

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
West Park Elementary School	R-G Vigil Superintendent	Ralph_v@wpesd.org 559.233.6501

General Information

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

West Park Elementary School is a k-8 single school district located in the rural southwest area of Fresno County. The 25 square mile area the district serves is considered a "hardship" region due to the low tax revenue it generates. The school operates on a modified year round school schedule that provides a standards based curriculum. A minimum day during the week allows for teacher collaboration and PLC articulation. The elementary school is technology "rich" but the surrounding area lacks a strong internet infrastructure. The school provides technology carts per classroom, and is supported by a variety of platforms, Google Classroom being the dominate platform. The 350 Students at West Park reflect a diversity of cultures with the majority being Latino/Hispanic. English Learners account for approximately 46% of the student population. Student numbers per class range from 17- 24 students. The k-6 grades are supported by multiple subject credentialed teachers, the middle school is supported by single subject credentialed teachers, also in support are Special Education teachers (RSP & SDC), an EL certified teacher, Physical Education certified teachers, and 6 paraprofessionals. Scheduled staff development is calendared each year for staff.

Resources supporting the plan implementation for instructional delivery, health and safety protocols include Local Control Funding Formula, State and Federal Learning Loss Mitigation funds. Specific uses are detailed further in the action sections throughout the plan. federal and state funding, received as a result of COVID-19, including Learning Loss Mitigation funds, are being used to support efforts described in the LCP.

As of April 2020, West Park began planning for a reopening with a blended schedule. PPE were provided and purchased; ie. face masks, face shields, gloves hand sanitizer, plexiglass dividers, charcoal filters with ultra violet light for the air conditioners, signage, and COVID-19 vetting protocols were all put into place. During the closure, the cafeteria continued to provide meals and extended the services to the community through the "Seamless Summer" meal program. The After school Program provided summer distant Learning services to assist in trying to mitigate learning loss. Meals. academic supplements, and Social Emotional Learning were the focus for the students.

Resources supporting the plan implementation for instructional delivery, health and safety protocols include Local Control Funding Formula, State and Federal Learning Loss Mitigation funds. Specific uses are detailed further in the action sections throughout the plan.

The weekend prior to our 2020-2021 school year opening it was announced that we would be going to an Extended Home Learning Model due to the Governor's directives. West Park Elementary immediately changed schedule direction from a blended model (two cohorts/50% at site) to 100% of students being served through Distant Learning. As in the Spring COVID-19 transition to Distance Learning, we made packets as our dominate and consistent delivery with technology (on-line) being a supplement. Current plans will transition our status to an asynchronous/synchronous model as soon as all student devices have internet accessibility. To address the learning gaps imposed by the March - current restrictions; we have planned one-one services at site or on-line for Special Education. We will be transitioning our EL students to a similar model. We have plans to eventually incorporate "one-one" services for all high-stake students as allowed through the department of health. West Park delayed it's 2020-2021 school day opening by a week to provide teachers an opportunity to plan and prepare student school packets. We provided professional development time and technical support to prepare for Google Meets and Google Classroom deliveries in order to support the academic packets. All students are provided with a core textbook at home as a resource to their assignments. Families that don't have consistent transportation, deliveries were made by staff to provide resources, meals, and school information. Parent Square, an electronic messaging systems provide school-wide messages to all stakeholders utilizing text and e-mail contacts.

The cafeteria immediately converted to a take-out service operation by adapting resources to implement an adjustment to the operation. This included engaging and communicating with vendors and aligning the service regulations with allowable protocols.

Stakeholder Engagement

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

West Park has a COVID-19 Parent Advisory that aligns its efforts with English Learners Advisory and School Site Councils to optimize community stakeholder input as well as coordinate the information necessary to adjust to programming changes and schedule transitions as the school responds to COVID-19 public health advisories from the county and state. Weekly scheduled meetings led by West Park administration allows the plan to reflect suggestions and guidance for applying the strategies necessary to address school closure and Extended Home Learning for all students. A virtual platform open to the community allows for stakeholders' input. Resource surveys (what are resource surveys; expand on languages and modalities), "ZOOM" on-line meeting sessions, one-to-one parent discussions, written suggestion inputs, teacher referrals, and reports, and public meetings will provide the venues for discussion and recording of input. The meetings are recorded and posted on the West Park Elementary website to allow for questions and suggestions from stakeholders unable to

attend the meetings. Teacher meetings were made to prepare for the Fall term re-opening and to express the transition plans that will be designed. The teacher's association meets with the Superintendent to address questions and suggestions. Although there is no classified association, the Superintendent meets regularly with classified groups including paraprofessionals, cafeteria, and maintenance to address employee needs and direction and progress of the efforts put forth to 2020-21 Learning Continuity and Attendance Plan for West Park Elementary School Page 3 of 22 support student learning. Identified student needs such as special needs students, 504 students, English Learners, students from low-income families, foster youth and Homeless students are addressed in the planning.

The school board held study sessions (special board meetings) to address the changes and direction the school is taking. The Learning Director continued having teacher staff meetings. The Superintendent has held one-one parent meetings, management meetings, various staff meetings, and does a live zoom meeting for parent input. Surveys (expand on languages and modalities) are being developed to receive input from staff, parents and students. Meetings with the teacher association allow for concerns and direction to be established. "Employee Children in the Workforce Waiver" was established to assist in the childcare of the school staff. Regular management meetings to address school operations, academic needs are regular. One of the major focus is to address the learning gap through an effective assessment process.

The LCP draft plan was presented separately to the district PAC and DELAC in order to gain additional stakeholder input. Stakeholders had the opportunity to provide written feedback. All written feedback was responded to in writing. Through scheduled meetings and presentations, continual stakeholder input is collected: i.e. staff meetings, management meetings, teacher parent square, parent "Zoom" presentations, meetings with classified groups, and individual meetings addressing specific concerns. Outreach communications is continuous through parent square, marquis postings, and notes are given during the package and meal interchange; this becomes very helpful for families who do not have internet connectivity.

The most common question was "What will the school schedules look like?" The superintendent responded with in writing with a Local Continuity Plan addendum that reflected four transitional schedules A Traditional school based schedule, schedule B - Blended (50% of students in attendance two minimum days a week), schedule C- One-one appointments, and schedule D -Extended Home Learning. Each of these plans would be initiated depending on the public health department of the COVID-19 "Watch List." If Fresno County is off the list for 14 days, then the school will transition to a more site based schedule. The weekly "Zoom" meetings allow for parent input. An ELAC meeting (English Language Advisory Council) also have opportunities to express the needs of resources for their children. Many have expressed a need for "hot spots" for internet connectivity. The website provides translation options for families needing to understand through a language other than English. The translation process for languages other than English is supported by the tech team and office staff interpreters. This was done for for all of the meetings involving community and parent stakeholders.

The LCP is presented for Public Information on a link to the district website for public availability, and printed copies will be available to all stakeholders upon request. And stakeholders can provide their feedback through paper surveys, online surveys, or by telephone. All surveys were provided in both English and Spanish. The plan is presented at a public governing board meeting as a public hearing item on September 14, 2020. The LCP is adopted September 28, 2020, at a West Park Elementary School Open Board Meeting. Many parents are indicating a need for their child to return to school, about 15% have indicated they will sustain an Extended Home Learning Plan for the current school year due to the threat of COVID-19.

Many parents are indicating a need for their child to return to school, about 15% have indicated they will sustain an Extended Home Learning Plan for the current school year due to the threat of COVID-19.

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

West Park Elementary School has implemented "Zoom" meeting platforms for public discussion and meetings. District Board meetings are scheduled to be transmitted via "Zoom" platform when possible and are also available through telephone call-ins. Board meetings are recorded and are made available and posted to the district website. Board meetings are translated upon request. "Parent Square" is the electronic means of communicating information for the 2020-21 Learning Continuity and Attendance Plan to notify parents and stakeholders about their ability to provide feedback on the LCP. Languages other than English are facilitated through the Parent Square platform.

Hosting public hearings and board meetings through Zoom allows for remote participation of community members as they can access a Zoom via the telephone too. The district uses "Parent Square" to facilitate and make stakeholders aware of how-to participate in public hearings and local governing board meetings. Those who do not speak English are provided with translation no matter if they connect via telephone or Zoom, and a connection to a district employee that can answer questions.

Attendance Plan for West Park Elementary School through phones and e-mails are used to announce sessions and activities that engage community stakeholder input. Meeting links are also made available; although there are times of format change through the used platform that are not controlled by the site; the technicians resend links as requested. Internal operations use "Google Meets" (electronic platform) to communicate meetings and conduct internal business. E-mail and text notifications are the source of these alerts for meeting engagement. Direct teacher contact allows parent to express concerns that can address student needs. The District Board meetings that have been held on "Zoom" provide community information on the state of the school program and the plans to be implemented for transition. A marquis posting at the school site reflects public meetings.

The LCP Public Hearing is introduced on September 14, 2020 at an open board meeting. The LCP is to be adopted on September 28, 2020 at a special board meeting.

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

West Park Elementary solicited feedback from all stakeholder groups-Parents, students, principals/admin, bargaining units, teachers, other school personnel, and the community, then provide feedback that was provided from each group. Through resource surveys and direct contact, distributed and collected through electronic means and print, parent needs were expressed as lacking internet connectivity, devices, a need for tutorials, and a need for student meals. English Learners comprise 48% of the districts population. Many parents are indicating a need for their child to return to school, about 15% have indicated they will sustain an Extended Home Learning Plan for the current school year due to the threat of COVID-19.

Teachers indicated need for training and support materials. Regular teacher meetings provide transition planning for attendance procedures and potential needs such as substitute preparation if and when needed. One key issue is the attendance and engagement of students that lack regular home supervision.

Classified staff indicated a need for a schedule and specific tasks to connect with students.

Administration identified methods of communicating to staff and families and continue to adjust to the protocols and changes in information.

15% of families calling wanted to complete the year with Extended Home Learning

75% of families calling want their child in school

65% of families calling wanted instructional to be recorded for flexibility of time of learning

65% of families indicated they had internet or a device

35% of families indicated they needed a device or internet

75% of families indicated they needed a device.

Many parents are indicating a need for their child to return to school, about 15% have indicated they will sustain an Extended Home Learning Plan for the current school year due to the threat of COVID-19. Parents sense that more needs to be done to access technology quicker and find it difficult that the school can not supply hot spots in a timely fashion. They also expect better response by teacher access outside of school hours. Scheduling challenges are continuing to challenge the households that have multiple children in multiple grade levels and needing tutorial support. The phone-lines are limited as are the access to internet connectivity due to the lack of bandwidth access in the region. Teachers are wanting more training to increase their technology use for academic delivery and to trouble-shoot technical difficulties when delivering a lesson. Paraprofessionals are wanting training to understand the packets that are being delivered and the focus of the content. Food concerns in the Spring, during the initial closure, identified that cold sandwiches were not appetizing for students. The 2020-21 Learning Continuity and Attendance Plan for West Park Elementary School Page 5 of 22 cafeteria has made adjustments and has adapted their menu according to what can be made available through the vendor food sources and aligning the meals with the USDA meal requirements.

Parents who are not contacted due to a lack of internet or internet congestion are encouraged to meet at the school for information clarification. Home visits are made to deliver information or school packets

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

When school came to closure, many parents were wanting students to return to school. Another percentage of families wanted virtual learning. Four plans were designed for fall term re-opening.; A - Traditional, B - Blended; C- One -to-One at site, and D- Extended Home Learning. The school prepared for (Plan B) a blended schedule for Fall Term re-opening given the summer trend of COVID-19 cases. Plan B equates to "Two cohorts, two days at site three days at home with social distancing practices in place including temperature checks, wearing masks/shields, hand washing, plexiglass desk separator/protectors, social distancing sidewalk markers, meals in the classroom, outdoor

supervision, medical isolation spaces, support services, and communication protocols. Plan B was the plan prepared for, July 17, 2020, a week for opening, the Governor announced Distance Learning protocol to be implemented for counties on the COVID -19 watch list.

We immediately shifted to PLAN D and delayed opening one week by adjusting the school calendar. Getting Chromebooks delivered to enhance learning through virtual means entailed staff development measures for the teachers to learn how to apply the Google Meets platform. Applying the essential grade level standards, as mentioned in the Governor's edict, also required teachers to address packet development addressing student learning loss. Meals are essential to the school due to the high volume of "free and reduced" qualifying students (93%). This changed the cafeterias protocol to meet the demands of the school community in which a drive through process was limited by family transportation access and equipment to transport food. The process adjusted to multiple lunch and breakfast distribution done in fewer days of the week that would provide multiple days of food with storage and preparation instructions in both Spanish and English.

In-Person instructional offerings are prevalent in Plan A - Traditional School and Plan B Blended instruction. Plan B - Blended schedule entails a 50% student cohort attending two minimum days a week and doing Home Extended learning three days a week. Paraprofessionals and other resource staff serve through a call center tutorial and are assigned to address specific grades. Plan C- are aligned more with one on one and small group by appointment. This continuance of the plan extends one-one or small group to higher need students in the area of Special Education, English Language Learners, Foster Youth, and Homeless. Where transportation is needed, the school transportation operations will provide support. Plan D- Extended Home Learning provides packets as a foundation and supported with supplemental on-line contact. Daily student contact is expected by all teachers and is recorded if it is not completed. Extended Home Learning will be an option for families during the 2020 Fall semester. If the watch list continues into the Spring; EHL will maintain to be an option through out all transitional plans.

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.]

West Park Elementary has established four schedules to address COVID-19 School Closures. These plans will be implemented according to the public health parameters communicated through Fresno County Superintendent of Schools (FCSS) and the Public Health Department..

Plan D is the Extended Home Learning. (This plan is facilitated with academic packets designed through Grade Level/ Standards Based lessons. On-line instruction is provided by the certificated teacher through Google Meets (Synchronous instruction). Those students unable to meet the schedule due to a lack of internet connectivity, will receive a phone call by the teacher to review and receive instructional guidance. The student will turn a packet to the school weekly through a drive through drop-off exchange. Paraprofessionals are also available for call-in assistance for students needing support. Most of the school work is done asynchronously.

Plan C is Extended Home Learning with the addition of one-one school site support. The student can make an appointment to meet with a tutor to receive additional assistance with their school work. All COVID-19 protocols and processes are put into place to secure a safe meeting environment - this includes: face masks, shields, gloves (as needed), sanitizer wipes, hand cleaner, plexiglass barriers, social distancing and temperature checks. All health guidelines as stated by the department of health are established throughout the facility.

Plan B - Blended plan that allows for two cohorts combined with Extended Home Learning. Cohort one attends Tuesday / Wednesday site classes and Cohort Two attends Thursday and Friday site classes. Site classes follow a minimum day schedule. Monday is an Extended Home Learning for all students.

Pan A -is the traditional school schedule with all students attending every day. Wednesdays are minimum days for staff meetings, PLC's, and grade level planning. During the 2020-2021 school year; families will have the option of Extended Home Learning through all plans and as long as the county remains on the COID-19 Watch List. Special Education support is regular and guided by the health department to continuously receive site assistance as an option or on-line assistance as needed and determined through the IEP.

Support resources are implemented to address the mitigation of learning loss. Implemented Resources Include:

COVID-19 Assistants Reading Corp Tutors (grades k-3)

Paraprofessional support for targeted students (based on assessments and teacher referral).

After School Program student assistance

PBIS Coordinator student outreach to address attendance and Social Emotional Learning

EL Coordinator student focus on EL students identified as ELPAC 1 -2 scores, for extra assistance.

Professional Development through FCSS and district level technology training

Our PBIS Coordinator provides direction and support to address students social emotional learning needs. Teachers provide tier I social emotional supports and student check -ins are done at the beginning of each lesson to touch bases with how students are feeling during distance learning. Teachers work with the PBIS coordinator to provide additional supports as needed. These supports include home visit and home calls. A script is provided and used to call home to ensure continuity of support for all students. Extra tier II and tier III supports include work with the school psychologist, counselor, social-workers, and other supports as necessary.

COVID-19 mitigation practices are implemented to provide a safe and healthy work site environment. Social distancing, face shields and face masks, charcoal filtration for air conditioners, plexiglass barriers, hand sanitizer at the workstations, table wipes with disinfectants, and necessary signage are provided for staff and students alike. Vetting for temperature checks and exposures are done daily prior to entering the campus.

Due to the higher level of learning loss by all students, West Park Elementary encourages students to participate in one-one instruction, provided as an option in alignment with the Public Health Department, at the school site when allowable and acceptable. We maintain flexibility with families and staff to allow for comfort of safety and to promote best practices. This includes Social Emotional conditions to learning which was considered in the planning to address isolation or a lack of structure to meet social and learning focus. English Language Learners are provided designated and integrated ELD. ELD students are also encouraged to increase their synchronous contacts to receive additional support and are encouraged to participate in tutoring for supplemental instruction. Reading is encouraged and has been expanded through our library services to provide literacy support including; on-line reading resources which can be delivered in native language when necessary.

Identifying learning loss through assessment during the 2019-2020 school year, formative assessments are used to measure a semblance of a base line through the current conditions. These formative assessments include:

CAASP interim Assessment Blocks

Illuminate Benchmarks Assessments

Renaissance tests (STAR ELA and STAR Math) ESGI assessments (primary grades k-2)

Teacher made assessments directly associated with the lessons and tasks presented through direct instruction and academic packet content. Teachers utilize their PLC's (Professional Learning Community) time to articulate their assessments for necessary data. They collaborate to determine where the target is for their students and where the needs are for their grade level resources and skills for instructional delivery. Since the teachers are working from the classroom, walk-through observation by management provide feedback to support teacher needs in instructional delivery on-line. Discussions surround differentiation of instruction, pacing provisions, and resources that may have been overlooked to be added in order to customize the instruction for students. On-line rules and protocols are established to guide students and their families for virtual support and access. Schedules are provided for home guidance, and direct conversations with students and parents allow for coordinating the learning effort for students to complete their academic packets.

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

Description	Total Funds	Contributing
<p>The school is monitored through site access providing one entrance by foot and one entrance by vehicle.</p> <p>All classrooms and offices are earmarked for students to attend with safety measures including separation of seating, necessary plexiglass barriers, signage and markings in the hallways, and extra and regular cleaning. These measures also ensure 50% class student attendance, small group, one-one interactions for instructional support. All staff will be guided with sanitization training and expectations. Each occupied space will be provided with face masks, face shields, and identified wash stations. No touch thermometers will be available to all who need to vett attendees at the site. Charcoal air filters with ultra violet light are placed in all facility air conditioners to filter indoor air in classrooms and offices. Meals will be adapted</p>	\$85,000	No

Description	Total Funds	Contributing
to be served into the classrooms requiring equipment to mobilize the meals throughout the campus.		

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.]

West Park Elementary has a four-model transition plan to allow for scheduling flexibility. PLAN D - Extended Home Learning (academic packets with supplemental virtual support), PLAN C - One-one on-site learning combined with Distance Learning, PLAN B - Blended Learning/ 50% student cohorts attending school sites twice a week and learning from home three days a week, and PLAN A - Traditional School (100% school site attendance). This year Extended Home Learning will be allowed by families wanting to maintain the Extended Home Learning strategy.

Core subjects (ELA, Math, Social Studies, and Science) are the emphasis of instruction with PE/Health being the added subject for learning. Art is blended into assignments. We encourage blended assignments that address standards from the varying subject disciplines. The same curriculum adopted by the school board of trustees is used for both in school and Extended Home Learning.

Adopted materials distributed include:

English Language Arts: Reading Wonders (grades TK-5) and Study Sync (grades 6-8)
 Mathematics: EnVision (grades Tk-5) and Big Ideas (grades 6-8)
 Science: CA Inspire Science (grades Tk-5) and STEMscopes CA (grades 6-8)
 Social Science: CA Studies Weekly (grades Tk-5) and History Alive! CA Series (grades 6-8)
 ELD: Reading Wonders (grades Tk-5) and Study Sync (grades 6-8)

Each student is given access to these adopted materials for academic instruction and all assessments are designed through the use of adopted text and resources. This is how we will provide continuity of instruction and learning to ensure students have access to a full curriculum of substantially similar quality regardless of the method of delivery.

To implement the Extended Home Learning plan: distribution of Chromebooks, Hotspots (as needed), textbooks, and teacher prepared academic packets are distributed to each child as the school has them available. An exchange for academic packets is done every Monday (or first work day of the week) by a drive through process where teachers engage with their students for the exchange of academic packets, brief messages, and a quick social exchange. Students pick-up their meals during this exchange time. For families that lack transportation, we provide delivery service in which a certificated employee, along with another staff member, will make a home visit.

West Park Elementary School serves 324 socially-economic disadvantaged students, 163 English Learner students, 24 Special Education students, 5 Foster Youth students, 5 Homeless students, and 4 "504" students.

Teachers provide a scheduled on-line session four days a week to provide instructional guidance and then a second on-line session later in the day to check for work completeness and to address academic questions. To address SEL Social Emotional Learning, teachers develop themes for sessions to engage the students discussion amongst their peers. Paraprofessionals and After School staff are used to provide a call center for academic and assignment questions. All packets are available on the West Park school website. Outreach to students not responding to electronic or phone contacts is made weekly as staff is available to address student needs. Along with the distribution, resources such as journals, writing utensils, paper, notebooks, white boards, and project resources are provided to each student as assigned by the teacher. Google Classroom/Google Meets are the platforms established by all teachers for incorporating supplemental academic support. These platforms are supported through training and technical assistance from our IT department. A google phone number is given to each employee to allow for more fluid phone call communication between student and teacher adding another dimension of academic support and instruction.

Google Classroom/Google Meets are the platforms established by all teachers for incorporating supplemental academic support. These platforms are supported through training and technical assistance from our IT department. A google phone number is given to each employee to allow for more fluid phone call communication between student and teacher adding another dimension of academic support and instruction.

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.]

West Park Elementary attains household connectivity data through electronic and print surveys. Home surveys were provided through the drive through packet exchange that was established for curriculum and meal distribution. The inquiries specify home device and internet access. Many of the students lack internet connectivity and lack a robust internet infrastructure. In March, during the initial school closure to extended home learning, all students were provided academic packets to secure access to the curriculum. A drive through process to pick-up packets was the 2020-21 Learning Continuity and Attendance Plan D (Extended Home Learning) for West Park Elementary School was initiated in July and became a weekly practice. Continuous home calls from staff provides an avenue to continually survey and ascertain the needs of all students.

West Park technology department is available to staff and families to provide any technological support to ensure access to devices and connectivity. This includes; email, programs, internet and device supports. Technology support can be accessed through work orders and contact with the IT help desk.

West Park Elementary School is "one to one" (device to student) school. Every student is assigned and provided a Chromebook for home use. All electronic devices (Chromebooks or tablets) checked out by the student is inventoried and accompanied by a "technology use agreement." Distribution of devices occurred in August; each family is contacted through the school to pick-up their electronic device (Chromebook). West Park Elementary did an extensive outreach with personal phone calls and home visits to deliver and provide resources to students and families when devices had not been picked up. Extended hours for home visits and site pick-up are scheduled to complete device checkouts. Families with unique circumstances are provided support services to overcome obstacles and barriers that prevent access. Such support services included transportation, home deliveries, phone contact, and connection to social services. West Park technology department is available to staff and families to provide any technological support to ensure access to devices and connectivity. This includes; email, programs, internet and device supports. Technology support can be accessed through work orders and contact with the IT help desk.

Every student is assigned and provided with an e-mail account maintained by the technology department. "Go Guardian" software is programmed into each Chromebook/tablet device to monitor the internet usage of the device. "Hotspots" are given a password to correspond with the device for which is to be used by the student. Google phone numbers are given to every employee engaging in student academic support via computer and telephone. Primary students are encouraged to use touch screen devices to facilitate writing instruction with "dexterial" motion; such devices are provided where needed (i.e. primary grade, Tier three academic intervention students, etc.).

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.]

West Park Elementary provides standards grade lessons through academic packets that are graded weekly and official progress reporting is done monthly. Through this process, teachers are utilizing state guidelines for recording lesson assignments with assigned time allotments (identifying asynchronous and synchronous instruction), daily schedules for doing the assignments to assist parents/guardians in guiding their child in completing the assignment, on-line and phone call assistance for direct (synchronous instruction), a call center manned by paraprofessional for call-in assistance (synchronous instructional support), and supplemental materials are provided to assist in differentiation. All school supplies (paper, pencils, journals, notebook organizers, craft supplies) are provided to meet the need of the student's projects. Students are able to display their work and participate through on-line direct instruction. Visual Arts and PE/Health provide engagement activities for students through their curricular delivery both asynchronously and synchronously. Motivational themes and activities are encouraged to assist in the engagement and social emotional aspects of learning and engagement (i.e. time to meet with friends on-line, "mustache day," singing songs, etc.). By tracking attendance and progress incentives are provided to students through positive praise and educational items during the exchange of academic packets during the weekly drive-through pick-up.

All lessons are given a time allotment for completion. Every teacher's on-line session is 45 minutes to an hour twice a day. West Park Elementary has aligned with the CDE's recommended tracking components of synchronous and asynchronous monitoring through daily logs of assignments and student contacts. K-2 has a minimum time allotment of 180 daily minutes, grades 3-6 has a minimum of 200 daily 2020-21 Learning Continuity and Attendance Plan for West Park Elementary School Page 11 of 22 minutes, and middle school has a minimum allotment of 240 daily minutes. Scoring of packets are completed weekly and an official progress report is submitted monthly; although regular checking for understanding is done within the daily lesson review.

Students who are not attending or meeting the criteria for participation are contacted independently from the teacher through phone calls, home visits, written letters, and electronic communications (e-mail, "parent square," and text). Home liaisons and social workers are deployed to do home visits to assure families are receiving the necessary supports.

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.]

Professional development at West Park Elementary is built into the annual schedule. During the 2020-2021 school year, West Park Elementary committed to the planning and implementation of Distance Learning (Extended Home Learning) announced by the governor the week prior to the start of school. Teachers were afforded time to prepare academic packets, plan a distribution process, and set transitional steps for operational needs to support Extended Home Learning. West Park staff attended two days of distant learning training by the Fresno County Superintendent of Schools office. Sessions included tools, resources, social emotional training, content-based tools, distance learning engagement strategies, and other professional learning sessions that provided resources for staff to help prepare for distance learning programs that will be used by teachers to implement distance learning. The West Park Elementary School IT Department provided weekly technology training for instructional programs and any district used technology-based programs. The West Park Data Analyst and Learning Directors assisted in a training for the adaptation of recording attendance and participation with the guidance of targeted assessments to measure student progress.

Specific trainings are targeted by resource vendors (electronic academic resources of adopted text), assessment software(s) (ESGI, illuminate), and Google classroom platforms.

Training emphasis includes:

ELA - reading/literacy and writing, and assessments

Math - use of manipulatives, use of technology engaged programs,

Differentiation strategies for ELD students, students who are not at grade level, students with active 504's, and students who don't have a home environment conducive to an academic setting.

PBIS- classroom management, SEL - incentives, and guided behavioral strategies

Technology - base platforms (Google classroom/meets), PowerPoint integration, engaged video use, and record management

With many new teachers this year, continuous support and training is provided in protocols to sustain operations; (record keeping, resource requests, etc.)

Staff Roles and Responsibilities

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

West Park Elementary is a small school district and has always operated with the flexibility of roles. Due to the small staff, often times an assigned person may have to fill-in to do a task that is outside their regular role. The adaptation to adjustment was not as difficult to adjust to; but due to the COVID -19 pandemic adaptation to role responsibility has been accentuated as a continual need.

Teachers - classroom teachers have shifted instructional delivery utilizing their expertise in instructional strategies through using electronic means. The adaptive changes come through the new process of record keeping, time of preparation, understanding of electronic tools, assessing effectiveness of strategies through the use of tools, understanding the effectiveness of academic packets and the stated directions that accompany the packets, using parents as a partner in the academic delivery, educating the parent in their assistive role, guiding students in the intended use of electronic delivery and developing a valid assessment process.

Paraprofessional - Typically paraprofessionals assist in the classroom for targeted support as directed by the teacher or program coordinator, their roles have shifted to maintaining the assistive "call center," and assisting in food distribution.

Support Roles –

Learning Director - Assigned and continues to guide the PLC's for appropriate academic lesson development and monitoring student teacher contacts/attendance. The role has contributed to home visits.

PBIS Coordinator - Assigned to support classroom management, guided behavioral practices and student incentives. This role has shifted to provide home visits, address student attendance/participation, and outreach to students that demonstrate absences and lack of school contact.

ELD Teacher - Assigned to provide EL instruction. The role has added on to assist the in EL students who demonstrate low participation due home setting; assisting to bridge the gap between the teacher and the student.

Librarian - Assigned to support the library. This role has shifted to creating on-line library resources and overseeing the Reading Corp program (reading tutors for grades K-3).

IT Department - Assigned to maintain district wide technology and provide staff assistance in the use of technology platforms and devices. This role has expanded in time and duties including parent support for technical information.

Cafeteria - the roles of the cafeteria has been to provide meals through the varying state and federal food programs. These roles have shifted in the preparation process for takeout meals and increase in nutritional information that is distributed to each home receiving meals; which is also provided electronically. Special Education - Assigned to support Resource and Special Day class students through a pullout and push-in model. The role has shifted to one-one synchronous model either on-line, phone call, or on-site appointments. On-site appointments are optional and designed in the IEP needs.

Maintenance - Assigned to maintain the facility, maintenance has expanded its cleaning efforts to be more frequent and has adapted the site to meet COVID-19 public health standards for vetting, social distancing and establishing hand washing stations, and necessary signage to guide site attendees. As needed, maintenance also extends delivery service to accompany staff doing home deliveries of resources. delivery service to accompan[any staff doing home deliveries of resources.

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.]

Support for English Learners:

West Park is providing additional supports during distance learning to assist English Learner students. The district will continue to ensure that all instruction, professional learning, monitoring and intervention of English Learner's (ELs) is offered in virtual/digital formats. Designated English Language Development (ELD) and integrated ELD will be incorporated into all available instructional program models. The ELD teacher will specifically address those students with language barriers and will provide extra supplemental guidance and resources to meet the needs of EL students. Resources for parents and students are available through the district website. All students have been provided with electronic devices and internet access which will continue to be provided as needed. The PBIS Coordinator has established a process of identifying and targeting specific socio-emotional needs of our English Learner students and families.

Support for Foster and Homeless Youth:

West Park is providing additional supports during distance learning to assist Foster and Homeless students during distance learning. The IT Department has added to their task training opportunities for families/guardians needing direction for Chromebook and tablet internet log-ons, monitoring, and support for home technical connectivity. Social Worker - through the partnership with C2C (Cradle to Career) and All-4-Youth county efforts supported by the Fresno County Superintendent of Schools; the social worker will respond to Foster Youth and Homeless needs with unique conditions that are restrictive to academic support and access. The PBIS Coordinator has established a process of identifying and targeting specific socio-emotional needs of our Foster and Homeless youth students.

Support for Students with Exceptional Needs:

West Park is providing additional supports during distance learning to assist students with exceptional needs during distance learning. It is critical to maintain communication with parents, ensure digital access for all students, and provide students with a Free Appropriate Public Education (FAPE) through distance learning. The District will provide the technology and connectivity required to access distance learning, including, any assistive technology required under a student's IEP. The PBIS Coordinator assesses students with 504 needs and assures resources and family /guardian communications are being addressed in order to meet resource needs. The IT Department has added to their task training opportunities for families/guardians needing direction for Chromebook and tablet internet log-ons, monitoring, and support for home technical connectivity.

West Park is committed to providing additional support during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs we have added COVID-19 Assistants - (temporary hires) Assigned to serve in utility roles for distribution,

phone translations for families, meal packaging, tutorials, and to address volume surges of tasks that occur for operational activities (copies of written communications).

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

Description	Total Funds	Contributing
To best support socioeconomic disadvantaged students, English Learners, Foster Youth, homeless, and students with disabilities who have the greatest risk of learning loss due and social-emotional needs due to the impacts of the COVID-19 Pandemic. West Park Elementary will provide additional one-one or small group support towards academics and Social Emotional Learning (SEL). Support will be provided through electronic means, including telephone, Chromebook, tablets, on-line services and resources for staff interactions. Priority services are based on local metrics derived through PLC meetings that address all student needs in response to the pandemic , and to support closure of the achievement gaps; especially in the core subject areas - ELA, Math, and English Language acquisition. This action increases the level of support in the student's home to close the opportunity and achievement gap by providing equitable resources to these groups and the staff that serves them; such as - head sets, google phone numbers, Chromebook and tablets, hot-spots, academic prepared backpacks with school resources (whiteboards, dry-erase markers, notebooks, journals, paper, pencils, pens, project kits). Through these supports students will have increased social-emotional success through positive adult and peer interactions that will increase students overall academic achievement.	350,000	Yes
Through data gathered in teacher Professional Learning Communities (PLCs) a need has been identified to support student need during the COVID 19 pandemic, and to support closure of the achievement gaps; especially in the core subject areas - ELA, Math, and English Language acquisition. In order to support these needs equitable resources will be added to increases the level of support in the student's home to close the opportunity and achievement gap. These resources include head sets, google phone numbers, Chromebook and tablets, hot-spots, academic prepared backpacks with school resources (whiteboards, dry-erase markers, notebooks, journals, paper, pencils, pens, project kits).By providing these recourses to students and the staff that serves them will provide the opportunity for daily live interactions and tools needs to increase connectivity and student achievement.	150,000	Yes

Description	Total Funds	Contributing

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.]

West Park Elementary assumes learning loss among its students due to the March 2020 school closures affected by the COVID-19 Pandemic. Transitioning to a Home Extended Learning Model is not ideal given that such a model relies on an independent learner when most teachers and students depend on a reliant educational model that is face-to-face (classroom based). To address the Extended Home Learning Model, packets are generated and instruction is supplemented with on-line (Google Meets) instruction and phone calls. To address "Learning Loss" specifically, the Curriculum and Instruction team, meeting bi-monthly, reviews existing assessment tools currently used and synthesized the practicality of their use along with what current (most recent) data was available to determine student levels of academic performance. To establish the regulation of providing "rigor" as stated by the governor's edict, West Park Elementary decided that lessons had to be delivered from the perspective of grade-level standards; gaps in performance had to be analyzed by the teacher, and spiraling intervention supplements into the lessons had to be designed to meet the student's academic progress expectation.

Progress will be reviewed at the end of the first quarter and then monthly as Extended Home Learning continues. Once PLAN B (the blended plan) is incorporated, academic progressive review will be done bi-monthly. The first steps is to assure that all adopted core subjects ELA, Math, Social Science, and Science are available for all students via textbooks. Surveys were done in multiplicity through the IT Department and individual teachers to learn what resources were available to students at home and whether a learning station was conducive or could be developed for the student at home. Tables, internet, electronic device access, quiet work stations, language support, meal access, adult supervision (child care), and such details were surveyed for information of resource access.

It is also important to assure that all adopted core material is available electronically, and all packets that are teacher-made are posted onto the district's website for electronic access.

Secondly, a process to effectively distribute packets and meals was established. Curricular workbooks (consumables) are made available to all students to allow the practice of the materials covered. Teacher PLC's (Professional Learning Communities) allow fro collaboration in transitioning academic standard based materials to on-line supported instruction for lesson planning. Discussions on student engagement, response, and checking for understanding strategies are reviewed as teachers prepare for assessment strategies

Thirdly, an assessment and monitoring procedure was developed to assure all needs were being met including; low social-economic students, special needs students, 504 students, English Language Learners, Foster Youth students, and Homeless students. West Park Elementary School will use a variety of assessment tools to measure academic progress and will earmark these scores to reflect the Home Extended learning element as a condition of the scores measured.

Tools to be used for assessments:

Renaissance (STAR Reading and Math)

Illuminate Assessments (State benchmark assessments for subject content)

IXL Math (on-line)

ESGI (K-2) Assessment Imagine Learning (ELD)

ELPAC (ELD) Teacher made quizzes aligned with the lesson.

Textbook review questions

For essential instruction, teachers provide two daily on-line sessions for student guidance and for review. Checking for understanding is ongoing and is a direct means for addressing pupil learning loss by allowing the teacher to understand how to spiral basic foundations for the instruction delivered to the student.

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.]

West Park Elementary teachers led by the Administration and supported by the Data Analyst work to identify the level of learning loss and monitor the progress of each student. Progress reports are done monthly and attendance is kept weekly during the Extended Home Learning plan of academic delivery. Once schools re-open, the blended model will allow for more frequent interactions with students. Various strategies as indicated in previous prompts of this report reflect the support provided for low social economic students, English learners, 504 students, Foster Youth students and homeless students. Students identified to have significant grade level deficits in their academic performance will be able to access one-one support at site as a means to receive additional support and given they are vetted and can follow the COVID-19 protocols.

The ELD teacher will specifically address those students with language barriers and will provide extra supplemental guidance and resources to meet the needs of EL students. All students have been provided with electronic devices and internet access which will continue to be provided as needed. Imagine Learning will be used to supplement and support additional learning opportunities to regain learning loss as a

result of the COVID-19 pandemic. The social worker will respond to Foster Youth and Homeless needs with unique conditions that are restrictive to academic support and access. These supports include SST meetings, social-support referrals, and referrals to the school psychologist and nurse. In addition, the PBIS Coordinator has established a process of identifying and targeting specific socio-emotional needs of our Foster and Homeless youth students. To mitigate learning loss for student with exceptional needs, each student's IEP was carefully reviewed and plans were made to help students achieve their goals through the distance learning modalities. Communication between the special education staff and the regular education staff is key. West Park continues to look at assessment data, teacher information, and parent feedback to provide additional supports to support learning loss for students.

West Park Elementary will continue to track students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and homeless) and will provide targeted intervention for these students. West Parkers teachers led by the Administration and supported by the Data Analyst work to identify the level of learning loss and monitor the progress of each student

Adapting assessments for Extended Home Learning to provide a baseline are the key steps to teacher lesson design to help mitigate student 'learning loss.'

With baseline information acquired through teacher's diagnostic assessments; spiraling information from fourth semester (previous grade) into the lesson is an initial strategy for instructional delivery. Afternoon sessions and at site tutorials also provide strategies to mitigate learning loss.

During packet exchanges on Mondays, teachers can address specifically in a brief manner expectations and encourage each student to continue to applying their best effort. Incentives are provided to students as they make progress and are completing their work. Themes are also designed for on-line meetings to engage student interest and provide a social interaction with peers.

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.]

West Park Elementary staff focus is to monitor learning loss through assessments that are solely meant to establish an Extended Home Learning baseline. As students begin to return to a blended school model and eventually a full time school model; a new baseline will be established to identify the learning loss comparison to the state standard equivalency to academic grade level performance. Teacher referrals to administration and attendance management are key indicators of student engagement and progress. Consistent home communications are also logged through google phone numbers as an indicator of teacher student contact if a student is not attending online sessions.

West Park teachers and staff will measure effectiveness and monitor learning loss using the following strategies or tools:

- Diagnostic assessments
- Feedback of effectiveness from grouping students
- Pre- and post-tests given to determine growth

- Common formative assessments
- PLC

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

Description	Total Funds	Contributing
In support for our unduplicated students who may be at risk of learning loss due to the COVID-19 pandemic school closures, the district will provide additional supplemental instruction through virtual means, extended staff time, new temporary staff support, The supplemental instruction will be provided by ELD teacher, reading corps tutors, and paraprofessional call center setting. Extended time of the IT Department and curricular support staff provides the necessary provisions for parent and students needing access and guidance for bridging resources between the home and school. All of these additional supports will allow students to have access to extended learning opportunities, tutoring, technology and curricular supports in order to provide equitable resources and supports to reduce learning loss.	230,000	Yes
In response to district student engagement data gathered during school closures, as a result of COVID-19 Pandemic, shows a need for increased support to engage students during distance learning. The district PBIS coordinator will provide home visits, and family outreach for non-attendees or students not engaging in completing their assignments. This additional supports will allow for increased reengagement and social-emotional supports for our most at-risk student groups.	75,000	No
Extended Home Learning: Due to COVID-19 school closure additional supports and resources are needed for teachers to provide support during this transition. Teacher trainings include; Google Classroom, Google Meets, and virtual lesson delivery. Teacher professional development is on-going through our technology department. Licensed Google phone numbers are provided to all staff engaging with home calls to students and parents. Assessment resources, such as software license, are analyzed and added to provide baseline information for teachers. Extending ESGI, adding Imagine Learning, and FRECKLE are examples of necessary supplemental assessments for Extended Home Learning strategies.	90,000	No

Mental Health and Social and Emotional Well-Being

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

West Park Elementary school has held weekly staff meetings and has restructured and identified new sources for adaptive schedule support. Staff needs are identified and supported through staff meetings and direct discussions with the Superintendent. Staff has identified child-care and COVID-19 mitigation protocols to be essential. Time to accomplish paperwork that has been redesigned to meet Extended Home Learning needs has also been expressed as a need. The administration continuously do staff check-in for support and to assess for social emotional needs of all staff. referrals to HR are provided as needed which link employees to counseling and other supportive services. The leave protocols for employees are communicated to all staff to provide an understanding of options to their conditions of work. Staff are all provided with COVID-19 protocol practices that include social distancing, masking, hand washing & hygiene practices, time engagement, vetting practices, air filtration, and barrier structures all of which provides a safe and secure work environment.

Staff development for staff included:

- Teacher –teacher engagement (PBIS)
- Teacher-student engagement (one-one and re-opening practices)
- Student -Engagement practices and expectations
- Supervision expectations of students and families at the school site (i.e. transition from building to building).
- Signage review to assist in directing behaviors related to the COVID -19.

The PBIS Coordinator position at West Park Elementary is doing outreach to students and families to assist in referrals to social services, school psychologists, provide student incentives, identify concerns and bridge the communication between students and school. Partnership with Fresno Superintendent of Schools provides a Social Worker that can accept referrals and provide the school with family connections to community resources. Home visits, medical consultations, and counseling sessions are the continuous services provided to families.

Paraprofessionals working in a "call center" capacity call homes to provide support for academic questions. They are scripted to ask how the student is doing as a matter of providing direction to the student on how to communicate concerns to their teacher. 2020-21 Learning Continuity and Attendance Plan for West Park Elementary School

By way of the google classroom platform, parents and teachers are able to interchange e-mail, parent square, text information to keep an open line of communication. Continual outreach through phone calls, electronic devices, home visits, packet exchanges, and written postings on the school's website are made to all students, including English Learners, Low social-economic students, 504 students, Foster Youth, and homeless students.

Counseling and social services for all students can be provided on-line and optionally made to be accessible at site as resources allow.

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.]

West Park Elementary continues to discuss student engagement for students that have not been consistent in their attendance and work submittal. By way of PLC's (Professional Learning Communities), teachers are able to plan on the needs of students assuring that engagement scripts and student peer connections are being incorporated to assure student interest. Outreach to students that are tier-two intervention are provided differentiated work and extra guidance support through the paraprofessional call center or through the ELD teacher support for language obstacles. Students with Special Needs have options to work with the Resource or SDC student at site with a scheduled appointment.

When a student misses continual synchronous sessions, teachers identify the student and report them onto a Google document that is accessed by the PBIS Coordinator. The PBIS Coordinator assures that all efforts of phone calls by the teacher and the paraprofessionals (daily contacts) are attempted. When these avenues of contacts are unsuccessful then the following steps are taken:

Step 1: Attendance clerk will phone parents and a home visit, if necessary.

Step 2: If school is not able to contact parents via phone or visit, the school will conduct a resident review to assure the address is currently occupied by said family.

Step 3: If the family is still occupying the residence; a social service referral is conducted to assess needs that are beyond the services of the school.

Step 4: Once the information is accrued and process, a student study team meets to review the case and addresses the needs of the student and family.

The PBIS coordinator leads the effort with family outreach and connecting households with resources. She teams with the ELD and library services to assure each student is receiving the necessary resources to complete their academic packets. She provides incentives and guidance in the area of Social Emotional Learning and assist in the direction of assessing the elements of the school's efforts to reach each student and their family. Such efforts include extended hours for parent access to training on technology, ELD resources, and input to understand home needs for the Extended Home Learning elements of school due tot the COVID-19 Pandemic school transitional plans. Teachers are guided to provide incentives to students for academic feedback and attendance.

The IT Department provides direct instruction to parents that need technical support for device monitoring and essentials for student on-line learning.

West Park has developed written procedures for tiered reengagement strategies for students who are absent from distance learning opportunities. These strategies will require school personnel to contact the child's parent and determine what is required to get the student present and engaged in learning.

Then provide details on what they are.

Measures and monitoring of students include:

Weekly packet submittal.

Daily on-line teacher contact.

Phone call logs

Home visit logs

Response to deficiencies and lack of contact include:

Student Study Team Home visits

Home phone calls Electronic and mailed written notices

All responses are tailored to the need of the student and their family. Special needs students, English Language learners, 504 students, socio-economic disadvantaged students, Foster Youth, and homeless students are looked at independently to meet the need for continual "school to student" correspondence.

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.]

West Park Elementary School serves 93% free and reduced lunch population, henceforth, 100% of the students are allowed to receive a free breakfast and lunch. The program operates under a Provision 2 plan, maintains its own storage, and belongs to a co-op for reducing commodity provisions. Moreover, all students are provided a meal card and the card accounts for the meal through the POS electronic accounting system. This system supports the state and federal guidelines for meal provisions and nutrition value.

West Park Elementary School operates an active kitchen for regular meals. Due to the March COVID-19 closure, immediate conversion to packaged meals and a drive-through delivery has been established. equipment specific to packaging, for delivering, and storing meals are purchased in an effort to provide take-out service. Other efforts, such as bus stop food deliveries were initially attempted, West Park operated under the "Seamless Summer" food program allowing all youth under 18 to receive a lunch. The process has evolved through regular funding sources and available manpower for preparation and delivery.

The meal plan provides multiple days of meals in a single transition exchange due to the lack of transportation that families could access to the school. Moreover, the school did not have the appropriate equipment to sustain meal deliveries on a large scale. Both breakfast and lunch are prepared and provided for each student. When a student does not receive a meal and attains an academic packet, a home contact is made or a home visit is made. Each meal package has directions in English and Spanish regarding the storage and preparation of the meal. Parent feedback indicated that cold sandwiches were not always consumed because students were wanting a variety of meal options beyond sandwiches. The cafeteria prepared meals that could be warmed and consumed. Families indicated if they had access to the 2020-21 Learning Continuity and Attendance Plan for West Park Elementary School Page 20 of 22 necessary equipment to store and warm food. Meals are provided on Monday during the academic packet exchange. The parking lot is set up near the outdoor refrigeration where prepared food is stored and the families are able to drive-through the parking lot to pick-up their meal and see their teacher in order to submit and receive their academic packet. School messages and information can be delivered to families through those processes. If a family is unable to make the drive-through, contact is made from the office to connect families with meals and academic packets.

Once school re-opens into a blended attendance plan (50% of students at school two days as part of a cohort); breakfast will be served in the classrooms, and lunches will be served to cohort students in attendance in the classroom for grades pre school- third; and fourth grade through eighth grade will file through the cafeteria to get their boxed meal and return to their classroom to eat their lunch. This allows for social distancing practices to be incorporated and monitored during the transition to and from the classroom. Meals for Extended Home Learning will continue through the drive -through process.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	West Park Elementary has extended efforts to serve all students due to the COVID-19 School closures and implementing Extended Home Learning. Some of the cafeteria equipment, storage and serving containers and	85,000	No

Section	Description	Total Funds	Contributing
	materials , printed information for families for storage and home food prep; and extended hours and added staff to assist in distribution and POS implementation for number counting and service records.		

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
36.75%	\$979,397

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

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

Distance Learning Program:

The school is monitored through site access providing one entrance by foot and one entrance by vehicle. All classrooms and offices are earmarked for students to attend with safety measures including separation of seating, necessary plexiglass barriers, signage and markings in the hallways, and extra and regular cleaning. These measures also ensure 50% class student attendance, small group, one-one

interactions for instructional support. All staff will be guided with sanitization training and expectations. Each occupied space will be provided with face masks, face shields, and identified wash stations. No touch thermometers will be available to all who need to vet attendees at the site. Charcoal air filters with ultraviolet light are placed in all facility air conditioners to filter indoor air in classrooms and offices. Meals will be adapted to be served into the classrooms requiring equipment to mobilize the meals throughout the campus.

Distance Learning Program:

Through data gathered in teacher Professional Learning Communities (PLCs) a need has been identified to support student need during the COVID 19 pandemic, and to support closure of the achievement gaps; especially in the core subject areas - ELA, Math, and English Language acquisition. In order to support these needs equitable resources will be added to increase the level of support in the student's home to close the opportunity and achievement gap. These resources include head sets, google phone numbers, Chromebook and tablets, hot-spots, academic prepared backpacks with school resources (whiteboards, dry-erase markers, notebooks, journals, paper, pencils, pens, project kits). By providing these resources to students and the staff that serves them will provide the opportunity for daily live interactions and tools needed to increase connectivity and student achievement.

Pupil Learning Loss:

In support for our unduplicated students who may be at risk of learning loss due to the COVID-19 pandemic school closures, the district will provide additional supplemental instruction through virtual means, extended staff time, new temporary staff support, The supplemental instruction will be provided by ELD teacher, reading corps tutors, and paraprofessional call center setting. Extended time of the IT Department and curricular support staff provides the necessary provisions for parent and students needing access and guidance for bridging resources between the home and school. All of these additional supports will allow students to have access to extended learning opportunities, tutoring, technology and curricular supports in order to provide equitable resources and supports to reduce learning loss.

[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 West Park Elementary 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 36.75% using the dollar amount of \$979,397. By directing all the supplemental and concertation 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 \$979,397 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

LCAP Goal 1, Action 2- Supplemental Instructional resources, materials and assessments

LCAP Goal 1, Action 3- Targeted EL/ELD Math ELA Intervention

LCAP Goal 1, Action 4- Staff Development to support ELA, Math, Science, and ELD Strategies

LCAP Goal 1, Action 5- Non Fiction Supplemental books for School and Home

LCAP Goal 2, Action 2- Systems to enhance communication with parents (Attendance Enhancements)

LCAP Goal 2, Action 3- PBIS Incentives and program implementation

LCAP Goal 3, Action 1- Provide staff to support behavior intervention programs

LCAP Goal 3, Action 2- Provide parent workshops to help them understand and engage with their child around technology and learning

LCAP Goal 3, Action 3- Parent education

LCAP Goal 3, Action 4- PBIS student progress and behavior recognition

LCAP Goal 3, Action 5- Library Computer Labs, Technology Support, and Enrichment Activities

LCAP Goal 3, Action 6- Infrastructure updates to support student learning using technology