closure shows that this sub-group struggles in the areas of academic progress and suspensions. In addition to supports outlined above the following supports will target specific groups:

Based on the recommendations outlined in the California Department of Education's (CDE's) Learning Acceleration: Support English Learners page, WUSD will include the following learning loss strategies for English Learners:

- 1) Utilizing EL teachers and instructional aides to provide home-school connections during distance learning.
- 2) Early language and literacy development focus on English Learners by the K-3 Literacy Team.
- 3) Intervention specialists and home-to-school liaisons will provide recommendations and activities for families and caregivers of young English learners to develop language and literacy at home.
- 4) Teachers will integrate activities into weekly lessons that encourage students to discuss, argue, and analyze rigorous grade-level texts.

Based on the recommendations outlined in the CDE's COVID-19 Resources for Children and Youth Experiencing Homelessness, WUSD will include the following learning loss strategies for foster students and students experiencing homelessness:

- 1) Reach out often to student identified as foster youth or experiencing homelessness to monitor their current living situations, health, safety, basic and education needs, and provide basic health items, school supplies, and connections to local resources.
- 2) Maintain flexibility when it comes to completing and turning in assignments.
- 3) Continue to provide positive messaging via multiple outlets including homeless students' rights.

Based on the work of the Washington Unified Cultural Sensitivity Team, WUSD will provide the following learning loss strategies for African American students:

- 1) Professional development for staff including Compassion Training and training on the 5 Social-Emotional Competencies.
- 2) Provide one-to-one mentors for students who need a positive connection to the school.
- 3) Monitor the academic achievement of this subgroup through the PLC process.

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.]

As outlined in CDE's Stronger Together, student performance data such as initial diagnostics, formative assessments, and progress monitoring will be collected to provide actionable information about students' learning status relative to the desired lesson goal. This data will be housed in our learning management platform, Illuminate DnA so that individual teachers, grade-level PLCs, or site leadership teams can analyze the data. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. PLCs will have structured collaboration time each week to be able to identify trends in a particular skill or content area or within a particular sub-group and share instructional strategies as needed. Along with diagnostic and assessment data, students who are receiving academic intervention will also be provided with pre and post-assessments that measure growth so that intervention teachers can quickly identify student needs.

Site principals and learning directors will conduct virtual walk-throughs during distance learning, observing teaching and small-group intervention in the online setting, and providing feedback for teachers and support staff. Principals will continue to meet as part of the

district's Principal's data PLC to participate in a district-wide system of data analysis, including targeted sub-group data across school sites. WUSD will also continue its work with the Fresno County Superintendent of School's Differentiated Assistance team.

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

Description	Total Funds	Contributing
<p>Reading Intervention Teachers: According to the California School Dashboard, unduplicated students are some of the lowest-performing on state and local assessments indicating a need for academic support for students. Also, the unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. In an effort to continue to provide increased support, WUSD will provide 3 full-time Intervention teachers at district Elementary schools to serve students who are struggling to meet or exceed grade-level academic standards as measured by the California Assessment for Student Performance and Progress (CAASPP). The expected outcome is that through individualized and small group intervention, the unduplicated student population will be able to meet or exceed grade-level academic standards.</p>	501,699	Yes
<p>Intervention Specialists: Unduplicated students, including African American students and Students with Disabilities, are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Intervention specialists are needed to support and monitor the academic and social-emotional progress of unduplicated students. The LEA will provide intervention specialists for unduplicated students. This will result in increased academic achievement and social-emotional health of unduplicated students.</p>	596,291	Yes
<p>Intervention Curriculum: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. Intervention curriculum is needed to support the academic progress of unduplicated students. The LEA will provide intervention curriculum for unduplicated students. This will result in increased academic achievement of unduplicated students.</p>	7,990	Yes
<p>Instructional Aides: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at</p>	501,885	Yes

Description	Total Funds	Contributing
<p>a greater risk of experiencing learning loss due to future school closures. Instructional Aides are needed to support and monitor the academic achievement and learning progress of unduplicated students. The LEA will provide Instructional Assistants for unduplicated students. This will result in increased academic achievement and the enhanced learning of unduplicated students.</p>		
<p>WUHS PASS Program: The unduplicated students are some of the most likely to have experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. The Washington Union High School (WUHS) Panther Academic Support System (PASS) Program provides academic, social, and behavioral support for unduplicated students and instructional support for teachers, data disaggregation, and program evaluation. The LEA will provide PASS for the academic, social, and behavioral support for unduplicated students, including African American students, Students with Disabilities, and Homeless students, as well as, instructional support for teachers, data disaggregation, and program evaluation. This will result in increased attendance rates, increased A-G completion rates, increased college and career readiness rates, decreased suspension and expulsion rates, and increased academic achievement on state and local assessments.</p>	174,190	Yes

Mental Health and Social and Emotional Well-Being

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

WUSD will monitor and support the mental health and social and emotional well-being of pupils and staff during the 2020-21 school year through professional development and employee wellness resources for staff, social-emotional resources and supports for students, and education aimed at addressing trauma and other impacts of COVID-19 on the school community.

WUSD teachers will receive professional development to be able to incorporate strategies that will support student social-emotional learning (SEL) in a distance learning environment. Specifically, staff will receive training in the implementation of the 5 CASEL (Collaborative for

Academic, Social, and Emotional Learning) SEL Competencies: 1) Self-Awareness, 2) Social Awareness, 3) Responsible Decision-Making, 4) Self-Management and 5) Relationship Skills. This training will include strategies to engage in open-ended community building that allows for interactions that create connections to one another and course material in both a synchronous and asynchronous learning environment. In order to monitor student mental health and social and emotional well-being, teachers will include targeted social-emotional learning activities, such as the interactions described above, into daily lessons. For those students who have been identified as needing more intensive supports, On-Site Counseling Services will be provided district-wide in order to help support the social-emotional needs of students who are facing difficulty in their lives that are causing them to suffer at school. It is our expectation that by meeting the social-emotional needs of our students, we will see an increase in academic achievement and positive school culture. In order to address trauma and other impacts of COVID-19 on the school community, each school site has a Guidance Learning Specialist (GLS) available to provide academic and social-emotional guidance and support for students and families. Guidance Learning Specialists also frequently provide social-emotional and mental health support to staff members.

Another way that staff can monitor the mental health and social and emotional well-being of students, staff, and community members is by educating stakeholders about the use of the WUSD tip line. During Spring school closure, students continued to self-report needs and concerns through the use of the tip line which is accessed on any mobile device through our App and on our website.

Staff Resources and Supports

Through our partnership with California's Valued Trust, WUSD offers multiple wellness supports, including mental health resources for staff. These supports include, but are not limited to, stress management, strengthening relationships, work/life balance, grief, depression, anxiety, life transitions, trauma and loss, more. Human Resources staff are available to assist all WUSD employees to access these supports.

WUSD will also provide Compassion Training to all staff in order to address the social-emotional needs arising from experiencing a pandemic and that may arise from challenges faced in distance and hybrid learning models. According to researchers at Stanford University, Compassion training is an educational program designed to help participants improve resilience and feel more connected to others—ultimately providing an overall sense of well-being.

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 first step in daily pupil engagement will be a daily live interaction with their teacher. Teachers will provide an opportunity for a daily live interaction for every student, every day through actionable contacts, including:

- 1) A synchronous class session held online through Google Meet or in-person as permitted by the FCDPH.
- 2) A phone call home, made during a teacher's designated time each day to make contact with students and families. Translators will be available on each site to assist teachers.

The teacher will document the attempted contacts in Aeries so that other support staff can assist in reaching students who have not responded or are hard to reach. This may include additional phone calls from an attendance secretary or a home visit from a home-to-school liaison as defined in the attendance monitoring process below. If a student fails to engage in the daily live interaction, this will be documented and monitored in our Aeries student information system (SIS). Teachers will keep track of student engagement through a weekly engagement record.

If a student fails to engage in daily learning for 3 or more days, the following attendance procedures will be applied:

- 1) After one absence, the Classroom teacher or designated staff member will attempt to make contact with the student and/or family via phone or email. Spanish and Hmong speaking support staff will be available to assist in making these contacts.
- 2) After 3 documented days of absence from learning, the site attendance secretary will attempt to make contact with the parent or guardian via phone. The site secretary will also send a letter home to the guardian outlining the importance of school attendance and supports available to assist the family.
- 3) After 4-5 absences, an intervention specialist will be assigned to follow up with the student and family to create a plan to successfully participate in learning. A second letter will be sent home to the family. The intervention specialist will identify the reason for the absences and provide an appropriate plan of action that may include social-emotional support, provision of needed resources, or education about the importance of engaging in school. The goal of the intervention specialist is to provide an additional positive connection to the school community and to serve as a liaison for families in need.
- 4) After 8 absences, the site Learning Director will schedule a meeting (in-person or by phone or Google Meet) with the family to discuss how the site can best support the family. A third letter will be sent home to the family.
- 5) After 10 unexcused absences, the student and family will be referred to the District's traditional SARB process, which can include a home visit from site personnel, the SARB officer, as well as a referral to a formal SARB hearing.

For students who are hard to reach or are not meeting compulsory education requirements and are at risk of learning loss, a home-to-school liaison will make a home visit as long as it is determined to be safe to do so. During the home visit, the liaison will identify the potential issue and connect the student or family with the appropriate resource needed for reengagement.

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.]

WUSD will provide nutritionally adequate breakfasts and lunches to all students, including students who are eligible for free or reduced-price meals, who participating in both in-person instruction and distance learning.

In-Person Instruction

Sites will plan for student meal distribution and consumption according to guidelines provided by the Fresno County Superintendent of Schools and the Fresno County Department of Public Health (FCDPH). Where space can be provided for outdoor distribution and consumption, eating areas will be designated outside in order to maintain an appropriate distance. If outside space is not feasible, meals can be provided in the cafeteria or in classrooms as long as appropriate distancing and ventilation can be achieved. Staff will use visual markers for students to ensure spacing. Signs will be posted that encourage healthy practices, including physical distancing, hand-washing, and facial coverings. All students will be provided with time to wash their hands before and after their meals. Classroom desks and cafeteria tables and counters will be cleaned in between uses in order to maintain health and safety.

Distance Learning

WUSD will provide packaged meals on a grab-and-go basis for students who are participating in distance learning. Staff will set up drive-through stations at each site and post social distancing recommendations for families.

In order to ensure the health and safety of staff and students during meal distribution, WUSD staff will follow guidelines provided by the Fresno County Superintendent of Schools and the Fresno County Department of Public Health (FCDPH). Personal Protective Equipment (PPE), such as face masks, gloves, and hand sanitizer will be provided to staff who prepare and distribute meals and a COVID Screener will be implemented for all staff entering district facilities. Nutrition staff will receive training about implementing techniques to prevent the spread of illnesses, including COVID-19.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>On-Site Counseling Services: Washington Unified's unduplicated student population comes from neighborhoods with concentrated poverty and higher crime rates than other parts of our city and often exhibit many social-emotional issues according to our local counseling and discipline records. On-Site Counseling Services are provided district-wide in order to help support the social-emotional needs of students who are facing difficulty in their lives that are causing them to suffer at school. It is our expectation that by meeting the social-emotional needs of our students, we will see an increase in academic achievement and positive school culture.</p>	258,158	Yes
Pupil Engagement and Outreach	<p>WUSD will provide multiple methods of parent communication for parents including Aeries Communication and site and district newsletters. This action is principally directed towards unduplicated students, as these students are at a greater risk for having experienced learning loss due to school closure caused by the COVID-19 pandemic or are at a greater risk of experiencing learning loss due to future school closures. It is our expectation that by communicating with parents on a regular basis and through multiple methods, we will see an increase in student engagement and academic achievement.</p>	28,839	Yes

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
35.28%	\$7,782,469.00

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.]

Using the calculation tool provided by the state, WUSD has calculated that it will receive \$7,782,469.00 in increased apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income 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:

- Induction for Beginning Teachers
- Health Care Services
- Low-Class sizes for Grades 4-12
- Technology Support for the Classroom
- Staff professional development
- PLC Facilitator/Lead Teacher Training
- Technology Support
- Aeries Communication Between School and Home
- Supplemental Online Academic Support Programs
- English Learner Curriculum
- EL Staff
- Supplemental Instructional Materials and Supplies
- Academic Coaches
- TIP/SARB Program
- Home-to School Liasons
- Counselors
- Reading Intervention Teachers
- Intervention Specialists

Intervention Curriculum
Instructional Aides
WUHS PASS Program
Aeries Communication
Social Work Services
On-Site Counseling Services

[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 and foster students (also known as unduplicated students) and designed to help Washington Unified balance the COVID-19 pandemic related educational needs of identified students. These actions/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. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 35.28% using the dollar amount of \$7,782,469.00. 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 for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$7,782,469.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP). In addition to the actions and services described in the plan as "contributing," the following actions contribute towards meeting the increased or improved services requirement:

Parent education

Multiple opportunities for community, parent, and school events

Library Media Services

Learning Directors

Online supplemental academic support programs, supplies, activities, and services

District coordination of curriculum, instruction, and assessment, including data analysis and program evaluation

Advanced Placement testing and supplies and PD for AP teachers

Summer School

Electives and CTE pathways

Student Activities to promote engagement

Student-led support programs, including LINK Crew, WEB, and Peer Mediators

Safety and security services

