

# 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.]

### Our District:

The Wiseburn Unified School District (K-12), established in 1896, serves students from Hollyglen and the surrounding unincorporated areas of Los Angeles County (Del Aire and Wiseburn). About 50% of the District is located in the City of El Segundo, which contains numerous major employers, including aerospace and high-tech industries as well as communications and entertainment. With four district schools and five independent charter schools, Wiseburn and Da Vinci combine for a total of almost 4,500 students. Currently, the ethnic composition of the student body enrolled in the four WUSD K-8 schools is: Multiracial 2%, Asian 8%, Caucasian 18%, African-American 16%, and Latino 56%, reflective of current California demographics.

### Covid-19 Pandemic School Closure:

In the Wiseburn Unified School District (WUSD), it is our belief that children learn best in the school environment. Still, on Friday, July 17, 2020 California Governor Newsom announced new guidance for school reopening and in-person instruction. In his statement, the Governor announced that both public and private schools will not be allowed to bring students and staff back to campuses if they are in counties that are on the state's coronavirus "monitoring list" tracking system which includes Los Angeles County where the WUSD is located. In the face of this direction by the State Governor, WUSD issued information to families stating that schools would remain closed offering 100% distance learning instruction to start the school year. Throughout the summer WUSD staff planned for the continued transitioned to distance learning resulting in changes to several school programs including but not limited to meal distribution, materials availability, online curriculum and learning management systems and more. To ensure continuity of learning for students, WUSD teachers met to learn about curriculum options and partnered with colleagues during professional development days to organize online lessons, and participate in online workshops facilitated by both distance learning experts and district personnel in the use of distance and independent learning teaching strategies. Based on an initial survey of staff, professional learning days for teachers and support providers included ample time for peer collaboration and virtual drop in support workshops.

To help families prepare for distance learning during school closure, principals email weekly updates, hold live meetings online and continually offer updates with additional information offered through superintendent messages in English and in Spanish. All school websites are updated regularly to include distance learning program access information in addition to newly designed online enrollment instructions for both returning and new families. Live virtual workshops were optioned to families prior to the start of the school year to assist with onboarding of new technology and recorded workshops on all technology programs remain available to families at anytime via the WUSD Family Tech Guide published on all websites. To formulate options for the reopening of WUSD schools, the Wiseburn Reopening Advisory Partnership (WRAP) was created with 65 stakeholders and continues to meet as needed. The WUSD's continuous online communication plan includes live and recorded meetings, emails, newsletters and social media posts, as well as daily/weekly live class time for students bolstered by independent learning options ensuring a strong focus on students' well-being and the continuity of learning for all WUSD students during the period of school closure.

WUSD is committed to ensuring the safe, healthy and secure return of our students, staff and community with a focus on providing a high-quality academic and social-emotional wellness program for the 2020-2021 school year. WUSD is working toward meeting the protocols established by the LACDPH to reopen schools we will be ready when the state, and more specifically, Los Angeles County, gives the approval to do so. The expectation is that our initial return will be to a hybrid format, with part in-person instruction on campus, and part continued distance learning.

## Stakeholder Engagement

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

Development of the Wiseburn Unified School District Learning Continuity and Attendance Plan is the result of varied and regular stakeholder engagement options. The plan was developed using results from student, teacher and parent surveys, in both English and Spanish, as well as the recommendations of the Wiseburn Reopening Advisory Partnership (WRAP) comprised of staff, parents, union leadership, School Board members, and administrators, and input from the teacher leadership teams (Guiding Coalitions) from all school sites, and was further informed by the Los Angeles County Office of Education Taskforce on Reopening Schools on which Superintendent Blake Silvers served. Members of the public were able to submit written comments regarding specific actions and expenditures proposed in the LCP as part of the public hearing and review process. Results from caregiver/family and staff surveys disseminated in May informed planning for school schedules, curriculum and curriculum delivery needs of students/staff. With a focus on our unduplicated pupil population, extra attention was given at School Board and various stakeholder group meetings to equity and access of learning to include technology, internet connection, and the need for additional counseling services. During the District Local Control Accountability Plan Committee and District Language Acquisition Committee meeting also provided feedback on the plan which was provided to the Superintendent for response.

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

Upon school closure, the Wiseburn Unified School District took immediate steps to transition all public meetings and public hearings to a virtual platform that supported both large and small group remote participation. Public comments are sent to the Superintendent's office prior to School Board meetings and read aloud as part of each meeting. The Reopening Advisory Partnership (WRAP) and Guiding Coalitions, made up of WUSD parents and guardians, district office and site administrators, certificated and classified staff members including service providers, and school board members, met virtually between May-August 2020 with the goal of supporting the ongoing health and connectedness of our community and ensuring that students receive high-quality instruction that meets their diverse needs. Superintendent Blake Silvers provided virtual town hall meetings for both WUSD staff and special education families which included time for questions and answers.

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

The Wiseburn Reopening Advisory Partnership (WRAP) and Guiding Coalitions identified a need for distance learning curriculum to address equity in learning for all students. In addition, families identified difficulty with the organization of learning resources provided online to their students during the initial months of school closure. Starting in July Guiding Coalitions from all school sites met in grade level spans virtually to review potential online curriculum platforms, and teachers had opportunities to share insights through surveys based on their experiences exploring program demo accounts. An expressed need for ongoing communication from both the District and school sites resulted in the development of dedicated District information email contact offered to the Superintendent to address questions and comments, a school reopening link on the district website with all pertinent information for stakeholders, regular communication bulletins from the Superintendent, and Principal outreach to families. Requests for additional technology support and access to technology to support student learning remain needs for the coming school year and will be a focus for all sites as schools reopen with distance learning through materials distribution, a dedicated parent tech support contact at each site, and ongoing virtual tech workshops for caregivers in both English and Spanish.

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

As a result of feedback received from the WUSD teaching staff through surveys and Guiding Coalition meetings, two new distance learning curriculum programs were identified and purchased to support continuity of learning for all students for the 2020-2021 school year. Both programs were carefully vetted by the WUSD teaching staff to ensure access for EL students and families, and allow for personalization of learning and adaptability for students. To identify student learning gaps, baseline assessments and identified and included in the teacher tech guide and school reopening information provided by site principals. To support a smooth transition to distance learning for teachers, five additional teacher professional learning days were added to the August calendar with workshops focused on both curriculum implementation and distance learning teaching strategies. As per teacher input, the plan includes a provision for student supplies and materials pre-ordered and organized for site distribution the first weeks of school. WRAP stakeholder meetings held between May and August 2020 resulted in the development of distance learning student and teacher schedules as well as plans for hybrid schedules and reopening needs related to student movement on campuses, safety and health practices, and needs related to social distancing in classrooms. School schedules to promote live interaction between teachers and students and support student interaction with their peers were created by WRAP and aligned across school sites. Weekly School Board meetings live streamed for public access support regular budget updates specific to both the district overall budget and the use of COVID relief funds. In addition, school sites will continue to engage parents through ELAC, DELAC, SSC, PTA, parent education, and activities / meetings with the Principal. Parents are encouraged to contact their teacher with successes,

challenges or questions related to their student. Sites and the district will provide parent/guardian learning opportunities to further support student success during distance learning. Interpretation and translation supports will be provided at parent request as needed.

## 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.]

In light of the COVID-19 pandemic, the reopening of Wiseburn USD for the 2020-21 academic year is a matter of public health. As such, the district is required to follow health orders from the Los Angeles County Department of Public Health (LACDPH), as well as state and federal requirements and statutes. The Wiseburn Unified School District is prepared to offer classroom-based instruction when possible based on guidance from the Los Angeles County Department of Health. In preparation for reopening of school sites, the Wiseburn Reopening Advisory Partnership committee of District stakeholders created a framework with a flexible, five-stage physical reopening plan will be employed as the COVID-19 outlook improves. WUSD understands that it is critical to students' learning — as well as to the needs of families — to get students back on campus as the situation permits. WUSD recognizes the district's moral obligation and role in minimizing the risk of virus transmission, given the severity of the virus' health implications for families and caregivers and the community at large. When WUSD is able to reopen schools, a hybrid schedule allowing for both in-person and distance learning instruction will be phased in supporting all health and safety guidelines related to COVID-19. Plans for reopening schools are based on available guidance from experts and are subject to change based on new information, the needs of our community, and public health orders.

Steps taken to offer classroom -based instruction:

In order to best serve all students, WUSD has developed both a distance and hybrid learning model that ensures student learning and competency development while also taking into consideration a student's social-emotional well-being. Plans and protocols to ensure student safety when returning to campuses include reduced class sizes to ensure physical distancing within classrooms, furniture, equipment, and signage/taping throughout the school site to promote six foot distancing, signage with reminders to keep six foot distance, to use face covering at all times, and to frequently wash hands. Posting at public entrances notifies those that have symptoms that they may not enter. Temperature screenings will be conducted before students and staff enter the building with measures in place to limit infection through the use of face coverings, frequent hand washing, hand sanitizing stations throughout the sites, limiting shared use of materials, and enhanced cleaning methods.

Steps taken to identify and address student learning loss:

WUSD has long supported students through a systematic approach to assessment which includes both initial screening tools as well as formative and summative assessments. This multi layered approach to identifying student learning loss as well as significant gaps in grade

level standards mastery will continue during distance and hybrid learning programs. Assessments are consistent across grade levels and calendared using Renaissance Learning STAR reading and math assessments, District adopted curriculum assessments, and ongoing formative assessment practices by teachers. Although WUSD has engaged STAR reading consistently in the past for grades 2-8, STAR math was not previously an option for grades 3-5. Since the STAR math and reading assessment platform is both familiar to staff and students and researched based, STAR math was added to the assessment calendar for grades 2-5. Both STAR reading and math results are used to quickly identify learning gaps and allow staff to immediately engage supports for those experiencing learning loss and/or gaps in learning. The Math Diagnostic Testing Project and Renaissance STAR reading will continue for the middle grades. Following each assessment and progress reporting windows, teachers, specialists including dedicated English Language Development teachers, and administrators review results to strategize adjustments to teaching and learning practices and intervention needs on behalf of each student. This is particularly effective in accelerating learning for students at risk of experiencing learning challenges due to the impacts of COVID-19 and distance learning. The systematic assessment process partnered with the District's ongoing focus on teacher collaboration practices across grade levels and with service providers contributes to meeting the needs of English learners, low-income students, and students with special needs.

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

Description	Total Funds	Contributing
Purchase additional equipment and supplies for Personal Protective Equipment for staff and students	\$80,000	No
Purchase social distancing signage and decals	\$10,000	No
Costs to clear classrooms of furniture/ furnishings and rental costs of storage bins	\$25,000	No
Purchase additional maintenance materials and sanitization stations to ensure proper cleanliness and sanitization of school facilities	\$60,000	No
Additional/ overtime custodial support to ensure cleanliness and proper sanitization of school facilities	\$75,000	No

Description	Total Funds	Contributing
Costs to administer the meal service program	\$100,000	No
Additional cost for Renaissance STAR Mathematics assessment program grades 3-5		Yes

## Distance Learning Program

### Continuity of Instruction

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

For the 2020-2021 school year, WUSD will ensure students have access to quality curriculum and resources that translate effectively to both distance and hybrid learning models. The WUSD 2020-21 distance learning program will include all components of school accountability, including attendance, completion of schoolwork, and assessment, with the continuous progression through rigorous grade level standards. After a review of curricular options including vendor demos and surveys with teaching staff, Wiseburn USD has selected two learning management programs that provide additional resources in the distance learning model. These programs utilize engaging activities, formative and summative assessment, videos, embedded support tools such as text to speech for reading passages, can be personalized to student needs, allow for parent and teacher access to student progress in real time, and keep all lessons, and assignments in one place for ease of access. The programs also leverage the capabilities of online curriculum to provide equity in learning for all students ensuring continuity of learning. Wiseburn aims to provide ample opportunities to our students and families and caregivers for training and support in using distance learning management programs and platforms through virtual workshops, prerecorded tutorials, and online guides to technology based programs.

### 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 Wiseburn Unified School District is a 1:1 Chromebook district with all students having access to technology while on campus. To support students during distance learning, WUSD expanded its technology loan program by setting up a schedule for families to pick up technology and required accessories throughout the months of March - June 2020. Students were able to continue using online programs throughout the summer and return of Chromebooks was optional. To launch the 2020-2021 school year, all school sites scheduled materials pick up days during which time families could obtain student Chromebooks to use for distance learning. Further, the District has purchased internet hot



spots should a family need support with internet access. Should a family need assistance throughout the year with technology, a dedicated email contact address has been set up for easy access to support. WUSD administrators and teachers continually collaborate to identify the needs of families in regards to accessing and using technology. Beyond the materials distribution days, administrators reach out to families to schedule device pickup and provide information about free internet access. These options are regularly communicated by teachers and administrators via e-mails to families in both English and Spanish. All students in the WUSD are provided with a Google login and password beginning in Kindergarten.

## **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.]

To begin the 2020-2021 school year students and their families were provided with a daily instructional schedule based on grade level that was the result of collaboration across schools. The schedules reflect what WUSD believes to be the best path to create continuity of learning for all students. The schedule includes time for live class sessions and independent practice, as well as opportunities for enrichment all monitored online for the purposes of gauging student progress and participation. Each day students begin with a whole-class meeting to establish classroom culture, build relationships, and support their social-emotional needs. Following this is a 3-hour block of time is dedicated to core content instruction in the areas of math and language arts. In addition, students have time set aside in their school day to complete independent practice, a combination of computer-based and off-screen independent assignments. Following a lunch break each day there is a window of Student Support Time designed to afford instructors time to reach out to families, individual students, and small groups as needed. The time following lunch also allows students to participate in additional opportunities such as music, physical education, and others. For the elementary grades all class sessions, assignments, and activities are accessed through the SchoolsPLP online learning platform. For the middle school, students also begin each day with a whole-class meeting to establish classroom culture, build relationships, and support their social-emotional needs. Following this, students virtually attend their six class periods. Additionally, there is a window of Student Support Time designed so that instructors can reach out to families, individual students, and small groups, as needed. All of these class sessions, assignments, and independent activities are accessed and monitored through the Canvas learning management platform. Daily attendance reports with assignment monitoring for progress and participation combine to inform both teachers and tiered support providers of each student's daily engagement with learning and possible need for intervention.

To provide daily live interaction with students, teachers use online video instruction via ZOOM. Students complete assignments online, including submission of work on a daily or weekly basis, which allows teachers to take attendance and measure the time value of student work during independent instructional activities. Although students do complete some assignments and projects during live online sessions, all work is completed online and submitted online. Measurement of participation and time value of pupil work will occur through a variety of methods.

In addition to records housed in the student information system, entered by teachers and confirmed each week, teacher instructional records are also kept to ensure weekly engagement records are maintained for pupils documenting live online instruction or assigned independent instructional activities/assignments for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Multi-Tiered strategies for re-engagement have been developed in alignment with our multi-tiered support system as defined by each WUSD school.

## 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.]

The WUSD provides continuity of instruction and learning to ensure that pupils have access to technology, a full curriculum substantially similar in quality regardless of the method of delivery, and instructors who are versed not only in the online programs, but the methods by which distance learning can be most effectively provided. In order to best launch the 2020-2021 school year in distance learning, all administrators and technology staff were trained in the use of new online curriculum programs. This was supported through five (5) days of professional learning offered to all teachers prior to the start of school focusing on both curriculum implementation and distance learning teaching strategies. As part of these professional learning days, Wiseburn USD TK-8 teachers met by grade level or department each afternoon to collaborate and create common curriculum plans focused on essential learning targets and standards. As part of the regular distance learning school day schedule, teachers are provided with time daily and weekly to participate in teacher collaboration time (TCT) to plan with their grade level/department teams in organizing lessons and instruction. Instruction for students is delivered via live virtual lessons using ZOOM followed by assigned independent learning later in the school day. In order to provide students and families flexibility, teachers provide additional learning opportunities through prerecorded lessons allowing students access to instruction at any time. Training in the area of learning management platforms at all grade levels support teachers in organizing learning for their students. Teachers use the LMS to communicate clearly student expectations with presentations and assignments, and the collection of student projects and assignments. Each teacher is provided with access to technology guide which includes instructions and video links to training modules related to all online programs. Ongoing live online workshops and drop in support times are continually offered to staff along with a dedicated help email contact which is monitored by the District IT staff. On site support is available through campus technology aides for both families and staff while the District continues to provide full tech support to all staff members through three (3) full time IT department employees.

## Staff Roles and Responsibilities

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

The WUSD has minimally needed to adapt the roles and responsibilities of employees as a result of COVID -19. The District has worked within union agreements to ensure all employees are within job classification. Additional hours have been provided to classified and certificated staff as needed during the summer months in preparation for the opening of the school year. Because distance learning has taken on a new level of importance, all staff are involved in the implementation of distance learning at all levels. Administrators have taken on new duties to ensure daily and weekly attendance and participation is taken and documented according to state requirements and according to best practices through such sources as Attendance Works new framework for distance learning: <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/monitoring-attendance-indistance-learning/>. School administrators worked with our technology staff to ensure our SIS is collecting attendance in a manner that complies with new state attendance requirements per SB 98.



## 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.]

Addressing the needs of English Learners:

The WUSD English Language Development (ELD) team, in collaboration with the general education teachers, work to support language acquisition for our English Learners. Teachers consistently use a variety of online tools and resources that afford students opportunities to engage with designated English language development through the domains of listening, speaking, reading, and writing. In addition to the online content provided through the learning management program called SchoolsPLP, teachers use programs such as Flipgrid or Seesaw that allow students to respond through video and audio to various prompts. These interactive web-based tools provide student speaking and listening opportunities connecting reading and writing. Teachers provide ELD students with a variety of learning supports, including video conferencing, structured lessons with strategies specifically aimed at increasing access for language learners, and engaging writing activities that connect content to real-life experiences. With a dedicated ELD teacher at each site, students have an opportunity to develop a bond with a person who follows them year after year providing a personalized experience for language acquisition.

The ELD team works to give the students a sense of safe place and community while they develop the academic and language skills necessary to be successful. The ELD team communicates with families through email and other channels of communication, such as the Remind app. In middle school, parents stay informed about their child's educational journey through Canvas, the school's learning management system used by all classroom teachers. To provide opportunities to bridge school and home, ELD teachers have hosted evening family activities to build a sense of community and cultural awareness. In addition, all surveys and online programs offer Spanish translation options.

WUSD teachers and administrators always seek to address language barriers when sharing resources with families of English learners and other non-English households, providing translations as needed. Throughout the district, pertinent information is sent out in English and Spanish, and a Spanish-speaking contact is arranged for Spanish-speaking families. The counselors offer virtual presentations for families from the National Alliance of Mental Illness (NAMI) presented in English and Spanish. To assess the effectiveness of English language instruction, ELD teachers regularly analyze data from ELPAC assessments, STAR and Accelerated Reader reading comprehension assessments, as well as progress in general education classes, to understand students' strengths and areas for growth.

Addressing the needs of pupils in foster care or who are experiencing homelessness:

The district counselors, school psychologists, and district administrators continue to collaborate through regularly scheduled meetings to ensure that the needs of students are met. The district Homeless/Foster Youth Liaison continually monitors student enrollment and maintains current resources for families in need. At this time, the district has not identified homeless or foster youth students enrolled in the district. The district adheres to an open counseling referral system so all students are taken care of by counseling personnel. Furthermore, packets of work for the elementary school students are provided as part of the initial days of school and Chromebooks are loaned to any student in need.

Addressing the needs of pupils with exceptional needs:

During the school closures, WUSD continued to provide necessary support for high-need student groups through service providers and special education teachers. Services are streamlined so that a family can meet with multiple service providers virtually to support the student. School administrators conducted regular check-ins with all service providers to ensure consistency of student supports. The impact of the school closures on the special education program and services are broad and varied and include but are not limited to:

1. the initial organization and implementation of comparable special education services for students with disabilities,
2. ensuring to the greatest extent possible that students with disabilities are able to access and benefit from online classes/support or access assignments through a digital classroom platform,
3. scheduling IEP meetings within the virtual school schedule and ensuring attendance of all required members,
4. supporting Designated Instructional Services (DIS) related service providers with scheduling services within the virtual school schedule,
5. adhering to and matching minutes from the IEP in the virtual schedule given parameters of Memorandum of Understanding with teacher unions, and
6. accurately measuring student progress on IEP goals and objectives.

The WUSD provides comprehensive supports to students with unique needs. Direct services are offered to students through phone conversations or Zoom meetings. To start the year, many families were contacted by the counseling team prior to the first day of school to help ensure students with special needs and who will continue to receive counseling services were receiving necessary support as the school year started. Virtual resources, including a counseling resource folder providing information about common concerns (e.g., anxiety, talking to children about COVID-19, behavior, and grief) are available to all families. The link to the folder is posted on the homepage for each school site, is shared through district and site-level newsletters, and has been provided to families directly.

Addressing the social emotional needs of students and caregivers:

Social-emotional curriculum and programs are another set of resources provided to students to help address universal needs and the needs of unique learners. The Ripple Effects curriculum offers an opportunity for middle school teachers and students to access lessons as needed and for counselors to facilitate lessons to elementary school students. The Second Step curriculum also provides teachers with resources to easily support students' social-emotional needs. In addition to curriculum, virtual parent workshops addressing topics like anxiety, grief, and creating a schedule, provide caregivers with an opportunity for live psychoeducation and discussion. Moreover, teachers have been provided with a crisis/trauma interactive training program to address their own needs and teachers will continue to be offered trainings to develop their skills in working with all students, including those with special needs. Seeing a growing need among students to feel connected as identified through family surveys and classroom teacher input, an additional elementary counselor was hired allowing each elementary school to have its own counselor on staff. The District will continue to invite community members (e.g., National Association of Mental Health, Southbay Chapter, University of Southern California) to parent workshops to address needs related to mental health and racial injustice. Moreover, the District continues to respond to the community's needs by scheduling community circles for parents to discuss unique challenges they (and their students) experience because they belong to a marginalized cultural group.

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

Description	Total Funds	Contributing
Purchase of Chromebooks for students in need and 24 Hot Spots for accessing WiFi	\$155,000	Yes

Description	Total Funds	Contributing
Purchase ASU prep digital and Schools PLP learning systems	\$400,000	No
5 days of teacher professional development to support distance learning curriculum and strategies	\$278,500	No
Purchase of smartboards and individual home instructional materials supply kits for students	\$300,000	Yes

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As part of California Department of Education's response to COVID-19 and resulting school closures, the Wiseburn Unified School District took immediate steps to identify students who have experienced significant learning loss due to the school closures in 2019-20, specifically those identified as English Learners, low income, homeless or in foster care. As a result, WUSD solidified a systematic cycle of assessments for all students, including initial screenings in math and reading, and formative and summative assessments. The WUSD assessment coordinator and school administrators reviewed existing baseline assessment options by grade level and specific student groups to identify existing reading and math assessment tools, and added tools where needed. To start the year all teachers were given access to student baseline assessments through the Renaissance Learning STAR Reading and Mathematics system for grades 2-5, and STAR Reading and the Mathematics Diagnostic Testing Project for grades 6-8, along with a testing schedule for the initial weeks of school. To further assist with this process, teachers were provided with assessment results guidance describing best practices in utilizing assessment reports to understand and address student learning gaps. Renaissance STAR reading and math assessment windows (3) were calendared throughout the school year, each followed with identified time for teachers to review both student historical academic data and student assessment results, to include ELPAC summative/initial results. Through this process teachers strategize next steps in addressing found learning gaps instructionally. The assessment processes include a review of available reports from online learning programs such as STMath (K-5), IXL Math (6-8), Accelerated Reader, and Wonders for English Language Arts (TK-5). The CAASPP assessment system consisting of Interim Assessment Blocks (IAB) will be utilized second quarter to provide specifics regarding students' remaining/ongoing learning gaps. Results will allow teachers to adjust instructional materials and strategies to address unfinished learning specific to each student and identify the most

critical prerequisite skills and content knowledge students will need to access to competently finish this academic school year and proceed to the next grade level in the fall of 2021. IABs will be used through the second half of the academic school year as determined by each school site and grade level/academic department.

## **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.]

To ensure continuity of learning for all students, including those experiencing learning loss, WUSD teachers work with colleagues during professional development days to organize online lessons utilizing several new curriculum and learning management system platforms, and actively participate in online workshops facilitated by distance learning experts in the use of live and distance learning teaching strategies. Workshops included topics related to distance learning with large and small groups, engagement, motivation, differentiation and effective grouping of students to address unique learning needs and accelerate learning as needed. Throughout the year, teachers continue to review individual student data to individualize instruction. Further, new online curriculum platforms offer daily feedback regarding student progress noting mastery, deficiencies, and alerts regarding non-completion or missing work. Site administrators and school counselors, too, access this data for weekly review to engage a tiered response system to re-engage and support students at risk of learning loss. To ensure students at risk of learning loss are provided support, specifically English Learners and those identified as low income, in foster care or experiencing homelessness, the WUSD added a third full time counseling position to the TK-5 program. Further, for students lacking access to reading materials which not only engage but promote reading at all levels, the District purchased the Renaissance MyOn digital library allowing for age appropriate unlimited access to books which align to the District Accelerated Reader program. To target support for students enrolled in ELD, intervention, and special education programs, teachers and support providers utilize online meeting venues to meet with students, and parent conferences continued as scheduled online. Designated English language development (ELD) classes further addressed learning loss for English Learners. Led by ELD teachers and instructional aides in conjunction with integrated ELD supports already provided in the general classroom settings, the English Language Development staff members at each school work with individuals and small groups to support reading and writing with an emphasis on vocabulary development. Struggling or long-term ELs also receive access to ELD curriculum and support from ELD teachers through a push in model to better support their comprehension, vocabulary development, and writing skills to interact in meaningful ways. To ensure no student is left behind, each school site regularly offers Chromebook distribution days for families, provides hot spots and access to free or discounted internet service from identified providers, and offers access to a unique online help ticket system for families needing support with either hardware or online programs.

Online programs utilized during instruction to address learning loss include:

Spatial Temporal Math (STMath) grades TK-5

IXL Math grades 6-8

Schools Personalized Learning Program TK-5

Arizona State University Distance Learning Program grades (Math, English, Social Studies, Science) 6-8

Wonders ELA curriculum grades TK-5

CalSnap-BrainPop

SeeSaw

MyOn Online Digital Library

Efforts to engage students in learning equitably required the District to purchase ZOOM virtual accounts for all staff members allowing for additional options during instruction, e.g., break out rooms that afford translation options, survey polls. Teacher collaborative time is scheduled weekly to allow for professional sharing of effective engagement practices with students during distance learning and student support time in the afternoons hosted by teachers and specialists allows for individual support of students in challenge areas.

## 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.]

WUSD administration and grade-level teams focus on small-group interventions for at-risk (at-risk) students, including using a multi-tiered support system of support (MTSS). Strategies include universal and supplemental academic supports in the classroom, intervention classes or tutorials through scheduled student support time, and English Learner teachers who push into classes and provide instructional assistance for students in core courses. Special education students have a case carrier, a designated teacher and paraeducators who provide support in small numbers according to the least restrictive environment. Counselors and administrators work with teachers to check current grades, monitor progress, and provide interventions as needed. A weekly review of student engagement reports, student academic progress, and information regarding communication with students/families provides teachers and administrators with the opportunity to adjust approaches to teaching and interventions as needed. MTSS strategies in the area of student attendance include the following:

Tier 1: Universal Outreach - teacher connection with all students and follow up when student is missing from distance learning. EX. missing assignments, classes or other interactions.

Tier 2: Early Intervention - teacher, aide, attendance clerk cannot reach the student or have identified continued absence from distance learning. Student will be referred to counseling/school psychologist support team.

Tier 3: Intensive Intervention - loss of contact despite offer of needed supports and intervention. Each site conducts a SART if appropriate, assigns intervention staff to work with student to re-engage in learning, and continues monitoring student distance learning engagement. With a specific focus for English Learners, Low-income students, foster youth, pupils with exceptional needs, and students experiencing homelessness, support personnel such as counselors, tutors, instructional assistants, ELD support, intervention/reading specialists, special education teachers, etc. support students with specific needs for instruction and social emotional support. Such personnel provide services or check in with students outside of their class learning/instructional times to reinforce core learning objectives and skills.

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

Description	Total Funds	Contributing
Purchase teleconferencing capability through Zoom for all staff, specialists, and administrators	\$15,000	No
Hired one additional counselor to serve elementary aged students	\$130,000	Yes

Description	Total Funds	Contributing
Support facilitator fees for distance learning professional development in distance learning strategies for all staff	\$65,000	Yes
Purchase MyOn Digital Library access for students TK-8	\$48,000	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.]

The district will provide multiple forms of virtual support to students and families to address social-emotional needs at the individual and universal levels. All students (tier 1) will engage in daily interactions with their class to build community and connection with teachers and peers. Teachers are provided with community-building daily, weekly, and themed discussion prompts, lessons to promote social-emotional learning, and professional development to gauge and address the mental health and social emotional needs of students. Communication between teachers/counselors and families is also promoted and supported (e.g., providing templates, discussion starters) to engage families, students, and educators in the process of creating a healthy community. At the Tier 2 and Tier 3 levels, teachers, students, and parents are able to refer students for individual counseling, group counseling, crisis assessment/intervention, and referrals to community resources. Counseling is available for families who may need support through school counselors, the district mental health clinician, interns, and trainees. Additionally, teachers may reach out to counselors to facilitate classroom lessons to address a common theme or classroom-level concern.

Several programs and resources are in place to help support social emotional and mental health needs. WUSD uses Second Step and Ripple Effects as curriculum to promote social-emotional development. PBIS and Olweus are school-wide systems used to help structure common language, expectations, values, and norms to work towards safe, healthy, and bully-free schools. Teacher and parent workshops are offered based on common concerns that arise (e.g., managing anxiety, self-care, setting a schedule for distance learning). Community circles and parent workshops for parents were successful when we first experienced the school closure and will continue during the current school year. Additionally, teachers are supported through Teacher Support Time, a virtual space, free of administrators, for teachers to talk with each other and counselors. Virtual information banks such as folders with psycho-educational information (e.g., regulating emotions, addressing anxiety, promoting impulse control), activities, and community resources will continue to be available for families and educators. A virtual mental health fair was also presented to families after the in-person fair was postponed due to safer at home recommendations.



In addition to the services offered district wide, Dana Middle School utilizes Student Merit, a comprehensive web based PBIS tool to support positive behavior in all classrooms, whether they are virtual or in person. Secondly, in order to help with the transition to middle school and to continue to build a sense of community between the grade levels, the WEB “Where Everybody Belongs” program has been adapted to provide virtual support for our 6th grade students. The middle school also offers continued college and career readiness virtual opportunities for students with California Career Zone and in the form of semester electives for Career Skills and Career Exploration. Finally, some of our staff is trained to facilitate the UCLA PEERS program as a Tier 2 intervention for our students.

Indirect systems are in place to help monitor and support students’ and teachers’ mental health and social emotional development. In addition to the preventative measure of teachers checking in with students every day and offering daily time for one-on-one check-ins with students and families, administrators, teachers, and counselors participate regularly in meetings with school personnel (e.g., Special Education Team) to discuss students who are receiving support services and students who may need additional help. In order to support educators directly and students indirectly, a 3-hour online interactive training focusing specifically on addressing the trauma and stressors teachers are experiencing during the pandemic is being offered for educators to work through individually, within groups (e.g., preferred colleagues, grade levels), and/or at the school-site level, specifically. The training focuses on self-care, caring for each other, and student care.

To promote community and connection between students and their peers, school site administrators hold 'recess' events regularly for students to socialize with grade level peers and participate in recess type activities, e.g. scavenger hunts. Virtual family art nights as well as ongoing and optional science focused engagement activities developed and facilitated by the District STEM Teacher on Special Assignment provide opportunities for students to engage outside of organized lessons.

Lastly, an emphasis is being placed on cultural awareness/appreciation and antiracism. Our teachers will participate in ongoing implicit bias training and support. Resources like book lists with diverse characters will be provided to our teachers and parents. The schools are also working towards identifying monthly themes (e.g., food, communication, traditions) to create opportunities for all students to share information about their own culture and learn about others’.

Additional Information:

Second Step (<https://www.secondstep.org/>)

Second Step Resilience (<https://www.secondstep-sel-for-adults-resilience.org/>)

Ripple Effects (<https://rippleeffects.com/>)

## 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.]

Attendance will be taken based on state requirements (Senate Bill 98). Any student enrolled in WUSD is expected to engage in distance learning in order to meet compulsory school attendance requirements. Teachers will provide check-in time expectations to parents and students. Attendance for each student will be recorded in PowerSchool, the District Student Information System, daily. If a student is not able to be online for distance learning, parents must write a note explaining the reason for the absence and email it in to the attendance clerk at the school site. As part of ensuring student engagement, WUSD must maintain weekly engagement records for students and report issues to the site administrator with students missing assignments or scheduled live instruction. School administrators will work with families to address attendance challenges on a case-by-case basis. The District will continue to engage families in the school attendance and review team (SART) process, as necessary. Teachers will communicate with students and families about student engagement in online learning.

The tiered re-engagement strategies (noted below) that the Wiseburn Unified School District has adopted as part of the Learning Continuity and Attendance Plan promote a culture of collaboration that includes new ways of communicating with families and a focus on identifying and jointly addressing the barriers that prevent students from engaging in Distance Learning. To facilitate the implementation of the re-engagement strategies, WUSD has established a system to accurately track and record pupil attendance during Distance Learning. The student information system used universally throughout the district enables school staff to identify, as early as possible, students with different barriers to their attendance so that applicable support services and interventions can be provided. The strategies developed by WUSD are meant to address and re-engage students and families 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. Weekly attendance checks through the schools' student information system will note absence issues and the schools online curriculum programs also provide daily reporting on student activity and assignment completion for both teachers and school administrators.

WUSD distance learning attendance will be based off interaction/participation with students. If students are not completing assignments and meeting the virtual meeting times/collaborations, teachers will make attempts to contact the student. If a teacher is unsuccessful in contacting parents, the case is referred to the mental health staff (psychologists or school counselors) followed by the site administrator. In this way, WUSD schools continually offer universal support through each student's primary teacher with the use of daily check ins and independent assignment completion. Should a student be identified as absent or disengaged based on participation in the distance learning or assigned independent activities, the teacher will make every effort to contact the family via email and personal telephone contact. Should these outreach attempts fail and the student not resume learning, the teacher will enact a second tiered approach via the school counselor and/or school psychologist for early intervention. The school counselor will provide outreach and support to the family through personal contact. Should early intervention fail, the counselor/school psychologist will enlist the school Assistant Principal and Principal to provide intensive support. This may include, but would not be limited to, safety checks, emergency number contacts, and contact via certified mail. Language translation is provided as needed. All efforts to reach the family and student will be documented. Should a child be identified as at-risk of learning loss either by initial baseline assessment results or by issues with attendance or lack of engagement, each school's intervention team will be engaged by the school administration in collaboration with the classroom teacher(s) and supports will be provided.

The WUSD has determined that any absence can be excused should there be sufficient independent learning activity noted in the online learning management system portal for that school day. An excused absence from school may include reasons that are deemed by the school Principal, based on the student's circumstances, as constituting a valid excuse. In reporting the absences to CALPADS, WUSD will map the absence reasons into the excused and unexcused absence fields within the context of Distance Learning. Attendance and engagement monitoring will occur using a team approach that includes teachers, counselors, the school nurse, intervention staff, administration, and students' families. Resources for staff will be provided on all aspects of attendance, engagement and strategies to intervene and accelerate learning for students who are identified as dis-engaged in the distance learning program.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Wiseburn Unified School District continues to use Dana Middle School as the site for meal preparation and distribution. The school is centrally located within the district, has the largest area to practice social distancing, and has the best layout for a "grab and go" meal. Only lunches are provided. The meals served meet the National School Lunch program guidelines. The food service director welcomes feedback from both students and parents and adjusts meal planning accordingly. The menu varies per day based on input from students and parents. The district coordinates with neighboring school districts to offer surplus supplies and to share with their communities the locations where meals are being provided. It is a collaborative effort between local school districts. The method for delivering meals is "grab and go." The district serves lunches every day from 11:30a.m. to 1:00p.m. Social distancing markers are set up six feet apart so that students/families practice safe distancing. Security personnel are on site to ensure no congregating or meal consumption takes place on site.

Numerous letters/mass emails are sent to families informing them of the location and time that meals are available. The WUSD has also taken appropriate safety and health measures in this area. Food service workers are required to wear face masks and gloves. They deep clean all dishes and materials used to prepare the meals. Countertops and common touch points are sanitized at the start and stop to each day. Food service staff are provided with basic training, reminding them of proper food preparation protocols and the importance of proper cleaning of food preparation areas and to frequently wash their hands. No volunteers are allowed. The number of lunches served varies from week to week. The highest daily average for one week in the spring during school closure was 107 meals served. The lowest daily average for one week in the spring was 55 meals served. Overall, the district averaged approximately 75 lunches served per day. Throughout distance learning, the WUSD will continue to monitor this data weekly.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
8.50%	1,684,000

### 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.]

All actions contributing to increased/ improved services which benefit unduplicated pupils are provided in this overview. With an unduplicated student count of 42.5%, the WUSD provides a coherent school-wide approach to increased access to Statewide priorities for unduplicated pupils. Similar to our schools with Title I programs, some services to unduplicated pupils are provided on a school-wide basis. With this school-wide approach, all students are served, and no student populations are singled out based on their "unduplicated" status. Supplemental funding provides an increase in both quality and quantity of services. Decisions regarding increased or improved services for

unduplicated pupils were based on LEA academic outcomes, sub-group performance indicators, and available research regarding best practices in relation to the District goal of meeting the challenges of technological and complex world of the 21st Century by supporting Wiseburn students in acquiring the skills necessary to become capable lifelong learners and productive citizens.

In response to the COVID-19 pandemic, WUSD considered the needs, conditions, and circumstances of its unduplicated pupils. WUSD used information gathered through stakeholder meetings, family surveys, and research to determine actions to meet the needs of unduplicated pupils. Specifically, in a study on chronic absenteeism completed by Johns Hopkins University's Robert Balanz and Vaughan Byrnes (2012), results revealed that chronic absence in kindergarten is strongly associated with lower academic performance in first grade, the impact of absenteeism is twice as great for students from low-income families, there is a strong relationship between sixth-grade attendance and the percentage of students graduating on time or within a year of their expected high school graduation, chronic absenteeism increases achievement gaps at the elementary, middle, and high school levels, and that students living in poverty benefit the most from being in school. By focusing efforts to ensure that the needs of foster youth, English learners and low-income students were being met, the resulting actions helped to support the needs of all students. In all stakeholder engagement and planning meetings, staff and parents represented the needs of unduplicated pupils. For WUSD, the transition to distance learning led to an unprecedented opportunity to examine stakeholder input, research, and existing resources and services in determining steps to address the needs of students during distance, hybrid and, in the future, in-person instruction.

#### Distance Learning

As a direct result of COVID-19, students were not able to access the same level of curricular resources that were paper based and reliant on in-person instruction. Without the targeted instructional materials and engagement opportunities provided in the classroom, English learners, foster youth and low-income students are at a much higher risk of disengaging and suffering from learning loss. Given the shift to remote learning, unduplicated pupils require instructional materials and learning platforms that are designed to engage students, provide embedded supports, and are adaptive to student needs. The consistent use of learning management systems such as SchoolsPLP and Canvas along with ongoing use of familiar online programs such as Renaissance Accelerated Reader, STMath, and IXL math benefit unduplicated pupils by providing equity in access to online learning using a rigorous, standards-aligned curriculum and online instruction that is both engaging and personalized.

#### Instructional Offerings

Given the substantial challenges in remote learning, funds have been identified to ensure staffing for in-person interventions through small group virtual instruction. Elementary Art, Physical Education, and Music teachers are providing asynchronous lessons to all students. Intervention and ELD teachers offer targeted instruction to English learners during live, content-based small-group learning activities. Intervention staff has been allocated to the sites with the highest numbers of English learners and low-income students. A teacher on special assignment provides asynchronous science lessons for elementary students further supported by special science-based events for all students. Such events promote college to career options for students, particularly those who may be experiencing poverty, homelessness or those living in foster care.

#### Technology

Due to the dramatic increase in the use of technology and the need to shift learning approaches, professional development designed for engaging distance learning instruction is principally directed to meet the needs of unduplicated pupils. Increases in staff professional

development from 1 to 5 days vastly improved our educators ability to effectively attend to student learning needs from the very first days of school. In WUSD staff participated in five (5) full days of professional learning prior to the start of school, each related to distance learning strategies and the use of learning management systems to organized, personalize, and deliver effective online learning activities. The increased options for distribution of technology devices and internet hotspots were principally designed for unduplicated pupils, who are at greater risk of not having the necessary technology and connectivity to access the instructional program. The use of revised attendance protocols through the District student information system has afforded additional options for identifying students who may not have access to technology so that steps to provide access can be engaged immediately to prevent learning loss.

#### Pupil and Family Engagement & Outreach:

In Wiseburn minimizing chronic absenteeism is addressed through social emotional and academic support of students and their families. Provisions for parent engagement focused on surveys in both English and Spanish and regular communication from the District Superintendent regarding the latest county guidance and its impact on our options for teaching and learning. Recognizing the importance of reaching families who do not speak English, funds have been used to translate the many distance learning resources that have been created for families. Further, the districtwide focus on student connectedness, implicit bias training for staff, inclusive practices, trauma-informed instruction, and equity are providing the context for teachers to use in developing their instructional programs for all students, specifically those learning English and/or identified as low income or in foster care. The addition of a third elementary counselor ensures that students and their families are appropriately supported through this time of school closure. To further support our unduplicated pupil population, Social Emotional Learning lessons are provided by the counseling team to teachers for use in classes and support groups and parent education options continue throughout the school year. In addition, to promote community and school connection, particularly for families with limited access to resources, WUSD has implemented a distance learning visual arts program for TK-5 families which includes monthly art projects supported by both video and art materials that can be facilitated in the home. These activities are further extended with 12 different opportunities or families to participate in virtual art night options held synchronously via ZOOM with professional artists. The increase of services through expansion of counseling supports, elementary arts, and science options is intended to improve student outcomes for unduplicated students in attendance, academic achievement, and progress in English Language Development.

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

In 2020-21, the Wiseburn Unified School District (WUSD) is projecting it will receive approximately \$1,684,000 based on enrollment of foster youth, English learners, and low-income students. Services offered to foster youth, English learners, and low income students will decrease slightly in the 2020-21 school year due to the District's three year average of unduplicated pupils decreasing from 43.04% to 42.5%. The funding provided for unduplicated pupils will enable the District to increase staffing, resources, outreach, and materials directly to the unduplicated students at all of the school sites. In the 2020-21 fiscal year the District is projecting to receive approximately \$34,000 less than the District received in 2019-20 for unduplicated pupils, due to the overall percentage of unduplicated pupils decreasing. In total, the District will be allocated approximately \$1,684,000, or 8.5% in Supplemental funding to provide additional programs and/or services for the unduplicated students. Although the proportionality calculation of 8.5% represents the minimum level of increased programs/services that



will be provided to the unduplicated students above and beyond what the non-unduplicated pupils will be provided, the District has repeatedly had more expenses for unduplicated students than the District has been allocated, year after year.