



## 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.]

In response to the global COVID-19 pandemic and California's Stay at Home Order, the Wasco Union High School District closed school on March 18th, 2020 along with the 46 other districts in Kern County. District administration, in collaboration with the Kern County Office of Education, quickly transitioned to a Distance Learning model for the remainder of the 2019-2020 school year. On July 17th, 2020 Governor Newsom and the California Department of Public Health (CDPH) announced an order limiting schools to only provide Distance Learning until their county is removed from the state monitoring list for at least 14 days. The state order required that the Wasco Union High School District open the 2020-2021 school year via Distance Learning, at least through the first quarter of the school year.

The COVID-19 pandemic has had a negative impact on students and families. Beginning last Spring of the 2019-2020 school year, students experienced the cancellation of school activities (dances, field trips, etc...), athletics, and the Senior Class experienced a Graduation Ceremony that was delayed and very different than what anyone expected. Most of the summer programs were cancelled and, although students and families were hopeful for a return to campus, the beginning of 2020-2021 under Distance Learning was a major disappointment to many. The frequent changes and the uncertainty with data and what the future holds has caused a general agitation and frustration amongst many.

As of early August 2020, the COVID-19 pandemic has only mildly affected the City of Wasco (population about 29,000) and neighboring areas. With over 20,000 confirmed cases and about 170 deaths in Kern County, Wasco has experienced about 1,000 of those cases and many have already recovered. Even with lower than average statistics (compared to the region), the sentiment of staff and the greater community is concern and worry for their safety and the safety of students and staff returning to school. Ever changing data and confusion around data, guidance, and what to plan for has taken its toll on the community and staff, not unlike what others have experienced across the nation and beyond. However, like many others, the community of Wasco is resilient and local leaders press on. Plans have been developed to keep students and staff safe while returning to school via Distance Learning on August 12th, 2020.

# Stakeholder Engagement

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

The process of Stakeholder Feedback regularly begins each spring of the prior year; at the time of school closure, most Stakeholder Feedback had been collected as part of the LCAP development process. As details of funding and reopening guidelines emerged over the summer, staff and student stakeholder groups were consulted in the development of district reopening plans. Once a draft was developed, it was published to the district website and communication to all stakeholder groups was transmitted via email, voicemail, and text, as well as messages on the district website. The draft plan and communication to parents was provided in Spanish (as well as English) and the district's website is viewable in translated languages, including Spanish. The District's Parent Advisory Committee (Tiger Parent Club) and English Learner Advisory Committee (DELAC) were contacted specifically to review the draft and collect feedback. Communication to parents occurred in English and Spanish via phone, text, and email. Parents that lack Internet access were invited to submit their input directly to the District Office or at the Public Hearing. The Public Hearing was scheduled for the regular August Board of Trustees meeting, giving the public and community an opportunity to review and comment on the Learning Continuity and Attendance Plan.

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

The Public Hearing, scheduled for August 13th, 2020 will occur during a regular scheduled Board of Trustees meeting. That meeting, along with the District's Parent Advisory Committee (Tiger Parent Club) and English Learner Advisory Committee (DELAC) were held remotely via video conferencing technology (Zoom). Members of the public were allowed to call in to the meeting as described in the meeting agenda, posted 72 hours in advance.

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

The following highlights the key points of input from each of the stakeholder groups:

Students - Administration met with the ASB leadership group on 6/23/2020 and 7/8/2020 to discuss school closure and how students were adapting to Distance Learning. Their primary input was that they wanted schools to open. They missed their friends, teachers, athletics, activities, and the routine and structure of going to school.

Classified Staff - Administration met with the Classified Staff on 7/15/2020. Their primary concern was for their own personal safety, adequate PPE, clear guidelines, and concern for the uncertainty of the COVID-19 pandemic.

Certificated Staff - Administration met with Certificated Staff on 7/10/2020, 7/15/2020, and 8/6/2020. Their primary input was that many teachers did not feel safe working in their classrooms for fear of transmitting and/or contracting COVID-19. If possible, many wished to conduct their teaching responsibilities from home.

Administration - Administration met on numerous occasions during Spring and Summer 2020 to plan for Distance Learning. Their primary input was the need for PPE to keep students and staff safe, the prioritization of technology and instructional resources despite a smaller budget, and the requirements to implement Distance Learning should schools be required to shut down.

Parents (at large) - Administration met with parents on 1/27/2020, prior to COVID-19 school closures. Their primary input was focused on maintaining access to technology in the classroom, opportunities for tutoring and academic support, credit recovery, and for some teachers to be more flexible and understanding with student hardships. Since school closing and moving to Distance Learning, parent input has been collected via surveys and various parent meetings (via Google Meet and Zoom). Parent input since Distance Learning has emphasized the need for technology and a majority of parents indicate they want their student to return to In-Person instruction.

District Parent Advisory Committee (Tiger Parent Club) - The Tiger Parent Club was consulted in August 2020 via e-mail and invited to review and comment on the development of the Learning Continuity Plan. Their feedback included much of the same input provided by other parents and also emphasized the need for reliable Internet access and the frustration that some families were not able to provide a good learning environment from home.

District English Learner Advisory Committee (DELAC) - The Parent DELAC was consulted on 8/19/2020 to review and comment on the development of the Learning Continuity Plan. All parents accessed the meeting electronically with their student's Chromebook and did not provide any additional feedback. However, their lack of feedback was interpreted to indicate they were not comfortable communicating with remote access technology. Continued efforts will be made to build communication with DELAC during this time.

Community - The community has had an opportunity to provide input at regular board meetings, parent engagement activities, and Rotary Club meetings and social media. The primary message expressed from community input is the desire for the safe return to traditional activities, athletics, and the reopening of schools.

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

The following points reflect the key aspects that were influenced by stakeholder input:

- Increased support for technology that supports Distance Learning (Chromebooks, mobile hot spots, increased bandwidth / data rates, increased security, and instructional resources).
- Increased teacher and administrator training for Distance Learning (new LMS / Canvas, online teaching certification @ BC, new instructional resources / Nearpod).
- Increased safety and sanitation protocols (signage, cleaning supplies, new cleaning technology, hand sanitizer / dispensers).
- Safety protocols to establish the orderly and safe return to In-Person Instruction.
- Increased resources and learning time for students who have fallen behind and/or have not adapted successfully to online learning.
- Increased parent training and accommodations to allow parents to engage and participate in their child's education remotely.

# 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 Wasco Union High School District will open the first quarter of the 2020-2021 school year under Distance Learning for both schools. Upon approval to return to In-Person Instruction, the District will implement the following safety protocols to minimize the spread of COVID-19:

1. All students and staff are required to wear a mask while on campus.
2. Social Distancing in the classroom will be required; social distancing will be encouraged (where possible) outside the classroom.
3. Paths of travel and social distancing guides will be marked throughout the District.
4. Multiple warning and reminder signs related to reducing COVID-19 will be posted in classrooms and throughout the District.
5. Meal distribution will maintain “pre-packaged” and “grab and go” meals only. Breakfast and lunch will be consumed off campus, in classrooms, or on busses following Social Distance guidelines.
6. Large congregations of students gathering will be discouraged both on and off campus.
7. Regular hand-washing and use of hand sanitizer will be communicated and made available to all students and staff.
8. Water-filling stations will be provided for students to fill their own water bottle (traditional drinking fountains will be turned off).
9. Alternating days of instruction (Hybrid Instructional Model) will be utilized to minimize student contact (last name A-L on Mon/Wed, last name M-Z on Tues/Thur).
10. Busses (and other school vehicles) will be sanitized after every trip and 50% capacity from Hybrid Instruction will increase Social Distancing on bus transportation.

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

Description	Total Funds	Contributing
Provide PPE (masks, hand sanitizer, etc...) to all staff and students. (LEA-wide)	\$200,000	No
Additional staff, overtime, and equipment to increase effectiveness and frequency of sanitizing classrooms, offices, vehicles, etc...(LEA-wide)	\$140,000	No

Description	Total Funds	Contributing
Increased signage to educate and communicate health risks, precautions, symptoms, and directions associated with COVID-19 pandemic. (LEA-wide)	\$3,000	No
After-school tutoring and supplemental education services to mitigate learning loss due to COVID, especially for targeted students who may have had challenges with technology and wireless Internet connectivity.	\$100,000	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.]

The Wasco Union High School District has developed Student Learning Outcomes and Evidence-Based Learning Modules (EBLMs) for all courses. This has helped standardize course curricula and keep both common and sequential courses aligned to learning targets and student outcomes. Additionally, the District has implemented a 1:1 Chromebook program to facilitate student learning in a digital environment, which together has provided a strong foundation for an organized shift to Distance Learning.

Continuity of instruction and student learning will be facilitated by adapting EBLMs to distance learning and can be easily transitioned between Distance Learning and In-Person Instruction as needed. The schedule planned for Distance Learning has allotted time at the beginning of every day to collaborate and adapt lessons for effective distance learning.

While the overall budget has been reduced, instructional resources to enable Distance Learning have been maintained or increased. All departments have access to online textbooks and/or publisher resources. EBLMs have been adapted to online formats and a wide variety of digital resources have been made available to insure multiple opportunities to adapt future content, including: NewsELA, IXL, iCEV, ReadingWidely, Easy Reader, EdPuzzle, Quizlet, Kahoot, Canvas, Google App Suite, and Edgenuity.



## 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.]

Since 2016, the Wasco Union High School District has implemented a 1:1 Chromebook Take Home initiative at Wasco High School and a 1:1 Chromebook Classroom Cart initiative at Independence High School. While Chromebooks have been issued to all students, approximately 30% of students lack reliable Internet connectivity at home (as determined by student and parent surveys conducted in March 2020 when schools closed due to COVID-19). In Spring and Summer 2020, the District purchased mobile hotspots to ensure all students needing Internet connectivity had reliable access from home. To begin the 2020-2021 school year under Distance Learning, incoming Freshmen were issued a Chromebook and charger with their textbooks. Returning students were able to retain their previously issued Chromebook and charger and mobile hotspots will be issued to students as needed. Mobile hotspot distribution, technology support (such as: exchange of equipment, etc...), and addressing unique circumstances, will occur in the student parking lot facilitated by a "drive-up" procedure, similar to daily meal distribution.

## 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.]

While the Wasco Union High School District has implemented Google Classroom and G-Suite as their Learning Management System (LMS), recent efforts to maximize effectiveness in Distance Learning has initiated a transition to Canvas as a better LMS for long-term implementation of online courses in a Distance Learning environment.

Through Canvas, instructional minutes can be tracked and monitored, enabling a system that can assess student progress through live contact and synchronous student activity. Additionally, Canvas can track and monitor asynchronous activity (Examples: reading a novel, conducting an experiment, completing an assignment, etc...) and measure participation and time value of student work. Teachers will utilize new attendance marks to indicate Engagement (both synchronous and asynchronous) and Nonengagement; teachers will have a two-week window of time to update "Nonengagement" with "Asynchronous Distance Learning" when it is determined students completed assignments and learning activities at unscheduled times.

## 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.]

In order to support Distance Learning, the Wasco Union High School District will provide initial and ongoing professional development and instructional resources, to include: the KCSOS Reimagining Learning Seminar (Summer 2020), the annual Wasco Way PD (modified to plan

for Distance Learning), ongoing Academic Coaching, ongoing Department collaboration and support, and access to a three (3) course series in Online Learning Environments at Bakersfield College (EDUC B30, EDUC B31, EDUC B32) that result in a Certificate of Completion for Teaching Online Learning.

## **Staff Roles and Responsibilities**

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

As the Wasco Union High School District plans for Distance Learning, some roles and responsibilities have been modified to improve how the District provides services to all students. Certificated teachers are now responsible for integrating challenging lessons into virtual student-teacher interactions, while also allowing for social and emotional growth through increased responsiveness, inclusiveness, and support. Classified Staff (Instructional Aides, Campus Supervisors) will be more involved in contacting students and families, especially when students are not participating in Distance Learning. Cafeteria staff are now responsible to coordinate meal distributions while others Classified Staff assist in this process and the distribution of textbooks, Chromebooks, and mobile hotspots. Site administrators are also modifying their roles to manage and supervise student interactions that are happening in a mostly virtual environment.

## **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.]

The Wasco Union High School District will continue to provide additional support to students with unique and exceptional needs. Many of these supports were transitioned and implemented in Spring 2020 during the initial school closure and transition to Distance Learning. For example, virtual IEP meetings and counseling appointments were held over Zoom and Google Meet. Parent conferences, Advisory Committee Meetings (DELAC) and other traditional support networks were conducted virtually as needed.

Site Administrators and Counselors will continue to conduct wellness checks via telephone, video conference, and in-person (with appropriated PPE and Social Distancing) when other remote strategies were not successful. Administration reminded staff regularly about the increased need to identify potential cases of homelessness and additional challenges that may affect foster youth, immigrants, English Learners, and students with exceptional needs.

Additional supports provided during Distance Learning will include:

- additional communication in home language to ensure English Learners understand how to navigate the Distance Learning environment.
- students with exceptional needs and English Learners may be invited to campus (in cohorts < 15 according to Health Department guidelines) to receive encouragement, answer questions, provide speech and social/emotional services, and check academic progress (as needed).



- students in foster care and/or experiencing homelessness may be invited to campus or contacted via home visits / wellness checks to deliver food, clothing, textbooks / Chromebooks, and school supplies (as needed).

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

Description	Total Funds	Contributing
Provide technology to support Distance Learning needs (i.e., Chromebooks, mobile hot spots, data plan, infrastructure upgrades) which will ensure that unduplicated students have access to high-quality online instruction and materials. (LEA-wide)	\$450,000	Yes
Technology security training - Knowbe4 Cybersecurity Training. (LEA-wide)	\$15,000	No
Teacher professional development to support Distance Learning. (LEA-wide)	\$150,000	No
Provide technology resources with accessibility tools to support the Distance Learning needs of unduplicated students (i.e., Zoom, Canvas, nearpod, Misc. Licensing). (LEA-wide)	\$30,000	Yes

**Pupil Learning Loss**

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

The Wasco Union High School District will address pupil learning loss in multiple effective ways. At both Wasco High School and Wasco Independence High School, students will participate in pre-testing and post-testing in their English and Math classes to gauge their current level of content mastery. Common Formative Assessments will be used to check for understanding following each lesson. Though grades will not be given, immediate feedback from the teacher will follow. Should any student need further assistance with the content, teachers will provide small group instruction or review the concept as a class. Constructed responses and quick writes are two additional ways in which learning loss can be determined. Teachers may refer back to scores from previous tests and compare and contrast the outcomes, which then provides further direction for the teacher. Rubrics are commonly used to score constructed responses and may prove effective when

assessing a student's learning status. NWEA testing, which commonly occurs for incoming students, would provide helpful data to measure a student's progress or lack thereof. The online resource, IXL, is used for individualizing instruction based on diagnostic test results. Individualized lessons will be produced in all content areas, including: English, Math, Science, and Social Science to address learning loss as a result of COVID-19. Similar individualized lessons for ELD will be produced from the online resource, ELlevation for all English Learners that experience learning loss.

The District will further address student needs and their learning status by providing a 20 minute support for small groups after each period and at the end of the day with teacher office hours. It should be considered that firm goals but flexible means are required to measure the learning status of a student and allow students to set meaningful goals for themselves.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

To address learning loss, accelerated learning progress, and various student needs, the Wasco High School will include 20 minutes of academic support time for small groups after each period and at the end of each day (office hours). Likewise, Independence High School will offer academic support before and after school to serve the same purpose. Teachers will build their curriculum utilizing the UDL (Universal Design for Learning) model which will offer students a variety of learning options and equip them with tools necessary to support their learning. Additionally, District teachers will use increased responsiveness, inclusiveness, and emotional and social support to overcome any engagement and/or learning barriers. Teachers will also engage in clear and consistent communication with both students and parents/guardians to address any barriers and ensure that all students are successful. Strategies to address learning loss will include diagnostic testing (using IXL and ELlevation) and individualized and differentiated learning targets for English Learners, low-income students, Foster youth, students with exceptional needs, and students experiencing homelessness.

## **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 Wasco Union High School District will utilize pre-testing/post testing scores (NWEA testing) to measure the effectiveness of services and support provided. Formative and anecdotal data can also be obtained through teacher student interaction, checking for understanding, constructed responses, quick writes, rubrics, digital portfolios, and current student academic performance. Ultimately, the most complete measurement of services provided will be the percentage of students that pass courses in the 2020-2021 school year despite challenges of Distance Learning in Spring and into Fall 2020.

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

Description	Total Funds	Contributing
Professional Development and training for teachers to be able to implement Learning Loss strategies with an emphasis of meeting the needs of low-income, English Learner, foster youth, and homeless students who have the greatest risk of learning loss. (LEA-wide)	\$10,000	Yes
Materials / supplies associated with pre- and post-testing, Universal Design for Learning, etc... (LEA-wide)	\$5,000	No

**Mental Health and Social and Emotional Well-Being**

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

In order to monitor and support the mental health and social and emotional well-being of pupils and staff during the school year, the Wasco Union High School District will continue to connect with students through active attendance monitoring, collaborate with all stakeholders through various media outlets, and conduct routine check-ins via staff, school psychologist, and counselors. The District will continue to share the National Suicide Prevention Lifeline with students and the school community through regular communication and reference during regular parent and student communication.

The District will:

- include information and links on school and district websites to increase access to mental health and wellness resources which include resources for the basic needs of our school community.
- provide routine communication to staff members in order to encourage self-care.
- promote safety and consistency in the classroom (both virtual and physical) by utilizing daily routines, using UDL strategies, and consistently surveying students in regard to their wellness.
- encourage students to utilize counseling services as needed. Students can make an appointment with a counselor or use the district wide STOPit! app to report anything they feel is affecting them negatively.
- develop a Social Emotional Learning (SEL) Tiered system. The system will be designed to be used during Distance Learning and can be adjusted as the district moves to In-Person Instruction or a Hybrid instructional format.

- provide training and staff development, including: Alliance (Recognizing Trauma and Care), Bethany Zoeller (Social Emotional Care), and KCSOS (Suicide Prevention and Awareness).

#### TIER I:

Tier 1 will consist of classroom/teacher supports that are typically used to gauge a student's well being.

#### SEL Components:

- Self-Awareness
- Self-Management
- Social-Awareness
- Relationship Skills
- Responsible Decision Making

Tier 1 will also consist of every teacher using a link of local resources and a Google Form when a student reports they feel overwhelmed, anxious, extreme sadness, etc. The completion of the form will initiate Tier II support. This form can also be completed by teachers if they feel students are struggling with their social/emotional well being.

#### TIER II:

Tier II consists of assigning students to an SEL course operated by the School Psychologist and monitored by the Coordinator of Special Education Services, Assistant Principal of Student Affairs, and school counselors.

#### SEL Classroom:

- Weekly content on positive coping skills/SEL themes
- Weekly SEL check-in via Google Form
- Weekly Group Counseling
- Individual counseling may refer or initiate Tier III support.

#### TIER III:

Tier III consists of students needing additional insight and completion of a formalized screening tool by teacher, parent, and/or student. Tier III will consist of in-person check-ins and referral to outside agencies that can provide additional support. If a student has an IEP, the team will take steps to initiate the referral process for Educationally Related Mental Health Services.

# 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.]

During Distance Learning, student engagement will be accomplished using various online tools and platforms. Students will be given a schedule that they will follow, similar to what they would have with In-Person schooling. Students will be asked to check in with their period teachers daily according to their schedules using Google Meet. Asynchronous student engagement will be accomplished through multiple online tools, such as: EdPuzzle, G-Suite, Canvas, Flipgrid, and Screencastify.

Tracking student engagement will start with daily class attendance on a per teacher basis. Moving up a tier would be dependent on student performance on assignments and engagement in class activities. Re-engagement strategies will be provided in a language that is spoken at home.

TIER I re-engagement strategies will include:

- student contact via email
- Google Voice (Aeries Communicator allows communication in the home language)
- messages posted on Canvas and Google Classroom
- student teacher conference
- weekly check-ins via Google Forms survey

TIER II re-engagement strategies will include:

- contacting the student's counselor
- establishing an action plan with the student to get back on track
- parent contact initiated via video conferencing or phone call

TIER III engagement strategies will involve:

- contacting the student's counselor, administrator, and parents
- evaluating the action plan and the barriers that prevented success with Tier II strategies
- frequent monitoring via parent contact to ensure student makes progress

## 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.]

Once the decision was made to close schools in Wasco, the District immediately applied for the Summer Meal distribution program. Once granted, meal distribution began the first day of school closure at two locations, including the Wasco High School Cafeteria and the Wasco Independence High School parking lot. The Lost Hills Elementary School District and the Wonderful Charter Academy both agreed to serve meals to students, including high school students, in the community of Lost Hills. This prevented the need to transport meals to a community approximately twenty miles away.

To start the 2020-2021 school year via Distance Learning, daily meal distribution will occur by a “drive-up” or “walk-up” distribution point located in the Wasco High School Cafeteria parking lot. During the school year, the District implements the Community Eligibility Provision (CEP), which allows all students (regardless of income) to receive a free breakfast and lunch. Parent notification of meal distribution occurs regularly via phone / voicemail, text, email, and on the school marquee in front of campus.

Once In-Person Instruction resumes, daily meal distribution will transition to a “grab-and-go” format. Breakfast will be available before school and students will be able to eat in their 1st Period classroom to avoid congregating in the Cafeteria and maintain Social Distancing. Lunch will be available after school and students will be able to carry their lunch home or, for bus-riders, eat on the bus ride home. If a Hybrid Instructional model is implemented (both Distance Learning and In-Person Instruction), both “drive-up / walk-up” and “grab-and-go” meal distribution strategies will be implemented simultaneously.

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

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



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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.00%	\$4,719,444.00

## Required Descriptions

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

The Wasco Union High School District enrolls approximately 1800 students; about 85% of enrolled students are either low-income, English Learners, and/or Foster Youth and many of the remaining students are also challenged by the shortcomings of living in a predominately low-income community. The District’s focus in serving such a large percentage of “at-risk” students is to prioritize equity and seek to reduce barriers to a quality education.

The District considered the needs of foster youth, English Learners, and low-income students based on observations and stakeholder feedback made during school closures in Spring 2020. These populations of students were the least likely to have the basic structure to be successful in a Distance Learning environment: a reliable Internet connection, an organized space to work free from household distractions, and the parent oversight and experience to support students engaged in Distance Learning. Therefore, these needs were considered as the District prepared for continued school closure and Distance Learning in 2020-2021.

District actions are considered effective when they:

- 1) promote student equity
- 2) establish high expectations for student learning and outcomes
- 3) seek to reduce barriers to attending school and finding success in the classroom
- 4) provide multiple opportunities to demonstrate learning and mastery, along with multiple opportunities to recover grades/credits, if necessary.

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

Services for low-income, English Learners, and Foster Youth are being increased or improved by the following actions:

- Provide a Chromebook, charger, and mobile hotspot (if needed) for every student.
- Provide resources to support instruction during Distance Learning (Zoom, Canvas, Nearpod, Misc. Licensing) including accessibility tools (i.e., Immersive Reader, translating options, text-to-speech, closed captioning, while available to all, are aimed at meeting the learning needs of unduplicated students.
- Train teachers to implement Distance Learning using technology to meet the unique needs of unduplicated students including language and intervention supports.

These services will increase or improve services to students by:

- insure students have reliable Internet connectivity and equitable access to online lessons and materials to support student learning.
- insure teachers have the capacity and experience to support and engage all students that are struggling with Internet access and/or the social / emotional connection to school.
- insure all students and staff have adequate PPE, even when they forget to bring their PPE to school when the District returns to In-Person Instruction.
- Insure all students attend school in sanitized classrooms in the even they do not follow all of the Social Distancing, PPE, and sanitation guidelines that reduce the spread of COVID-19.