



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The COVID-19 health emergency profoundly impacted the families of the Wasco Union Elementary School District. With an economy rooted in agriculture, the service industries, and Wasco's State Prison, citizens fortunate enough to remain employed were required to work on-site without the luxury of working from home. Complying with the State of California and local health officials' direction to limit the spread of the virus, the Wasco Union School District's educational services have been conducted remotely since March 18, 2020.

The unanticipated "stay at home order" announced by Governor Newsom to "bend the curve" of COVID infections in March 2020 ended in a chaotic and mostly unproductive conclusion of the school year in May. At that time, Nearly 20% of students in the district were unaccounted for even after intensive efforts by district employees to locate them. The abrupt ending to the 2019-2020 school year, followed by uncertain budgetary constraints over the summer, left the district scrambling to best serve students in the fall of the 2020-2021 school year. Fortunately, the district was confident that distance learning would remain a necessary element of the instructional year, and planning for such began in May 2020. The district utilized the early summer months to develop teachers' training and built resources centered around a pedagogically sound hybrid distance learning model. This effort paid off for the district when Kern County was placed on the Governor's

watchlist for its staggering increase of COVID-19 cases. When district employees themselves began to come down with the virus, it was clear that reopening Wasco schools as planned would be impossible, and local stakeholders agreed. Ultimately, a solid longitudinal plan for teaching and learning was necessary to implement the school year's opening. The district chose a full-time distance learning environment during the first quarter of instruction, and the school year began on-schedule and online.

Wasco has a disadvantaged socioeconomic rate approaching 90%, with just under 50% of its students classified as English Learners. The district's learning gap, which was narrowing considerably over the last six years before COVID, is expected to widen significantly due to a lack of instructional engagement in the spring of 2020 and an ongoing distance learning format in the current school year. Parents report that members of their multi-generational families are bearing the responsibility for assisting students in participating in the district's online learning programs because they cannot work from home.

The COVID -19 pandemic has contributed many unanticipated disruptions to public educational systems, and student education has encountered the most significant losses in the process. Students of the district's unduplicated subgroups (SED, EL, SWD, Homeless/Foster, and AA) have experienced compounded instructional losses that must be addressed in a multiyear effort moving forward.

This plan was developed in collaboration with district stakeholders to lay bare a transparent strategy to address students' learning gaps across the Wasco Union Elementary School District due to the COVID-19 pandemic. Flexibility in school funding has been instrumental in allowing the district to transition to a distance learning and hybrid instructional model that will best employ district resources to engage students of unduplicated subgroups with increased and enhanced educational experiences. This effort will secure equitable access to comprehensive academic programs.

Stakeholder Engagement

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

When the governor announced the first stay-at-home order in March 2020, the district had just completed its collection of annual stakeholder feedback to develop the 2020-2023 Local Control and Accountability Plan. (LCAP) This data included survey results from teachers, administrators, students, parents, and other district personnel. After the March 2020 pandemic stay-at-home order issued from Sacramento, the need for input from stakeholders shifted to address the demands of remote learning and health concerns posed by COVID-19 in the schools. The district mobilized a plan to develop and administer paper-based surveys (English and Spanish) to parents to determine the levels of home internet connectivity and student device availability to switch to a distance learning platform. The district also sought input from the District's Parent Advisory Group, English Language Advisory Committee, and LCAP Advisory Committee during a hybrid online/in-person meeting on May 27, 2020.

Vital information is communicated to parents at each school via e-mail, text, and automated phone message using the AERIES Parent Communication system. District administration provided a consistent message regarding programs and services available to families while school facilities remained closed. The district and school offices remained open to address the many parent questions and concerns regarding school closures.

A final parent survey was conducted in July 2020 to entertain sentiments regarding the best path for reopening schools for the 2020-2021 school year.

The Wasco Elementary Teacher Association and district members of the local chapter of the California School Employees Association worked in tandem with district administration in the summer months to consider staff's needs and concerns regarding the 2020-2021 school year. This close communication was instrumental in ensuring the readiness of the district to begin the fall semester. When school started via distance learning on August 10, 2020, teachers had everything necessary to create a robust online education program.

Finally, the district consulted with the Wasco Union High School District to determine the best ways by which services could be coordinated to serve the community during distance learning or hybrid instruction.

This 2020 Learning Continuity and Attendance Plan, developed by the Wasco Union Elementary School District, was developed with stakeholders' input. The plan was presented for open comments in a public hearing before the district's trustees' board on September 8, 2020. Public comments were also solicited from the District's Advisory Committee (DAC), English Language Advisory Committee (DELAC), and LCAP Parent Advisory Committees in a special meeting held virtually and in person on September 9, 2020. Opportunities are in place in the district for stakeholders to provide written comments in the district, and to present formal questions during public parent advisory meetings. At the time of the development of this plan, there no questions from stakeholders regarding the plan that required the district superintendent to respond in writing. The district is prepared to do so should it happen.

The plan was approved by the Wasco Union Board of Trustees on September 15, 2020.

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

Remote participation via Zoom Enterprise Edition was made available to parents beginning in May 2020 for the following meetings:

- District Advisory Committee Meetings
- District English Learner Advisory Committee Meetings
- Parent LCAP Advisory Committee Meetings
- School Site Council Meetings
- Site English Learner Advisory Committee Meetings

District Board Meetings were conducted publicly in a socially distant environment. These meetings began with remote access during the September 2020 board meetings.

All of these meetings are promoted on the district website, public meeting postings, and the AERIES Parent Communication system pushing information to parents by their personalized communication style in their home language. (phone, email, or text)

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

Data from stakeholder feedback collected prior to COVID-19 stay-at-home orders indicated

Parents were surveyed on the choice between a "Hybrid" Learning Model or 100% Distance Learning.

Results:

433 Respondents

1. 100% Distance Learning (All students participate in learning using District Chromebooks and curriculum from home until the end of the first quarter in mid-October)

73% Yes - 12.8% No - 14.2% Possibly

2. Blended Learning (Students attend school one to two days per week with distance learning using District Chromebooks and curriculum at home the rest of the week)

26.5% Yes - 58% No - 17.5% Possibly

Student survey data from the California Healthy Kids Survey was used to gauge school climate at each school across the district.

The district administrative cabinet conducted round-table meetings to review stakeholder data and develop formal recommendations for school reopening plans to the Wasco Union School District Board of Trustees on May 26 and July 28, 2020.

Teachers were polled by the district's teacher association to determine the best way to open schools for the year.

Results:

1. Do favor 100% remote learning this fall with no students attending physical classrooms?

133 Respondents

60.1% Yes - 33.1% No

Teacher feedback is regularly gathered through formal and informal surveys, providing clear feedback to the district. The majority of teachers felt ill-prepared to conduct distance learning. Even three weeks into distance learning, teachers are reporting an immense workload added to their daily routine to learn how to use online tools to engage students in a rigorous learning environment. Teachers report difficulty finding time during the virtual instructional day to work with students on an individual basis. Frustration is reported at every level of the organization. Teachers report that parents do not have the technical skills to assist their children with online learning at home.

Teachers and parents stakeholders are concerned about the quality of the educational experience for the district's youngest students, especially those from unduplicated subgroups.

A 100% virtual start to the school year through the first quarter was an easy decision to make given the overwhelming desire of parents to begin school online based on the July 2020 parent survey. By order of the governor, the increasing infection rate of the COVID-19 virus in Kern County forced all schools to remain closed. After careful consideration and review of feedback from parents, teachers, and community partners, the Wasco Union Elementary School District has concluded that the school year should begin with students engaged in 100% distance learning through the first quarter.

Concerns regarding the effectiveness of virtual learning that stakeholders shared during District Advisory Committee meetings were addressed over the summer.

Stakeholder feedback moved the district forward on the following changes for the fall of 2020:

1. All students will have a district Chromebook assigned for them to use at school and at home
2. Internet hotspots will be provided to families needing internet access at home
3. Google Classroom will be the instructional delivery tool for all students for distance learning
4. Teachers will receive training over the summer and throughout the year on online instructional delivery
5. The district will ensure students have access to their classroom teacher during every school day
6. Two "Learning Centers" will be staffed each school day during distance learning to ensure students have access to all district services.
 - a. School Counselors
 - b. Support for Technology
 - c. Targeted, Specialized Support and Services
 - d. Academic Tutoring
 - e. ASES Classes
 - f. Health Services

The continuing concerns of teachers regarding the need for additional time and training in the delivery of online instruction have prompted the district to expand professional development offering using KyteLearning online training platform. As teachers identify topics for training, district support staff develop and upload online workshops and short "how-to" videos to KyteLearning. District academic coaches and technology support staff are working to support teachers using Google Classroom for distance learning. Teachers were required to make regular contact with students via phone, e-mail, or other means to connect with, and engage, students in their learning.

Support staff reaches out to unduplicated families that are not in contact with the schools to determine the barriers to participating in distance learning. District teachers on special assignment and school site parent liaisons reach out personally to all homeless and foster students in the district to inform them of food distribution services, instructional programs, and to check on their wellbeing. School counselors regularly check in with students on their rosters they consider at-risk emotionally and academically. Unduplicated pupils are given the highest priority for assistance during distance learning.

There is also a need for parent training on the district's online learning platform to be conducted in both English and Spanish. This will allow increased awareness for families to understand how to help students with online learning at home. Those training sessions are in development as this document is being prepared.

Continuity of Learning

In-Person Instructional Offerings

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

The outline below demonstrates the steps the district will take on its journey to a full reopening for in-person instructional services, post pandemic. The plan as it is written has an optimistic initial implementation timeline of October 2020. No matter when school doors reopen for students, most of this plan should remain valid and will allow the district to plan accordingly.

1. School will resume October 12, 2020 with a blended learning model (in-person and distance learning)
2. To ensure proper social distancing, students can only physically attend school one day per week beginning the week of October 12, 2020
 - ----a. Students will be assigned a specific weekday to attend Monday through Thursday
 - ----b. Regular school hours will be observed on that day
 - ----c. Classrooms will be closed to students on Fridays (except by teacher request)
 - ----d. Diagnostic assessments will be administered to gauge student learning loss
 - ----e. Learning Loss Mitigation Plan will commence in-person for identified students after school and on Saturdays
3. Students will participate in distance learning four days per week
 - ----a. Distance learning will be conducted using Google Classroom to deliver instruction using core curriculum and other district approved supplemental programs
 - ----b. Students grades TK-8 will be assigned a district Chromebook for use at home and school
 - ----c. Students will be assessed for signs of significant learning loss
 - ----d. Students experiencing significant learning loss will receive additional online tutoring in individual or small group online sessions as outlined in the district learning loss mitigation plan
4. Special services for students will be made available in-person at a district distance learning centers located at Palm Avenue and Thomas Jefferson Middle School Gymnasiums
 - ----a. Tutoring assistance (virtual or In-person) for students experiencing significant learning loss
 - ----b. Technology and distance learning assistance
 - ----c. Counseling services emphasizing identification and services for students in crisis
 - ----d. Instructionally necessary student assessments

- ----e. Food service meal distribution
5. Students will enjoy a clean and healthy learning environment
- ----a. School facilities and high traffic areas will be regularly disinfected during the day
 - ----b. Complete cleaning and/or disinfecting of all school site facilities will be conducted nightly
 - ----c. Classrooms and school grounds will be organized to promote social distancing
6. All students and staff shall practice healthy routines
- ----a. All adults shall wear masks while on school grounds when social distancing is impossible
 - ----b. Face masks shall be required of students in grades 2-8
 - -----i. Face masks are optional for children TK-1
 - ----c. Students and staff will be screened before school each day
 - -----i. Students or staff displaying symptoms of illness will be sent home and directed to further health evaluations as needed
 - ----d. Only students and school staff shall be permitted on school grounds past the gates
7. Reevaluation of this COVID-19 School Operations Plan will be conducted October 6, 2020 and modifications to increase services will be made when it has been determined to be safe to do so
- ----a. School days of in-person instruction will be increased as conditions allow
 - ----b. School services shall be redirected as needed to ensure services match the needs of students and their families
 - ----c. Full online distance learning for students will begin at any time if necessary
 - ----d. Communication regarding changes to the plan will be made via phone, e-mail, and text
8. This plan is subject to change at any time as necessary in compliance with local and state health departments

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

Description	Total Funds	Contributing
CL1. Personal Protective Equipment - Supplies to limit the spread of COVID-19 at all district facilities	150,000	No
CL2. Social distancing tools - barriers, signage, instructional tools - LEA	100,000	No
CL3. Staffing to district learning centers to address engagement and attendance as well as learning loss mitigation focusing on unduplicated student subgroups	1,655,685	Yes

Description	Total Funds	Contributing
CL4. Staffing to lower student group sizes to prevent the spread of COVID-19 - Certificated and Classified	1,076,981	No
CL5. Student devices for the remote delivery of instruction - Chromebooks for all students - Direct outreach to socio-economically disadvantaged students	1,400,000	Yes
CL6. Cellular data internet hotspots to provide connectivity to families of students in need	74,000	Yes
CL7. Online services to promote instruction and communication to students and parents during distance learning - SEE LL#1 FOR FUNDS	SEE LL#1	No
CL8. Parent liaisons at all sites to conduct attendance and checks on student welfare focusing on unduplicated student subgroups	299,325	Yes
CL9. Increased transportation services to allow for effective social distancing during COVID-19 pandemic	397,000	No
CL10. Site-based health personnel and facilities to deal with students reporting illness	375,058	No
CL11. School counselors to meet the social and emotional needs of students during pandemic - Services to focus on unduplicated student subgroups	779,080	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.]

Planning curriculum and instructional delivery for distance learning to begin the 2020-2021 school year began in earnest in April 2020. During that month, when Governor Newsom announced that schools in California would stay closed for the remainder of the school year, it was apparent that until a vaccine was introduced to the nation, schools and the traditional model of public education would require dramatic transformation. Beginning in April, the district utilized LCAP and COVID relief funds to procure technology in amounts that would allow every child in the district access to a Chromebook, internet connectivity, and all the tools necessary to conduct meaningful in-person learning lessons online. Teachers in the district had already participated in three years of training in the use of the Google Classroom Learning Management System. This ongoing training and exposure to Google Classroom provided instructional staff a significant step forward in successfully implementing distance learning across the district. During the summer, teacher leaders of distance learning developed a series of online professional development workshops that were made available to all teachers during professional development days prior to the opening of the 2020-2021 school year.

Over the last several years, during adoption cycles for all core subjects, the district invested heavily in online versions of core curriculum right along with the physical textbooks. All students in the district, whether in the classroom or online, have equitable access to all core curriculum. After the period of full distance learning, as schools begin their gradual reopening when health conditions improve, students will seamlessly transition between textbooks as devices as they engage in their learning.

The district has devised a reopening strategy that will allow students to return to school in-person in gradual phases that blend distance learning with face-to-face instruction. As long as Kern County has clearance from the state to reopen, the district will implement this plan after the second quarter beginning as soon as October 13, 2020. Part of that strategy includes offering increased services to targeted student subgroups and individuals who have experienced significant learning loss due to the COVID-19 health emergency and public schools' closure in California. Students shall have been screened at the opening of the school year via distance learning using formative assessments to identify impacted students as rapidly as possible. Support staff, working at two locations in the district serving as "Learning Centers" will offer increased and improved in-person supports to these students to provide multi-tiered levels of assistance to mitigate learning loss.

The district will be considering students with disabilities as the first cohort of pupils that need to return to school on a regular basis when it is deemed safe to do so. The smaller class sizes of special day classrooms will make it easier to reintegrate academically fragile students and return them to a regular course of learning. Moderate to Severe and Mild to Moderate special education classes will be reengaged as a priority. Students receiving services on consult will also be brought back for their respective therapies as soon as the district is cleared to reopen.

Helping to lead the way, stakeholder input is routinely considered as the district navigates its way through this health emergency with the ultimate goal of reopening safely to provide in-person education to all students of the district.

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 Wasco Union Elementary School District has incorporated core instruction using Chromebooks with students on a daily basis since 2014. With only minor adjustments to devices and local network infrastructure, the district was able to purchase Chromebooks and internet hotspots for all students lacking this technology and network infrastructure at home by September 1, 2020. Parent surveys demonstrated that the largest barrier to equitable access to the core curriculum for all students was home internet connectivity. Live synchronous instruction, as well as many online assignments during distance learning, requires fast and reliable internet service. Internet service in the home was in place for the majority of students, but disenfranchised subgroups were in need of support. Hotspots were purchased by the district in large numbers for distribution to families without internet access at home, and funding sources outlined in this document made that possible. The district procured touchscreen Chromebooks for its youngest of learners to provide more engaging learning activities for little fingers just discovering the keyboard.

With all the new technology and online services put in place over the summer of 2020, the district shifted personnel to assist teachers, parents, and students. The district maintains in-person technology support at its two "Learning Center" locations. Online technical support is available to parents and students during school hours, and live support is available at district online learning phone banks to address technical issues in a timely manner. Students and parents can bring a malfunctioning computer in for repair and be issued a replacement instantly at a learning center.

The district was seeing over 90% of students "Distance Learning Engaged" at the end of the first week of school beginning August 10, 2020. The second and third weeks saw this participation percentage increase to nearly 95%. Personnel across the district reach out prescriptively to students of unduplicated subgroups to ask how their online experience is progressing. Site personnel routinely make calls to the 5% to 10% of students missing in the first weeks of school to determine what barriers exist that preclude the child from participating in distance learning. These personal interactions have been enlightening in identifying the strengths and weaknesses of the district's online learning efforts. This feedback is strongly considered in determining the best use of available personal and financial resources across the district to assist students with the greatest special needs find success during this unprecedented school year.

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.]

The district utilizes the Google Classroom Learning Management System, which allows a single point of contact for students to "arrive" to school on time and participate in classroom learning with their teachers and peers. District instructional staff are required to engage with students during live (synchronous) and recorded (asynchronous) lessons each day following a daily schedule that meets or exceeds the state instructional minute requirements for distance learning.

- Transitional Kinder and Kindergarten - 180 Minutes Daily
- Grades 1-3 - 230 Minutes Daily
- Grades 4-8 - 240 Minutes Daily

Teachers will tag every lesson within Google Classroom with a "time-value stamp" to ensure that, when the completed lesson values are calculated each day, pupils will have engaged virtually at the minimum time value or more each day. Using the CDE's Student Engagement Log, teachers will document the time that each student participates and the method by which that participation occurred, and personally verify that each student has met this requirement.

During synchronous instruction in grades TK to 6th grade, teachers engage students in whole group instruction, small group, or individual instruction using Google Meet. After each lesson, teachers shall make themselves available for questions for all students and parents during two "live" instructional blocks scheduled each school day. Middle school teachers engage with students in synchronous instruction each scheduled instructional period. During asynchronous instruction, teachers utilize Screencastify, a desktop screen capturing tool, to record presentations and instructions for learning activities that students can view when the synchronous instructional window has closed for the day. This powerful asynchronous instructional tool allows students to provide the education needed to complete assignments and assessments they missed at a later time or date. Flexibility is crucial for online learning to enable students to deal with real-world situations brought about by COVID-19 and its impacts on daily family dynamics.

Most importantly, a teacher's Google Classroom contains all the necessary core curriculum and supplemental lessons and activities in a single folder. Student engagement is tracked using the exercises and formative assessments found within, and the evidence of student learning left online at the end of every instructional day. The learning management system maintains students' incomplete work and allows a child to return to the day's work to complete assignments and assessments when time allows. Teachers are flexible, allowing students to recapture instructional time lost that counts toward their grade.

Since April 2020, teachers have documented the efforts of students in a student engagement log at the end of each instructional day. The record describes the lessons and assessments conducted during the day and outlines the engagement levels for each student assigned to the class or period. Teachers use the log to follow up on students that were "Not Engaged" in distance learning because they either weren't there for the day or were there and not participating in learning. Students "not engaged" are referred by the teacher to support staff to make outreach to the home to determine the cause of disconnect with the student and determine and plan what resources are needed to reengage the student with their learning.

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.]

During the summer months of 2020, teacher leaders worked to create professional development sessions focusing on the online curriculum and tools needed for distance learning. These sessions were made available to all instructional staff during their summer professional development days in August. Through the use of "KYTE Learning", the district was able to warehouse hundreds training videos on the tools for

distance learning, including those created locally, in a one-stop location for teachers to learn and practice distance learning skills and programs. These training sessions remain online for teachers to find support as necessary.

Teacher online professional development sessions created specifically for distance learning during the summer of 2020 are as follows:

- Returning to Work During COVID-19
- Reopening: Instructional Details for Distance Learning
- The Coming School Year: An Address from the District Superintendent
- Suicide Prevention and Awareness
- Mandated Reporting - CANRA
- Digital Citizenship
- Sexual Harassment Prevention and Response
- Creating Your Google Classrooms Directly from Aeries
- Educeri Level A
- Educeri Level B
- Educeri Level C
- Educeri Level D
- AERIES Parent Communication Overview
- Google Meets: Integrating into Google Classroom
- Creating Rubrics in Google Classroom
- Google Classroom for TK-2 Google Forms
- Google Classroom for TK-2 Intro
- Google Classroom for TK-2 Google Docs
- Google Classroom for K-2 Google Slides
- STEMscopes for Beginners (Gr 6-8)
- Renaissance myON
- Creating Choice Boards in Google Slides
- Screencastify for Newcomers
- Screencastify for Experienced Users
- Literacy Systems, ELPAC, Resources, Pacing, and ELD
- Ellevation/Reclassification/ELD
- Clever- Teacher Resource Page
- Kami - Using with Google Classroom
- Kami - Getting Familiar with the App
- Google Classroom for Newcomers
- Kami - Creating Your Account and Adding Students
- Google Classroom: Teacher Backend Tools
- Google Classroom for the Experienced User
- Digital Textbooks: McGraw-Hill MyMath
- Digital Textbooks: McGraw-Hill Wonders

- Using Google Slides for Google Classroom Assignments
- WUESD Technology Department Review
- WUESD CB maintenance training

Hundreds of additional training sessions related to the implementation of distance learning are archived at [KyteLearning.com](https://kytelearning.com)

LIVE Sessions:

- ST Math - TK-2
- ELlevation
- Pearson Digital Text
- Reading Plus & Lexia
- Renaissance Place STAR Remote Training by Rep Trainer
- Educeri ELD Link & Launch to Literacy Level ABC
- Educeri ELD Link & Launch to Literacy Level D
- Educeri All Content Areas
- STMath in a Remote Setting
- Supporting STMath @ Home
- Site Staff Meetings
- Districtwide Grade Level Collaborations

Several layers of support are available to instructional staff while engaging in distance learning. Outside of the online training sessions available to teachers 24/7, teachers can reach out to local personnel within the district.

Technical Support (Hardware) - WUESD Technology Department

Technical Support (Software) - WUESD District Instructional Technology Specialist

Student Mental Health Support - WUESD School Counselors

Assistance for Students Experiencing Severe Learning Loss - Title I Support Staff - WUESD Learning Centers

Support for Teachers with Disabilities - WUESD Education Support Services

Support for Student Engagement and Attendance - Site Based Parent Liaison and Administration

Support for Parent Concerns - Educational Resource Center and District Office

Parent education was mentioned by stakeholders as necessary to fully implement distance learning. A video and document library for parent and student support is being developed in English and Spanish on the following topics:

- How to log-on to your Chromebook (Complete and online)
- AERIES Portal - Creating an Account (Complete and online)
- AERIES - Support for Mobile Apps (Complete and online)
- CORE 5 - Support for Lexia (Complete and online)
- PowerUp Parent Support (Complete and online)
- Reading Plus Support (Complete and online)
- How to help your child during distance learning
- District Learning Center Overview
- WUESD Plan to Return to School in October

Additional topics for the library will be added as determined by stakeholders

Staff Roles and Responsibilities

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

Every teacher and classified employee has encountered significant modifications to their roles due to the drastic impact of COVID-19 and the restraints put upon districts to provide a public education in an environment clear of the virus.

- Regular and Special Education Classroom Teachers: Provide direct instruction with students virtually or in-person each day
- District and Site Administrators: Provide direction and leadership for student education and personal welfare
- District and Site Office Staff: Continue to serve in their roles as liaisons to parents and students

All staff members that do not have a rostered class assignment during distance learning report to one of two district "Learning Centers" each day. Employees assigned to a learning center have become critical members of the instructional team by filling one of these vital roles:

- Technical Support for Student and Parents
- Virtual and In-Person Student Tutoring (Learning Loss Mitigation)
- Student Re-engagement Team (for students absent or not participating)
- Substitute Teaching Staff
- Hotspot Distribution
- Health Check-Points
- Food Service (Drive-thru)
- ASES Enrichment Programs

Teachers on Special Assignment fill another crucial role to serve all students in the district.

- District Instructional Technology Support Specialist - Handles the flood of technical support issues arising from distance learning.
- Site Academic Coaches - Each of the six coaches is assigned two grade levels to assist those grade teachers with developing the backbone of the coming week's lessons, activities, and assessments.

- Student English Learner Coaches - These teachers are assigned district newcomers and ELPAC level 1 students and their families to provide ELD instruction and support for distance learning in their home language.

The auxiliary support outlined briefly here is but a small portion of the services this group of employees has brought to the district during the COVID-19 pandemic. Their assistance has been instrumental to the district, and it is doubtful that the district could have provided quality service to the community without them.

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.]

Distance learning will never take the place of in-person instruction. The varying needs of individual students are many, and screen-time with a child does not constitute a rich and engaging educational experience. Socioeconomically disadvantaged students, students with learning disabilities, children with English as a second language, little ones in foster care, and students without a home of their own, need to be at school every day. Until that time, the district has put synchronous and asynchronous supports in place to assist these children and their families in making the best of the current educational environment.

English Learners will have continued access to core designated English Language Development (ELD) classes using online resources. The district purchased additional online supplemental programs to allow students to have increased engagement with the teacher. ELD groupings at every grade level have been created to enable students to participate in ELD with other students at their language level. These groupings will be in place when students return to school in-person to ensure continuity in their instruction. The district's English Learner Student Coaches are now providing services to all newcomers and lowest level language learners in the district to provide ELD instruction and support to the student and family during distance learning. Overseeing these efforts is the District Coordinator of English Learners and Early Literacy.

Supports for foster and homeless students in the district are a priority for the district. COVID-19 has caused havoc in the dynamics of so many families in the community. District Title I coordinators are tasked with searching out and coordinating services to assist these students. They have been empowered to do what is necessary to re-engage these children with public education and point families toward services and organizations that offer support. Funding for basic needs is at the ready for families, and Title I coordinators work directly with the district office to process purchases for their needs.

Many of the district's students with disabilities also fall into one or more of the other unique student subgroups needing special assistance. Further, the district recognizes that distance learning for students that already have a learning disability can not be adequately suitable for academic growth. The district is working closely with the families of students with disabilities to determine the best course of action during instruction days, where students are required to participate via distance learning. Teachers and parents are working on completing distance learning plans to supplement their IEPs that will allow students the flexibility to complete instructional activities that are individually meaningful to them and not exercises in futility. Special education teachers work together to plan and coordinate services and lessons.

They have adjusted their synchronous academic schedules to provide "live" instruction via Google Meet in an individual and small group setting. Where possible, instructional aides join their assigned teacher in the virtual classroom to provide increased online support to students in special education.

The district is currently considering the best plan of action to increase services for these student subgroups. The governor has provided the flexibility to begin in-person services for students most in need of supports even if health restriction in the county was preventing the district from moving forward. The district's plan will include reinstating in-person speech services, instruction for special day class, and OI impaired students as soon as possible.

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

Description	Total Funds	Contributing
DL1. Distance learning professional development preparation - Personnel - Equipment - Software	98,525	No
DL2. After school and weekend instructional support services to assist students identified as suffering from learning loss due to school closure - Priority given to students of unduplicated subgroups	199,589	Yes
DL3. Contract for online tele-speech services to increase the number of students participating in speech services during the pandemic for students on an IEP for specific disabilities related to speech	276,807	No
DL4. Homeless and foster student outreach and supports during pandemic - Personnel and supplies	268,581	Yes
DL5. Personnel and equipment for service and support for educational technology for remote learning - Technical support conducted online, by phone, and in person - SEE CL#3 FOR FUNDS	SEE CL#3	No
DL6. Technology essential to conduct distance learning program (Other than Chromebooks and hotspots)	5,000	No

Description	Total Funds	Contributing
DL7. Online programs to track attendance and student engagement during distance learning.	12,537	No
DL8. Technology repair and replacement for student devices - Students will be able to exchange a device as needed to maintain continuous participation in distance learning - SEE CL#5 FOR FUNDS	SEE CL#5	No
DL9. Classified and certificated support personnel for English Language Learner services to increase and enrich services to ELs.	269,575	Yes
DL10. All students will have equitable access to CORE curriculum and supplemental supports in Math, English Language Arts, Science, Social Studies, and English Language Development.	20,962,118	No
DL11. Tiered re-engagement strategies for students out of compliance with attendance and engagement expectations - SEE CL#3 FOR FUNDS	SEE CL#3	No
DL12. Online curriculum development at all grade levels for distance learning lessons, activities, and assessments - Teacher led collaboration time and required supplies	815,311	No
DL13. Enrichment programs to support core instruction - AVID and Instrumental Music - Teachers and Program Costs	438,640	No
DL14. Increased translation services for parent communication during distance learning - District translators	146,477	Yes

Description	Total Funds	Contributing
DL15. Digital library books will be purchased and made available to students of unduplicated subgroups	20,000	Yes
DL16. Training for all staff, certificated and classified, on hygiene, cleaning, and best practices to contain the spread of COVID-19	123,633	No
DL17. Professional development and workshops for instructional staff to deliver high quality instructional services using remote learning technology	98,525	No
DL18. Personnel servicing students at two "District Learning Centers" - Primarily unduplicated students needing support - SEE CL#3 FOR FUNDS	SEE CL#3	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.]

Nearly six months have passed since public schools in Kern County closed their doors to in-person learning. Local stakeholders and nearly every educational organization in California have voiced strong opinions of the negative impacts facing students when the only educational option available is distance learning. Though no longer a novelty, distance learning implementation on such a wide-scale is unprecedented and presents the district with massive challenges to execute productively. Teachers are limited in their intercommunications with students, and synchronous educational interactions to not allow many options to assess student conceptual knowledge or to engage students in participatory activities. It has become clear, that even with the most "engaging" distance learning environment possible, nothing can take the place of in-person instruction for young students conducted in a class with their peers. The district's youngest students, many with limited English language skills, enter the world of distance learning at an extreme disadvantage and lack equitable access to instruction in core curriculum without significant increases in service and prescriptive actions taken to lessen learning loss. Districts must engage in the purposeful manipulation of a distance learning environment to the favor of these disadvantaged children. With nearly 90% of students in the

socioeconomically disadvantaged subgroup, barriers limiting successful experiences within the district's distance learning program are immense and must be addressed to draw students back to pre-COVID academic achievement levels.

Additionally, the Wasco Union Elementary School District is now beginning its fourth week of distance learning and is missing between 5% to 8% of enrolled students. That's nearly 200 students that remain unaccounted for across the district. These students present a pressing challenge for district personnel. Outreach is underway to locate these families and to identify and eliminate the barriers restricting their children's participation in school. Some of these same students have been missing from district attendance rolls since March of 2020, and the district is pressing forward on locating these families with the highest priority of reunifying and reengaging their students with their neighborhood schools.

Though distance learning does not present ideal learning conditions, the district is making the most of having over 90% of students in attendance each day in these early weeks of school in August. Students follow a daily instructional schedule that keeps them engaged in distance learning from 8:00 to 2:30 each day. This instructional schedule includes "live" instructional time that includes whole group, individual, and small group education every day. Teachers have been tasked with administering screening assessments to gauge the level of learning loss of each child in the district. The results of these assessments are shared with learning loss mitigation staff at each school site to develop a plan for assisting students suffering most from disengagement with their school.

Assessments Given:

- ELPAC Initial Assessment
- DIBELS (ELD screening)
- STAR Reading (ELA screening)
- STAR Math (Mathematics screening)
- District Local Assessments (Science, Social Studies, and History)

During the 2020-2021 school year, the district is operating two District Learning Centers to provide increased and enhanced services for all students in the district. Teachers and support staff are available at LCs to assist families and students with in-person support during distance learning and hybrid instructional scenarios. These learning centers are located at Palm Avenue and Thomas Jefferson Middle Schools.

Parents and students can contact their assigned LC to schedule an appointment that fits their needs during school hours. District personnel will be onsite to meet the needs of nearly any issue that may arise. This support includes, but is not limited to the following:

- Chromebook Support
- Internet Access
- Counseling Services
- English Learner Student Coach
- Student Testing
- State Mandated Testing
- Initial Screenings
- Food Service Meal Distribution
- Library Book Pickup/Drop-off
- Itinerant Special Education Services

- Math Tutoring
- ELA Tutoring
- Targeted, Specialized Support and Services at School - In-Person Service
- Student Enrichment Activities
- ASES Afterschool Enrichment Program

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.]

Diagnostic assessments listed above are used by the district to identify areas where instruction or intervention may be needed to decrease learning loss for specific students. Assessment data from students of each grade level across the district are monitored by teachers, academic coaches, and site administration to identify students in need of educational aid to prescriptively begin a remediation program for each child. English Learners, homeless and foster youth, students with disabilities, and students of the SED subgroup will have top priority for the assignment of an academic support plan to mitigate learning loss and to accelerate learning. A distance learning plan will be created for every student on an IEP in the district to determine the best learning strategies for special education students during distance and hybrid learning scenarios. These plans will be created in tandem with parents to make certain that students with specific learning disabilities can reach the maximum use of their time and efforts.

An academic support plan incorporates the following actions as necessary:

- Increased synchronous learning opportunities with certificated teachers during regular school hours, after school, or on Saturdays.
- Access to remedial asynchronous lessons, activities, and assessments.
- Access to additional online resources to develop or practice the critical skills necessary to reengage with the grade-level core curriculum.
- One-on-one tutoring with a certificated teacher at a district learning center.
- Daily access to live classroom instruction as allowed by public health agencies and district policies under COVID-19 conditions
- Regular outreach of school support personnel to work with affected students' families to encourage healthy learning habits at home.
- Assignment of an English Learner Student Coach to assist ELs in finding success in distance learning.
- Counselors are assigned to students impacted with social and emotional issues impeding instruction outside the distance learning program's scope.
- Assignment to asynchronous SEL activities.
- Reengagement of greatest needs students with live instruction as allowed by health department agencies

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.]

Primary screening data will provide the district with a baseline measure of the academic levels of all students at the opening of the school year. Students of unduplicated subgroups will be targeted initially for increased and enhanced instructional services using this data employing one or more of the supports listed above. DIBELS assessments will be administered three times during the school year, and STAR Tests for Math and Reading, and local assessments for science and social studies/history, will be readministered at the conclusion of the semester in December to measure student progress and the effectiveness of supports to accelerate learning during remote instruction. Students beginning the year on an academic support plan will be continuously monitored by the classroom teacher, academic coaches, and site administrators using more frequent formative assessments within their Google Classroom. Services provided to students on support plans will be modified as necessary depending on the academic growth, or lack thereof, of those students throughout the school year.

In what will be one of the most enlightening endeavors to gather conclusive data on learning loss, the district intends to administer the CAASPP Interim Assessment to all students in grades 3-8 at the conclusion of the semester in December 2020. The district will have three years of longitudinal data on the CAASPP Interim Assessment and will be able to measure the year against this extended record of student learning. Over the winter holidays, the district will have an opportunity to retool pacing, assessments and instruction for the second half of the school year in 2021. This will be a crucial opportunity to chart a path forward to accelerate learning growth for all students.

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

Description	Total Funds	Contributing
LL1. Initial administration of formative assessments to determine the degree of learning loss of unduplicated pupils and determine the strategies necessary to address identified barriers to learning - Includes, DIBELS fluency assessments, STAR Math, and STAR Reading	112,228	Yes
LL2. Google Meet video conferencing will be used as necessary for student assessment screenings as school closures are in effect at the beginning of the year. In-person assessments will be administered at the district's learning centers once restrictions are lifted in Kern County - SEE CL#3 FOR FUNDS	SEE CL#3	No
LL3. Maintain increased Special Education support staff in place from the 2019-2020 LCAP to meet the increased need for supports to learning and families during distance learning activities.	558,377	No

Description	Total Funds	Contributing
LL4. Learning loss mitigation supports for students focusing primarily on English Language Arts, Mathematics, and English Language Development Curriculum - Universal access via Zoom, After instructional hours, and weekend supports as deemed necessary - Focus on district's unduplicated subgroups - SEE DL#2 FOR FUNDS	SEE DL#2	Yes
LL5. Educational technology support specialist to increase the effectiveness of distance learning across the district, and specifically for students with the greatest needs	135,780	No
LL6. The instructional day will be extended twenty minutes per day in a effort to increase services and limit learning loss among unduplicated students - Per MOU with local teachers' association	810,115	Yes
LL7. African American Mentor Program - Outreach to AA data defined low-performing subgroup during distance learning to provide increased supports to the subgroup	9,950	No
LL8. Activities to increase student engagement and motivation - Awards and incentives	17,142	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.]

Learning loss of students is an essential focus for schools as they begin the process of gradually reopening. However, the impacts on students' spirits and social-emotional well-being cannot be underestimated as a critical factor in successfully returning to school. During this extended period of isolation, many students and their families have not fared well. Social disengagement from peers and regular daily interactions with others brings depression and anxiety. Unemployment has hit Wasco's city harder than greater Bakersfield, and the stress of

lost income, pending foreclosures, and inability to pay monthly bills is a crushing blow to families. For some, illness, or the tragic loss of a loved one due to the COVID-19 virus has devastated healthy family dynamics. Every student returns to school with their own COVID story that must be told, understood, and considered when re-engaging with school this year.

The district employs six counselors. (one per school) During the initial stay-at-home order issued by Governor Newsom in April, counselors worked daily to stay in touch with the students on their caseload experiencing social or academic difficulties. Counselors made a real difference for these students in the early days of the pandemic. Already, in the opening days of the 2020-2021 school year, counselors find themselves busier than ever as they reach out to students known to have suffered the loss of a loved one. COVID-19 impacted the community of Wasco more so than other areas of greater Bakersfield. Wasco is made up of many farmworkers and other essential employees unable to make a living remotely. Rural Kern County's explosion of COVID-19 cases impacted nearly every family in the area in one way or another.

During the opening of the 2020 school year, site counselors created a professional development workshop on suicide, its warning signs, and prevention. This required training for all district personnel tied the pandemic's realities with returning to school and how teachers should have careful conversations about, and react to, any symptoms of withdrawal or depression that need immediate attention. Additional professional development for teachers addressing social and emotional competence shall be conducted during the school year.

The district's multi-tiered systems of support are entirely in place for the 2020-2021 school year. Level-one MTSS classroom strategies have never been more critical as they are this year. Only the classroom teacher will have a face-to-face encounter with a school employee during this 100% distance learning scenario. Additionally, school counselors have been assigned the homeless and foster subgroup to make personal connections with these families to ensure they have access to all district and community services available to them.

Each school day, students engage in an SEL activity to gauge their emotional state using a quick survey tool. Teachers will monitor the results recorded by students during this exercise for any signs that may necessitate a connection to student support services. Additionally, counselors will periodically provide teachers with SEL curricular activities to supplement the daily distance learning instructional routine.

District counselors are available directly available to students and families during school hours. Local counseling services are also available to take on clients for students suffering severe depression and anxiety that school personnel cannot treat.

Staff social and emotional health during this health emergency is also a priority for the district. The district monitors how teachers are dealing with the distance learning program and assess their needs through anonymous teacher surveys. Training on secondary traumatic stress and self-care will be provided as necessary based on this feedback. Additionally, teachers engage in synchronous weekly collaboration activities where colleagues can engage in welfare checks on staff just as they would for their students.

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.]

The Wasco Union School District has spent a great deal of time and effort parent outreach during the pandemic to determine families' needs during this time of uncertainty. Particular emphasis on this outreach is focused on the district's highest-needs subgroups, including Foster/Homeless, SED, EL, SWD, and AA.

Knowing that a 100% distance learning instructional model would be impossible unless students of the SED subgroup had equitable access to devices and internet connectivity. Identifying this need in the community was an essential first step in moving forward. The district secured and distributed the technology necessary to make distance learning happen for every district student. Timely communication regarding technology distribution and information regarding the school year's opening was communicated in each family's home language via phone, email, and text.

The district was excited to see a district-wide student participation rate of nearly 95% by the end of the first week of instruction on August 14, 2020. Student engagement is now dramatically higher than during the mandatory stay-at-home order from the spring of 2020 that effectively concluded the school year. Still, a 5% rate of unengaged students translates into nearly 200 enrolled students. The district is now working to locate these students to reengage them in their public education. District and site support personnel are now reaching out to families of unengaged students in their home language. This outreach is conducted to identify and eliminate student barriers to successfully participating in distance learning. Priority for this outreach is focused on unduplicated student subgroups in the district, and staff has been assigned a target the groups specifically.

- Counselors and Title I Teachers - Homeless/Foster
- Site Parent Liaisons and Title I Teachers - SED
- EL Student Coaches - English Learners
- African American Student Mentors - AA
- Special Education Coordinator and Staff - SWD

A student's presence during distance learning is the obvious first tier of the re-engagement process.

The second tier of re-engagement is meaningful participation in the instructional program of the district. Once reunified with the classroom teacher and their peers, the student's progress and participation will be monitored by their teacher and the assigned staff that brought the student back to school. Frequent communication with the family to ensure all the supports are present for the student's success will be conducted.

Individual students will no doubt disengage from school during the school year as there are many variables and distractions in students' lives due to the effects of the pandemic. The district will address this with families as soon as a student fails to show up or participate in their

learning for three consecutive days. On the third day, the parent liaison or district support staff will make parent contact by phone or in-person to identify and eliminate any barriers to participation at school.

Tier two re-engagement strategies will follow for disengaged students until the teacher is satisfied that they are on-board and successfully involved in their learning.

Schools and teachers are working harder than ever before to make this strange school year exciting and productive. Happy and motivated students are the key to student engagement.

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 Nutrition Services Department of the Wasco Union Elementary School District consists of a team of food and nutrition professionals dedicated to students' health, well-being, and ability to learn. The unit supports learning by promoting healthy habits for lifelong nutrition and fitness practices. Any meals, foods, and beverages provided during the 2020-2021 school year, a year impacted by COVID-19 (provided via pickup or served at schools), meet state and federal requirements based on the USDA Dietary Guidelines. The district provides students with access to a variety of appealing foods that meet students' health and nutrition needs.

The district's nutrition services program also services several nearby school districts via contracted services. Addressing food insecurity in the district head-on, foodservice employees provided breakfast and lunch to Wasco's students every instructional school day, since the first day of the statewide quarantine for the district, which began March 18, 2020. Service included the days during spring break in April. The district coordinates its foodservice operations with the local high school district to ensure food distribution locations are equitably located for students with the highest level of need within the city. Foodservice personnel continues to service the front-line of the district's efforts to provide consistent services to local families dealing with food uncertainties.

To limit unnecessary interactions with others, the district food service team made all meals available via "grab-and-go" drive-thru pick up zones. These stations are located in school turnaround zones at locations across town. Breakfast and lunch are provided together to allow families a single trip each day. Food distribution locations were specially selected as they allow the areas of town with the most significant number of low socioeconomic families to be within walking distance to these meals. Food is prepared under the most sanitary conditions possible at the central district kitchen, follows social distancing guidelines, and regular disinfecting intervals throughout the preparation process. Once prepared, each meal is individually bagged at the central kitchen, then transported to food distribution sites. Distribution site employees wear personal protective masks and gloves when handling the bagged meals during distribution. The process is clean and efficient, and thousands of meals are processed and distributed each day.

The availability of meals was communicated weekly to the community via the district's AERIES Parent Communication System, school marquees, and all phone message systems when district offices were closed.

District Nutrition Services is prepared for a gradual return to school with a "Hybrid Food Service Plan" that continues grab-and-go for students on distance learning days, with free hot meal service on days pupils attend school in-person. This seamless hybrid plan will roll into full in-person learning when distance learning programs are no longer required. When serving food on campus, foodservice and school site administration will transition students into the cafeteria using strict social distancing guidelines to serve and partake in the meal safely. Signage and distancing markers have been purchased and are ready to go when the district initiates a hybrid instruction model.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
35.59%	10,170,862

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.]

As discussed at the opening of this document, COVID-19 is wreaking havoc on family dynamics and is damaging the academic growth and well being of students across the United States of America. The district is thankful that government leaders, charged with ensuring the appropriate use of public tax dollars, respected the unique needs of the community of Wasco during this time of crisis. Without the flexibility to redirect these funds to meet local needs, the district would not have been able to fully engage its unduplicated student subgroups in distance learning. Key support positions providing direct services SED, Homeless/Foster, and English Learners would have been reduced. Technology and internet hotspots would have been impossible. Social and emotional supports to students during these disruptive days would have suffered greatly. In formulating this plan, the needs of unduplicated students were always considered first.

Though it is clear that distance learning is not the best way to deliver instruction and student supports, the district is proud of the services it has been able to achieve with the assistance of the flexible funding granted through the WUESD 2020 Learning and Continuity and Attendance Plan. All students may encounter some of the actions and services offered in this plan. Each activity that does this is marked accordingly. However, at the genesis, it should be clear that each action was developed by stakeholders to increase and/or improve services to enhance learning outcomes for students of unduplicated subgroups.

Every action of this plan strengthens these pillars of support to unduplicated student subgroups:

- Access to technology for distance learning and technical support to keep it working
- Support to families without home internet connectivity
- Enhanced health and protection from COVID-19
- Outreach to unduplicated families to support student learning and available supports
- Extended access to counselors and social-emotional support
- Training for teachers to provide instruction in a distance learning (and hybrid) environment
- Improved services for students with disabilities
- Support staff to reengage unduplicated students that choose not to participate in distance learning
- Equitable access to core curriculum
- Increased assistance to English Learners and their families in their home language
- Development of engaging and relevant online curriculum and lessons
- Learning loss mitigation targeted to unduplicated pupils
- Increased instructional day (20 minutes daily)
- Engaging and motivating students with the greatest needs during the COVID-19 pandemic and all the connected uncertainties

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

The COVID-19 pandemic impact has altered every aspect of the standard delivery of instruction and services in the Wasco Union Elementary School District. Stakeholders recognize the district's most impacted subgroups as a priority for increased and enhanced services. Students with Disabilities, English Learners, Homeless and Foster Students, African Americans, and students in the socioeconomically disadvantaged subgroups are the most vulnerable to falling behind academically due to the current distance learning and hybrid teaching environments. As such, the stakeholders have prioritized funding outlined throughout this document to prioritize these unique student subgroups to ensure equity to enhanced services and supports across the district. Learning Center staff and its resources (a major component of this plan) are specifically targeted to offer support to homeless and foster students, conduct face to face assessments for English Learners and students with disabilities, and offer technology hardware and technical support to economically disadvantaged students. The district has maintained an MOU with its instructional staff, established under previous LCAP actions, to provide an increased 20 minutes of instruction each day to directly benefit unduplicated student subgroups. The district will be initiating additional after school and Saturday enrichment classes to targeted unduplicated students in need of supplementary academic assistance to limit learning loss. English Learner Student Coaches have been instrumental in pulling all newcomers together into online classes to provide direct service to the EL subgroup. These teachers conduct ELD and family outreach to ensure that these vulnerable students have instructional supports above and beyond the baseline.

As an example, with roughly 90% of students in the Wasco Union Elementary School District counted as socioeconomically disadvantaged, the district continues to build instructional models and supports for students through that lens. Personal protective equipment (PPE), Chromebooks, internet access, school supplies, transportation, small class sizes, and access to health and mental health professionals can not be taken for granted. They must be provided. Even if these supports also benefit the remaining 10% of students that do not neatly fit into a disenfranchised subgroup. Without the flexibility granted through this plan to provide increased supports to students, the district would not have been able to offer equitable supports and assistance to its unduplicated students as outlined above.