



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>.

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General Information

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

The unprecedented COVID-19 pandemic has affected the entire Woodville Union School District community and significantly altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress, trauma and uncertainty to staff, students and their families.

Woodville Union School District is committed to providing a rigorous learning experiences for all students during the extended closure of our school. This Continuity of Learning Plan is designed to support the school community to ensure continuing learning experiences at home. We acknowledge there is no replacement for in-person teaching and learning. The district believes that a level of instruction and learning can still occur in a distance learning model. Essential Learning Maps have been created to assist teachers in the design of instruction during the COVID-19 closure. Knowing some families do not have online access, WUSD took immediate action during the initial school closure to purchased hotspots ensuring wifi connectivity to all of our students and families. Learning materials aligned to the Critical Content State Standards and curriculum maps have been created by the district in collaboration with teaching staff in support of daily instruction.

WUSD is committed to supporting all of our students and parents as we transition to remote learning. Our goal is to move learning forward in a thoughtful way and support families with tips, tutorials, technical support, and of course, the teaching staff.

Stakeholder Engagement

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

Woodville Union School District efforts to solicit stakeholder feedback to inform the district's 'School Reopening' plan and the Learning Continuity and Attendance Plan began in June and have continued throughout the development process. The district's phased planning process toward the reopening of schools explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. Woodville USD will continue seeking input from students, staff, families, and community members on the district's initial draft of the Learning Continuity and Attendance Plan. The purpose of this plan is to describe how the district will address the impacts of COVID-19 and maintain continuity of student learning for 2020-2021. The final document will include the district's plans for:

- Providing distance learning and, when public health conditions allow, in-person instruction
- Measuring student progress and participation and address learning loss
- Providing supports for English Learners, Foster Youth, Homeless Youth, Students with Unique Needs, and Low-income students
- Ensuring access to devices and connectivity
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Student and family engagement and outreach to reengage students who are absent, unengaged, or at risk of learning loss
- Providing school meals for students during distance learning and in-person instruction
- Increasing/improving services for English Learners, Foster Youth, Homeless Youth, and Low-Income students

Throughout the entire summer, the Executive Leadership team, led by the Superintendent, held a series of listening sessions with key stakeholder groups to seek additional feedback on the district's draft reopening plans and thinking regarding distance learning for the 2020-

21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Surveys were sent out and dedicated sessions were held for each of the following groups:

- The district's instructional "Leadership Team"
- The WUTA Bargaining Team (MOU)
- The Woodville CSEA Bargaining Team
- ELAC/DELAC Committee
- School Staff Survey
- Parent Survey
- Student Survey
- Community Survey

WUSD's Learning Continuity and Attendance Plan is closely aligned to the district's 2020-2021 School Reopening Plan that are being released as they are completed WUSD values stakeholder voice and input will be used to guide revisions. The revised draft will be presented in a public hearing at the September 8, 2020 board meeting and the final draft will be presented for adoption at the September 22, 2020 special board meeting. All stakeholders are encouraged to provide comments on the Draft Plan.

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

Pending - All meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

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

Woodville Union School District survey indicated, revealed a significant level of dissatisfaction and concern with the spring implementation of distance learning. This was indicative of the broader stakeholder voice provided throughout various input opportunities.

Key data and findings from the parent/guardians Distance Learning survey included:

- Less than 50% of respondents indicated that they were somewhat to extremely concerned about their student's social, emotional well-being (feeling depressed, feeling stressed, worried about grades, missing friends, etc.)
- More than 70% of respondents indicated that they felt only somewhat to not at all connected to school since closure in March
- Only one third (33%) of respondents felt that their student's individual learning needs were often or almost always met.
- Respondents were concerned about their student's academic growth, with 45% indicating they were 'very concerned' and 39% 'somewhat concerned.'
- When asked which improvements they would most like to see their school make during distance learning, the highest priorities were more guidance for parents/guardians on student learning
- Responses for level of engagement during distance learning were mixed, with 44% of respondents indicating that their student was engaged or extremely engaged, 28% 'somewhat engaged,' and 28% either slightly engaged or not at all engaged.

- 60% of respondents indicated that their student was able to connect with their teacher, ask questions and request help often or almost always.
- The majority of respondents were slightly or somewhat satisfied with the distance learning experience (47%) or not at all satisfied (23%).

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various "School Reopening" Plans and through direct feedback on the plan itself. Key takeaways from the parent/guardians and staff surveys administered in the spring included the need to provide

- (a) daily, live, synchronous instruction,
- (b) increased connection to staff and peers and sense of connectedness belonging at school, and
- (c) more resources for parents to support their students learning and use of technology.

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.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by the County and City Departments of Public Health, the Hybrid Model mode of instruction will be prioritized over distance learning.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, WUSD is committed, to the maximum extent possible, to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

SCHOOL ENVIRONMENT

Our district mobilized a school reopening team over the summer to reopen facilities to students. The School Reopening Team includes teachers, administrators, MOT, and other certificated and classified staff who have been researching numerous instructional models for our classrooms. Models are being analyzed based on the following criteria:

- Aligned with our WUSD Core Values of Integrity, Equity, Respect & Excellence
- Aligned with the WUSD Focus Areas: Excellence in Academics & Leadership, Dedicated & Engaged Communication, Genuine Wellness & Safety, and Efficient Utilization of Fiscal Capital
- Grounded in culturally relevant research that focuses on teaching and learning
- Equity for all students with an emphasis on our English Learners, Low Income Students, Students with Disabilities, and our Homeless/Foster Youth Students
- Intervention and support plans
- Classroom configuration options that maximize the health and safety of our students and staff
- Informed data gathered from stakeholder surveys
- Using the Strategic Plan Focus Areas and Core Values as guides, combined with the data that we were able to collect from our families

CURRENT SITUATION:

Schools were completely cleaned and disinfected over summer break, and WUSD will continue to adhere to all necessary safety precautions. Campuses will follow guidelines developed by the California Department of Public Health (CDPH), and the City of Tulare County Health Officials for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).

IN ADDITION

- Physical barriers were installed in front office areas where face-to-face interaction with the public will occur
- The installation of additional hand washing stations have been authorized for every campus and design/construction is currently underway
- Every classroom and workstation will be provided hand sanitizer to use
- We will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Personal Protective Equipment (PPE) such as masks, disinfectant wipes, and disposable gloves will be provided

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- On-campus signage will promote healthy hygiene practices and remind individuals to stay home when ill
- Staff will be provided COVID-19 online training covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC):

In-Person Learning Protocols

Before we are able to reconvene back to full in-person instruction, we will most likely return back to school in a hybrid learning model. Our hybrid learning model combines in-person learning and distance learning. In the hybrid model, while a majority of our students will be attending school in-person with a modified school schedule, a full distance learning model will be offered to support families who choose not to return to in-person instruction for a variety of reasons, including health concerns, and will serve as a backup in the event that a classroom or school must go into quarantine. A bargaining unit member in a high-risk group, or who lives with someone in a high-risk group may request accommodations. This staff may be assigned to deliver distance learning from their own home in that case.

In a hybrid model the following protocols will be put in place:

- Students will be grouped in learning cohorts
- Symptom screening will be required, and students will be monitored by staff throughout the day for signs of illness
- There will be a hygiene plan to address hygiene practices ensuring personal health and safety, including classroom layouts
- Handwashing and hand sanitizer protocols
- A plan to meet physical distancing standards in school facilities
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads
- Cleaning and Disinfecting plan to meet cleanliness and disinfecting standards in school facilities

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- All staff and students will practice social distancing with a plan that ensures physical distancing among staff in their work environment
- Cloth face coverings will be required for students (Kindergarten and up) and all school staff
- Signage - to promote and remind ALL of social distancing at WES site
- Students and staff will not share common items. Students will have their own supplies which might be kept in a box or pouch
- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains
- School campus will limit outside visitors

Teaching and Learning

Students will be taught simultaneously at school and at home. Each class will be divided into two groups, group A and group B, with up to fourteen students in each group depending on classroom space. Each group will come on campus two days a week for in-person learning, on a rotation basis, with three days of distance learning. Staggered start times will be in place, allowing for time and space for health screenings. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra time on campus for specialized educational support. This will be a time for students to receive specialized instruction from our response to intervention teachers, special education teacher, and other support staff including counselors to provide mental health support. This extra support will be in addition to the standard offerings in the hybrid model, and targeted for our most vulnerable students with unique needs including low socioeconomic students, English learners, special education students, foster youth, and homeless students.

As with our distance learning model, All students are required to have a minimum amount of instructional minutes per day according to SB-98 - for hybrid learning, this can take the form of in-person instruction, live online instruction, independent work, or work assignments.

- Student assignments and instruction will be from our adopted Common Core State State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for our distance learning and hybrid models identifying the essential standards, which will allow for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum

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

Description	Total Funds	Contributing
Cleaning and disinfecting schools over the summer in preparation for the possible opening for in-person/hybrid school plan.	100,000.00	Yes
Purchase Electrostatic machines for spraying an electrostatically charged mist onto surfaces and objects for the purpose of clinging to and coating any surface for a more efficient and complete cleaning.		
Construct additional handwashing stations so that students and staff will have opportunities for more frequent hand-washing.		
Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols.		
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning.		
Purchase air purifiers for each school site to help reduce airborne contaminants, including particles containing viruses.		
Hire architectural and engineering consultants to perform a feasibility analysis on the installation of additional out door shading fixtures to increase capacity at WUSD facilities.		
Hire and additional 4th grade FTE to reduce class size for in-person instruction.		

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.]

On July 17, California Governor Newsom announced that counties on a State Monitoring List due to elevated disease conditions, including Tulare County, must not open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Reopening guidance should be implemented only with health officer approval following review of local epidemiological data and local preparedness, including contact tracing and testing capacity. In WUSD, we are committed to opening our school campuses to students and staff when it is safe to do so. Our District looks to external conditions, including local and state health orders and guidance, as well as internal conditions, including facility preparations, screening and safety protocols, and staffing and program readiness in determining when we will be able to open our schools for hybrid or in-person instruction.

Developing a Plan:

District administrators worked in collaboration with Teacher Leaders over the summer to create our distance learning plan. During times in distant learning, students will have structured schedules to allow for clarity and consistency. Teachers will work primarily from their own classrooms. Teachers will set clear expectations and communicate them to students and families. They will build continuity, routine, and connection for students. Students will regularly participate in live interaction, including class meetings and instruction from their teacher(s). Our distance Learning program will address the needs of the whole child by placing academic learning in the context of physical, mental and emotional well-being. Daily participation is required for students. This could take the form of being present in online class meetings, completing assignments and assessments, and teacher contacts with students and families. Student engagement is a top priority.

This plan outlines enrichment and review guidelines for Woodville Union School District's planned instruction guidelines for Woodville Elementary School. Planned instruction and enrichment and review will occur using digital platforms such as Zoom, Class Dojo and Google Classroom, through school issued devices. Teachers will post weekly plans with recommended assignment completion dates for students.

Students will be required to complete enrichment and review activities using digital programs and/or by completing student work. Teachers will use a virtual platform, such as Zoom, Class Dojo and Google Classroom to provide students with direct support and assistance. A blended model of support will be available for all elementary/middle school students.

Woodville USD's 'School Reopening Plan' vision is driven by the following six guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner "Find Every Child".
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences.

These principles are adapted from the six overarching principles for supporting students with unfinished learning set forth by the Instructional Leadership Team (ILT). The first three of the six 'School Reopening Plan' guiding principles are key elements in the district's plan to provide continuity of instruction during the 2020-21 school year.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed by DataWorks for each grade level K-8. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Academic Integration can effectively be achieved during instruction
- Priority clusters of standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge

The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in fidelity of implementation of district programs across and within schools.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are WUSD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students

- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through ZOOM, Class Dojo, and Google Classroom.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. WUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

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.]

As Woodville USD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. WUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, WUSD took decisive action and purchased HOT SPOTS for every student with unlimited data use.

During the spring school closures WUSD distributed Chromebook devices beginning with one per family and, as shipments came in, expanding to a device for every student who was in need. In planning for the fall, the district has prepared sufficient devices to supply all those in need and upgraded student data usage. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

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.]

WUSD's "School Reopening Plan" states the district's commitment to Identify and address gaps in learning through instruction and to Monitor students' progress on grade level appropriate assessments and adjust supports based on student results. To achieve this, teachers and

instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

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.]

Key focus for WUSD professional development plan during COVID-19, the district has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality rigorous instruction and on the District's learning management system (Zoom) to provide students access to learning grounded in the essential standards.

Over the summer, teachers were provided the opportunity to be trained in the seven ways to get ready for distance learning by Dr. Douglas Reeves. The second phase familiarized staff with the range of distance learning tools to be used in delivering instruction, including Zoom, Class Dojo, Google Classroom with TCOE. The third phase provided grade-level specific guidance to teachers on essential standards, curricular materials, and instruction for students all students. Portions of this third phase have evolved into the expanded scope and sequence documents referred to in this plan. These three phases of professional development were offered as a voluntary opportunity and remain accessible to staff who did not participate in the spring. The district acknowledges that voluntary professional learning is not sufficient to ensure that every student has access to a teacher with the necessary capacity built to meet all student needs. WUSD's vision for professional learning opportunity is one in which all staff engage collectively in learning that allows us to continuously improve our practice in services of students.

Building upon this spring work, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning are:

1. All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Direct Responsive Teaching, Universal Design for framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the scope and sequence for math(GoMath) and ELA (Wonders) developed by DataWorks.
2. All school leaders/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All school leaders/teachers will effectively engage parents and families as partners in their students' learning.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment

3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the district's DNA assessment system.
4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement Toolkit provided to all staff - includes how-to guidelines and video tutorials
 - c. Administrator professional learning on new attendance and engagement expectations

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from our site principal. The district expects site administration to consistently join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, the principal can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district's common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

COVID-19 and distance learning have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement:

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system of Zoom and Google form, attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

WUSD Attendance Clerk will be continuing all of the core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Tulare County Health Department. This will include entry of detailed attendance data into the student information system.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.
- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses: Actively model and support all required public health measures. Follow Tulare County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children.

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.]

It is the expectations of the district that WUSD will continue to provide a rigorous distance learning opportunity to assist pupils with unique needs, including English Learners and pupils with exceptional needs.

Appropriate supports for students receiving Special Education

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention

- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners

Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum. English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-8: Designated class or 60 minutes/week (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As

needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	100,000.00	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	100,000.00	Yes
Additional Technology to Support Distance Learning: Smart Boards, Stream Cast, and Communication Tools.	100,000.00	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 monitor students’ progress on grade level appropriate assessments and adjust supports based on student results. In the list of expectations students and families should have of the district’s distance learning program is Assessment and Accountability. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes administration, prior to the spring, of the end-of-year benchmark assessment from the prior year. These benchmarks will be used as one key means of assessing learning loss, along with the daily meaning checks-for-understanding (CFU) and formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and

Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

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.]

The district's primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instructional the afternoon that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Pupil Learning Loss Strategies will be in a full distance model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21.

These included:

- Use of Google Classroom as the Learning Management System (LMS)
- 2 hours of teacher collaboration built into the weekly schedule
- Daily live instruction - minimum of 3 hours/day
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on priority standards

- Pre and post-assessments aligned with the content
- Use of Universal Design for Learning (UDL) to plan and deliver lessons
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.
- Extended day re-teaching

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Some form of extended year and/or summer school will be offered to our Woodville USD students. Staff - salaries and benefits, summer materials and supplies.	50,00.00	Yes
Purchase STAR Renaissance Star Early Literacy, Renaissance Star Math and Renaissance Star Reading for elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year.		
K-8 Summer School, 4 weeks, full day or half day program provided for low socio-economic students, students with special needs, and students who need extra support in math or literacy, Stem.		
After School Tutoring - Teachers will be paid hourly for tutoring students who, based on assessment data, are experiencing learning loss - the focus will be on low income, EL, Foster Youth, and homeless student.		
Family Engagement Specialists - Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialize support (Home visits milages).		

Description	Total Funds	Contributing

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.]

Woodville USD's core values is not only to provide a rigorous learning opportunity but we believe whole heartedly in the development of the whole child. To effectively support the social and emotional well-being of students and staff during the school year, social and emotional learning (SEL) lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure

- a. Highlights individual and shared understanding of the importance of the work
- b. Provides a sense of accomplishment and supports forward-thinking
- c. Engages group in reflection, helps identify next steps, and/or makes connections

The district will continue to provide the following program and support:

- Behavioral Health Specialist
- School psychologist and school psychologist intern 3 days a week
- PBIS
- Class Dojo: Big Ideas on Growth Mindset

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.]

If a student misses learning opportunities, school staff will reach out to the student and family. If the student continues to miss learning opportunities, the school will develop an individualized re-engagement plan with the family. Classified staff, the community liaison and family engagement team may also perform in-person visits. Pupil re-engagement strategies will take effect following the first time a student hits a threshold of low participation, in this case, the equivalent to 60% absent in a week (per day in elementary and per class in secondary).

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.]

Food Services Department continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

During summer meal flexibility and the associated waivers ending on July 3rd of 2020, Woodville USD will resume the fall instructional year on Friday, August 14 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to WUSD enrolled students only and meal eligibility requirements at non-Community Eligibility Provision (CEP) schools. Food Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

WUSD moves to a Distance Learning due to Tulare County being on the State monitoring list, the Food Services department will provide breakfast and lunch two days a week on Tuesdays and Thursdays, adhering to all social distancing requirements. Students will pick up meals near the cafeteria at elementary schools either curbside pick-up or drive-thru. Food Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

With the recommendation/guidance of CDPH to reduce possibilities for infection, student must remain the same space and in cohorts as small and consistent as practicable, including recess and lunch. WUSD is a small rural community school, the district does not have the means to build a large multi-use facility large enough to house significant number of students during meal time. The district will maximize the outdoor space by providing shading structures for meals during lunch.

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	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. A Behavioral Health Specialist and an interim social worker we added to support Social Emotional Learning.	10,000.00	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
40.63%	\$1,364,225

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.]

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time given to students from the Classified Staff through Response to Intervention Support to focus on the needs of our Foster Youth, Homeless, English Learners and Low-Income students. Increased services in the area of Social Emotional support with a Social Worker and Family Service Worker on campus as well as

contracted additional days with the County Psychologist to support students and families who may be experiencing difficulty. Intervention teacher hired full time as well as a Reading Support Teacher to work with these students addressing their 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.]