



## Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

COVID-19 has impacted the students, families, and staff of the Woodland Joint Unified School District in a very significant way. When schools were closed on March 13, 2020, district staff had to rethink and reimagine how school would be provided to students. From providing chromebooks to all students, to serving meals in a grab-n-go format, to offering professional development to staff in using technology as the primary mode of instruction, all aspects of school had to change.

Throughout the period of closures and continuing, the district has sought out the feedback of the community to gather feedback and make adjustments. Based on the experiences of teachers, students, and parents during emergency distance learning in Spring 2020, the district made significant changes to the summer school program, which included more daily live interaction time between students and teachers, and more opportunities for small group instruction and targeted interventions.

As we move into the beginning of the school year, the district is offering a phased in approach to school, with Phase 1 starting with full remote learning. The program has been designed with the following criteria:

- \* ensure the safety of all students and staff
- \* maximize student engagement and student academic growth
- \* provide support for social-emotional needs
- \* provide support for staff and families
- \* assure operational and financial viability

## Stakeholder Engagement

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

Throughout school closures and into the summer of 2020, the district has solicited stakeholder feedback through surveys and through public comment at board meetings in which updates on school closures were provided by district staff.

Surveys were administered after the first week of distance learning, during the last week of distance learning, and in the month of July. Surveys were distributed in both English and Spanish, and were emailed to families, students, and teachers, as well as links to the surveys posted on social media and as news items on the district webpage. For each of the surveys there was an overwhelming number of responses. As listed below, the number of stakeholder responses is as follows:

Week 1 of Distance Learning survey (released April 27, 2020)

- \*2075 student responses
- \*553 parent/family responses

\*248 teacher responses

End of Distance Learning survey (released May 29, 2020)

\*2487 student responses

\*1328 parent/family responses

\*324 teachers/staff responses

Reopening Schools survey (released June 29, 2020)

\*7132 parent/family responses

Survey data was aggregated for each using Nvivo software and results were presented to the WJUSD Board of Trustees.

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

Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were held remotely with agendas, minutes, and packets posted digitally in accordance with Woodland Joint Unified School District's board policy.

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

The feedback that we received centered on these key areas:

1. Health and safety: all stakeholders are concerned about health and safety of each other. Stakeholders expressed a desire for the district to acknowledge and address health and safety concerns, to establish clear protocols and communicate them to all stakeholders, and to provide training on safety protocols, for students, staff, and parents.
2. Learning loss and academic progress: all stakeholders are concerned about the learning loss experienced by students during the emergency distance learning in Spring 2020. In response to the guidelines provided by the State of California and the California Department of Education, there was very little new academic content provided in the spring. Teachers and students were focused at that time on maintaining connections between teachers/peers, and on reviewing content already taught. In addition, there were students who experienced difficulty accessing the internet and using the instructional platform. On the End of Distance Learning survey, teachers expressed concerns about the quality of education that students received, due to the lack of rigor and lack of differentiation for different student ability levels.
3. Student engagement: Many students were initially very engaged in the live interaction time with their teacher(s) and teachers reported high levels of engagement on the survey distributed after Week 1 of Distance Learning. However, as emergency distance learning progressed, many students became disengaged. Families reported difficulties with accessing the instructional platform and conflicts with family commitments for students who are responsible for taking care of younger siblings, for example. Parents and teachers also expressed concerns about the ability of students with exceptional needs to engage with the instructional program.

4. Monitoring and feedback: Students, teachers, and parents expressed concerns about the lack of grading and feedback that was provided during emergency distance learning. Students and parents want to get information about academic progress and teachers want to be able to provide feedback to students.

5. Common platform: Stakeholders expressed concerns about the use of multiple learning and communication platforms during emergency distance learning. Parents, especially, wanted to have a common platform for all grade levels, which would promote ease of use as they are supporting their children with instruction in the home environment.

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

Based on the feedback from stakeholders, the district has made the following modifications to our instructional program:

1. Training is being provided to all stakeholders on health and safety guidelines and practices.
2. Learning loss is being addressed through assessments and progress will be monitored by site teams. Instructional schedules include built-in time for academic check-ins and support.
3. Training is being provided to teachers and staff on best practices for student engagement within a remote teaching environment. Systems are being developed for tracking student attendance and engagement, and staff will employ tiered reengagement strategies for students who are not participating. Staff will provide supports as necessary depending on student need.
4. The instructional program will include grading and assessment practices, and teachers will provide feedback to students.
5. A learning management system has been implemented as a common platform for teachers, students, and parents to use.

# 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.]

The district has adopted a phased in approach for the 2020-21 school year, in acknowledgement of the pandemic's impact on the local community. The school year will begin with Phase 1, which consists of a fully online, virtual instruction model. In Phase 1, all learning happens remotely. Based on the emerging public health situation, the district will, in consultation with Yolo County Office of Education and the Yolo County Public Health Officer, make the decision to implement in person learning by continuing through the phases. The phased-in approach is outlined in the Reopening Plan linked here:

[https://www.wjUSD.org/documents/Return%20to%20School%20Resource%20Center/Phased%20School%20Reopening%20Plan\\_Eng\\_REVISED\\_8.10.20.pdf](https://www.wjUSD.org/documents/Return%20to%20School%20Resource%20Center/Phased%20School%20Reopening%20Plan_Eng_REVISED_8.10.20.pdf)

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## Distance Learning Program

### Continuity of Instruction

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

The district has adopted a phased-in approach, which allows the district to respond to a fluid public health situation. The school year will begin in Phase 1, which is full remote learning. There are a number of changes the district is making in order ensure that students are able to access instructional resources. District staff have examined the curriculum tools and resources that are available for instruction and have determined that a learning management system is important to maintaining continuity of instruction. Additionally, curriculum in social science and science are needed at the elementary level in order to support online learning in those core content areas. All professional development provided to teachers and staff will focus on supporting remote teaching, and professional development opportunities are planned throughout

the year. As the district is able to move through the phases towards in person learning opportunities, the instructional methods and professional development will focus on supporting teachers and students.

## **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.]

District staff are ensuring all students have access to devices and internet connectivity. In the spring of 2020, devices were distributed to all students K-12, and additional hotspots were acquired in order to supply students who needed them. For the start of the 2020-21 school year, schools are organizing chromebook check outs for new students in all grades, and for preschool students. 2750 wireless hotspots have been purchased and provided to families, and the district continues to take applications for families who request internet devices and will increase the number of hotspots as needed. At the time of writing, there are 1478 hotspots checked out to families. Additional devices will be purchased as needed. As an additional support, the district provides wireless internet access outside at each school site, with information about how to access published on the district webpage.

The district has created two hotlines in English and Spanish for parents to call who need support with devices and/or connectivity, as well as a support form that is accessible on the district webpage for families to use when needing technology assistance. As the 2020-21 school year begins, school site staff will be monitoring student participation to determine who needs additional assistance, and staff will reach out and make connections with any families who are having difficulty accessing instruction.

## **Pupil Participation and Progress**

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

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using teleconferencing software. The district has established and published schedules for K-12 instruction, which include daily live interaction, as well as asynchronous time for students to complete work independently. As a result of feedback received during distance learning in Spring 2020, the district has increased the number of minutes expected for instruction and has provided guidelines for teachers as to the expectations for whole and small group instruction. Teachers will ensure that the time students spend on asynchronous work will match the instructional minutes are achieved each day. Staff will complete a student engagement log to verify this engagement and instructional minutes as well as to identify students who are at risk for learning loss.

## 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.]

All teachers and identified classified staff in certain roles are being provided with five days of professional development designed to support the distance learning program. Seven modules have been created, on the following topics: Canvas and Technology Tools, Equity and Access, Parent and Family Support, Engagement and Assessment, Structures and Schedules, Social-Emotional Learning, and Health and Safety. These professional development topics will serve as a framework for all professional development opportunities throughout the year. These professional development modules will be available and accessible throughout the school year for all staff to participate.

## Staff Roles and Responsibilities

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

The most significant change for staff will be in working conditions. There are no other significant changes to the roles and responsibilities of the majority of staff as a result of distance learning. In some programs, such as Leaps and Bounds, paraprofessionals have been re-assigned to programs that require additional support, including translating for service support providers who need to communicate with parents and families who speak a language other than English.

## 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.]

WJUSD's Learning Continuity and Attendance Plan was developed to ensure that teachers have the resources they need to provide effective distance learning for all students including English learners, students with disabilities, homeless, and foster youth. Teachers have access to classrooms with phase 1 safety protocols in place, so they can access their materials, supplies, and equipment. Supports for all students will be provided in a virtual manner during Phase 1. For students with unique needs, the following additional supports will be provided:

English Learners: Curriculum has been purchased to support the language needs of English learners. Professional development has been developed and will continue to be offered throughout the year for teachers in practices designed to support the acceleration of academic progress for English learners, including professional development specific to the needs of English learners in remote learning. Professional development will be provided that is English learner specific and tailored to address the needs of English learners such as English Learner Shadowing. Site English Learner Specialists will provide additional case management to ensure access to remote learning and provide support as needed including and not limited to check ins, additional small group instruction/support/intervention for students and families. They will also provide additional support for teachers in terms of co-planning, and coaching. Additional staff support includes English learner paraprofessionals who support newcomer English learners at the middle school level. At elementary, classroom teachers will be providing small group designated ELD instruction as well as integrated ELD to address learning loss and support language development. At the secondary level, designated ELD classes have smaller class size to support student learning and accelerate language development.

Services and supports for English Learners are outlined in the English Learner Master Plan, which is accessible on the district webpage here: <https://www.wjUSD.org/Programs/English-Learner-Services/Title-III--EL-Master-Plans/index.html>

Students with exceptional needs:

\*Migrant students will receive one on one contact from migrant teacher on special assignment, and the parent liaison to check in on internet access, log in ability, and course access. Staff will monitor academic progress through the learning management system, and will offer targeted intervention through individual or small group support sessions.

\*504 program students will be supported by their general education teacher(s). Consultation in the delivery of accommodations that are needed to support each student's access to instruction through remote learning will be provided to parents, as needed, by teachers and school counselors. Students who receive 504 related services will receive services in accordance with their individualized learning plan, developed in collaboration with the parent/guardian of the child. The learning plan outlines the agreed upon supports, accommodations, and modifications that will be provided to each child to allow for continued access to instruction and instructional materials provided through remote learning. If there is evidence of a decline in student's skills and/or a lack of progress, a 504 team meeting will be scheduled to review/revise the 504 plan and determine what additional supports, accommodations and modifications are necessary.

\*Special Education students will receive additional support including at home activities, learning kits and paper/pencil access to curriculum and lessons (ie visual schedules, token boards etc.). Additional small group times with teachers, paraprofessionals and related service providers will be scheduled as needed. Teachers and staff will engage in additional consultation with families in regards to the instructional program (i.e., implementation of strategies and supports). Therapy tools and manipulatives will be distributed for in home use, and hands-on activities will be provided. Teachers and staff will adapt instruction and delivery based on individual students' needs (ie., small group, whole group, etc.). The Phase 1 Remote Learning Special Education Plan has detailed information about Phase 1 instruction for all students in Special Education programs, and can be accessed on the district website here: <https://www.wjUSD.org/documents/WJUSD%20Phase%201%20Remote%20Learning%20Special%20Education%20Plan%20-2-.pdf>

\*Foster students receive additional support from the foster/homeless program manager, who provides support between school partners such as teachers, counselors, registrars, administration and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollment for foster youth. WJUSD continues to reach out to each of the foster youth to determine what resources they need for distance learning, and to prepare the youth to return to school when it is deemed safe to do so. The program manager works with various stakeholders to connect the foster youth to the needed resources to support their needs. Stakeholders consist of Child Protective Services (CPS), Court Appointed Special Advocate (CASA worker), Child Family Team Meetings (CFT), Federal Foster Students and Probation. In addition there is a close collaboration with Yolo County Office of Education (YCOE) who provide additional support and partners with various Local Education Agencies (LEA) to ensure our Yolo County foster youth students have access to their distance learning and school-based support services.

\*Homeless students are provided with the supports they need to successfully engage in remote learning. Staff conducts need assessments with all families experiencing homelessness within the enrollment process, or at any time during the school year when this information is disclosed. Once a child/family has been identified as homeless a referral is done to the foster/homeless program manager to connect families

to school and community-based supports. Based on the referral, these families are specifically connected with resources that will support remote learning. The foster/homeless program manager also collaborates with community organizations (shelter, social workers, community liaisons in surrounding areas, YCOE, Social Services, Migrant Education, Salvation Army, YMCA, etc.) who assist the students by reaching out to families to provide information and resources.

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

Description	Total Funds	Contributing
Establish a calendar for district wide professional development for all teachers and certificated staff; 5 days in August 2020 and additional professional development provided during Wednesday collaboration time ongoing throughout the year	\$1,650,000	Yes
Purchase devices and connectivity for families to access instruction	\$2,000,000	Yes
Purchase instructional tools and resources to support online instruction, including a learning management system, social emotional learning curriculum, elementary social science and science curriculum, online reading program, and staff technology needs.	\$1,827,294	No
Provide funding to support families needing assistance with City of Woodland daycare program.	\$40,000	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.]

The district will measure learning loss using curriculum-embedded and other assessments for English language arts, English language development, and mathematics, that will help teachers design a learning path for each student. For elementary English language arts and elementary mathematics, students will take a diagnostic assessment (iReady) twice this year, which will identify learning gaps and areas of strength for each student. Teachers will use an online instruction curriculum (iReady) to provide supplemental instruction during asynchronous learning time. This online instruction is targeted to student learning gaps, and will also provide support for grade level content through an interactive software platform.

Secondary English language arts teachers will assess their students in the first month of school using a Readiness Screener from the core language arts curriculum (StudySync). They will also use a Benchmark assessment from StudySync at the beginning of the second semester to monitor student learning and academic progress. Secondary mathematics teachers will use the Mathematics Diagnostic Testing Project readiness assessments by course to identify learning gaps and plan for instruction.

Training will be provided for ELA and Math teachers in the administration and use of the diagnostic/screening assessments.

Progress will be monitored by individual classroom teachers and by school site teacher teams, who will identify targeted intervention strategies that will address the areas of learning loss. Instructional schedules include "coordinated student support" time, which is dedicated time for teachers and support staff to support students with their areas of need, and to communicate with families about student progress.

## 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 majority of the district's students are either English learners, low income, foster and homeless youth, and students with exceptional needs, and so supports are provided across programs to address student needs. Some examples of targeted supports are provided below.

### English Learners

All English learners will receive integrated and designated English Language Development. Individual student needs will be supported additionally through student learning plans. English Learner Specialists will provide case management and provide and/or coordinate targeted interventions based on student need. Goals are set for each student through the EL monitoring process. A new software system, Ellevation, is being purchased that will use multiple datapoints to create Student Learning Plans with English learner strategies.

### Low Income Students

The district continues to assess and provide targeted support to low income students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students.

**Foster and Homeless Youth**

Foster and homeless youth are supported through case management by the Foster/Homeless program manager. Families are connected with agencies and referred to community resources as needs are identified.

**Students with Exceptional Needs**

As identified in the Individualized Education Plan (IEP), students are supported to meet their goals through instructional methods, materials and resources, and technological tools. IEPs will be developed, reviewed, and monitored by case managers. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process.

For students who are low income, foster youth, homeless youth, migrant students, and in need of academic support, the After School Enrichment and Safety (ASES) program will provide support in online cohorts of 5 students assigned to an ASES tutor. The tutor will provide small group instruction based on student needs as identified by teachers and homework support. ASES programs will also provide enrichment such as virtual field trips.

**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 these strategies will be measured three ways:

1. Progress on goals set during English learner monitoring
2. Student engagement logs demonstrating active student engagement during distance learning as measured by the student learning log and assessed by school and district teams on a regular basis.
3. Monitoring of daily attendance through Aeries and tracked by administration and attendance support staff.

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

Description	Total Funds	Contributing
Learning loss funds distributed to school sites for student supplies and materials distribution	\$563,010	No
Special education assessment materials, curriculum, and supplies for in person related services	\$481,000	No

Description	Total Funds	Contributing
Professional development to address learning loss for teachers and staff	\$40,000	Yes
English Learner Specialists to provide targeted support and monitoring for English learners	\$1,400,000	Yes
Foster/Homeless Program Manager	\$89,000	Yes
Purchase online software for English learner monitoring	\$115,000	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.]

The district will monitor and support the mental health and social and emotional well-being of students and staff several ways, through the development of a counseling referral process, through an aligned system of counseling supports, and by engaging in a grant with the Yolo County Health and Human Services Agency. The district has developed a referral process for access to counseling supports, which allows students, staff, and families to refer or self-refer for services.

In the summer of 2020, the district successfully partnered with the Yolo County Health and Human Services Agency on a Mental Health Student Services Act grant. This grant will provide counseling services for students, as well as training for teachers, staff, and administrators, in order to build adult capacity to support student mental health needs.

Students who receive mental health services designated in their IEP will continue to receive services from the school psychologists virtually. They will monitor student progress and well-being and will take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis.

Professional development will be launched in August 2020, with a module for teachers and staff called "Building Relationships and Community" and a module called "Staff Mental Health and Wellness". A team of counselors and staff built these two modules and will continue to create training modules that will be offered to teachers and staff throughout the school year. The next two modules to be released are "What is Social and Emotional Learning?" and "Trauma Awareness and Practices". These trainings will support teachers and staff in knowing how to recognize signs of trauma and emotional distress, and provide them with resources that will help them support students.

For parents, training sessions will be offered that include social and emotional learning and trauma awareness including the impacts of COVID-19. In addition to trainings that will be offered, the district has made information for parents more easily accessible by providing a guide to mental health resources and social and emotional learning, which is available on the district webpage.

## 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.]

WJUSD has maintained a steady form of open communication with our families and community in support of all WJUSD students. WJUSD Community and Family Engagement staff set up a support line where families can call directly to discuss resource referrals or supports needed for student learning. CAFE and school site staff assist families with technical supports for remote learning, through a tech help support line, offered in both English and Spanish. To support families with the technology tools that teachers and students are using, the Educational Services department has created a support website for families to view tutorial videos and access help documents for the technology tools that teachers are using, including Canvas, Zoom, Aeries, and Seesaw. That website is accessible at this link: <https://www.wjUSD.org/Families/Family--Community-Supports-for-Remote-Learning/index.html>

All teachers will take attendance daily (elementary) and by period (secondary) using the Aeries student information system. Attendance codes have been revised to support the tracking of daily participation and work completion. Students are considered to have attended distance learning when one or more of the following statements are true:

- \* student shows up to virtual class
- \* student submits work for that day
- \* student has had contact with the teacher
- \* teacher has had contact with the parent/guardian

When students are absent, a tiered intervention system is implemented. These interventions include phone calls, parent contacts, home visits, wellness checks, and collaborating with community-based agencies. Below is a sample of the tiered interventions that have been established.

#### Tier 1 -

##### Attendance Tracking and Home-School Communication

- \* Ensure accurate and consistent attendance practices
- \* Consistent and timely attendance coding
- \* Automated phone calls for absent students

##### Establish Clear School wide Expectations

- \* Online class schedule and attendance expectations

##### Procedures for Re-engagement

- \* Teacher attempts to make contact with student and/or parent/guardian when student is absent for 2 days, via phone call, email, or district approved communication platform. Teachers are encouraged to intervene each time a student is absent.

##### Documentation

- \* Communication attempts are documented in Aeries

#### Tier 2 -

##### Data Analysis and Follow Up

- \* Attendance clerks and attendance liaisons pull data on absent students regularly and identify students who have not been reached by teachers; work with school site administrators to provide support for families of absent students
- \* Schedule School Attendance Review Team meeting to determine challenges impacting student attendance and provide family supports and referrals to community agencies as needed

#### Tier 3 -

##### Intensive Intervention

- \* Schedule Home Visit
- \* Schedule School Attendance Review Board meeting

School schedules for distance learning include dedicated time for teachers to conduct student outreach and support.

# 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.]

The district 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, by adapting a flexible serving time and schedule that is supportive to the needs of the students and parents. This may be in the form of staggered lunch schedules for in-person learning, distance learner meal pick-up at some or all school sites, and/or a combination of these models for a hybrid/ blended learning model.

To minimize contact, meals must be taken off-campus for consumption and no meals can be consumed on-site. Staff serving meals as well as parents/guardians or students picking up meals must wear a face covering at all times and maintain physical distance (maintain six feet of separation) 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
Pupil Engagement and Outreach	Hire 12 FTE Community and Family Engagement Liaisons	\$340,000	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
16.92%	\$13,427,704

## Required Descriptions

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

The following actions are provided on an LEA-wide basis but are specifically designed, and principally directed and effective, to meet the needs of our unduplicated student populations:

\*District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. In considering the needs of our targeted students, the district has identified professional development for teachers and classified staff as a key improvement effort. The professional development is offered remotely and will continue to be accessible through the learning management system for teachers and staff to revisit as needed. The training topics have been developed with student needs at the forefront and will serve as a foundation for professional development throughout the year.

Topics include:

- parent and family support with a focus on building relationships and supporting families with technology resources
- engagement and assessment with a focus on engaging instructional strategies
- equity and access with a focus on English learners and students in Special Education
- social and emotional learning with a focus on building relationships and community
- technology tools

Additional professional development and training will be provided that will support teachers in diagnosing and addressing learning loss and in accelerating academic progress for all students, with an emphasis on the needs of our targeted groups. By participating in the professional development, teachers will be better equipped to support all students, but especially English learners, foster youth, and low income students.

\*Devices and connectivity are provided to all students. All students PreK through 12th grade receive a chromebook, and families can request internet access through a district-provided wireless hotspot. Ensuring that all students have access to devices and connectivity is essential for learning within the remote teaching environment. Data has shown that the majority of families in the district use a smartphone to access the internet, and that few families have a home computer. Student chromebooks and district-provided wireless hotspots are a key component in our efforts to close the digital divide, and to ensure that all students have access to online teaching and learning.

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

In addition to the services provided to all students listed above, the district also provides additional supports which increase the services provided to our unduplicated students.

\*English Learner Specialists staffed at each school site who provide targeted support and monitoring for English Learners. English Learner Specialists serve as case managers for all English learner students, ensuring they are placed in the correct courses, receiving appropriately leveled English Language Development instruction, and monitoring the academic progress of both English learners and redesignated fluent English proficient students. EL Specialists engage in planning conversations with classroom teachers to ensure that teachers are providing instruction which addresses the diverse needs of English learners, and provide coaching for teachers, which is a proven and effective professional development strategy. Additionally, English Learner Specialists engage with families through site-based English Learner Advisory Committee meetings, which serve as two-way communication between school sites and English learner families.

\*Foster/Homeless Program Manager who coordinates services that are provided for foster youth and students experiencing homelessness. The program manager provides support between school partners such as teachers, counselors, registrars, administration and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollment for foster youth. The program manager works with various stakeholders to connect the foster youth to the needed resources to support their needs. Stakeholders consist of Child Protective Services (CPS), Court Appointed Special Advocate (CASA worker), Child Family Team Meetings (CFT), Federal Foster Students and Probation. In addition the program manager works in close collaboration with Yolo County Office of Education (YCOE), who provide additional support and partners with various Local Education Agencies (LEA) to ensure our Yolo County foster youth students have access to their distance learning and school-based support services.

Using the above strategies and taking into consideration these expenditures, we both qualitatively and quantitatively meet the increased or improved percentage of 16.92%.