



**WASHINGTON
UNIFIED
SCHOOL
DISTRICT**
WEST SACRAMENTO

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 COVID-19 pandemic has had a significant impact on the students, families, staff and community of Washington Unified School District. Following the recommendations of the county health officials, Governor Gavin Newsom and State Superintendent of Public Instruction, Washington Unified School District closed school campus at the end of the day on March 13, 2020. In continuing to follow the recommendations WUSD remained closed for the remainder of the 2019-2020 school year. From March 13th to even today, WUSD implements a cycle of assessment, adjustments and modifications to their connection to students, their colleagues and their delivery of instruction.

The immediate transition to official “distance learning” in April 2020 was complicated and impacted the entire West Sacramento community – students, parents, local businesses, WUSD employees for their work and the care of their own families, and the operations of the City and WUSD. Some parents in the one month of the virus had lost their jobs, and many families were faced with working from home with the care of their children in their home-work environment. Our students were emotionally impacted by the overnight closure of their constant and for some, their safe haven, called school. The relationship of students to their teachers in the unknown and fears of COVID-19 impacted the social and emotional well-being of every student and staff member in WUSD.

March – June 2020:

Washington Unified School District (WUSD) began offering distance learning opportunities for all students, at the start of school closure on March 16, 2020. Depending on the grade level or course of study, students began digital distance learning or were provided a packet of grade level work to complete at home.

On April 14, 2020, WUSD transitioned to Distance Learning for the remainder of the 2019-20 school year for TK-12th grades. Opening Distance Learning had multiple impacts to WUSD. The expectations of our families was to continue school as usual at home. Some families burdened pressures of returning to work with no care for their students because schools were closed. At the same time, our WUSD staff were challenged with the very same concerns of caring for their own family needs and how to teach full time to their class of students while trying to understand the impact of COVID-19 in our local community. Most importantly, the gap of equitable access became exponentially evident as COVID-19 and school closure revealed the amount of students without internet access and without devices. We learned more about the conditions of our students’ lives at home. The basic need for food for our families became a deeper moral commitment to our students and community. With all that said, the “distance learning” was not going to be fair or equitable to all our students; therefore, lessons and activities provided during this time of school closure was either supplemental or enrichment activities, not all lessons were tied directly to a standard, as our own staff needed to address their needs at home with their own families and the impact of COVID-19. Changes and modifications to how we implemented teaching and learning included:

- 1) Use of Google Classrooms and other digital resources.
- 2) Instructional technology professional development and resources to help with this transition.

- 3) Assistance to families and students with training in how to access lessons.
- 4) Continuous outreach to students during the first week, as well as ongoing, of distance learning with emails and phone calls.

Preparing for the Return to School:

Governor Gavin Newsom originally set forth guidelines for public and private school reopenings which requires all schools in counties on the state's watchlist to remain in remote learning model until the county meets the identified criteria for 14 consecutive days. On August 28, 2020, Governor Newsom announced a new four-tier reopening guidelines for businesses and schools based on case rates and test positivity rates. This system replaces the State's County Monitoring list. These guidelines are reviewed and serve as a resources in guiding WUSD in the plan to reopen with in-person instruction. Currently, Yolo County remains in Tier I (purple) which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to this new tiered system, schools may begin to re-open for in-person instruction after the County has been moved into the next tier (red) for 14 days. WUSD will continue to work closely with Yolo County Public Health Department and YCOE to learn more about the metrics and to make decisions about a phased return to campus when conditions are safe.

Yolo County remains in tier I, and Washington Unified School District began the 2020-2021 academic school year with Virtual Learning. The preparation for returning staff and students to start the 2020-2021 school year was transparent at every Board of Education meeting where hundreds of parents and staff would attend and provide comments to guide the operations of the District's work. All the updates and input from these hundreds of comments and input are memorialized on YouTube for the video recordings of the Board's regularly scheduled meetings. Teams of staff, administration and parents worked in various committees and teams to prepare for the opening of a new school year. The efforts of those teams of work groups are described later in this document.

The WUSD virtual learning model is daily scheduled interaction and teaching from the classroom teacher through technology while students receive instruction. This is not the "distance learning" that students participated in the 2019-2020 school year. Teachers and Administration worked prior to students' first day of school for training in technology and learning platforms for use during instruction. The virtual learning model is modified instructional planning to bring standards aligned instruction and learning experiences to students through both synchronous and asynchronous settings. Teachers have designated time each day of the week to collaborate and work through the impacts to virtual learning.

Outreach:

WUSD implemented, and will continue throughout this school year, intentional efforts of outreach to students and families to ensure all students enrolled are connected to the school, to their teacher, and to resources for learning. Beyond providing devices to students for learning at home, the outreach to students has included daily phone calls, follow up during meal pick-ups throughout the summer, and home visits from a team of staff that includes Youth Outreach Specialists, Home School Liaisons, Social Workers, Counselors, and Administration. Site support staff is in communication with administration and teachers who notify them of students with attendance, academic, and social

emotional concerns, who in turn reach out to contact families to determine needs. Attendance data in aeries is monitored and used by the site team. Attendance reports are completed weekly and shared with administration. This data is used to then reach out to support staff to develop strategies for students. This could include the need for a site attendance meeting.

As based on data collection and request to sites from families, over 5000 Chromebooks were distributed to students as well as 350 hotspots at the beginning of the school year. Students of identified subgroups (foster youth, homeless and English Learners) were prioritized for distributions of hotspots.

Impact to the Community:

As of September 2020, there are 146 students identified as homeless youth and 58 identified as foster youth. WUSD families are sent the McKinney Vento form each year through registration packets, parent handbook, or district website to identify whether families are in transition, homeless, or youth who are unaccompanied to assist in providing additional services throughout the school year. The WUSD outreach team continue to make contact with families to determine the specific needs of these students as each case is unique.

WUSD has also seen an increase in the number of students who qualify for free and reduced lunch. In September 2020 the percentage is 70.31 compared to 68% during the 2019-20220 school year. This is believed to be in part due to the increase in direct certification of families.

The decision for full Virtual Learning is not final for the entire school year. WUSD will work diligently with state and local agencies to ensure guidelines are followed focused on health and safety for return to campus and addressing the learning gaps of our students because of the virtual setting and lack of physical connection to the school staff. WUSD's plan for return has been a phase-in model to ensure small steps of success in this unprecedented time.

- Phase I: 100% Virtual Learning Model
- Phase II: Learning Centers and Child Care Providers for Families
- Phase III: In-Person Assessments for IEPs
- Phase IV: Small Cohort of In-Person Instruction as described in the Governor's and Public Health's Guidelines
- Phase V: Hybrid/Blended Learning Model
- Phase VI: Traditional School

Though the ideal goal for everyone is to have students return full-time to the classroom, a safe return to school is not as simple as one size does not fit all options. Additionally, county and regional COVID-19 infection rates make a major impact in our ability to reopen schools. As of August 4, 2020, Yolo County continues to be on the state's watch list, which is currently in the purple phase, due to the number of positive cases of COVID-19.

WUSD developed a Return to School Resource page to support staff, students and families during this time. This page includes the Return to School Guide Book, Optional Remote Learning Resources, and Planning Process and Resources.

Update Yolo County COVID-19 information can be found at <https://www.yolocounty.org/health-human-services/adults/communicable-disease-investigation-and-control/novel-coronavirus-2019/dashboard-and-documents>

Stakeholder Engagement

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

Throughout the COVID-19 pandemic, Washington Unified School District sought input from various stakeholders to inform and guide the plans to reopen schools. Due to the changing guidelines and recommendations from the state and county officials, the plan was fluid and altered based on the most current health and safety information. The plan to reopen schools has changed and was modified in the lens of best practices and information gained toward providing a rigorous educational program to our students.

June – August 2020:

Over the summer WUSD worked with stakeholders, including county and state officials, staff, families and the community to plan for options to return to school.

District Stakeholder Input Included:

- District Parent Advisory Committee (PAC)
- English Language Parent Advisory Committee (EL PAC)
- Weekly site administration meetings
- School site parent meetings
- Parent University
- West Sacramento Teachers' Association (WSTA) meetings through the JET Task Force, labor relations meetings, and negotiations for an MOU during this time of COVID-19
- California School Employees Association (CSEA) meetings through labor relations meetings and negotiations for an MOU during this time of COVID-19
- Regularly Scheduled and Special WUSD Board meetings and that includes public comment
- School Reopening Committee

A School Reopening Committee was formed consisting of members of the PAC, interested parents, site and district staff and administrators. The committee broke into subcommittees and reported back to the group their findings and recommendations. The committees consisted of:

- -Operations:
 - 36 participants: 14 certificated staff, 7 classified staff, 10 administrators, 5 parents
 - Communication, Transportation, Food Services, Technology, Personnel, Cleaning, Childcare, Equity
- -Social-Emotional Student Support:
 - 43 participants: 24 certificated support staff (nurses, counselors, social workers, teachers, psychologists, therapists), 8 classified staff, 6 administrators, 5 parents
 - General Support, Medical, Mental Health, Homeless/Foster Youth, Equity, Attendance
- -Academic Blended Learning:
 - 47 participants: 21 certificated staff, 2 classified staff, 12 administrators, 12 parents
 - Instructional Considerations, Support for IEP, EL and 504 Students, Scheduling, Grading, Attendance, Professional Learning, Campus Considerations, Equity
- -Virtual and Independent Learning:
 - 38 participants: 23 certificated staff, 1 classified staff, 6 administrators, 8 parents
 - Instructional Considerations, Support for IEP, EL and 504 Students, Grading, Attendance, Professional Learning, Equity

District Stakeholder Surveys were implemented across the organization. These surveys included:

- Staff – 1,306 total responses
- Survey, distance-learning, Spring 2020
- WUSD Classified Survey
- Teacher Survey 2.0
- Families & Community – 9,208 total responses
- Planning for the 2020-21 School Year
- Parent Survey 2.0
- Parent Survey 3.0
- Preschool
- Childcare needs
- Summer EL flip grid reflections
- Students – 856 total responses
- RCHS Distance-Learning Student Survey
- Summer EL flip grid reflections

Additional information has been shared with our stakeholders for consideration through emails, notifications, and social media posts. A list of the opportunities for collaboration, communication and meetings that have transpired involving district staff, teachers, students, families and partners can be found under The Planning Process and Resources section of the district website Return to School Resource Center.

COVID-19 Resources for staff and the community is available at: <https://www.wusd.k12.ca.us/Departments/Office-of-the-Superintendent/Communication--Community-Outreach/COVID-19-Resources-Center/index.html>

[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 Washington Unified School District board policy. All school-site based meetings exempt from the Brown Act were held in a virtual format.

The Washington Unified School District School Board Meetings, district and school site parent informational meetings, Parent Advisory Committee (PAC) meeting and ELPAC (English Learner Parent Advisory Committee) meeting have been held virtually allowing for remote participation. A phone in option is available for these meetings.

Translation services have been provided to families for district and site virtual informational meetings, the PAC and the EL PAC.

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

Washington Unified School District (WUSD) and West Sacramento Teachers Association (WSTA) Joint Emergency Task (JET) Force:

WUSD/WSTA distance learning committee, the Joint Emergency Task Force, was formed to support distance learning. This task force was developed as a collaborative partnership between classroom teachers, support staff, site administration, and district leadership to support how the distance learning program will be implemented in our district

JET included stakeholders from across the district including; District and Site administration, teachers from across grade levels (TK-2, 3-5, 6-18), WSTA representative, Special Education staff and support staff. JET was negotiated with WSTA and did include support staff, including a school nurse, a speech and Language Pathologist and counselor. . The committee met weekly between April 28th until June 23rd.

Parent Advisory Committee:

On Friday, June 5, 2020 WUSD conducted a virtual meeting inviting the Parent Advisory Committee (PAC). This committee was expanded to include additional interested parents and site and district staff. The district sought input from this established committee regarding high-quality distance learning opportunities for students. The feedback from this committee was shared with stakeholders.

In order to cover the wide ranging concerns and details needed to reopen schools WUSD created multiple working groups to make sure schools could reopen successfully in the Fall of 2020. At the convening of these groups Washington Unified was working toward opening school in a blended hybrid approach, which later changed to 100% virtual based on health and safety guidelines.

To better streamline input and cover needs more comprehensively the working group was separated into 4 categories listed below:

1. Academics (Blended Learning)
2. Academics (Virtual Learning)
3. Operations
4. Social/Emotional Student Support

Each category was associated with specific details that needed to have defined protocols which may not have existed before or were modified for this unprecedented time. To make sure we had focus and attention to each detail we dedicated people to each category including district admin, site admin, certificated staff, classified staff, and parents. The information and input gathered has served as a catalyst to help our district prepare for the operations needed for school reopening. In all categories the members of the working groups tackled operational questions related to the following:

- Safety and Well Being
- Academic Considerations Due to Missed Instructional Time
- Considerations For Students With IEPs, 504s, and English Language Learners
- High Quality Instruction
- Scheduling
- Grading
- Attendance and Participation Tracking
- Staff Training
- Campus Considerations (Food Services, Transportation, Custodial)
- Childcare
- Equity

Translation was provided to families in attendance at the PAC and ELPAC meetings. School sites continue to hold parent forums to seek additional input from parents regarding their experience with distance learning as well as input for school resuming in the fall.

Common themes from these meetings included:

- Access to technology
- Social emotional support for students
- Daily quality instruction by classroom teachers
- Support for families with virtual teaching and district platforms
- Safety for staff and students
- Concern for equity

The surveys focused on gathering feedback regarding: internet capability, access to technology, positives and areas of growth for distance learning, participation in distance learning, safe working conditions, specific needs of students and families, level of comfort in returning to school and distance learning model preference. The results of these surveys guided the plan in reopening school and assisted in identifying academic and social emotional needs of students. The staff surveys were used to guide the plan for providing professional learning opportunities to staff.

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

Washington Unified School District utilized the input provided by stakeholders to develop the plan for reopening of schools. The survey feedback from all stakeholders, district and site meetings and information from bargaining units provided information that influenced the plan.

Technology needs for students and staff were identified.

- Over 5,000 chromebooks were distributed to students in April 2020 to start distance learning.
- During the time of closure and the assessment of how many students needed technology support, an order for 4,600 chromebooks were ordered to refresh the oldest devices distributed to students for home use. With all school districts across the state needing additional devices, orders for chromebooks are backed up longer than usual. The District expects the distribution of the new order of devices to be early November as additional preparations are needed on each device to be used at home.

Specific input helped to identify a need for additional hotspots for students.

- Initially, 100 hotspots were purchased to support access at home. An additional 250 were purchased for the start of school in August 2020.

Stakeholder input through the Return to School work groups were used to develop the instructional learning schedule.

- Academic Blended Learning
- -47 participants: 21 certificated staff, 2 classified staff, 12 administrators, 12 parents
- -Instructional Considerations, Support for IEP, EL and 504 Students, Scheduling, Grading, Attendance, Professional Learning, Campus Considerations, Equity
- Virtual and Independent Learning
- -38 participants: 23 certificated staff, 1 classified staff, 6 administrators, 8 parents

- -Instructional Considerations, Support for IEP, EL and 504 Students, Grading, Attendance, Professional Learning, Equity

Safety considerations for staff and students were examined

- Hours and thoughtful discussions were held for the safety considerations of both certificated and classified staff as well as students. These discussions were held in labor relations meetings as well as negotiations as represented in the MOU agreed upon for the 2020-2021 school year.

Child care options were provided.

- Approximately 25% of parents and staff members expressed need for child care through surveys and public comments in Board of Education meetings in order to return back to work as essential workers.
- The District provided pay-for-fee child care options for families starting in June through services from YMCA and Champions organizations. Summer programs continued throughout the summer until school began in August. All child care providers on WUSD campuses followed the County Public Health guidelines for safety precautions that included but were not limited to: social distancing, limited number of students to adults per health guidelines, use of hand sanitizer and hand washing practices, disinfection and sanitizing of all surfaces and rooms at the end of each day's use through WUSD trained staff.
- The District created Learning Centers that opened the first day of school in August. Learning Centers are available at every campus for students in the following need: 1) No internet services, 2) Homelessness, 3) Foster Youth, 4) Children of WUSD employees, 5) Students of need on case by case basis. The Learning Centers follow the same guidelines and practices as the pay-for-fee service providers, only Learning Centers are supervised by WUSD staff.

The need for professional development and training in supporting staff, students and families with technology and remote instruction was identified that guided the following implementation:

- Over 220 certificated staff participated in optional planning time and refresher professional learning sessions on August 4 - August 6
- Five (5) days prior to school starting for all staff professional development including grade level and department collaboration.
- An EdTech "Becoming" Summit was created in which over 500 certificated and classified staff attended. Over 30 sessions were created to build a strong foundation for virtual and blended teaching.
- Professional Learning presented by WUSD certificated and classified staff, site administrators, instructional coaches, district leadership, and several of our instructional partners.
- Through the virtual learning schedule, certificated staff have had daily dedicated planning and collaboration time to implement the new tools and trainings for virtual learning.
- Through the negotiated MOU between WUSD and WSTA, 20 Instructional Technology Leader (ITL) positions were created to better support all staff in every grade level or content area throughout the District. The following work was implemented by the newly appointed ITLs:
 - Instructional Technology Resources for teachers, parents & students
 - Facilitation of Professional Learning
 - Month of May: 22 ITL sessions to support teachers during Distance Learning.
 - August 4 - 6: Optional Trainings (8 ITLs + 9 Teachers & Support Staff)
 - August 12: Parent University (3 ITLs + 2 Teachers)

- August 14: Trainings (9 ITLs + WUSD Support Staff and Administration): 8 program presenters: Dreambox, Lexia, ICLE, Amplify Science, iStation, EdTech, SCOE, ReadWrite

Washington Unified School District has utilized several surveys over the past five months to gather valuable input from teachers, classified staff, parents, and students. The surveys focused on student and staff safety, instructional learning models, and professional learning needs for staff members. With over 1,000 combined responses from staff surveys, the following themes regarding professional learning became apparent:

- Over 91% of staff members agreed that they have been able to collaborate well with their colleagues during distance learning.
- Over 65% of staff members asked for additional support through a Learning Management System to better implement a Virtual Learning Model
- The instructional technology tools that were most requested for additional professional learning were Learning Management Systems (Canvas and Google Classroom), Virtual Meeting Platforms (Zoom and Google Meets), Screen Recording Programs (Screencastify and WeVideo), and Collaborative Instructional Programs (PearDeck and SeeSaw)
- The virtual instructional strategies that were most requested for additional professional learning were Differentiation Strategies (supporting students with IEPs and 504s and ELD strategies), Organization Strategies (assessments, lesson planning, student assignments, and grading), and Social Emotional Supports (engagement and connecting with students and communication with families)

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.]

To the greatest extent possible, it is the intention of Washington Unified School District to provide in-person instruction whenever it is both safe and practicable to do so.

On July 17th, Governor Newsom ordered that schools in counties on California’s monitoring list may not physically open for in-person instruction in the fall. Since Washington Unified School District resides within the boundaries of Yolo County, which is on California’s monitoring list, in the purple tier, the district will be operating in a Distance Learning environment until we have the ability and it is deemed safe to reopen schools physically for in-person instruction.

On August 28, 2020, Governor Newsom announced a new four-tier reopening guidelines for businesses and schools based on case rates and test positivity rates. This system replaces the State's County Monitoring list. These guidelines are reviewed and serve as a resources in guiding WUSD in the plan to reopen with in-person instruction.

Currently, Yolo County remains in Tier I (purple) which is the most restrictive of the tiers. Counties are required to stay in their tier for a minimum of 21 days. According to this new tiered system, schools may begin to re-open for in-person instruction after the County has been moved into the next tier (red) for 14 days. WUSD will continue to work closely with Yolo County Public Health Department and YCOE to learn more about the metrics and to make decisions about a phased return to campus when conditions are safe.

The decision for full Virtual Learning is not final for the entire school year. WUSD will work diligently with state and local agencies to ensure guidelines are followed focused on health and safety for return to campus and addressing the learning gaps of our students because of the virtual setting and lack of physical connection to the school staff. When permissible by public health officials WUSD plans to establish cohorts of students that will return to school. We will work collaboratively with both our certificated and classified associations in regards to the impacts of in person instruction. Continued work by sub groups will investigate best practices in regards to in person instructional offerings. These subgroups will include stakeholders including certificated teaching and support staff, classified, parents, students, and site and district administration.

Yolo County continues to struggle in meeting the components to move into the next tier of flexibility for opening of certain businesses, operations and organizations that include school districts. With the guidelines from the Governor, Yolo County Public Health and the Yolo County Office of Education, school districts have the ability to provide in-person assessments and prepare for small cohort of students for in-person instruction under the safety and health guidelines for bringing students back to campus.

Guidelines also provide opportunity for school districts to apply for waivers to open school to grades K-6 following the safety and health guidelines of the County Public Health and approval in the application by unions and parents. To date, four (4) schools (private and parochial) in Yolo County have been approved to open school for in-person instruction for grades K-6 at their respective sites.

Phase 4 of small groups of students for in-person instruction is in the planning and discussion stage. To be clear, the language provided by Public Health and the Governor under WUSD's phase 4 prioritizes moderate to severe needs of disabilities, English learners, homeless and foster youth, and any other students of risk and need on a case by case basis.

Phase 5 of allowing students to return to campus would be through a hybrid model with a partial amount of students attending school in person and the remaining portion working in a virtual environment. An additional all virtual component will be offered to families who choose not to return to school in person.

The WUSD Board of Education has not discussed the application of a waiver to open in-person instruction in grades TK-5. Yolo County Public Health and the Yolo County Office of Education are working with school districts to prepare for opening in-person instruction for small cohorts of students beginning with the moderate to severe students identified with disabilities. Guidelines will be forthcoming from Public Health and the County Office of Education in order for school districts to provide in-person services to students identified with the most severe needs.

The District's phase-in model for reopening for in-person instruction is as follows:

- Phase I: 100% Virtual Learning Model
- Phase II: Learning Centers and Child Care Providers for Families
- Phase III: In-Person Assessments for IEPs
- Phase IV: Small Cohort of In-Person Instruction as described in the Governor's and Public Health's Guidelines
- Phase V: Hybrid/Blended Learning Model
- Phase VI: Traditional School

Phases I & II are being implemented. As for Phase III, WUSD is preparing to implement the in-person administration of assessments for students on IEPs as the District will be able to provide the necessary PPE resources for the student and staff member to engage in the individualized assessment.

Phase IV is in current planning with Yolo County Public Health, County Office of Education, WUSD administration and will be expanding to the parent work groups and collaboration with both WSTA and CSEA. The focus of the discussions will remain on the health and safety of all in addition to those who have potentially experienced the most significant learning loss (special education students, students with 504s, EL students and students taking lab science or CTE courses) or who have expressed the greatest need for supplemental school services.

Phase V of allowing students to return to campus would be through a hybrid model with a partial amount of students attending school in person and the remaining portion working in a virtual environment. An additional all virtual component will be offered to families who choose not to return to school in person.

After four (4) weeks of school, staff and administration are able to strategically create intervention plans to address the specific needs of their students that include the learning gaps created from the closing of schools upon the outbreak of COVID-19 in April and May 2020 in addition to any other academic needs that are identified from these initial weeks of connecting to students and families and starting the academic instruction and learning. Each school has unique needs so the District encourages each site's ability and flexibility to create their own

intervention plans for both academic and well-being of students. In addition, supplemental programs to support student academic needs in this virtual setting are supported by the District across all schools:

- Lexia
- Edgenuity
- Dreambox
- I-station
- FEV Tutoring

The purchase and acquisition of Personal Protective Equipment (PPE) has been a top priority since March 2020 when schools closed. WUSD has provided all sanitizing and safety equipment, plexiglass barriers, facial masks, thermometers and had sanitizer with dispensers ensure a safe working environment. 1,000 student carousel tri-folds stand ready to disperse when the District begins in-person assessments and small cohort in-person instruction. Continuous purchase and acquisition of PPE is ongoing to ensure the District is ready to open for classroom instruction.

Health screenings have been implemented at every school campus and district department, including the Learning Centers and day care providers. Every staff member entering campus is screened through a list of questions regarding COVID-19 symptoms in addition to temperature screening upon entry. Learning Centers and day care providers implement the same procedures with the students. The MOTF staff created traffic flow for every campus with marked taping of direction, flow, room capacity of staff rooms and offices, plastic barriers in all offices of reception, time logs of restroom cleanings.

In order to prepare for in person learning WUSD has established the following safety procedures:

- Enforcing social distancing protocols including on-campus traffic flow and signage.
- Verbally screen clients for known or suspected COVID-19 in self or close contacts
- Verbally screen clients for fever, cough or respiratory systems in self or close contacts
- Use of a no touch thermometer to take the student's temperature
- Wear a facial mask; students and staff will be required to wear a mask
- Practice and require proper hand hygiene and alcohol-based hand sanitizer or soap-and-water
- Disinfect exposed and potentially contacted surfaces and materials in between students
- Restricted cohort mixing

In our preparation for Small Cohorts of In-Person Instruction WUSD has followed the Yolo County Guidance for Small Cohorts Groups of Children and Youth, which defines a cohort as:

- A stable group of no more than 14 students and no more than 2 supervising adults in a supervised environment.

- The group stays together for all activities including meals and recreation.
- The group remains the same cohort whether part or full time.
- The priority students for creating small cohorts of students for In-Person Instruction will be as follows but not limited to:
- Students with disabilities and services
- Students in transition or homeless
- Students identified as English learners
- Students needing specialized services (counseling)

In order to comply with the physical distancing requirements and other health & safety protocols. We are researching the use of a Hybrid/Blended Learning Model for students which would divide a class into 2 cohorts on a rotating in person learning and virtual learning schedule assigned to one teacher. Our first cohort target group would initially begin with our 216 special day class students, which through teacher and administration observations and assessments have demonstrated the greatest need to return to in person instruction. At a future time these small cohorts would possibly extend to other prioritized groups such as our 176 English Learners who are still at the emerging level based on the current data of ELPAC testing and our homeless/foster youth population which through staff observation and assessments have also shown greater support needs. Needs assessments for all our prioritized groups are still being conducted ongoingly by district staff in order to determine supports and interventions.

To support special day class students in small cohorts special education staff will provide push in services that include but are not limited to the following:

Teachers and Providers (SLP, OT, PT, APE):

- Standards-Based Curriculum accessible via Virtual Learning and Telehealth.
- Synchronous and asynchronous lessons and activities to students based on their IEP's.
- Data collection and ongoing progress monitoring is collected to best identify need and drive instruction.

Para-Educators:

- Weekly collaboration time with teachers.
- Attend zoom/ google meetings to help facilitate virtual meetings (mute and unmute/ share screen/ monitor the chat)
- Daily communication with teacher via virtual meetings and email.
- Document interactions/ communications (including attempts) with students/ families under guidance from teachers.
- 1:1 paras continue to support assigned students
- Attend Professional Development/ Training.

The current steps being followed by WUSD to prepare for Small Cohorts of In-Person Instruction are as follows:

- Form Task Force for Small Cohorts of In-Person Instruction
- Collaboration and Planning with Labor Relations
- Draft plans for number of cohorts for each school site
- Draft possible schedules for meeting needs of students in these small cohorts
- Provide drafted plans to Yolo County Public Health Officer
- Provide drafted plans to Board of Education

The work of the WUSD School Reopening Committee will be reviewed and revised as more information is available. The Committee will reconvene to examine best practices and guidelines aligned with the Yolo County Public Health Department. WUSD will work closely with YCOE and the School Task Force recommendations which can be found here

https://www.ycoe.org/pf4/cms2/news_themed_display?id=1593081210695.

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

Description	Total Funds	Contributing
PPE including sanitizing and safety equipment, plexiglass barriers, masks, thermometers and had sanitizer with dispensers will be provided to help ensure a safe working environment.	500,000	No
Acquisition of additional sanitation supplies.	250,000	No

Distance Learning Program

Continuity of Instruction

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

The decision for full Virtual Learning is not final for the entire school year. It is only the beginning to start school and slowly phase back into a traditional learning environment. However, this phase-in approach is subject to the ever-changing conditions of COVID-19.

Much was learned when schools were closed last March and our preparations have been entirely focused on ensuring that Virtual Learning be an improved experience from that which students encountered last Spring.

In adherence to the California Department of Education (CDE) guidelines for state-wide instruction under the current COVID-19 conditions, WUSD requires instructional minutes to be met. We expect daily instruction between the classroom teacher and students. Lessons will be standards-aligned and we will provide grades as in our traditional school year. Additionally, we will ensure every student has access to the internet and technology to engage in daily instruction with their teacher. All support staff are here to assist throughout this process and will provide additional support services for our students whether virtual or in-person for specialized services of need.

The virtual learning basics include:

- Standards-Based daily instruction
- Whole group and small group instruction
- Recorded and live learning
- Personalized contact and daily interactions
- Intervention support
- Goal setting and Progress monitoring meetings
- Parent meetings and technology support
- Consistent daily schedule
- PE embedded in the instructional program
- VAPA, enrichment and electives available
- Ongoing feedback, progress reporting, assessments and grades
- Google classroom and Zoom to support communication

There is a heavier emphasis on 21st Century skills:

- Research assignments
- Creating digital content
- Presenting material
- Inquiry based
- Problem solving/critical thinking
- Multiple standards embedded

WUSD established a Joint Emergency Task (JET) Force consisting of teachers, instructional technology leads (ITLs), instructional coaches and administrators representing a variety of departments and grade levels district wide. JET met a minimum of weekly to discuss and plan for distance learning for students. JET also provided a forum for teachers to share best practices and determine future needs.

WUSD established learning centers beginning on the first day of instruction to support students. The Learning Center concept for Washington Unified School District (WUSD) was developed to fill the needs of possible students, who for whatever reason, may have difficulty connecting with the internet or experience other connectivity issues.

Students we anticipate having these difficulties have been prioritized as our homeless or foster youth students, but could also involve other students. Because connectivity will be of critical importance during virtual learning it will be essential for our schools to provide digital access to instruction or materials as soon as possible to those students who need it as long as safety guidelines can be followed.

In addition, students of WUSD employees could be designated access if space is available.

Basic Learning Center Operations Structure:

- Supervised Space with WIFI = 12 students per room
- Verbally screen clients for known or suspected COVID-19 in self or close contacts
- Verbally screen clients for fever, cough or respiratory systems in self or close contacts
- Use of a no touch thermometer to take the student's temperature
- Wear a facial mask; students and staff will be required to wear a mask
- Practice and require proper hand hygiene and alcohol-based hand sanitizer or soap-and-water
- Mixing between cohorts of students is restricted
- Disinfect exposed and potentially contacted surfaces and materials in between students
- Learning Center Hours are only operational during regular School Hours
- Enrollment priorities are as follows:
 - Students who are identified as Homeless, Foster Youth
 - Students without internet access
 - WUSD Students of WUSD Employees

The district Return to School Resource Center <https://www.wusd.k12.ca.us/Departments/Educational-Services/Return-to-School-Resource-Center/index.html> provides additional information regarding the return to school.

Washington Unified School District reviewed the Stronger Together: A Guidebook for the Safe Reopening of Californias' Public Schools as well as the CDPH COVID-19 Industry Guidance: Schools and School Based Program document as resources in planning for the continuity of instruction.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Washington Unified Technology team and school sites provided chromebooks and internet access to students in need of these resources. Schools contacted families to determine need. In order to comply with public health guidelines, schools organized drive-thru style check-out systems.

Internet Access - WUSD and school site teams have conducted assessments to better support district-wide needs for internet access. Families in need may contact their school administrator.

Tech Support - Parents and teachers can visit the WUSD Instructional Technology website to find additional support and resources for district supported platforms: <https://bit.ly/wusdsupport>

Over 5,000 chromebooks have been distributed to students for the first day of school in August 2020. 350 hotspots have been distributed to families. Staff technology support needs, including equipment or resources, continues to be purchased to support the virtual learning model in preparation for transition to hybrid learning.

It was negotiated for certificated and classified staff members to have the option to work from home or from location.

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.]

Teachers will take student attendance during the daily live synchronous instruction in Zoom or Google Meet sessions. Elementary teachers will take daily attendance for their class by 9:00 a.m. Secondary teachers will take attendance every day for each period within the first 10 minutes of class.

The attendance window will be open for 24 hours to provide teachers the opportunity to adjust a mark of "Absent" to "Distance Learning Asynchronous (DLA)" the following day if the student was able to show participation.

If a student is unable to connect to the Zoom or Google Meet class, the teacher may consider other options as participation in virtual learning.

Teachers are encouraged to contact students, parents or guardians for students who are absent from virtual learning for up to three consecutive days as well as students who miss the majority of the instructional days in a school week. If the student continues to be absent from daily participation in virtual learning, the teacher will notify site outreach and administration. Site administration will work with Student Services and develop a plan to reengage the student in virtual learning.

For the 2020-21 school year, the total minimum required minutes include in-person, distance-learning, or blended learning models. Distance learning can be delivered through synchronous and/or asynchronous instruction per EC 43503.

- TK/K 180 minutes
- 1-3 230 minutes
- 4-5 240 minutes
- 6-8 240 minutes
- 9-12 240 minutes

WUSD developed an instructional schedule for all students and teachers during virtual learning. Each day consists of the minimum instructional minutes per EC Section 45301 that will be a combination of both synchronous and asynchronous instruction.

- TK and Kindergarten students have instructional time from 8:30-11:30, with intervention, enrichment, and assessment time from 1:30-2:30.
- Elementary students have instructional time from 8:30-10:45, 12:45-2:00, with student support and enrichment time from 2:00-2:30.
- Middle school students attend six 40 minute periods, which include daily ELA, math, science, and history classes, as well as PE, support and enrichment classes, and elective classes on an A/B schedule.
- High school students attend four 55 minute periods, as well as a 20 minute targeted intervention class daily.

Chronic Absenteeism

Red Flags for chronic absenteeism are: Students who are absent from school for three days or more or 60 percent of the time or more. Students who are absent from virtual learning for more than three school days or 60 percent of the instructional days in a school week.

WUSD has implemented a three tier approach to chronic absenteeism.

- The first tier of the re-engagement plan involves how the district will welcome students and parents and engage them to promote a culture of attendance. This includes raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program (extrinsic motivational programs for positive attendance).
- The second tier of the plan ensures that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school (Outreach, MTSS, etc.). Outreach Specialists are working with school administration to reach out to families struggling with chronic absenteeism. Outreach Specialists and administration are attempting to make contact with parents/guardians through phone calls, virtual meetings and home visits/wellness visits. If concerns are identified as antecedents to chronic absenteeism (Ex: experiencing trauma, isolation, and a lack of access to the necessary supports to participate and fully engage in school on a daily basis while at home), students/parents may be referred to Social Worker, School Psychologist, ERMHS, and/or Victor Community Support Services for additional support. In addition, teachers, administration,

outreach, etc. are working together (MTSS meetings) to identify students who would benefit from working on campus in the Learning Center.

- Examples of strategies to support student include: Verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection line with health and social services as necessary (Listed above) and, when feasible, line transitioning the pupil to full-time in-person instruction (Learning Center).
- The third tier serves students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

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.]

Virtual Professional Development (PD) sessions were offered in Zoom, WeVideo, Pear Deck and Google Apps. PD was differentiated to meet the needs of staff and offered at beginning, intermediate and advanced levels. Training and PD were posted on the district website so teachers could access these resources on an as needed basis. A WUSD Professional Learning Feedback Survey was sent to staff to gather feedback on the professional learning as a whole. The information will be used to continue to develop professional learning based on the needs of staff.

Teachers have daily planning time. A district wide schedule has been developed with WSTA. This schedule includes teacher planning time, grade level/department PLT time, district PLT time and site PLT time.

Professional Learning offered:

- 12 Hours optional Professional Learning and Planning Time (August 4-6).
- 16 Hours mandatory Professional Learning (August 11-14).
- 100 hours of trainings and slideshows available to teachers.
- 28 Hours teacher planning time (August 11-18).
- 10 hours of video tutorials and over 20 slideshows with technology trainings on our Teacher Resource website.
- Over the course of the school year, approximately 100 Hours of grade level, department, site, and district professional learning time and collaboration.

Professional Learning will be provided to all staff throughout the school year on a consistent basis. The areas of training and learning will include instructional technology tools, social-emotional supports, instruction and assessments and the areas of leadership and strategic planning for administration. The Educational Services department will utilize surveys and needs assessment data to plan future professional learning opportunities.

The New Educator Training days were modified to meet the immediate needs of our virtual learning environment. WUSD created and implemented a Substitute Training Day for over 40 substitutes in the District to learn the technology tools and platforms implemented throughout the District. Student Interns from partnering university programs have access to their assigned master teacher's google classroom and other WUSD resources to support their experiences in WUSD.

One priority when developing the virtual learning schedules for teachers was to increase teacher collaboration time within their grade level and department PLC. In partnership with WSTA, a schedule was designed that followed our current Professional Learning Time model to provide more opportunities for teacher collaboration. There is a 55 minute PLT and Planning time that follows the teacher lunch period every day. All parties agreed that the change to virtual learning would require more planning for teachers, and Mondays and Fridays are reserved for teacher planning during the 55 minute PLT and Planning Time. Thursdays will be for site meetings, including no more than two staff meetings per month. Wednesdays will follow the current Instructional Calendar, with a combination of Grade Level/Department PLT, Site PLT, and District PLT throughout the school year focusing on standards based instruction, common assessments, and analyzing student data. Tuesdays will closely mirror the Wednesday PLT schedule, with teachers having the opportunity to collaborate with the site based or district wide grade level/department.

Staff Roles and Responsibilities

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

Almost all Washington Unified School District staff have been impacted in their roles and responsibilities as a result of COVID-19. The change in roles and responsibilities has been driven by the need to meet the needs of the staff, students and families during school closure and the return to school. In preparing for remote distance learning, staff have assumed new roles in terms of learning technology, monitoring students' academic progress and social emotional well being, developing or learning new curriculum, training on new technology and developing new safety protocols.

The negotiating teams with WUSD and West Sacramento Teachers' Association (WSTA) continue to work closely together to examine and agree upon the roles and responsibilities impacted by COVID-19. Per the Memorandum of Understanding (MOU) between Washington Unified School District and West Sacramento Teachers Association dated, August 5, 2020 the District and Association agreed to the following:

“On June 30, 2020, California Governor Newsom signed Senate Bill 98 (“SB 98”) – the omnibus education trailer bill. Therein the Governor and legislature include new Education Code sections addressing potential modifications to the delivery of instruction for 2020-2021. SB 98 allows distance learning in two circumstances: on a local educational agency or schoolwide level as a result of an order or guidance from a state public health officer or a local public health officer; and for pupils who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19. (Education Code § 43503.) SB 98 also provides, “A local educational agency shall offer in-person instruction to the greatest extent possible.” (Education Code § 43504.) Pursuant to SB 98, District intends to begin the 2020-2021 school year utilizing a virtual learning model.

The 2020-2021 school year will begin in the virtual learning model and continue in this model through at least the first quarter. After this date, the parties may shift to an on-site in-person hybrid or traditional model if/when the County and State determine it is safe to do so. The parties agree to return to the bargaining table and negotiate the effects of a blended model of instruction no later than September 8, 2020.

As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools to minimize the health risks associated with COVID-19 infection for all students, staff, and their families while also providing equitable access to education for students.”

The same process was followed with WUSD and California School Employees Association (CSEA). Per the MOU dated, August 14, 2020, the topic of Return Personnel states, “The parties acknowledge the value of implementing policies that contribute to slowing the spread of COVID-19 through social distancing while maintaining essential functions. To protect students, unit members and community, and honor the health concepts of self-isolation during this epidemic the following shall occur:

All bargaining unit members are required to report to their assigned work location. During the virtual learning model, beginning August 19, 2020, designated bargaining unit members (whose classification allows them to) may work from their primary work assignment or remotely during their assigned shift through the end of the first school quarter (On or about October 23, 2020). This may include, but is not limited to: Paraeducators; Youth Outreach Specialist and Home School Liaisons. Designation for remote assignment is dependent on work load, site support needs and supervisor approval.

The bargaining unit member must request and complete the Remote/Rotational Work Agreement Form. If approved, this will include working with their site administration in creating a plan and schedule for remote work. If the supervisor fails to respond within three (3) working days, the request will go to Human Resources, and the unit member shall receive a response within two (2) working days. If the request is denied, the supervisor or HR will provide a written explanation.

The MOUs are public documents and are posted on the district website.

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.]

Washington Unified School District has 1,226 students who are identified as English Learners (EL). Of those students, 176 students are at the Emerging Level:

School	TK-2nd	3-5	6-8	9-12	Total Emerging
Bridgeway Island	3	3	1		7

Elkhorn Village	14	3	10		27
Riverbank	10	12	14		36
Stonegate	9	2	5		16
Southport	4	1	2		7
Westfield	17	2	3		22
Westmore Oaks	3	10	13		22
River City High School				34	34
Washington Middle College High School				0	0
Yolo				0	0

WUSD provided support to English Learners, foster youth and low-income students throughout distance learning beginning in the spring. To meet the needs of English Learners, virtual daily ELD lessons are being taught by classroom teachers. Language supports are provided and many teachers created videos with embedded scaffolding. Google classroom assignments are offered to be completed in the student's home language and students are often given the option to complete assignments in a product of their choosing.

To support families with the transition to distance learning and the technology, primary language support continues to be provided by home school liaisons. Liaisons supported families with Google Classroom, Zoom/Google Meets, as well as basic computer navigation skills. Translation of technology documents and home/school communication assisted in communicating with families and helping them feel connected during school closures. This critical multilingual communication also assisted families with understanding important school deadlines & virtual events, such as parent conferences and Back to School Night.

The English Learner Summer Institute brought meaningful data to the current virtual learning model as the program was modified to be presented in a virtual program with 19 days of instruction and tailored to the four EL levels of language acquisition and proficiency based on the ELPAC Assessment. Lessons were designed to be highly engaging and with high language support. The day includes engaging read alouds, daily zoom meeting with teachers, daily office hours in which students will be invited for targeted small groups, and Pre- and Post-assessments. Through our locally-developed Keystone Species Units of Study, teachers collaboratively planned lessons targeting specific ELD Standards and the areas of student need based on the Pre-Assessments. After only 19 days, 98% of EL students grew an entire proficiency level in both Oral and Written Language. In teacher, parent, and student surveys, it was reported that students felt successful in

their lessons, based on the accessibility that was built in by the teachers, in the form of word banks, color-coding, sentence frames, and teacher modeling through live instructions and videos.

Since the beginning of the 2020-2021 school year, teachers have continued to provide high-quality Integrated and Designated ELD, using a vast array of resources. Professional Learning Community grade level groups have met to analyze ELPAC data as well as local ELD Progress monitoring Assessments. Students are being provided differentiated assignments when applicable, and additional modeling and guided practice is incorporated into lessons.

Each site has access to time and resources from an Instructional Coach, who works with teachers to plan for differentiated instruction, infusing High-Leverage Literacy Strategies and academic supports into lessons. Furthermore, our Home School Liaisons continue to be an invaluable community resource, providing interpretation of parent phone calls and parent meetings, and translating written communication to families to ensure that all families, regardless of home language, have access to the technology, the content, and everything else they need to promote their child's academic success.

A large challenge in serving the needs of all students in this virtual setting is meeting the needs of students identified with special needs through an IEP. Psychologists, program specialists, therapists and staff serving our students with special needs have needed to modify past practices and procedures to accommodate and provide services in a virtual setting. Struggles with connecting and engaging directly with the student for specialized techniques and strategies is real; it is not the same through a computer as services in-person. Modifications and accommodations working closely with parents and guardians has been critical to knowing how to best serve students with specialized needs.

April-June

Para educators received training on technology to support learners. Para educators supported the teachers through virtual small groups. Para educators assisted with preparation of materials for students to learn at home. Outreach to students through phone calls to establish relationships.

At the beginning of August para educators received additional training in technology to assist students in virtual learning. Para educators also received training in engagement strategies through the Educational Services department. Para educators were provided with district technology to ensure connectivity.

Para Educators engage in the following:

- Attend weekly collaboration with special education teacher to review specific student needs per the IEPs and data gathered
- Attend virtual classroom meetings to support assigned students
- Assist student in breakout room
- Provide positive reinforcement for behavior and academics
- Redirect students during class
- Clarify directions and tasks for students
- Use of visuals: calendar boards and picture clues
- Support of general class reinforcement

- Support general education teacher during push in support of students
- Support students and teacher through the virtual chat
- Assist with small groups directed by the special education teacher or general education teacher
- Daily communication with special education teachers through meetings and e-mails
- Document interactions with families and students

As small groups of students return to school the goal is to have the para educator support a cohort of students. Depending on the specific need of the student, the para educator will receive training in ways to support the student including safety precautions for both the students and the staff. WUSD is committed to following the guidelines put forth by the Yolo County Office of Education together with the Yolo County Department of Public Health and the State of California for the safe reopening of our schools. We are fully aware of the new guidance by the Governor’s Office for Small Cohorts/Groups of Children and Youth. WUSD is currently working on interpreting and integrating this new guidance into our current virtual learning plans.

As a step towards addressing this specific challenge, WUSD will begin to provide in-person assessments for IEPs in a 1:1 setting on campus to ensure the integrity of the assessment in identifying progress and goals for this coming school year. All health and safety precautions will continue.

The next step after beginning the in-person assessments will be to bring small cohorts of students, moderate to severe needs, back to in-classroom instruction. This transition will need to be inclusive of not just staff involved in these settings, but transportation services to transport students safely to and from school. Stakeholders from the Return to School working groups will provide the guidance needed to create the operational and instructional plans needed for this next phase. Based on Yolo County’s placement on the tiers of reopening in COVID-19, we do not anticipate small cohort in-person instruction until late Fall upon approval of Public Health and County Office of Education.

After small cohorts of in-person instruction are successfully implemented, the District will make the transition to hybrid/blended learning models in a progression of larger cohorts of students to be identified. Previous discussions and comments about prioritizing larger cohorts of students have included TK and Kindergarten grades and/or specialized programs.

WUSD currently has 146 students identified as homeless youth and 58 identified as foster youth.

School	Homeless	Foster Youth
Bridgeway Island	48	4
Elkhorn Village	6	3
Riverbank	5	4

Stonegate	30	1
Southport	4	9
Westfield	26	5
Westmore Oaks	16	5
River City High School	10	23
Washington Middle College High School	0	0
Yolo	1	4
TOTAL	146	58

The outreach specialist assigned to oversee foster youth made contact with all foster youth families. They assisted with supporting social emotional needs, material needs as well as referrals to community organizations. These check ins occur weekly throughout the time distance learning was occurring. Foster Youth who did not have internet access were provided a hot spot.

Home school liaisons contacted families, those who were not logging in or completing assignments. Practice Zoom meetings were held with students, to ensure students had the necessary support. Schools continued to reach out to students and families. Some home visits were conducted following all social distancing guidelines.

WUSD has a dedicated outreach specialist who focuses on the unique needs of foster youth. Supports to foster youth include:

- Collaborating with community partners, such as Yolo County Children’s Alliance (YCCA), Workforce Innovation and Opportunity Act (WIOA), Victor Community Support Services, Turning Point, Court Appointed Special Advocate (CASA), and Ifoster.
- Ongoing communication between Child Welfare System/ Probation and schools; teachers, staff, foster parents, group homes, holder of Ed rights, attorneys, WRAP.
- Conducts monthly groups with foster youth, coordinating guest speakers, such as community colleges - guardian scholars, Transitional Age Youth (TAY)housing, WIOA, and California Conservation Corp (CCC).
- Confirms and updates foster youth placements
- Initiates the process for AB 167 documents for reduced graduation credits
- Gathers data from attendance and grade checks for foster youth
- Records tracking previous school, partial credits
- ILP class referrals
- Attend meetings: Child Family Team, IEPS SST, 504

- Attends emancipation conferences via Sacramento County
- Assist students applying for Financial Aid, job search
- WIOA referrals
- Attends monthly County CPS meetings
- Attends monthly Yolo County Office of Education ~ Foster and Homeless Education Collaboration meetings
- Ensures coding is correct in AERIES
- Prepares and adds notes in Foster Focus database
- Confirms ed rights
- Conduct home visits
- Foster Youth check-ins, advocacy for the needs of each youth.

Future supports for homeless and foster youth will be determined based on needs. The outreach team is currently investigating the needed resources for both distance learning as well as for when students return to school. Data is gathered through a form shared with the Director of Support Services regarding the contact and needs of the students and families.

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

Description	Total Funds	Contributing
Technology for Students Chromebooks have been made available for all students who need a device to access distance learning at home. In an effort to move to 1:1 in 4th-12th grade as well as to ensure the devices support the robust learning platforms additional Chromebooks were purchased. Chromebook distribution took place at all school sites.	433,000	No
Connectivity & Equity Wi-Fi hot-spots were purchased to ensure all students had access to digital learning. The hot-spots were distributed to Foster Youth, Homeless and students of unique populations.	84,000	No
Programs & Resources Technology programs and resources are need to enhance and support the core curriculum through distance learning: Zoom, Instructure(Canvas), Dreambox, Edgenuity, Pear Deck, Screencastify.	329,823	No
Foster Youth Services Dedicated Foster Youth specialist to assist with coordination of services.	90,800	Yes
Distance Learning Professional Development Certificated staff were provided with 5 days of professional learning prior to the 2020-2021 school year beginning. This included an additional 3 days beyond their contracted school year.	603,000	No

Description	Total Funds	Contributing
Programs & Resources Technology programs and resources to support English Learners: iStation and English 3D	24,944	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.]

Washington Unified School District will measure learning loss status through the regular administration of formative and summative assessments over the course of the 2020-2021 school year.

Washington Unified School District’s commitment to increase student achievement through rigorous instruction led to our partnership with International Center for Leadership in Education (ICLE) and the creation and implementation of Rigorous Curriculum Design (RCD) units of study by a team of teachers.

RCD is the structure teachers have been using to create rigorous units of study aligned with Common Core State Standards (CCSS). These units of study encompass real world situations our students can relate to and fully engage in, with strong student learning outcomes. The process of taking students through engaging scenarios and performance tasks will allow them to gain deeper understanding of the standards being taught. By creating engaging learning experiences across grade levels and subject areas, our teachers are providing opportunities for students to be self motivated and active participants in their own education.

WUSD staff is dedicated to meeting the needs of students; however, with a new virtual learning environment and as students get settled into this new return to school there is a need for continued dialogue regarding pupil learning loss. Early grades are administering running records to diagnose and assess current levels of student proficiency in areas of reading, language and literacy. Flexibility has been given to pre assessments in these first four weeks of the start of school, yet we know that pre assessments give guidance to what our students already know and may identify gaps needed to progress forward in the current grade level standards. Post assessments will be implemented in order to monitor student learning and progress within the standards taught in a particular period of time.

Each school site has been directed with creating an intervention plan to address the learning loss and supplemental resources needed to support our students in this different school year. While the District has in place a variety of District supported supplemental programs, each school site will create the next level of intervention to directly meet the specific skills and competencies our students are needing.

An example of one intervention program is the FEV Tutor program in which the District piloted during school closures for parents to sign up their students for supplemental support in Mathematics. Over 600 families signed up for the supplemental support in Math program which guided the District to continue the online support through the 2020-2021 school year to any student in grades 3-12. This online program

assesses the student's current level and provides learning support at that level to progress the student through standards to catch them up in their grade. The program could also be used to enrich and challenge students already proficient in their grade level skills.

Washington USD's commitment to our students and teachers includes providing:

- student centered curriculum design
- flexible, adaptable, diverse curriculum
- ongoing opportunities to reflect and revise to ensure rigor and relevance
- ongoing training and support for teachers
- time to collaborate
- instructional support
- opportunities to provide feedback after every unit

RCD or rigorous curriculum design is an integral component of Multi Tiered Systems of Support (MTSS). Good first instruction includes universal core practices common to all great teaching and is vital to student success. RCD provides teachers the resources they need to provide their students good first instruction using priority standards and a variety of teaching strategies along with hands-on project students can engage in. High student engagement leads to student academic success.

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.]

Learning loss and accelerated learning will be supported through differentiated instruction and academic support. The instructional schedule during the virtual learning model allows teachers to provide flexible groups and differentiated instruction during support periods in the afternoon schedule. River City High School has created a tutoring schedule for before and after the instructional schedule in every content area for all students. In addition, school sites will determine specific needs and provide research based support to students based on data gathered for the school site's intervention plan. Site staff and educational services continue to investigate authentic ways in which to assess students through formative and summative assessments to determine pupil learning loss.

WUSD offers Learning Centers at each of the campuses for students who may have issues with connectivity or need an environment more conducive for learning. The Learning centers have been modified to accommodate COVID-19 guidelines.

- Space=12 students per room (WUSD follows space guidelines)
- Enrollment priorities are as follows: students who are identified as Homeless or Foster Youth, students without internet access and WUSD students of WUSD employees.
- Program hours: school hours

Special Education staff provide support to students in collaboration with the general education teacher.

- Special Education teachers and providers (SLP, OT, PT, APE):

- Standards-Based Curriculum accessible via Virtual Learning and Telehealth
- Synchronous and asynchronous lessons and activities to students based on their IEP's
- Data collection and ongoing progress monitoring is collected to best identify need and drive instruction

Para-Educators:

- Weekly collaboration time with teachers
- Attend zoom/ google meetings to help facilitate virtual meetings (mute and unmute/ share screen/ monitor the chat)
- Daily communication with teacher via virtual meetings and email
- Document interactions/ communications (including attempts) with students/ families under guidance from teacher
- 1:1 paras continue to support assigned students
- Attend Professional Development/ Training

Each school site has a Multiple Tiered Systems of Support team that conducts ongoing meetings, with the purpose of working with their whole staff to assess and identify learning loss using student data from formative as well as summative assessments, and staff observations. The data analyzed will guide instructional next steps, recognize gaps in learning, and identify individual student needs. Individualized plans will then be developed to accelerate student progress. If lack of attendance or participation in virtual learning is identified to be the cause of the learning loss, the school site and district outreach team will contact and meet with families to identify barriers to engagement. Culturally and linguistically responsive family outreach is provided through our parent and family liaisons that can provide communication in home languages other than English. Moreover, the district is establishing a mentoring program for young males of color in the secondary grades to provide further assistance to students who have been identified as at risk. Students are selected through referrals from teacher, administration or support staff. The number of student fluctuates and WUSD is continuing to reach out to students for these programs.

In order to support student learning and recover learning loss, the District's virtual learning schedule has built in time for teachers to meet together and provide individual as well as small group intervention. In addition, after school intervention groups for targeted students are being formed at each school site. For students with disabilities, data on IEP goals and objectives will be collected and monitored to measure progress. Both individual, or small group instruction can be provided based upon the needs of the students. Paraeducators, under the direction of a teacher, will work with students with disabilities and families to provide increased individualized support. Moreover, an additional online one on one virtual tutoring is available after hours to students as an additional intervention tool for secondary students.

The District has provided additional student and parent support through supplemental materials that allow for asynchronous practice of skills at home. Parent trainings on the best uses of such resources have been conducted and recorded to assist parents with students accessing materials on the district portal.

To address the potential learning loss for our English Learner population, teachers will embed formative assessments into their Designated & Integrated ELD lessons. Since not all students were able to complete the Summative 2020 ELPAC prior to school closures, these informal, ongoing assessments are critical to inform instruction, as many students do not have ELPAC data from 2020 to determine appropriate

supports. We will also administer district-wide ELD Progress Monitoring assessments to track student progress and drive instruction, as well as prepare students for the ELPAC assessment. Teacher PLC time will be used to analyze this data and set goals and future learning targets for EL students. Additionally, in order to better equip teachers to deliver high-quality, rigorous, and engaging content to their ELs, Professional Learning sessions will be offered on how to meet the needs of ELs in a virtual setting.

Instructional Specialists are assigned to support small group virtual instruction in the area of literacy at Westfield, Elkhorn and Westmore Oaks Schools.

Instructional Coaches (trained in effective ELD instruction and high-leverage literacy strategies) are also available at each site to co-plan with teachers, assist in data analysis, co-teach virtual lessons, and reflect and plan next steps.

A staff survey will be sent to teachers to gather direct input regarding pupil learning loss. In partnership with WSTA a learning task force will be formed for Pupil Learning Loss. The task force will be ongoing throughout the year as WUSD transitions through the reopening phases.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured through formative and summative assessments, informal assessments, parent conferences, and staff collaboration and engagement each week as professional learning communities (PLC). Ongoing feedback will be provided to students. The Standard Aligned Learning work will guide the teachers in assessing students. Data will be evaluated during PLCs and targeted learning support will be determined and provided. These assessments will be examined and revised as needed to meet the needs of students during COVID-19.

Before and after school interventions are provided for students at all grades who need additional support. In addition our current virtual schedule allows for supplemental instruction to students in small groups to bolster learning needs without interfering with core instruction. Students are identified based on teacher observation and informal and formal assessment data gathered from the Standards Aligned Learning Units of Study, the Early Literacy Assessment for primary students, and the DLA Guided Reading running records. Intervention groups are established by each students' individual needs. Each intervention class and small group supplemental instruction is targeted and focuses on priority standards with learning goals and desired outcomes identified. To monitor each student, a baseline is established with a standards based pre-assessment, which may be from the Standards Aligned Learning Units of Study, Interim Assessment Blocks (IABs), or other formal assessments.

Teachers use a variety of program options to deliver direct and targeted intervention instruction. Lexia, Dreambox, Leveled Literacy Intervention Kits, and Guided Reading may all be used to support students during the intervention program. Teachers will monitor progress throughout the time students participate in intervention, making adjustments and adding additional supports as needed. At regular intervals of 6-8 weeks, students will be assessed again on the standards based assessment. Teachers and administrators will use this data to monitor students' progress and identify additional intervention supports that are needed. For students who have been unresponsive to or have not

made adequate progress with intervention strategies or who have demonstrated such significant needs that intensive intervention is warranted, additional intervention will be characterized by increased frequency and/or intensity.

Educational Services will support the administration and teaching staff in the monitoring of the effectiveness in the implementation of described strategies through: google classroom visitations; faculty discussions and regular review of data together; administrative team meetings reviewing the outcomes of student progress on a monthly basis; support team meetings for case management of students most at risk for social, emotional and connectivity concerns on a weekly basis; attendance and engagement meetings at every school site on a weekly basis to review actions and progress of daily reports; monthly parent coffees of each school site.

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

Description	Total Funds	Contributing
<p>Summer EL Camp Virtual summer English Learner Camp was held prior to the beginning of the 2020-2021 school year. The lessons were designed to be highly engaging and with high language support. Pre and post assessments were given. Actions included staffing and instructional materials.</p>	131,362	No
<p>Software Tools Maintain Illuminate data system to support implementation of district's common assessment system and standards aligned learning. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results.</p>	55,000	No
<p>Academic Support Provide students with additional academic support to address learning loss including intervention support after school hours.</p>	250,000	Yes
<p>Academic Support Provide additional support through FEV tutoring.</p>	100,000	No

Mental Health and Social and Emotional Well-Being

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

As COVID-19 continues to dominate headlines both locally and abroad, it can impact your emotional well-being as well as physical health. The heightened focus on the current pandemic and the multitude of challenges it creates can create a lot of stress, fear, and anxiety among a variety of other social and emotional responses. Washington Unified School District recognizes the mental health & social and emotional well-being of students and staff during the school year imperative to academic success. During the time of COVID-19 we recognize the supports we provide to students and staff are essential and may change over time. We are dedicated to providing these supports.

WUSD provides resources for parents and employees at the links listed below:

- Resources hub for parents while at home: <https://bit.ly/2DiytHh>.
- COVID-19 employee resources and information: <https://bit.ly/2DtdG4f>

Professional learning opportunities were available to staff during the August 14th Professional Learning Day that included addressing the trauma and impacts of COVID-10 on the school community. The district will continue to seek feedback to support mental health and social and emotional well-being of pupils and staff throughout the school year.

To support the social emotional health and wellness of students, WUSD will provide the following:

- Support of our homeless and foster students and families through outreach
- Scheduling of mental health trainings for students/parents (Parent University described below)
- Presentations and group meetings for all grade levels in partnership with Victor Services
- Daily trauma and acute trauma/crisis support by trained WUSD staff

To support the social emotional health and wellness of staff, WUSD will provide the following:

- Trainings and professional developed related to: trauma informed care/practices, social emotional competencies, best practices in building relationship, racial equity
- Resources for mental wellness
- Develop checklist of mental health red flags
- Create a “flowchart” of service for school sites

WUSD is hosting a series of district-wide Parent University sessions in September to provide parents and guardians with a place to obtain information on topics that affect them and their students. A WUSD School Social Worker will host each session.

All sessions are open to all families from all WUSD schools to participate. Parents and guardians will be able to ask questions and obtain answers and connect to resources during each session. During the month of September four (4) topics will be covered. All four (4) topics in September acknowledge September as Suicide Prevention Month. The topics for September include:

- **Communication and Parent Partnerships:** Demystifying communication between teachers and staff. Understanding how to connect and access resources for your student in a virtual environment. In addition to teachers, parents will learn of resources available to them to help them navigate accessing resources to help with dealing with COVID-19 and other challenges families face during this difficult time in our community. Parents will learn how common it is to need additional support, especially during virtual learning, and about WUSD's commitment to support the needs of all students and families.
- **Digital Citizenship:** Taking a closer look at the effects of prolonged screen time and social media on the developing young mind, why this is important to know, and what parents can tangibly do to shape healthy habits for their students
- **Social-Emotional Support: Why Social-Emotional Support is important NOW more than ever.** The importance of EMPATHY. Recognizing when someone needs help. How and When to obtain social/emotional help for your student. Important numbers and resources all parents should have handy.
- **Anxiety 101:** Anxiety; signs, symptoms, behaviors, and what parents can do to help children cope. Anxiety, Depression, and other mental health challenges have been on the rise since the COVID -19 pandemic, and our children have experienced so much disruption to their daily routines and they may be overwhelmed with worry and unable to manage themselves. We can help you understand what might be happening and offer guidance and direction on what you can do about it.

Based on feedback from these sessions, future topics will be explored for monthly Parent Universities.

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.]

Washington Unified School District has an Outreach Team which includes social workers, outreach specialists, and home school liaison personnel who work closely with the school sites to provide support to families and staff. The Outreach Specialists connect with families by phone calls, email and safe home visits. Site support staff is in communication with administration and teachers who notify them of students with attendance, academic, and social emotional concerns, who in turn reach out to contact families to determine needs. Attendance data in aeries is monitored and used by the site team.

Social and Emotional Support:

- Whole Child approach by reviewing the health, safety, engagement, support and challenges of all students.
- Assess students' needs and provide counseling or support through individual, groups or recommend other school based supports as well as outside of school support. Concerns may include:
- Relationship/peer concerns
- Family concerns
- Attendance issues
- Stress, anxiety, and depression
- Trauma, grief
- Suicidal ideation
- Facilitate/coordinate psycho-educational groups
- Victor Community Support Services
- -currently 52 students participating
- Personal Power ~ Empowerment
- Power source
- Grief groups
- Conduct risks assessments regarding harm to self or others with referrals to additional supports as needed

Advocate:

- Support the needs of all students to ensure equitable access to resources and community partnerships.
- Collaborates with community agencies to bring additional supports to the schools
- Supports homeless and foster youth
- Attends SST and 504 meetings
- Participates on MTSS site meetings for Tiers I, II, and III
- Referrals to community agencies as needed for food, shelter, and mental health services

Community Partnerships & Collaboration:

- Yolo Health & Human Services
- WUSD is in collaboration with Health & Human Services and Yolo County Office of Education for a four-year grant to support services in the area of mental health for our students and families.
- Yolo County Children's Alliance
- The Children's Alliance provides physical, social and emotional support services to students and families of WUSD as a supplement to the services provided by school staff.
- -Victor Community Support Services and Communicare

- Both of these organizations will continue to serve our students even in this virtual time. We will make available for these service organizations to continue to provide in-person counseling support services to students upon request or continue in virtual counseling.
- -Yolo County Office of Education (YCOE)
- The County Office is key in providing guidance and support in creating systems and protocols in this unprecedented time. These collaborations include all levels from Public Health to the Superintendents, Educational Services, Business Services, and Human Resources.

Build Bridges:

- Home + School + Community = Shared responsibility for the academic, emotional and the social well-being of each student to best build student success.
- Case consultation with teachers, school staff, and parents
- Provide training and professional develop to teachers, staff, and parents
- Conduct home visits per request
- WUSD has partnered with Improve Your Tomorrow, a youth mentoring program specifically to support the educational journey of African American or youth of color in grades 6-12. This is a two-year program to implement 1:1 mentoring for our most at risk youth. The goal is to connect our youth to the purpose and importance of education and create a positive mindset for their futures in meeting their aspirations and dreams for college and career.

The WUSD outreach team reached out to the families of students who had not engaged in school beginning on the first day of the 2020-2021 school year. They continue to reach out to families based on referrals and requests from site administration, teachers, and families

	August 25	August 26-September 4	September 6-September 18
Number of students who have not shown	119	69	0
Number of Outreach contacts	N/A	536	647

The outreach team was persistent in reaching out to families through the following steps:

- Phone calls to families
- Contact of all contact numbers in Aeries
- In-Person Meetings at school sites with families needing additional support (logging in, WUSD Student portal, Google Classroom, Zoom/ Google Meets)
- Home Visits:

- Drop off supplies, Chromebooks, Hotspots
- Tech Support: Connecting Hotspots, Login Issues
- Check-ins: Support needed, school supplies, community resources
- Follow up phone calls

Home School Liaisons provide multilingual support and translation services to families and the school sites. Home school liaisons are in contact with families, those who request support in logging in or completing assignments. Practice Zoom meetings are held with students, to ensure students have the necessary support. Home visits are conducted following all social distancing guidelines.

A parent resource page <https://sites.google.com/wusd.k12.ca.us/wusdinstructionaltechnology/parent-resources?authuser=0> has been created to support parents with navigating resources for specific technology applications and devices. This page includes step by step directions as well as videos.

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.]

Washington Unified School District made school meals available during the COVID closure to children under the age of 18. The Washington Unified School district Food Service Department started serving FREE meals March 16, 2020. From March 16th through the end of the school year, approximately 152,400 meals were served.

WUSD provided "Grab and Go" meals at initially 9 locations across the district and eventually reduced to 8 sites. At the beginning of the closure, 2 meals (1-breakfast and 1-lunch) per day were distributed daily. On April 13, 2020 meals were distributed Mondays, Wednesdays, and Fridays to assist in limiting contact. These days students were provided with 2 meals per day although they were not picked up daily.

WUSD staff stood behind tables to distribute lunches. Staff was assigned roles including tracking of who received the meals. To keep social distance if families walked-up to pick up meals the table was loaded and the student or adult took the meal from the table. If they drove up, staff asked to put the meals in an empty seat or in the trunk. To ensure social distancing and limit contact, staff was provided with hand sanitizer, masks, protective eyewear, disposable gloves to change regularly, sanitizer to wipe tables, and disposable aprons.

Beginning June 8th-August 7th FREE meals continued being offered at four (4) school sites. During this time, approximately 20,000 meals were served. Student meal service continues in the 2020-2021 school year. Service is offered at four (4) bus stops in addition to the school sites. WUSD serves approximately 1350 students daily.

During the initial Covid-19 closure, great partnerships were created with the goal of supporting students. WUSD partnered with Yolo County Food Bank, and Yolo Farm to Fork(YF2F).

Through partnerships with Transportation and Special Services, meals are being delivered to approximately 100 homes of students with unique situations.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	Personal Protective Equipment (PPE) PPE including sanitizing and safety equipment, plexiglass barriers, masks, thermometers and hand sanitizer with dispensers will be provided to help ensure a safe working environment.	600,000.00	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
19.71%	\$12,273,867

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 subgroup demographics below identify the numbers of students identified as Foster Youth (and homeless), English Learners and Low-Income.

WUSD currently has 146 students identified as homeless youth and 58 identified as foster youth.

School	Homeless	Foster Youth
Bridgeway Island	48	4
Elkhorn Village	6	3
Riverbank	5	4
Stonegate	30	1
Southport	4	9
Westfield	26	5
Westmore Oaks	16	5
River City High School	10	23
Washington Middle College High School	0	0
Yolo	1	4
TOTAL	146	58

Washington Unified School District has 1,226 students who are identified as English Learners (EL). This includes:

School	EO	IFEP	RFEP	EL	Total Enrollment*
Bridgeway Island	761	54	130	118	1,072
Elkhorn Villiage	232	33	105	201	577
Riverbank	330	26	105	243	719
Stonegate	668	26	83	83	863

Southport	594	30	60	79	763
Westfield	168	17	41	266	492
Westmore Oaks	366	23	47	149	588
River city High School	1,261	80	746	153	2,240
Washington Middle College High School	77	7	75	8	167
Yolo	41	0	7	3	51
EVE	4	0	1	2	7
TOTALS	4,502	296	1,400	1,305	7,539

*There are still some students who have a language fluency of "TBD," due to pending ELPAC testing.

- English Learners (EL) - 1422
- Reclassified Fluent English Proficient (RFEP) - 1565
- Initial Fluent English Proficient - 175
- Number of languages spoken - 130

WUSD currently has 4552 students who qualify for free meals and 763 who qualify for reduced meals.

School	Fee	Reduced
Bridgeway Island	372	83
Elkhorn Village	412	62
Riverbank	573	82
Stonegate	319	75
Southport	333	92

Westfield	403	50
Westmore Oaks	449	58
River City High School	1527	238
Washington Middle College High School	102	19
Yolo	62	4
Total	4552	763

In order to meet the specific needs of the identified subgroups, WUSD provides increased or improved services for foster Youth, English Learners , and Low-Income Students in the following ways throughout distance learning and in returning to school.

To meet the needs of English Learners, virtual daily ELD lessons were taught by classroom teachers. Embedded language supports were provided. Many teachers created videos with embedded scaffolding, Google classroom assignments were offered to be completed in the student’s home language and students were often given the option to complete assignments in a product of their choosing.

To support families with the transition to distance learning and the technology, primary language support was provided by home school liaisons. Translation of technology documents and home/school communication assisted in communicating with families.

EL summer school was provided virtually with 19 days of instruction. Summer school is tailored to EL levels. Lessons are designed to be highly engaging and with high language support. The day includes engaging read alouds, daily zoom meeting with teachers, daily office hours in which students will be invited for targeted small groups and Pre and Post assessments.

The outreach specialist assigned to oversee foster youth made contact with all foster youth families. They assisted with supporting social emotional needs, material needs as well as referrals to community organizations. These check ins occur weekly throughout the time distance learning was occurring. Foster Youth who did not have internet access were provided a hot spot.

Home school liaisons contacted families, those who were not logging in or completing assignments. Practice Zoom meetings were held with students, to ensure students had the necessary support. Schools continued to reach out to students and families. Some home visits were conducted following all social distancing guidelines.

Chromebook distribution occurred at all sites to ensure the students had the necessary technology to access digital learning. The district provided information for free and low cost internet access as well as hot spots for some families.

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

The percentage by which services to or achievement of unduplicated pupils must increase is estimated at 19.71%. The LCP plan developed by Washington Unified recognizes the needs of English learners, foster youth and students eligible for free and reduced lunch (unduplicated students) comprising over 68% of our student population.

West Sacramento is a diverse, urban community where student needs are more concentrated in specific areas. Ongoing costs of existing support staff providing services principally directed toward low--income, foster and English Learner students are included. Based on input from sites personnel, and the risks associated with foster care, the district funds a full time Youth Outreach Specialist to monitor and aid foster youth in the navigation of school and resources. Additional grant funded staffing was added during the 2020-2021 school year to include an additional Youth Outreach Specialist and one additional social worker. These services are principally directed at serving the needs of Low--income, Foster Youth, and English Learners, they are available to all students who could benefit from the services. Outreach efforts are principally directed at providing district-wide and school-wide services to unduplicated students.

Sites are using a variety of methods to meet the needs of their students, specifically for foster youth, English learners, and low income students. During the instructional day, designated time has been identified for flexible small group intervention at all grade levels. Transitional Kindergarten and Kindergarten have a minimum of 60 minutes daily designated to student assessment, support, and small group time. First through fifth grades have a minimum of 30 minutes daily designated to student support and small group time. Sixth through eighth grades have a six period schedule, with four core classes, PE, and at least one support period, which may be a Math Lab, English Encore, Study Skills, or Homeroom class. Nine through twelfth grades have 20 minutes daily of a targeted intervention period, designated for support from the classroom teacher. All teachers have the flexibility built in their instructional day to provide additional intervention support to students.

Following lunch period, students have designated Independent Learning time. During this time, school Social Workers and Outreach Specialists are conducting social-emotional, skill-building, and empowerment groups for students in partnership with community support agencies, such as Victor Services and Improve Your Tomorrow. These groups focus on leadership skills, conflict resolution, self care, emotional regulation, and other social emotional supports for our targeted subgroups. Other support programs run before or after school and focus on academic support, such as Homework Club, FEV Tutoring, and BLANK, or social-emotional support, such as boys and girls empowerment groups, mindfulness, and stress management.

Using research based strategies and taking into consideration the expenditures incurred therein, we both qualitatively and quantitatively meet the increased or improved service percentage of 19.71%.