

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 14-20 students over the past few years. For the 2020-21 school year, we are starting the year with 15 students attending the school. The school currently has grades TK through 8th grades. This is our first year with the TK students. The total student body consists of 80% Hispanic and 20% Caucasian students. There are approximately eighty-five percent English Language Learners at Willow Grove. The school has two students who qualify as homeless and eighty-five percent of the students who attend are low-income. The single school district currently employs two credentialed full time teachers, a part time intervention teacher, a part time aide, a part time secretary and a part time Principal. Parents are very proud of Willow Grove School and are very involved with the Parent Nights, parent meetings, and their children's education.

Last year, in March, we had 90% of our mothers involved in a mother daughter program. Due to the pandemic, we had to cut this program short and were not able to finish it. We were able to have a Parent Night where we explained the possibility of the coming pandemic and how we would attempt to meet the needs of their students. The next week we had to close school and the parents were ready for our "distance learning" packets of work for the students. We are in such a remote area and several of our families did not have internet service. Some of this was due to financial constraints and some was due to the physical terrain of our area in which the students live. Our school started to locate internet installations for students with the assistance of a local provider who installed service for several of our students. However, we still have 4 students who are totally unable to access the internet due to the physical terrain. (Some land owners will not allow towers to be built on their property.) We currently have 3 new students, who just enrolled in July, who do not have internet. We are working to see if we can get them services in case of another shut down.

The closure of schools in March had a devastating affect on most of our students. Several of our students were very depressed and a few had difficulty getting out of bed on a daily basis. It was very difficult to get students to do much, if any, work via computer and some could not even do the packets handed out each week. Teachers assigned students a chrome book, if they had internet, and tried to meet with them via Google classroom and assist them in their learning. Many students were unsure of the process to access their email and get on Google

classroom. The teachers had to call the homes and work them through the process, if they had internet. The younger students (1st - 3rd. grds.) were only able to manage their packets to a certain degree, depending on the ability of the child. Regular phone calls were made to these students to read over the phone, discuss the story and talk about the vocabulary. Most of our younger students are second language learners and do not have a wide breadth of vocabulary knowledge. Thus, much of their discussion over the phone was in regards to understanding vocabulary (shore, island, timid etc.).

A week prior to the end of school, the students were given the school assessment on the Renaissance STAR-360 program. (We use this assessment throughout the school year to identify growth and areas of need for the students.) This last assessment was done over the internet on the student chrome books. For students that did not have internet and the lower grades, the students came to the school one at a time for the assessment. The scores from these tests showed a definite drop in the levels of math and language arts/ reading scores across the grade levels. The staff, parents and school board were very worried about the loss of learning that our students experienced since the change to distance learning in March. We were originally scheduled to open for the new school year on July 22, 2020. After discussion with staff and parents, the board met and decided to start school two weeks early this year to allow our students more time to recover their skills. Our school started the new school year on July 8, 2020. We were already a modified year round school. Just one week after we started school, the governor declared that all counties who are on the "Watch List" should begin their schools with distance learning. There is a waiver process with the local Public Health Department for schools to follow to remain open. We have completed that process and have just received the approval to stay open. (Our County was not on the watch list when we started school.)

Willow Grove School opened this current 2020-2021 school year following the school's completed plan which explained the protocols of the health and safety guidelines for staff and students. This plan was written using the California Department of Public Health guidelines for public school opening and the California Department of Education framework entitled Stronger Together. The plan allows for the correct spacing for student desks, how to coordinate the use of individualized materials, and the protocols for parents.

Stakeholder Engagement

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

Willow Grove School has been able to capitalize on the fact that we have very few students and the parents are all available at the beginning of school and at parent pick-up. The parents are also very responsive to coming to the school for Parent Nights where we explore what the students are doing in the classrooms, talk about the plans for the coming year, and solicit input from the parents regarding their interests and needs in regard to their child's school and education. For instance, we have a few families who like to travel to Mexico for extended vacations during the school year. As a result of our conversations, the school and parents were able to work out a calendar of school days where the parents agreed to use the vacation time within the school calendar for their trips. The school had reworked its calendar so the two needs were able to coincide. We have found these meetings to be much more worthwhile and productive than sending home paper surveys and notices of things that require specific input or where general parent input is sought out.

Parents came to a Parent Night in March, just before the state "shelter in place" was declared. We discussed a few scenarios about the impending pandemic and educated the parents about how the school might need to close down if the governor called for that to happen. We also discussed about how the students would get work to complete. Parents were able to ask questions and voice their concerns. A week later, when the closure of schools happened, we were all ready with our process in place and the parents knew what to expect. Again, parents were convened at our "end of the year celebration" in June. The parents, at this time, all lined up their vehicles at the fence line and stood by their cars, or sat in them (following the health and safety guidelines) while we discussed the possible scenarios for the opening of the school in early July (sooner than the usual school calendar year indicated). We discussed the pros and cons, they asked questions to clarify information and the parents all were in agreement that this would be a good idea. Fortunately all families were represented and able to be involved in the questions and discussion. It was through a unanimous agreement that opening school earlier than originally planned would be good for the students. (All of our conversations were held in English and Spanish.) The Learning Continuity Plan was developed with input from these informational sessions and followup conversations with students, members of the school board, meetings and discussions with all staff members of Willow Grove School, discussions with other administrators in the county from small and large schools, as well as members of the San Benito County Office of Education and San Benito Public Health Department. The coalescence of this information, with frequent feedback from differing members of the school community, took most of the month of June and beginning of July to formulate and develop into a usable plan that worked for Willow Grove School and its stakeholders.

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

The school staff has learned that having all of our parents gather (even if it is where they park at the fence-line in front of the school) provides everyone with the best understanding of current needs, problems, options and possible solutions. The parents prefer the discussion rather than participating in a survey. Following health and safety protocols they can ask questions and get answers on the spot from the administrator or other staff members. We have developed a good relationship built on the trust we have for each others' ideas, information, and points of view. It is a quite unusual to have such a group together, representing such diverse backgrounds but able to come together on agreement for the best for students. Information from these meetings are documented by the site administrator for inclusion in the planning process.

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

Parents want what is best for their children and they want to see their children succeed. Most realized that it was very difficult for the students to get adequate teaching over the internet and/or the phone calls. They were in favor of the students coming back to school a few weeks early so that they could regain their regular classroom learning. Some parents were concerned about the cleanliness of the situation and how the school would keep students safe from the virus. When the procedures were explained to the parents for everyone wearing the masks, the distancing of students, the cleaning of items touched by students and staff and the other daily procedures. parents were in agreement. Staff were eager to have students return under our procedures of cleaning and keeping everyone safe. The staff worked together to plan and determine the best way to distance students for all aspects of the day (classroom, lunch, egress, recesses etc.) as well as the protocols for cleaning and managing items used daily by students. Staff kept in constant contact with the students throughout the time away trying to ascertain how they were doing emotionally as well as academically. Students were eager to come back and be part of the school with the teachers and their peers. They genuinely missed being at school.

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

Discussions were held with parents regarding: 1.) health and safety protocols; 2.) extra cleaning of the school; 3.) the school calendar; 4.) student expectations and the distribution of student work for distance learning. The staff agreed on how various materials will be stored and managed for the students in mobile 4-drawer carts (in-class) for lower grade students and bins for older students. Staff worked out the schedule and procedures for the protocols of hand washing and use of hand sanitizer. The daily cleaning by staff was scheduled by the administrator according to the schedule of the professional cleaners with other days completed by staff.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Our total enrollment of twelve TK-8th grade students is currently receiving in-class instruction. Students were assessed within the first 2 weeks of returning to class in the areas of math and language arts/reading. These scores, for returning students, were compared with their previous scores from the beginning of the 2019-2020 school year and the scores in February of 2020 prior to the school closure. Students who were 4th grade and below and not reading at grade level, were also given a Basic Phonics Skills Test to determine the specific needs they had for relearning phonetic skills. The information from all of these assessments were used to assist in determining the needs for the students. Teachers, the administrator and the Intervention Teacher looked over the scores and planned a definite schedule of intervention lessons for the students requiring this extra assistance. All of these students were English learners and/or low income and one qualifying as homeless. Ongoing teacher review of these students' progress will be shared at regular weekly staff meetings regarding these students. Any differing assignments or lessons will be planned at those times. Parent conferences will be held after the next 6 week assessment cycle. (This assessment cycle is a 6 week cycle for all students throughout the school year.) Given that our entire enrollment returning from last year is 10 students, the Intervention Teacher is working now with 9 of them due to the drop in their language/reading scores from February 2020. The students with a drop in the math scores are given reteaching in the classroom prior to their moving on in the lessons for which they are not yet ready. The classes are working on geometry along with these lessons prior to moving into decimals, fractions or algebra (depending on the grade level of the student). Daily schedules for students will be set as appropriate for the grade level of the student. There will be morning sessions, with a break within that time frame, then a lunch break followed by afternoon sessions.

The 3 TK students were assessed and the primary team (teacher, Intervention teacher, aide) decided on a curricular progression for the 3 students. Two of the students are English learners and will receive increased language development through their lessons and daily activities. An aide has been hired to work with these young students along with the teacher to assist with behavior and learning. Since the TK students have never been in a classroom, there is a tremendous amount of time needed to keep their attention focused and manage their

very frequent activities within the multi-grade classroom. This extra adult allows for all students within the classroom to receive maximum benefit of the teacher's time throughout the morning lessons.

The daily schedule for students remained the same with a morning session, lunch and then afternoon session. Protocols to ensure the safety of students and staff:

All families will be driving through our check point system. Students will complete a morning health check which will include taking their temperature and answering COVID-19 symptom related questions, including possible exposure as well as travel questions. Health screenings will begin at 7:45a.m. each morning. All family members will remain inside the car at all times.

All students and parent(s) will answer the list of screening questions each day. The student will not get out of the car until all questions are answered and there are no reasons for not admitting the student. The staff then takes the temperature of the student with a touchless thermometer. Any student with a temperature of 100.4 or greater must return home. Students will wait in assigned seating placed 6 feet apart while waiting for all students to check in each morning. Staff will supervise.

Students, individually, will wash hands under supervision, before entering the classroom, after recesses, after sneezing or coughing, and after using the restroom. Hand washing stations are available in the restroom near the classroom and inside the classrooms. Students will use hand sanitizer when coming into the classroom, before going out for snack, and before going out for lunch.

Training will be provided to all students reinforcing the importance of health and safety practices and protocols. This training will be revisited as often as needed. Signage will remind students to wash hands and use sanitizer as well as stay distanced while out of the classroom (where desks are not used). Students are trained in the appropriate manner of washing hands and are supervised by staff.

Student desks will be placed six feet apart to follow social distancing guidelines. Desks will be placed facing forward to minimize face to face proximity between students. Students will use their designated desk space. Each student will have their own books, materials, implements for coloring or writing, math manipulatives etc. in a container which is within their own work area. There will be no sharing of supplies, manipulatives, toys, books, or equipment, computers, headphones, etc.. Students will maintain social distancing (six feet of spacing) while at school inside the classroom and outside. Class will occur outside when possible, always social distancing.

All staff will wear face coverings while on campus. All students (all ages) will wear masks while at school. Students will be trained on the proper use of masks including how to minimize touching of face coverings. (The school has masks available if a student mask gets soiled, torn, or if a student forgets their mask.) Students may take off their masks while they are eating snack and while eating lunch. They will be socially distanced at the tables at 6 feet while they are eating. Students may also take off their masks while playing special distance games, running the field or other guided activities where social distancing is taking place.

All high touch surfaces will be cleaned and disinfected daily. Staff will disinfect high touch surfaces on Tuesday and Thursday. (On Monday, Wednesday and Friday the school has a cleaning team that comes in to deep clean the whole school.) High touch surfaces include student desks and chairs, door handles, light switches, bathroom surfaces, tables, outside railings and sink handles. Staff will follow CDC guidelines for cleaning contaminated areas.

Any shared items will be cleaned and sanitized between each use.

All entrances to buildings will be equipped with hand sanitizer. Hand washing facilities are always available with stocked soap and paper towels in touchless dispensers. Air filters for all classroom HVAC systems have been cleaned and will be a priority to monitor and clean as needed. Cleaning products are used that meet the Environmental Protection Agency's (EPA) approved for use against COVID-19 list. When choosing cleaning products, an effort to use asthma safe items will be made.

Windows and doors will be opened when practical.

Markings will be placed on classroom floors and outside classroom doors to promote social distancing. Tape has been placed at 6 foot intervals on sidewalks and other areas frequented by students, to assist in reminding students to always safely distance. Any symptoms of illness will follow the guidelines of the State and county health departments to determine whether the student be isolated, sent home, and for parents to be contacted.

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

Description	Total Funds	Contributing
Intervention Teacher to meet with students three times a week for 30 minutes each with the goal of improving the skills of English learners, homeless, and low income students in reading, comprehension and vocabulary. This shall not take the place of their regular language arts time in the classroom.	\$15,800	Yes
Classroom aide for TK's and lower grade students	\$25,960.	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.]

Currently, all students within our classrooms, at all ages, are doing Google meets and activities in Google classroom on a weekly basis. We are instructing the students in this manner so that they will be more prepared technologically to access the information, respond to teacher directions, complete assignments, and asking questions. All of these actions will be important aspects of distance learning participation. (Our students did not have this capability prior to the school closure in March.) All students received packets of work previously before the connection of some students to the internet. So, if any student needs to pick up packets of work, they and their parents will know the process.

Should there be the need for a transition to distance learning from our current in-person learning, the following delivery/communication systems and curriculum will be used.

For those students who have internet, they will be able to check out a chrome book to use for Google meets with the teacher. They will be able to access online resources such as Houghton online stories and anthology support, Read Works program for comprehension, IXL program for math/ language arts/ and science, online resources for Science and Social Studies and teacher prepared materials (posted on Google classroom) for math or other instruction. Additional science and social studies materials are being researched to enhance online learning. ELD instruction is taught through the Houghton ELD supplemental materials as well as Kate Kinsella ELD materials. Teachers will be online with students for a minimum of 4 hours daily. The students may be doing synchronous and asynchronous work during this time depending on the small groups or individual instruction with the teacher. Students will receive targeted intervention online or in-person as their conditions allow. A schedule will be provided for each student relative to their grade level which will outline all subject areas, snack time/break/stretching, and lunch.

For students who do not have internet available to them, the students will need to rely on the distribution of weekly packets of work that parents will pick up from the school site. These packets will contain the same type of assignments that the students would be doing in the classroom (or online). Due to the intense need for vocabulary development, with our low income and English learners (85% of students), the teachers will be calling the students on the phone everyday to read stories with them, do discussion, and practice other vocabulary through reading small paragraphs for comprehension and language development. All curriculum will be handled through the support of phone calls for students without Chromebooks.

Individual intervention times will be arranged for students who can not manage to accomplish any of these methods of access to education. The local public health office determined that single instruction, of very reduced time, for students with extenuating circumstances would be a possibility at the school site.

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.]

All teachers will have access to the internet that is capable of providing the classroom support technologically from the school site. An additional laptop was purchased so that all teachers would have this technology available for providing online education adequately. New fiber-optic internet connection for the school has provided the staff with uninterrupted and quality service for the computers.

All students are currently learning some academic work through Google Classroom while they are in class. This will assist them with their competency using the program if they need to work online from home. Staff members at the school site are available to assist parents, if they need help, if the student moves to Distance Learning. Students do not all have access to the internet. The district worked with the local internet company to install internet services for all of the students where it was possible. We have 3 new students without internet and the district is in the process of determining the possibility of installing access for them. There are still a few students who will not be able to reach internet connection due to their physical location. Even using a "hot spot" will not provide the bandwidth of service that the Chromebook needs to achieve connection. The families are located in a spot where no tower provides a signal to them. The land owner refuses to allow a tower to be built.

During the school closure in March, the students or parents came by the school at an appointed time weekly to pick up the packet of instructional material for the student. This packet included all curricular areas taught during the regular in-school instruction. This procedure was instituted immediately upon the closure. Parents had met the previous week to review the impending possibility of closure. Teachers then called the students at least once a day, three or four times a week if possible. Sometimes the students did not answer the phones. When the work was collected, the teachers looked through the work, made comments and notes as to the accuracy and thoroughness of the

work. The work was returned to the students to provide feedback. This process continued for two weeks until some of the upper grade (4th - 8th) students had gained internet connection with the local provider. The students who had internet connection were able to checkout a Chromebook. These students then completed their work on the Chromebook each week with the teacher. Sometimes packet work was also supplied to these students based on what they needed for study and assignments. The teacher connected with these students on the Chromebook at least 3-4 days a week to provide instruction and assistance with assignments. If students needed more assistance, the teacher was available to work with the student online or over the phone.

The TK - 3rd grade classes continued to use the phone for reading, discussion, and assistance with assignments. These students did not know how to access their login or information on the Chromebooks since they had not needed to do this in the classroom for themselves.

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.]

Upon the closure of school, all students will have a Chromebook checked out to them to take home. Each student will also receive instructional materials to be used during academic learning time at home. Each teacher will start school at 8:30a.m. each day, requiring a "check-in" by their students on the Chromebooks. This will be followed by their daily instructional time which will go from synchronous to asynchronous depending on the instruction of all class, small group, or individual instruction. While the teacher is working with other students in synchronous instruction, the remainder of the students will be online working asynchronously. The progress on their assignments will be checked as the day progresses. There will be a break for snack in mid-morning, lunch, and P.E. (i.e. stretching, walking, exercising) in the afternoon. Online videos and stimulating, high quality instruction will be the goal for the teachers thus keeping the interest and engagement of the students to its maximum level. The expectation is that the Teacher will monitor students' progress through the assignments whether in Google Classroom or through the students work packets. (The packets of student work are aligned with the students' appropriate levels of instruction.)

Engagement of the students will be the key issue during this online educational setting. Stimulating activities will be used by the teachers to capture the interest and maintain the participation of students. Students will be encouraged to have a daily or weekly checklist that they can actually use to "check-off" as items are completed. This will help the student feel some visual progress in providing a goal to be achieved. Motivating websites such as Quizzizz.com or Quizlet may be used to allow students to participate in building their own quizzes around a subject (i.e. the parts of a cell). The state library has numerous books available online for reading or as read-aloud audio books which can all be accessed by students. Math manipulatives for K-6 are available websites such as [didax.com/apps/dice](https://www.didax.com/apps/dice) or on the Math Learning center.org. There are various other sites to be used that can help strengthen the activity level of the students online.

The daily and weekly participation of each student will be documented using the following: 1.) Evidence of participation in multiple online activities daily (to ensure participation in a full day of instruction), 2.) Completion of required assignments daily, 3.) Completion of all assessments (quizzes, Chapter tests, concept assessments, Renaissance testing), 4.) Daily student interaction with teacher and classmates. All of these pieces of evidence will be logged for reference in Aeries as well as the contact with parents. There is a tiered intervention plan to re-engage students who are missing more than 60% of their weekly instruction/evidence of participation or not showing improvement in assessments.

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 change to Distance Learning for staff is one that brings a great amount of change to what has been a somewhat static method of managing educational delivery. This change brings unease for students and staff. It is important to retain the lines of communication between staff members and take care of each other throughout this challenging time. Surveys of the staff to explore some pending needs have resulted in good discussions and further planning. The support of staff between themselves and between administrator and staff will be critical. There will be time set aside for sharing of highs and lows, of what works well, what we need to support more and where we need to move into new learning for staff. The relationship between staff members will be important for the success of staff and students. Frequent meetings and other opportunities to communicate various elements of this teaching as well as the personal well being of staff will be critical. The staff will work together to set these times.

Staff have received training in the use of Google classroom through a series of online classes. This training provided a varied spectrum of learning points for different staff members. Some staff are further along in learning to use this tool, even so, the series was appropriate for all staff involved as it spanned the spectrum of skills. In addition, the staff have all participated in the recent conference provided by Tulare County Office of Education entitled Moving Our Students Forward in 2020. This was an outstanding compilation of offerings focused on the synchronous and asynchronous learning. Many of the sessions provided us with the tools for increased student engagement which we have included in this plan. In addition, a review of the suggestions based in SB98 for student engagement have been incorporated in our plan as well. As our staff progresses, we will be looking for additional sessions on Google classroom to increase their skills for this mode of learning. The interest in developing virtual classrooms using bitmoji has the staff highly motivated. Additional resources such as eLibrary subscription, new History/Social Science and new Science curriculum available online are being investigated for purchase.

Staff Roles and Responsibilities

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

Staff is now engaged in the monitoring of the health of students from the morning check-in (which takes about 20-25 minutes) and throughout the day. Staff is always alert to the health needs in a more acute manner due to the COVID-19. In addition, masks always are being worn, there is frequent hand washing and use of hand sanitizer, and the distancing of students within the classroom as well as outside. Students have been excellent about keeping their masks on and trying hard to keep the 6ft. distance. All staff are involved in this health aspect of the school including the administrator, aide, secretary, and teachers.

Teachers are using the online technology modes of learning within the classroom so that students will be ready for distance learning if that time comes. However, that means that the teacher is multi-tasking even more than usual while teaching. There is an intensified intervention coordinated by the teachers, the Intervention teacher and the administrator due to the learning loss by the students. There are extra reports to be written by the administrator and additional budgets for COVID-19 which need to be monitored. Staff is constantly on the lookout for additional activities which can be used with the students during recess for 6ft. distance playing.

With these new responsibilities come the usual activities of teaching, or usual roles for all other staff.

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.]

Students who are English learners all receive specific instruction in vocabulary and reading / comprehension. One of our homeless students is receiving supportive therapy as well as extra assistance with academic skills. We are currently trying to set up a parenting group for moms with the local agencies. We have a few students who are exhibiting new behaviors and are trying to procure counseling for them on site. We have seen a change in several of our students since the school closure in March. It seems that they live with an uneasiness about the world in which they live at this time. If we move from in class learning to distance learning, most of these efforts will still continue. Our special education student will continue to receive services online with the support of the countywide SELPA.

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

Description	Total Funds	Contributing
The counseling and parenting class will increase services to the families at our school. The cost is tentative at this time.	\$18,000	Yes
Updated Chromebooks will be purchased for all students	\$7,000.	Yes
Upgraded technology items to assist with teaching through distance learning and in-class learning will be purchased.	\$6000.	Yes
Purchase of online materials to use within the classroom or with distance learning	\$4800.	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.]

This LEA assesses students approximately every six weeks to monitor the growth, or lack thereof, for each student in math, reading and language arts skills. The teacher, administrator and school board review the scores. The teacher uses the information to develop teaching strategies, grouping of students and lessons to be revisited. The Intervention Teacher also reviews these scores and works with the teacher and administrator to design a plan for each student who is not making adequate progress. Individual attention is given to each student who is not making adequate progress. The areas of need are usually influenced by a lower level of vocabulary knowledge and access to outside experiences. There has always been a concentrated effort to provide the students with numerous activities on field trips to broaden their knowledge base. This year we will be doing this mostly through virtual experiences.

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.]

Through our experience with the students attending this school, the needs are very similar between the low income/ homeless/ English learners. For this reason we provide our students with increased vocabulary experiences and academic conversations within their daily reading and other subject activities. They receive the full implementation of the curriculum. We integrated the ELD framework components into all areas of instruction. (This is beneficial for low income students as well since we find they are lacking in vocabulary experiences.) The staff continues to administer the scheduled assessments (STAR-360) in Math and Language Arts for all students regularly throughout the year. These are given about every 6 weeks and are used for students to track their growth as well as for staff to reteach or change groupings where needed. These individual learning plans embed strategies targeted to each students' unique needs. Individual and small group instruction are used to reach specific skills needed for academic progression, especially with phonics in reading. The Intervention Teacher plans with the Administrator and teachers in developing a program specific to each students' needs. The students meet with this instructor a minimum of 3 times a week to work on the planned intervention strategies. The ongoing work with these students is informally assessed weekly to determine if any changes need to be made to the instructional practices.

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 the students (to address learning loss) will be measured by the growth of student achievement throughout the year on the STAR-360 and Basic Phonics Skills Test. Additionally, the ability of students to produce assignments commensurate with their test scores will also be used to determine accurate student growth. Daily ongoing formative assessment is implemented by the teachers. All data is gathered and analyzed at grade level meetings.

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

Description	Total Funds	Contributing
The instruction with individual or small groups of students by the Intervention Teacher to raise the student academic scores from the learning loss to their current grade level.	\$21,000	Yes

Mental Health and Social and Emotional Well-Being

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

The social and emotional well being of our students is a concern of the staff during this time of uncertainty. As they manage the instruction, either within the classroom or online, the students access academic content while building essential self-management skills, resilience, and connections. They don't always understand that this is what they are doing but they manage to learn the new methods and are surprised at the newness each time some little aspect of learning or assignment is completed.

The students have expressed how happy they are to be having school "in-person" at our school. It was very difficult for the students to learn or even access the distance instruction. They missed the interaction between students and with the teachers. We have seen a tremendous improvement with the students academically since "in-person" school has started. They had lost about 6 months on their academic test scores over the 3 months they were at home.

The emotional well being of the staff is of utmost importance during this time as well. It is critically important to have staff wellness a priority so as to be able to establish a positive, safe, and supportive learning environment for all. Teachers are the life line to our students for the varied instruction and learning scenarios. The staff is meeting regularly to keep in touch with how each adult is doing emotionally and to review any changes in the school programs, instruction of students, the mental well-being of the students, and any other issues that arise. Teachers attended a virtual conference that addressed the mental health of students during this time of COVID-19.

The staff use Staff Meeting time, or other meeting time if necessary, to address the impacts of COVID-19 on the students. They have discussed the mental health needs of particular students and have requested mental health services. The local Health & Human Services response was that they might be able to have a staff person visit the rural schools once a month. (Our school is one of 5 rural schools.) Since this response was not what we thought would meet the needs of our students, the school administrator has contacted a local non-profit that has offered counseling services for students in the community. We are hoping to procure counseling services as well as a parenting class for mothers to be held at our school site. Currently the teachers are using some SEL strategies and lessons from on-line resources to use with the students.

Staff is currently working directly with each family as issues arise. With only about 12 families, this is a better alternative for our parents since we can individualize concerns and assistance for them.

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.]

Our school is currently experiencing in-person instruction at school. However, there are a variety of reasons whereby a student may need to move to distance learning. Before distance learning begins, the parents are informed of the process used with the Chromebook at home, the school and teacher expectations, the schedule of attending online, and the consequences for not attending. Under distance learning circumstances, if a student is absent from or not participating in the distance learning the staff has a process in place to follow. First, the parent will be called to discuss the issue, and the teacher may also talk to the student, to understand if there is a problem with the technology, understanding the process to follow, or if something else is the issue. Secondly, another follow-up call will be made to continue the conversation from the previous one. If these phone calls do not make a positive difference in the problem, then the principal will make a house call to see what needs to be done and explain again the consequences of the lack of attendance. It is the school's position to try whatever can be possibly and reasonably be accomplished to assist with a positive outcome in the distance learning process. Through all steps in this process, when discussing the issue with the parents, their home language will be used.

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.]

Willow Grove School does not have a large enough kitchen to provide meals to students. However, we have partnered with the local high school and the larger elementary district where parents may go and pick up meals for their children every week. Willow Grove school is working with the San Benito Food Bank to provide some food to go home with all of our students on a regular bi-monthly basis. Parents go to the Food Bank and pick up food bags on their scheduled days. The schedule is communicated to parents through conversations with Willow Grove School staff. Health and safety protocols are followed for the safety of everyone involved at the Food Bank and the food distribution centers at the schools.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	PPE items	\$1,000.	Yes
School Nutrition	Food fo students and families	\$500	Yes
Mental Health and Social and Emotional Well-Being	Counseling for students and parent training sessions	\$4500.	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.06%	\$23,365.

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.]

Increased vocabulary/language and reading skills for Low Income, Homeless, and English Learners:

Actions related to increased vocabulary and reading development, especially the targeted intervention instruction, are prioritized for the low income, homeless and English learner students within this school. (We currently have no foster students.) It was clear by the results of the academic assessments given when school started in July, that these groups of students experienced a significant learning loss in their language arts scores. Our certificated instructors, providing specially designed instruction on vocabulary and reading skills, will accelerate the reading and vocabulary levels of these targeted students. These students also receive a broad variety of instruction, targeted supplemental materials, and technology to enhance their learning experiences. Services to this targeted group will be increased by 25 minutes a day, a minimum of three times a week. The students' progress will be measured weekly for growth and the material will be continued for further growth or adjusted if growth is not progressing.

Technology access for Low Income, Homeless, and English Learners:

Actions to increase technology access will contribute to an improved instructional process since it was evident, according to parent survey, that 70% of low income, English learners, and homeless students did not have access to the internet at their home during distance learning at the last part of 2019-2020. As much as physically possible due to physical constraints with the rural area, our school has now provided internet connections for these students. These connections will allow the students to access instruction during distance learning. This will help them to improve their learning with the teacher by receiving group and individualized instruction. This will be effective in mitigating their learning loss and keep them involved and engaged. For those students who do not have the capability of physical internet connection (15%), the teacher will use the phone to call and engage the student on a pre-determined schedule. Chromebooks are provided to all students.

Mental Health family and student engagement for homeless, low income and English learners:

Hire bilingual counselors and instructors who will be able to provide parenting sessions for mothers and counseling services for students. This will be a 100% improvement over last year where these services did not exist.

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

Previously we have not provided internet connectivity for students. Reading, vocabulary and reading instruction has not been provided in this specifically designed manner to mitigate a learning loss. This design is much more prescriptive and focused on the homeless, English learner and low income students, one at a time. The mental health issues have arisen due to the issues with COVID-19 at the end of the 2019-2020 school year.

Student attendance will be a continued focus for the next year due high chronic absenteeism for some low income students. A more vigorous parent education focus will be implemented to address this need.

Our student population is 85% unduplicated students. Students who are EL in the K-4th grade levels are closing the gap in Language Arts between themselves and the non-EL students as a result of a strategic assessment and intervention program which is in place to support these students. Currently the LEA is meeting the needs of all students including the EL, low income, homeless/foster, and English learners by providing a broad variety of instruction, targeted supplemental materials, and technology to enhance their learning experiences. In addition, there will be a longer school year for all students (9 additional days to the usual 180). The assessments and the intervention program will be continued through this next year as well.

Services to the targeted students will be increased by 25 minutes a day, a minimum of three times a week by providing opportunities to these students to have intervention and the extra use of technology that will enrich their language and mathematics experiences and achievement. All students will have access to specific programs and applications that are designed to enrich language and mathematic achievements.