

# 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 devastating effects of the COVID-19 pandemic has severely changed the entire Westminster School District (WSD) community, including the day-today lives of our students, families and staff. The social isolation that came about due to the unexpected school closures in March 2020 affected all students, but particularly affected English Learners, Foster Youth, Homeless Youth, and Student with Disabilities. Adding to the damage, a mental health crisis is emerging as many students have lost access to services that once were offered by schools. Furthermore, the larger economic impacts of the pandemic, such as unemployment, food and housing insecurity, lack of access and connectivity to technology have also taken a toll on our families.

Westminster School District is located in the western portion of Orange County. It is a school district of striking cultural diversity. After the Vietnam War ended on April 30, 1975, a huge wave of Vietnamese refugees left their homeland and resettled in the United States. One of the largest concentrations of refugees settled in Westminster. In addition, over the past 10 years the district has seen a decline in the Caucasian students and an increase in the Hispanic student population. A large number of our families also live in high density, low-income apartments, many of which are in substandard condition. Due to high rental costs, it is not uncommon to find two or three families sharing a 1 or 2 bedroom dwelling. Despite the family problems facing our multi-ethnic families, they all possess particular strengths. Overwhelmingly, all of our families share a strong sense of cultural pride, a capacity to endure and overcome impedance and life challenges, and an inherent desire to support their children.

Westminster School District is an innovative district, offering students multiple educational opportunities to become skilled in the areas of computer science, digital citizenship, world languages and college and career readiness. WSD has thirteen elementary campuses, three middle schools, and one early learning site. As a district with over seventy-five percent of the student population identified as English Learners, socio-economically disadvantaged and/or foster youth students, we provide equitable access to our students through innovative programs and our 1:1 technology program.

On March 16, 2020, we started emergency distance learning, with no time to prepare. We provided devices and curriculum to students, and immediately began to engage our community (staff, students, and parents) to build a more comprehensive and rigorous program for the 20-21 school year.

Recommendations from our community included the following:

1. Consistency with Instructional Minutes: the need to standardize the amount of live synchronous instruction from teacher to teacher
2. Consistency with Curriculum: the need for coherence with instructional materials
3. Support for Staff: training for teachers, especially in technology and blended learning strategies
4. Connectivity for Students: internet access for all families in need
5. Meeting the Needs of At-Risk Populations: appropriate support for English Learners and students receiving special education services
6. Progress Monitoring: Consistent assessments to assess learning and identify areas of need

The pandemic and school closure have disproportionately impacted our most at-risk students. A focus of this Learning Continuity and Attendance Plan (LCP) is to meet their unique needs, taking into consideration all of the recommendations from our stakeholders. Developing plans to reopen for the 2020-21 school year virtually, with an option to pivot to in-person learning when safe, has been a process over several months of stakeholder engagement and learning together. This plan includes the core and supplemental academic and social-emotional aspects of school, and aims to screen and identify learning loss and trauma that needs to be addressed in the 2020-21 school year.

With so many WSD families living in poverty, made worse by the pandemic, we will continue to provide meal service for students whether we are in a virtual or in-person instructional model. Chrombooks are available to all of students, from preschool to eighth grade, to check out and keep at home to engage in distance learning. We have a technology helpdesk available to staff and families to ensure that everyone has access to learning at school or at home. Safety measures are in place to protect staff and students and are consistent with state and county health orders. We have a childcare program with financial assistance for those in need so that parents who work can continue to do so, knowing their children are in a safe, supervised environment with academic and social-emotional support.

The overall purpose of the LCP is to mitigate learning loss by providing high-quality instruction, assessments, and other services that meet the academic, social, and emotional needs of students and families, regardless of the instructional model. The opportunity to implement a variety of blended learning strategies during the pandemic have presented us with the opportunity to lay a strong foundation for learning beyond the era of COVID-19, aligning with the district's vision of, "Building Tomorrow's Leaders Today."

## Stakeholder Engagement

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

WSD efforts to solicit stakeholder feedback to inform the opening schools plan began in June and will continued until final plan has been approved. Stakeholder engagement has been done through parent and staff surveys, data collection and analysis, collaborative research, input from advisory committee meetings, input from task force meeting, district webpage, and our District English Learner Advisory Committee (DELAC). District translators ensure all materials were provided in Vietnamese and Spanish, in addition to English. We use the School Messenger system to send audio recordings by phone in all three languages anytime we have a new communication, survey, or committee recruitment.

To reach stakeholders that did not have internet access, hard copy documents were made available at schools and were mailed home upon request. Stakeholders were also provided with information on how to call-in into virtual meetings by phone and submit their questions by calling a district number.

Some highlights from our outreach and engagement efforts include:

A parent survey was sent May 2020 to gather input about distance and in-person learning options, in addition to having families identify what kind of support they need for the 2020-21 school year. Many of the 8102 respondents indicated a strong desire to have more live instruction with classroom teachers. Another parent survey was conducted in July, soliciting further input about instructional model preference for the 2020-21 school year, with 8111 respondents.

A Reopening Schools Advisory group was created and charged with assessing the potential challenges posed by the coronavirus pandemic in order to make recommendations for the safe return of Westminster School District students, families and staff this fall. The group convened in early June and included a diverse group of 70 partners representing all facets of the district, including parents, students, teachers, district and school personnel, and the Westminster Board of Trustees. This team met on the following dates: 6/23, 6/30, 7/14, 7/21, 7/28, and 8/4 to collaborate and gather input on school reopening plans, including the Learning Continuity and Attendance Plan.

Because of the possible far-reaching impacts of the pandemic, an interdisciplinary approach drawing on expertise from across the district was essential. Members of the advisory group represented student health, academics, special education, technology, child care, before and after school programs, human resources, administrative services, operations, assessment and accountability.

The larger group broke into smaller task force teams where more voices could be heard and more ideas could be considered and vetted for all possible scenarios for a safe return to school for our student, our families and our staff. With each team's top scenarios voted on, they recommended their top ideas and shared key insights with district leadership. Once district staff created a draft of the plan, the plan was translated into Vietnamese and Spanish, made available on our district website in all three languages for input.

On Monday, August 24, the WSD Reopening Schools Advisory Committee was survey to solicit their input on address learning gaps and ways in which we can enhance student learning. The data revealed the need for additional supports for struggling students, including intervention teachers.

WSD District English Learner Advisory Committee met to review the plan on 9/1/2020 . Input was gathered from DELAC members through verbal comments and an opportunity to submit written comments. Their feedback was considered as revisions were made to the plan before the public hearing.

A public hearing was held on September 10, 2020. Additional input received during the public hearing supported final refinement of the plan, which was approved by the WSD Board of Trustees on September 24, 2020.

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

WSD public hearings are provided through teleconferencing using Zoom. In advance of a public hearing, documents are posted on the district website at <https://www.wsdk8.us/>

Hearings are open to the public and public comments may be submitted prior to each meeting via electronic submissions in any language using a form provided.

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

Feedback from stakeholders includes:

Parents/Guardians

- Want a clearer understanding of what they can expect from virtual learning
- Guidance on how they can support their student
- Opportunities to provide input, participate in the planning
- The need to focus on the most vulnerable students (English Learners, Foster Youth, Homeless Youth, Students with Disabilities)
- Mental health support for students, families and staff
- Parental choice of whether to attend in-person instruction or full-time distance learning

Students

- Need to find ways to facilitate social interactions online
- Mental health, emotional support, and social skills need to be prioritized
- Consistency of educational program, regardless of the model
- More office hours by teachers
- More access to counselors

Reopening Advisory Committee

- Enhanced health and safety measures should be consistent across district
- Learning loss mitigation should be a top priority
- Roles and expectations should be identified for students, families and staff
- Provide as much flexibility as possible for families to access distance learning outside of normal school hours

- Eliminate variations in the implementation of instructional programs districtwide
- The need to focus on the most vulnerable students (English Learners, Foster Youth, Homeless Youth, Students with Disabilities)
- Mental health, emotional support, and social skills need to be prioritized

[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 WSD Opening Schools Plans and through direct feedback on the plan itself.

Key takeaways from the stakeholder input included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction.

Another priority area for stakeholders included students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout and specifically calls out the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning and monitor growth, the district has developed a common assessment calendar across grade levels for ELA and Math. To provide supports to students, synchronous small group and individual instruction have been included within those activities to take place within a teacher's weekly schedule. This Learning Continuity and Attendance Plan also includes additional areas where specific supports for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities are articulated.

# 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.]

WSD takes the health and safety of students and staff seriously. While current health conditions do not permit in-person instruction, WSD planned for multiple instructional models to ensure we are fully prepared to bring students back when it is safe to do so.

Using input from healthcare professionals, educators, district staff, parents and community members, we have created four educational options for students:

1. Full-time online virtual instruction
2. Full-time In-person instruction with enhanced health and safety measure, based on guidance from state and local governing authorities
3. Hybrid instruction, where half of the student population attend school at a time
4. Independent study, self-paced virtual instruction

Before the start of the 2020-21 school year, parents enrolled in their preferred option. Since we will all be starting in a virtual distance learning model, the model chosen on the survey will be the option they may enter into when we are permitted to resume in-person instruction. If a student or family attending in-person becomes ill or exposed to COVID-19, we will ensure that the student is offered virtual learning at home. We understand that even as the county progresses through stages 3 and 4 of COVID-19 recovery, some parents may continue to prefer the virtual instructional program for the entire school year. Parents in WSD will have the option to choose to have their child(ren) continue in the virtual program (at-home) for the 2020-21 school year.

All instructional options would:

Allow school sites to take safety measures (i.e., temperature taking, cleaning between classes, masks, etc.)

Prepare students for regularly scheduled district assessments and state testing (CAASPP) by delivering instruction that aligns to essential state standards

Provide an opportunity for students to receive tiered support within their classes, including both remediation and acceleration

Provide assessments to determine students' needs for remediation and to assess learning loss

Allow for time for Tier 2 and Tier 3 support from Primary Support Teachers, Intervention Teachers, and services through students' IEPs

Provide daily instruction from highly qualified teachers

In all models, students will also use interactive software and assessment tools that paces activities based on students' instructional levels and/or provides supplemental instruction for grade level standards. Programs vary by grade level and site. Programs include ST Math (TK-5, Math), Aleks (6-8, Math), Accelerated Reader (TK-8, ELA), STAR 360 Assessment System (TK-8, ELA and Math), and others. We have added interactive software for 2020-21 to serve as an additional academic intervention for students: MobyMax (districtwide), Language Live (Middle School), and Read 180 Universal (new to 9 elementary sites this year).

Primary Support Teachers (PSTs) are teachers on special assignment at each elementary site focused on early intervention. These PSTs will provide focused instruction to students in elementary school who have experienced significant learning loss. In the hybrid instructional model, at-risk early elementary students will be offered an additional on-campus day of instruction delivered by a Primary Support Teacher. In a fully virtual instructional model, Primary Support Teachers will provide intervention sessions virtually to groups of at risk elementary students in grades 1-3, in addition to their tier 1 classroom instruction.

### Hybrid Program

If health data improves adequately during the school year, WSD will give families the choice to pivot to a hybrid instructional model. Under this sample schedule, half of the students are served at the school on Tuesdays and Wednesdays and the other half are served at the school on Thursdays and Fridays. Students are assigned to Group A or Group B with consideration to maintain family groups on the same days. Students who are not attending in-person on any given day participate in online virtual learning, using digital curriculum resources and instructional tasks assigned by their teachers.

Mondays will be modified so teachers can plan and attend professional development, but will include a morning check-in and live virtual instruction, followed by asynchronous learning. The Part-Day State Preschool Program will not implement the hybrid model, only the full-time virtual or in-person instructional model are available.

### Full 5-Day In-Person Program

The full-time in-person instructional model is planned to allow all WSD students to return safely to schools through the in-person model, when state and local agencies allow us to do so. The overarching goal to provide safe in-person learning for all WSD students. This model's challenge will be meeting the requirements of physical distancing in classrooms, but we will do our best to accommodate families, to the greatest extent possible, as space permits. All other health guidelines will be fully implemented as we adopt and adhere to the changing health guidelines at that time. Schedules include staggered drop and pick up, staggered recess times, and lunch periods.

### Safety for In-Person Instruction

In order to ensure the safety and health of all students, WSD will implement and follow CDE and CDPH guidance. A video will be developed for teachers to review with students the first day of school in order to teach and reinforce healthy hygiene practices, including topics such as washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff. We will teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. Students and staff should wash their hands frequently throughout the day, including before and after eating; after coughing or sneezing; after classes where they handle shared items, such as outside recreation, art, or shop; and before and after using the restroom.

Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.

Portable hand washing stations will be placed at certain school sites near classrooms to minimize movement and congregations in bathrooms to the extent practicable.



We will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings, and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.

Schools will increase the frequency of cleaning and disinfecting, at least daily, and/or after individual student/staff groups, focusing on high-touch surfaces such as communal rooms, public restrooms, exercise rooms, library tables, buttons/switches, handrails, tables, faucets, doorknobs, shared toys, shared keyboards, locker rooms, and fitness labs. Shared items will be cleaned after each use, such as copy machines, refrigerators, microwaves, coffee makers, vending machines, etc., in workrooms and staff lounge areas. Cleaning stations will be available in workrooms and staff lounge areas.

### Classroom Space

To reduce possibilities for infection, students will remain in the same space and in cohorts and consistent to the greatest extent practicable, including for recess and lunch.

Space between seating and desks will be maximized with at least six feet away as practicable and feasible and arranged in a way that minimizes face-to-face contact.

Activities in classrooms will be redesigned by rearranging furniture and play spaces to maintain separation.

Students will wear a mask or face shield while all teachers and staff will wear masks. Everyone will be encouraged to bring their own masks to school each day, ensuring a better fit. WSD will have masks to distribute to students and staff who do not bring a mask to school. Students who refuse to wear a mask will be excluded from in-person learning at this time.

### Non-Classroom Spaces

Limit nonessential visitors, volunteers and activities involving other groups at the same time.

Award assemblies and other school events will be allowed based on guidance from state and local agencies.

Recess activities will be separated areas designated by class and schedules will be staggered.

Custodians will clean high touch areas on a regular schedule. A Night Custodial Daily Checklist has been established to provide the custodial staff with clear direction on daily cleaning and sanitization procedures.

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

Description	Total Funds	Contributing
Personal Protective Equipment, soap, hand sanitizer, thermometers, and additional custodial supplies are provided to ensure safety and increased cleaning while on campus.	1,250,000	No
Classroom reconfiguration, additional outdoor seating, and other facility modifications to support physical distancing in classrooms and during meal times.	225,000	No



Description	Total Funds	Contributing
Signage, posters, and decals for all school buildings were installed to support social distancing, direct foot traffic, and identify entry and exit points to support physical distancing.	25,000	No
Amplification systems are used in classrooms to ensure students can clearly hear the teacher through the required masks and/or face shields.	900,000	Yes
Primary Support Teachers will offer additional in-person instruction in a hybrid model to at-risk students in primary grades.	1,725,000	Yes

## Distance Learning Program

### Continuity of Instruction

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

All students are enrolled in a 100% virtual instructional program to start the 20-21 school year due to local conditions. The district has core and supplemental programs in all content areas that provide online content for students, including virtual texts, videos, assignments, and assessments to ensure mastery of grade level standards when used in combination with live instruction through Zoom.

After we return to in-person instruction, it may be necessary to urgently pivot the in-person students online again due to COVID-19 exposure or local conditions.

If this happens, we will return back to our 100% virtual program. Students will remain with their classroom teacher(s), and staff will ensure that students take home any instructional materials such as textbooks or workbooks needed, in addition to Chromebooks. Instruction will be online temporarily until it is safe to attend in-person. Childcare will continue to be provided at each elementary school site, following all recommended safety precautions.

#### Virtual Instructional Program Details

Students in virtual programs will receive high-quality synchronous and asynchronous instruction from credentialed teachers daily. The district will issue internet hot-spots and Chromebooks as needed to ensure connectivity for all students. Google Classroom and/or Seesaw will be used to provide assignments and continue learning in core subjects. Our virtual program provides synchronous “live” instruction five days a week through Google Meet or Zoom, independent learning opportunities and assignments, and additional weekly student support hours for questions. Synchronous minutes are reduced on Mondays to allow for teacher professional learning, parent contact, and planning. The combination of synchronous instruction and independent assignments will exceed the state's minimum requirement for instructional minutes for 2020-21.

## Virtual Program Schedules

### Part-Day State Preschool (Pre-K):

Students participate in approximately 1 hour of daily live teacher-directed instruction (synchronous) Monday through Friday and 2 hours per day of individualized work (asynchronous), totaling 3 hours of instruction per day. The Pre-K schedule is developmentally-appropriate and provides individualized support for young students and their families. Families must meet income eligibility guidelines to participate in this program.

### Elementary School (TK-K):

Students participate in approximately 2.25 hours of daily live teacher-directed instruction (synchronous) Tuesday through Friday and 2.75 hours per day of independent work (asynchronous), totaling 5 hours of instruction per day. The TK-K schedule is developmentally-appropriate and provides individualized support for young students and their families.

### Elementary School (1st – 6th Grade):

Students participate in approximately 3.25 of daily live teacher-directed instruction (synchronous) Tuesday through Friday and 2.75 hours per day of independent work (asynchronous), totaling 6 hours of instruction per day. Students will have opportunities to practice skills and extend learning away from a computer screen.

### Middle School (6th-8th Grade):

Students participate in approximately 4.25 hours of daily live teacher-directed instruction (synchronous) on a block schedule Tuesday through Friday, with odd-numbered periods on Tuesday and Thursday and even-numbered periods on Wednesday and Friday. Approximately 2.25 hour per day of independent work (asynchronous) will be assigned, totaling 6.5 hours of instruction per day.

It may be necessary for a student to be on an independent study or homeschool program, based on parent request. These programs will meet all the criteria stated above, except for the daily instructional schedule. Students on independent study are provided independent work and live check-ins via phone or zoom with a credentialed teacher in lieu of daily live synchronous instruction.

## Virtual Instructional Program Instructional Supports

All students in WSD have a chromebook available to them to take home for virtual learning. In addition, several apps, programs, and platforms are used to support students. Interactive Learning Software such as MobyMax, ST Math, and ALEKS are used by students during asynchronous independent work time to practice skills related to literacy, math, and other content areas. Kami is a leading digital classroom app built to transform any existing document into an interactive learning experience. This was added to support English Learners in a virtual learning environment. The Seesaw platform provides student portfolios, parent communication, and other engagement supports to families. Students will use this platform daily in grades TK-3 and it will be used by all elementary principals to engage and communicate with parents. Parent messages are translated into home language to ensure parents are engaged in student learning.

WSD has also provided individualized support to our specialty programs. For example, students in dual language immersion Spanish classrooms use Istation's Spanish assessment and instruction for pre-K through 5th grade, which provides authentic Spanish literacy intervention and instruction that teach skills most predictive of success for dual immersion programs. We have also purchased MyON Reader to provide enhanced digital books in Spanish for students, and Rosetta Stone to provide additional instruction in each program's target language (Spanish or Vietnamese). Additional professional development was provided to speciality schools to enable them to sustain high quality programming in a virtual environment.

## **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.]

WSD provides a Chromebook to every student. Students are able to take devices home daily to ensure they can complete home assignment and to ensure participation on virtual learning instructional days. Mobile hot-spots are provided to families without internet access in-home. Surveys were used to collect this information from families, as well as phone contact from teachers and administrators. Any child not participating in virtual learning has been and will continue to be contacted by phone, and if needed, offered a mobile hot-spot.

The plan for ensuring technology support for all pupils includes giving students and families access to the district's Information Technology (IT) Helpdesk and school site IT assistants. Information on how to access technology support was provided to all families during chromebook distribution at all schools. This information was provided in Spanish, Vietnamese, in addition to English. Additionally, teachers have been trained to track student usage on the district's learning platforms and to monitor their progress over time. Students not using the online learning platforms as instructed will be contacted by school site staff to identify problems or unique circumstances preventing them from engaging successfully in the district's distance learning program.

## **Pupil Participation and Progress**

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

Pupil progress will be assessed using STAR 360, an online assessment system for Language Arts and Math, in addition to curriculum embedded formative and summative assessments in all of our core programs. Teacher will use formative assessment practices to check for understanding during live contacts to assess collective and individual needs of students. This might be a series of short comprehension questions after a reading assignment or a practice math question after a math lesson. These real-time assessment are embedded into

lessons so teachers can determine whether additional practice or reteaching is needed. Periodic assessments will be administered at the beginning and throughout the year so teachers can obtain more detailed information about student progress on learning standards. The results will be used to inform lessons and connect students to specific supports.

A schedule will be standardized across the district to include a combination of synchronous and asynchronous minutes of instruction in each grade level. Classroom teachers will be responsible for holding Zoom or Google Meet instruction, and then assigning independent work that equates to a full day of instruction.

A schedule will be standardized across the district to include a combination of synchronous and asynchronous minutes of instruction in each grade level. Classroom teachers will be responsible for holding Zoom or Google Meet instruction, and then assigning independent work that equates to a full day of instruction.

The district will require teachers to take daily attendance. A child must complete the minimum number of daily instructional minutes for his/her grade level in order to be marked present. These minutes can be a combination of synchronous and/or asynchronous instruction. A child who misses some synchronous instruction can complete independent assignments to get credit for daily attendance. Time value of independent work will be based on core program recommendations, but may be adjusted for students with unique needs. The classroom teacher will make the determination of the time value of the independent assignments he/she assigns to students and will record participation weekly for each student on an engagement log.

## **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 for staff is provided in three ways: paid professional development sessions, optional professional development sessions, and as-needed technology support.

1. On April 20, 2020, staff attended 1-3 webinars on distance learning topics. Over 30 sessions were offered, which included topics such as Google apps, core program support, strategies for engaging and supporting students virtually. On August 28th and 31st, staff will engage in professional development on topics relating to the learning management platforms we will use to support students in the 2020-21 school year and our core curriculum. Teachers also have the option of attending paid professional learning throughout summer 2020 on additional technology and engagement topics, including sessions on how to support English Learners and struggling students in a virtual learning environment.

2. WSD maintains a support website for teachers that includes pre-recorded webinars on a variety of topics, including Google apps, core programs such as Wonders and MyMath, virtual assessments, STEM, and other instructional topics.

3. WSD maintains a help desk for technology support. Staff can call the help desk at any time for assistance with technology. If the issue is an instructional technology or curriculum issue, support is provided by the appropriate staff member in the Educational Services Department. Technology support resources, such as instruction sheets, videos, and pre-recorded webinars are also available on our distance learning teacher support website.

## Staff Roles and Responsibilities

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

Certificated and classified bargaining units have been active participants in planning ways they can adjust job duties to support the district through the COVID-19 pandemic.

Teachers will:

- engage with families in a virtual manner, which includes assigning and collecting all work in a virtual learning management system.
- collaborate with staff virtually through zoom or by telephone, instead of in-person.
- maintain participation logs as part of attendance reporting.

Classified staff will:

- assist as needed with duties outside their job descriptions in order to meet the district's needs in distance learning.

Examples include:

- Instructional Technology Assistants and District IT staff support staff and families with distance learning, including Google, Chromebook support, and online platforms for core programs.

- Other school classified staff, such as noon-duty supervisors and instructional assistants will be repurposed to support distance learning and family engagement.

- Library media assistance will manage hotspots and devices checked out to families.

Administrators will:

- ensure staff are following all health and safety procedures when on-campus

- supervise staff as they provide distance learning opportunities to students

- work with families to ensure participation and implement reengagement strategies and intervention as needed

- ensure all students have access to devices, internet, and instructional materials

- coordinate support services for families, as needed

## 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.]

Ensuring access and equity for all students is one of our guiding principles in reopening schools virtually and in-person. WSD is committed to ensuring appropriate supports are in place for students to access core instruction and so they receive interventions as needed to mitigate learning loss.

English Learners:

- Daily designated and integrated ELD instruction

- Teachers will receive training in how to meet English Learner students' needs

Digital tools are used to provide visual supports during instruction using Kami, vialogues, and other software.

Pupils in foster care and those experiencing homelessness:

District provides devices and internet hot spots

District Parent and Family Engagement Specialist contacts families to provide support such as bus passes, referrals to community agencies, food bank information, and other resources

School sites have a tiered response and intervention system in place for students who experience emotional, behavioral, academic, or engagement struggles in distance learning

On-campus ASES program to support students with virtual learning in a safe, supervised classroom with enhanced health and safety procedures

Pupils with exceptional needs (students with disabilities):

Supports, accommodations, consultation, and services will be provided to ensure access to academic materials and help maintain progress on Individualized Education Program (IEP) Goals and Objectives via distance learning.

Establishing a Distance Learning Plan for all Special Education students

Ability to access distance learning including preferred types of activities and mode of access: special educators will discuss modes of accessing virtual learning at home through a distance learning plan.

Schedule of special educator/related service provider direct instruction: this will be a clear schedule of when a service provider will be in contact time with a student from a distance/virtually. This will be clearly outlined and parents informed of the amount of time.

Schedule of teacher-parent consultation: agree to a day and time each week.

Individualized accommodations and other supports that are necessary to access the academic materials being made available during distance learning

Contact families with students with disabilities who may require assistive technology to ensure continued access to virtual instruction and services during any prolonged closure.

Description of how progress toward goals will be tracked:

Service providers will request work products to be turned in by students to support the assessment of IEP goals.

Service providers can also assess IEP goals through an online learning session with the student.

Assessing student learning progress

Types of instruction and modalities that will be used to support direct instruction during a distance learning plan:

Consumables and assignments/worksheets to reinforce learning activity

Recording of instruction with expected activities afterward

Consultation for parents with support staff, related service providers, and general education teachers

Online programs to support students with IEPs:

General Education Curriculum (modified as needed)

MobyMax

Read 180/Language Live

Unique Learning System (ULS) including programs L3, News2You and SymbolStix (Moderate/Severe SDC Programs)

Paraeducators and Caseworkers will need to be flexible and ready to change direction of teaching methods per CDC and county guidelines. Paraeducators and caseworkers will help provide assistance with lessons, social distancing, disinfecting, and continuity for students. Paraeducators and caseworker will be utilized in the following ways: Join in on zoom meetings with teacher supervision (break out rooms), Check in on student progress via Google Classroom, Class Dojo, Seesaw, Assist with documentation of student participation and progress , Ongoing communication with their teacher, Can be used as an on site “production team” to promote a successful virtual learning environment (ex. making a recorded video on history or science lesson, making a snack, or making a craft), help provide continuity for students, and utilize a provided daily schedule from teacher(s) and expectations.

Related Services will be provided per the IEP and service providers will prioritize students based on appropriateness and need. Services providers will Provide uniform services for like caseloads/eligibility/needs (i.e. AUT specific classroom, Mod/Sev, etc.). There will be scheduling flexibility for itinerant service providers who serve multiple sites. Appropriate and updated equipment will be provided for services providers and for students in virtual or remote formats (quality headsets with microphone, etc.) and upgraded Zoom licenses or Microsoft Teams for service providers as well.

Social Emotional & Mental Health Supports and Services will continue to be a priority and continue to be provided via telehealth model. School counselor and school psychologists will provide: Individual, group, and crisis counseling as needed, based on referrals from staff, parents and students as well as students with Counseling written in their IEPs. Individual services will be provided through telehealth and/or Zoom/Google classroom skill-based counseling groups with parent consent. Students would be scheduled during non-academic time periods. Crisis intervention will be offered and accessed through telehealth services. In addition to these services, Social Emotional Learning (SEL) Support will also be provided. This includes: teacher training and support: digital restorative circles, Psychological First Aid, and Classroom push-in (ex. synchronous digital SEL lessons focusing on Emotional Self-Regulation). Finally, in collaboration with others, referrals can be made to Westminster Family Resource Center for outside support and resources.

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

Description	Total Funds	Contributing
Seesaw Learning management software will improve access to distance learning for students and family engagement with in-app translation and an easy to use app for cell phones.	25,650	Yes
Interactive Learning Software MobyMax will be used by all students but can specifically target skills and standards from prior grade levels and can be customized to match students' individualized goals for students experiencing learning loss.	33,420	Yes



Description	Total Funds	Contributing
Personal hot spots are issued to families who do not have internet connectivity in-home to ensure that low-income families can participate in a virtual learning program.	234,000	Yes
Chromebooks are provided to students who need them to take home to ensure that all students have an appropriate device to use in all instructional models.	975,000	Yes
Community Liaisons provide outreach to parents who are non-English speaking to assist them with supporting distance learning, understanding the instructional program, and communicating with school staff.	538,000	Yes
Digital programs: Kami, iStation, Rosetta Stone were purchased to engage and support English Learners in distance learning.	45,000	Yes
Renaissance myON Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. This software was purchased for our dual immersion program to provide high quality texts in Spanish that students can access from home.	6,000	Yes
Chromebooks and licenses for Zoom were purchased for staff to deliver instruction remotely at home or in their classroom on site to ensure the ability to deliver live synchronous instruction each day.	220,000	No

## 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.]

WSD will continue to use two online assessment systems to monitor progress toward the California Common Core Standards in ELA, ELD, and mathematics. Using both STAR 360 and School City, WSD will continue to monitor student achievement in the current grade level, as well as assess mastery of standards from the previous grade level. STAR Reading and Math will be administered at the start of the 2020-21 school year for grades 2-8. STAR Early Literacy will be used for TK-1 to assess early literacy and numeracy skills.

In reading, the STAR 360 assessments from fall 2020 will be compared to mid-year assessments from 2019-20 to measure learning loss and identify areas of need. In both reading and math, the STAR 360 system will generate a report on each student and their progress on skills and standards from the entire K-12 CA CCSS Learning Progression, showing areas from the prior grade level that need remediation.

School sites are provided the first month of school as a screening window to administer all diagnostic assessments, which allows time for teachers to establish a safe learning environment and reengage students who may be experiencing trauma or reengagement problems due to COVID-19 school closure. Formative assessment data for academics and social skills, behavioral observations, and information from parents will be paired with academic screening assessment data to determine students' needs for the 20-21 school year.

## 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.]

Once gaps are identified, the following actions will be taken:

1. Students K-8 will be assessed using STAR 360 for ELA and math every 8-10 weeks. School administrators will support teachers in progress monitoring and students can be assessed more frequently, as needed.
2. Students in grades 1-3 will be provided targeted instruction and intervention from Primary Support Teachers, in addition to their regular classroom teacher. If we are in a hybrid model of instruction, the instruction will be provided in-person. In a 100% virtual learning environment, sessions would be provided synchronously using Google Meet or Zoom.
3. Students with IEPs who experienced learning loss will be provided additional in-person instruction in a hybrid model or synchronous virtual instruction in a 100% virtual environment to address learning loss and IEP goals.
4. Teachers will differentiate instruction and create smaller groups in reading and math to remediate essential standards from spring 2020, based on students' needs.
5. Interactive learning software in ELA and math will be used to add additional instruction and practice with standards from the current or prior grade level. Those software include, but are not limited to: ALEKS, MobyMax, System 44, Read 180 Universal, Language Live, and ST Math.

6. Designated ELD lessons will be taught daily in all instructional models, in-person or virtually. Teachers will be trained in how to differentiate to support English Learners and how to monitor progress toward the ELD standards.

English Learners (ELs): EL services for English learners will include a defined minimum time allocation for English language development (ELD) instruction within the student’s schedule, with opportunities for extended instructional time provided to recently arrived ELs, and ELs identified for interventions. Formative ELD assessments will be created to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Counseling and psychology services will be available to support students’ social-emotional needs and academic advising. Family outreach and education will be provided to support families’ understanding of virtual learning models and how to support their children’s learning.

Low Income, Foster Youth or Students Experiencing Homelessness: Students who have experienced learning loss and need additional support to accelerate learning will have access to small group or individualized instruction that is targeted to identified student needs. This support can be done in a distance learning or in an in-person format if needed. Students will also use MobyMax, an asynchronous learning platform, that finds and fixes learning gaps with the power of personalized learning. This adaptive curriculum creates an individualized education plan for each student, providing remedial students with the extra instruction they need. Counseling and psychology services will be available to support students’ social-emotional needs and academic advising. Family outreach and education will be provided to support families’ understanding of virtual learning models and how to support their children’s learning.

### 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.]

WSD’s online assessment systems, STAR 360 and School City, will be used to track student progress. Every trimester, results from both assessment systems are compared for all students. Students receiving additional support services are monitored using STAR 360 in ELA and math every 8-10 week, minimum. School administrators receive training and support with both assessment systems. A teacher on special assignment at the district level will continue to create reports and provide data analysis and training regularly for administrators and teachers.

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

Description	Total Funds	Contributing
Primary support teachers, credential teachers on special assignment at each elementary site, will provide targeted, small group instruction to at-risk primary grade students to mitigate learning loss and address gaps in phonics and fluency skills.	1,725,000	Yes
STAR 360 assessments are being used as universal screeners to diagnose learning needs and provide information to teachers as they plan instruction to mitigate learning loss and differentiate instruction.	332,000	Yes

Description	Total Funds	Contributing
Training provided for administrators and teachers on blended learning instructional strategies, learning software, progress monitoring, and other relevant topics assists staff in properly diagnosing and responding to individual needs.	135,000	Yes
MobyMax interactive learning software will be used by all grade levels to target skills and standards and provide independent practice during students' asynchronous instructional minutes.	33,420	Yes

## Mental Health and Social and Emotional Well-Being

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

WSD believes mental health and emotional well-being is an important component of a child's education. We are committed to providing tiers of support for students and staff as the pandemic has taken a toll on the mental health and well-being of many. Using research on best practices for Social Emotional Learning, WSD piloted the MindUp program in the 19-20 school year and will provide this program as a resource to all teachers in the 20-21 school year. In addition to these lessons, we have a tiered support system that includes options for support to meet students' unique needs.

WSD Social Emotional Learning Support Includes:

1. Instruction, training and support with social emotional skills
2. Mental health services
3. Behavior support systems
4. Family engagement and support systems

WSD staff attended Psychological First Aid training. This training is recommended by the CDE as part of Tier 1 Universal Supports: Whole School Safety and Prevention Planning.

Psychological First Aid training assists staff with identifying and supporting the needs of students, parents, and coworkers experiencing trauma in response to the trauma our community is experiencing and prepares our staff to welcome our students back to school, whether in person and distance learning.

The training outcomes include creating a compassionate environment, helping students and staff members identify what they need at a particular time, teaching staff how to provide immediate support to those in stressful situations.

WSD uses a 3-tiered system of support for Social Emotional Learning.

Tier 1: Primarily provided by classroom teachers

Daily check-ins and mini-lessons/activities focused on Social Emotional Learning (Stress relief, conflict resolution, communication skills, expressing feelings, time management, mindfulness and other SEL topics)

MindUp SEL Curriculum, Zones of Regulation or Restorative Circles lessons taught in class

Live and pre-recorded mindfulness sessions via Zoom or Google Meet (from the school counselor or school psychologist)

Psychological First Aid strategies

Opportunities for students to share their stories to help them process as they transition back to the new school year/between learning models (hybrid or virtual) via Zoom, online writing, etc.

Other resources Pre-Referral Intervention Manual (PRIM), Behavior Intervention Manual (BIM), PBIS World, etc.

Tier 2: May be provided by: Teachers, Administrators, Autism Specialists, School Counselors, School Psychologists, School Nurses

Group counseling, offered to kids having a difficult time engaging in the hybrid or virtual model who have not responded to the classroom teacher's tier 1 supports

Synchronous digital SEL lessons focusing on emotional self-regulation

Live and recorded mindfulness sessions via Zoom or Google Meet

Parent Training and parenting classes

Zoom/Google Meet skill based-counseling groups with parent consent.

School counselors and school psychologists provide teacher support and training as requested by teachers (psychological first aid, restorative circles, etc.)

Individual counseling or other individual services provided through telehealth or in person

IEP Counseling Services provided through teletherapy or in person

Mindfulness sessions and emotional regulation lessons and restorative circles

Referrals to Westminster Family Resource Center for outside support and resources

Tier 3: May be provided by Counselors, Administrators, Student Support Intervention Specialist, WOCCSE Program Specialist Support ERMHS Provider

Crisis Counseling provided through telehealth or in person

Counseling provided through telehealth or in person with Student Support Intervention Specialist

Educationally Related Mental Health Services (ERMHS) provided through telehealth

Referrals to Westminster Family Resource Center for outside support and resources

In addition, as part of all 3 tiers, WSD's Student Support Intervention Specialist provides social and emotional support to students, diagnostic prescriptive and consultative services; works with site and district personnel to develop and enhance support programs for students; provides individual and group counseling, support groups, parent support, education programs, articulates with outside community agencies; and brings resources to expand programs and services.

All staff are also provided support through our Employee Assistance Program, which provides access to a variety of services including counseling, stress management, and referrals to other services.

The direct and indirect impacts of the global COVID-19 pandemic are expected to have a lasting effect on students and staff. WSD will reinforce and enhance curriculum and supports focused on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments, whether in-person or through virtual learning. Instructional staff will participate in a series of professional learning modules on social-emotional learning and mental health supports within reopening. A new wellness screener and improvements to mental health resources and partnerships within schools and the county will offer another critical layer of support for students, families, and staff.

### Student Wellness Screener

- I have a friend at school
- I feel safe at school
- Today, I feel excited
- Today, I feel relaxed or calm
- Today, I feel sad or depressed
- Today, I feel frustrated or annoyed

### Specific student and family strategies will include:

- Morning meetings or check-ins, intervention blocks, and office hours or advisory periods used to provide instruction in social-emotional learning and relationship building.
- Counseling staff providing mental health support and resources, including group or individual counseling and consultation for students and families, as needed.
- A student support intervention specialist, counselors, and school psychologists support students and caregivers with additional interventions and resources.

### Specific staff strategies will include:

- Regular “pulse surveys” by school site or district leadership to check-in with staff to how they’re doing
- Providing information about employee assistance programs
- Monitoring wellness metrics (absenteeism, health habits and sentiment data)

## 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.]

Outreach begins with reaffirming the importance of attendance and engagement in school. We not only want students to be attending school or “logged in,” we want them engaged, interacting, thinking and connecting.

WSD has created a tiered intervention and response system for academic engagement and attendance for in-person and distance learning models. Families and students are contacted and supported in their home language.

Student attendance is taken daily in Aeries. Students who do not satisfy minimum daily participation requirements will be marked absent.

Teachers will record absences in Aeries and will document participation and non-participation in weekly engagement log.



## Tiered Reengagement Strategies for Students

### TIER 1 PREVENTION

Students attending school regularly--Positive relationships, engaging school climate, clear and consistent communication between school and family.

### TIER 2 SUPPORT

Students attend/engage 60% of time in learning activities--Phone calls home, training with technology, providing hotspots (as needed), referral to student attendance and engagement team.

### TIER 3 INTERVENTIONS

Students attend/engage less than 60% of time in learning activities--Family Engagement Specialist works with family to provide support and community resources, action plan created, begin check-in/check-out with mentor, provide in-person instruction in the ASES program.

### TIER 4 INTENSIVE INTERVENTIONS

Unable to reach student/family (no contact or engagement)--Home wellness check, referral to outside agencies, School Attendance Review Team (SART).

Site-level student attendance and engagement teams conduct weekly data reviews and engage in a case management process to address identified issues. Teachers will track student participation in daily synchronous and asynchronous assignments and submit weekly reports to attendance and engagement teams.

## 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.]

WSD Nutrition Services will continue implementation the operational procedures put in place in spring and summer when meal services shifted to drive-through pick-up service. The department has a plan to provide meals in all instructional models.

### 100% Distance Learning

During times when 100% Distance Learning is required by the State of California or CA Department of Public Health, Nutrition Services will provide a breakfast and lunch daily for curb-side pick-up

Due to special waivers approved by the USDA , parents may pick up meals on their child's behalf during the 2020-2021 school year  
No payments will be exchanged in the drive-through line. Nutrition Services will be using a pre-pay and cashless system in the 2020-2021 school year.

Nutrition Services will go "cashless" and a notice will go out to parents (and posted on our website) to notify parents

Individually boxed lunches and individually bagged breakfasts will be distributed at all school sites (with the exception of Land School which is open for business)

Meals will be distributed between 11:30 a.m. – 12:45 p.m to align with the scheduled lunch break for both Elementary and MS distance learners.

#### Distance Learning/Hybrid

To serve students while distance learning on days when they are learning off-campus during the hybrid option, Nutrition Services will provide a breakfast and lunch pick-up service

Parents may pick up meals on their child's behalf during the 2020-2021 school year.

Individual boxed lunches and individually bagged breakfasts will be distributed to students who are not attending school each day at the following designated sites: Johnson M.S., Warner M.S., Stacey M.S., Willmore Elementary, and Meairs Elementary

Meals will be distributed between 11:30 a.m. – 12:45 p.m to align with the scheduled lunch break for both Elementary and MS distance learners.

#### Hybrid & Full Time School/In-School Dining

Nutrition Services will provide a hot breakfast and hot lunch. All items will be pre-packaged and served in an individual covered container.

Lunch will be served between 11:00 a.m. and 1:00 p.m.

Breakfast will be served from approximately 7:30-8:00 a.m. while students are arriving and conducting check-in procedures

Principals will set up a staggered lunch/recess schedule for students

Students will line up in a socially distanced manner standing on stickers spaced 6' apart and progress through the cafeteria line to receive their meal.

Students will be given a choice of milk and condiments and these will be provided to students by Nutrition Services staff

Students will not touch or handle any shared utensils or food items

Self-serve salad bars and reach in milk coolers will be removed

Cashiers will have plexiglass barriers installed and wear a face mask & gloves at all times

Cashiers will ask for students to state their name or ID number to identify themselves and students will not use a communal PIN pad

Students will eat their lunch at outside tables, in the MPR or in another location designed by the principal (all benches labeled for socially distanced seating)

Tables and benches will be disinfected between uses by custodians

Nutrition Services staff will disinfect serving counters and surfaces prior to service, between each classroom service, and at the end of the day

All Nutrition Service serving staff will wear face masks and gloves at all times

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Teachers and staff were compensated to attend summer meetings to provide input to ensure our plan was developed with a wide range of stakeholder input and perspectives.	81,000	No
Pupil Engagement and Outreach	District Parent and Family Engagement Specialist is available to provide resources for schools and families to meet the needs of specific populations such as homeless and low-income families.	99,500	Yes
Mental Health and Social and Emotional Well-Being	School counselors are employed at all sites to provide tier 1, 2, and 3 support for staff and students in whole class, small group, and individual settings.	900,000	Yes
Distance Learning Program (Distance Learning Professional Development)	Professional development was offered to all staff to prepare for the start of the 20-21 school year.	850,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.96%	17,162,562

## 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.]

WSD is the home to some of the most vulnerable students in Orange County. When prioritizing our planning efforts, we placed the needs of our English learners, foster youth, and low-income students at the forefront, and all actions are designed with those student groups in mind. Using the lessons learned from last spring, we brought together stakeholders made up of parents and education experts to look at ways to increase and improve services for our high risk learners in the 2020-21 school year and beyond. The actions in our plan cater to the needs of our high risk learners while also benefiting our entire student population and their families. Many of those actions are components of our instructional program as part of our Local Control Accountability Plan, and others have been newly implemented in a distance learning context.

Those plans include:

### 1:1 Devices for Students

This action has been implemented districtwide but is primarily intended for low-income students who may not have access to devices at home.

### Primary Support Teachers

This action specifically targets at-risk students in primary grades. Prior to school closure, these teachers provided interventions for grade K, 1, and 2. To mitigate learning loss from spring, grade 3 will also receive targeted intervention services in the 20-21 school year.

### Teacher Professional Development

Teacher professional development is provided to all teachers, but several topics are intended to support teachers' abilities to meet the needs of at-risk students, including English Learners, students who have experienced trauma such as foster youth, and students with unique needs.

### School Counselors

Access to school counselors is provided to all students, but in a tiered intervention model. Their services are specific to students who do not respond to tier 1 strategies for behavior and social emotional learning. Data show these services are provided more often to low-income students, foster youth, and students with disabilities.

### Parent and Family Engagement Specialist

This person is primarily responsible for outreach to McKinney-Vento (homeless) students, foster youth and training school community liaisons. The school community liaisons provide family outreach in Spanish and Vietnamese.

### Action Plans for Student Success

A review of diagnostic data from locally administered assessments for foster youth, English learners, and low-income students who are not meeting standards in English Language Arts and/or Mathematics reveals gaps in learning. In order to address these gaps, teachers write specific plans to address their learning needs.

### English Learner Supports

A review of diagnostic data from locally administered assessments for English learners reveals these students display gaps in language development and comprehension. In order to address these gaps, teachers write specific plans to address their learning needs.

### Chronic Absenteeism Intervention

In order to address chronic absenteeism, our district developed an attendance and engagement team that meets with families to address barriers to school attendance and provide resources to support and improve attendance and engagement.

### Health & Mental Health Support

English learners, foster youth and low-income students and their families are also prioritized for health and mental health services. Ongoing outreach and valuable community resource referrals are made so students and families can access services in a timely manner.

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

In the midst of every crisis, lies great opportunity. The COVID-19 pandemic presented WSD with an opportunity to reevaluate and reassess services for foster youth, English learners, and low-income students. Through this reflective process, WSD:

- Increased access to devices & internet connectivity
- Increased professional development
- Increased access to Intervention Teachers
- Increased instructional time
- Increased in-person instructional support
- Improved English learner newcomer support

### Increased Access to Devices & Internet Connectivity

Though WSD was a 1:1 Chromebook Initiative district prior to March 2020, only middle school students were allowed to take them home. Fortunately, district surplus provided every student TK through 8th grade with a Chromebook last spring, but many of the devices were old.

Furthermore, a large number of our most vulnerable students couldn't participate in distance learning because they couldn't access the internet. To prevent this from happening again, new devices and hotspots were purchased prior to the start of the new school year, and checked out to families who struggled to participate in last spring's remote learning program. District's Instructional Technology Assistants also connected the devices to the new hotspots before distributing them to our at-risk families.

The issuance of student Chromebooks and hotspots prior to the start of school also breaks down cultural and socioeconomic barriers and provides greater equity for all WSD students. Furthermore, it provides students with unique challenges with opportunities for connections that promote confidence in creating, collaborating, communicating, and critically thinking.

#### Increased Professional Development

Considering that the success of foster youth, English learners, and low-income students hinges on students' access to highly trained professionals, a comprehensive professional development plan improves services by providing ongoing training for teachers throughout the school year. An additional PD day was added to the beginning of the school year for teachers to be prepared to effectively teach from virtual platforms, but also to reach the students in our vulnerable populations. During the school year, Mondays are designated for professional development to ensure teachers continue to refine their skills for instructing students from all backgrounds in both virtual and in-person settings.

#### Increased access to Intervention Teachers

Typically paid for by school sites, part time intervention teachers were hired at the discretion of principals. In the 2020-21 school year, full-time intervention teachers will be provided to all school sites, in an effort to mitigate learning loss for foster youth, English learners, low-income students and other at-risk learners. Using student assessment data, specific goals will be used to develop learning plans tailored to individual student needs. Instructional interventions will be intentional and designed to address particular challenges and will be progress monitored.

#### Increased Instructional Time for Struggling Students

A review of diagnostic data from locally administered assessments for our foster youth, English learners, and low-income students who are not meeting standards in English Language Arts and/or Mathematics reveals these students display gaps in understanding. In order to address these gaps, an Intervention Teacher will schedule increased instructional time for struggling students. During this time students will be homogeneously grouped according to specific instructional needs so that teachers can provide targeted practice.

#### Extended School Program Intervention

Students who do not meet academic standards will be invited to attend the district's Extended School Program to participate in a small group, in-person instructional day with enhanced health and safety measures. Adult learning mentors will connect with students to provide daily encouragement and assist them with successful participation in the district's distance learning or in-person instructional programs.

## Virtual Newcomer Support

Students who are recent arrivals to the U.S. will receive universal supports and Rosetta Stone Foundations to build essential skills in English and develop a solid foundation in everyday conversational skills through structured immersion. Additionally, a student's primary language will be leveraged through paraeducator support and peer collaborations with advanced ELLs and EOs. Extended learning opportunities including after school programs that target newcomers and counseling will be provided to students who have experienced trauma.