

# Learning Continuity and Attendance Plan (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Warner Unified School District	David MacLeod, Superintendent	David.macleod@warnerusd.net 760-782-3517

## General Information

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

Warner Unified School District understands the unique role the district serves in the community. In a rural area the schools often serve as gathering place, and events at the district bring the community together. This is especially true with Warner since the preschool, elementary school, and middle/high school, along with the district office, are all located on the same site. Together they serve as a social center of the community. The school/district closures and stay at home orders have made maintaining that sense of community connection more difficult. Building a welcoming school climate has been a goal at the district, and COVID-19 conditions have made it doing that more challenging. However, staff is committed to maintaining positive relationships and providing community support throughout this difficult time. Parents, staff and students are invited to share ideas, questions, and concerns with the Superintendent, through phone calls, emails or social media. When schools are open for in-person learning, families will be able to take advantage of his open-door policy to give input.

In order to help students and families maintain the all-important connection to school, Warner has utilized a strong positive social media presence during the COVID-19 pandemic, sharing positive messages, links to academic and social-emotional resources, pictures of staff sending positive messages to students, pictures, and stories of seniors, samples of student artwork, and more. Parents in the community can also call or email staff members with questions or concerns. A district liaison focuses her work with the local Native American tribes to identify those families who may be more at-risk in this shelter-at-home environment as well as academically at-risk students, and district leadership works with tribal leadership to provide support such as Chromebooks for students, and food or SEL resources for families. Bilingual staff are available to support the Spanish speaking members of the community, maintaining strong school-family connections. The priority for the district is the physical and social-emotional health of their students and community, as well as maintaining academic engagement. Outreach begun in the Spring of 2020 continues in the 20-21 school year.

The lack of connectivity has also made transitioning to a virtual learning environment problematic. Although WUSD has 1:1 technology implementation, and all teachers are being trained and are ready for online instruction, issues with uneven Wifi access make online learning challenging. The district has been investigating options to get connectivity to all areas of the district, but that is not yet available. At this time, the overwhelming majority of the staff and community believe the best scenario for students would be to reopen school and have them back in class.

## Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

The Superintendent communicates regularly with parents and posts messages on both the website and the district Facebook page. Since the beginning of the pandemic messages were sent to parents on March 2, 11, 13, 16; April 1, 8; May 4, 8, 21, 22; June 5; July 20, July 22, August 2, August 5, August 11 and August 18. School started in an online learning environment on August 12, 2020. Every message included a phone number, email, or website link to access more information, and the superintendent regularly states that parents can call the district office directly for comments, questions, or to make special requests. Personal communication between families and staff is common in Warner.

Warner Unified will communicate with its staff and parents regularly to update them of any changes to our COVID-19 preventive measures policies. Once this plan has been finalized and board approved, it will be shared out to all parents and staff members.

- The district will post the draft Learning Continuity Plan (LCP) on its website and invite feedback regarding specific actions, and the opportunity to submit written comments
- The LCP draft plan will be presented to the Indian Advisory Committee and Parent Advisory Committee (PAC). The PAC will get the opportunity for review and comment; and the superintendent will respond to comments in writing. PAC date: September 4, 2020 (EL PAC – not required)
- The LCP will be presented at a Parent Advisory Committee for review and comment on September 4, 2020.
- The LCP will be presented to the School Board for Public Hearing of the School Board on September 8, 2020.
- The LCP will be brought forward to a special meeting for approval on September 16, 2020
- Translation will be provided as needed. Public meetings will be held virtually due to COVID-19 restrictions and in compliance with Executive Order N 29-20.

Whether in-person or virtually, parents, staff, and students are invited to share ideas, questions, and concerns with the Superintendent, through phone calls, emails, or social media, just like they used to take advantage of his open-door policy to give input.

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

Advance notice regarding meetings, including time, agenda and teleconferencing information, will be done in a variety of ways, including notices on the district website and information sent using Thrillshare, which manages communication across devices and social networks.

When possible, virtual meetings will be held using platforms that are accessible via phones, tablets and/or computers, and may include social networking platforms to expand availability.

A summary of the feedback provided by specific stakeholder groups.

Stakeholders reviewed the report on September 4th. There were some clarifying questions but overall everyone was happy with the report and how we planned the spending. The main issue was about student safety and what school looked like when we reopened.

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

Our focus has always been about student safety, the stakeholders' input reinforced our focus. Even though the county health has changed some requirements, Warner Unified is maintaining its focus on student safety and will maintain the highest level of safeguards whenever possible.

## 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.

Warner believes that the best learning environment for their students is in-person instruction. When that is available to the district per state and county health guidelines and/or waiver Warner will transition students back to school and will offer two options for families. The transition period will allow small groups of students to return while monitoring safeguards and protocols to ensure student and staff safety. Then the transportation of students via buses will be initiated and also monitored, always keeping health and safety as the priority.

Option 1: Regular (in-person) instruction at school with the proposed safety protocols in place. The student is expected to attend school every day and will receive in-person instruction from a teacher. We believe this is the best option as it promotes collaborative

learning, improves social skills, and the teaching style can be modified according to student needs and strengths. Breakfast and lunch will be delivered to classrooms. Hand washing or hand sanitizer will be required before meals. Recesses will be broken up by grade levels to help separate students. Students will have staggered exit times to maintain separation between students while loading the school buses. Locker rooms will be closed for PE class.

Option 2: Independent online study program.

Under both options students will be taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards-based instructional materials for all core content areas. English Learner students will be appropriately assessed and provided both Designated and Integrated ELD and a curriculum to develop language fluency and mastery of the state standards. Students with a 504 or IEP will receive appropriate instruction and support to meet their 504/IEP goals. Warner does not have any Foster Youth.

The Library Media Technician will assist teachers with assessments and reading supports.

Warner will maintain 1:1 technology implementation for all students, with technical support provided by the Technology Lead.

After school tutoring will be available to students who need extra help.

The safety of students and staff is the highest priority when we resume in-person instruction. Daily symptom screening of all staff and students for COVID-19 symptoms, including fever, will occur each day before they enter the school or school bus.

Plans to maintain a clean and safe environment include:

- Staff and students will clean desks with soap and water daily and as necessary.
- Restrooms will be cleaned regularly, approximately every ninety minutes, by trained custodial staff.
- Students use of the restroom will be focused on reducing groupings to avoid gatherings.
- Frequently touched areas will be cleaned throughout the day by trained custodial staff.
- To the extent possible, schools will create a staggered schedule for shared playground areas and encourage use of larger areas such as fields in support of physical activities.
- Classrooms will be encouraged to open windows, when practical, and utilize fans to increase ventilation.

Warner Unified will teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes. Students will practice the proper way to wash hands to maintain health and safety.

- Students and staff will wash their hands before and after eating; after coughing or sneezing; after being outside; and after using the restroom.
- Students will use hand sanitizer upon entry to the classroom.

Despite being required to start the year in distance learning, the orientations at Warner happened in-person. The district required social distancing and masks and checked everyone's temperature when they entered. Orientation happened over several days to

support smaller groups and social distancing. Staff reported it was good seeing the kids again. Parents and students got to meet the teachers, and get their books, schedules and Chromebooks.

**Actions Related to In-Person Instructional Offerings** *(Additional information for each action is in the narrative responses above.)*

Description	Total Funds	Contributing
Basic Services – In the Base Program Adopted Budget, you will find expenses including but not limited to Teaching Staff, Support Staff, Administration, Utility Bills, Textbooks, and standard school supplies.	Approximate \$2,000,000 (Base)	N
Supplemental Services –districtwide intervention and enrichment services for all students, especially those who are academically or social/emotionally at-risk. - Professional Development in strategies for closing the achievement gap while teaching Common Core - Library Media Technician; Technology Lead - After school tutoring	\$117,000  (S/C, Title II)	Y
Targeted support for students most at risk of not meeting grade-level standards - Instructional Assistants	\$110,000 (S/C, Title 1)	Y
Maintaining a safe and healthy environment: - Personnel Protective Equipment for students and staff - Additional cleaning and sanitizing supplies - Additional time for staff for cleaning - Thermometers and physical barriers (class dividers) - Security - Transportation	\$353,000 (S/C)  \$21,300 (LLMF)  \$ 7,905 CARES)	Y      N

**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.

Early in March 2020 Warner Unified School District began planning for the possibility that district/school closures may be on the horizon. Since parts of the community do not have reliable internet access, the decision was made by staff that the most equitable option was the creation of paper packets. Now, with the need to begin school virtually in 2020-21, paper packets are no longer a viable option, and the staff is ready to transition to virtual, online instruction. The remaining challenge is the unavailability of internet access in some areas.

Warner opened school on August 12 in a virtual learning environment. Students received Chromebooks and will follow a class schedule that resembles the in-person schedule. Specifics of each student's schedule was shared at the student orientation.

Library Media Technician will assist teachers in finding resources and strategies to create substantially similar curriculum and instruction in online learning as that used for in-person learning. In addition, Warner's art teacher is collaborating with the guidance counselor and providing online elementary art lessons that are connected to subjects covered in the elementary guidance calendar. The first month is mindfulness and the art projects include calming art activities. The ASES program will be providing programs for grades K-8. They will be offering virtual programs as well as sending out crafts and STEM projects for the kids to do at home.

In the High School teachers and counselors continue to integrate CTE and College/Career Readiness into the curriculum and school events. One example of this is sharing information through a variety of formats about an upcoming Virtual College Fair.

Whether in a virtual or in-person learning environment students will be taught appropriate grade level curriculum by appropriately credentialed and assigned teachers, using California State Standards-based instructional materials for all core content areas. English Learner students will be appropriately assessed and provided both Designated and Integrated ELD and a curriculum to develop language fluency and mastery of the state standards. Students with IEPs and 504s will receive appropriate instruction and support to meet their 504/IEP goals.

Warner Unified will provide the following two options of instruction for parents to choose for their child when required to be in a virtual learning environment:

Option 1: Virtual instruction that aligns with the planned in-person instruction at school with relevant modifications for the online environment, supported by Google Classroom and other on-line resources.

Option 2: Independent online study program. The independent study program is best for students or families that are at high risk. It requires the parents to sign a master contract with our counseling office that will layout the classes that are to be completed in the trimester or semester schedule. Students will be locked into this program and can only switch back once the semester or trimester is completed. The program will consist of completing online classes with the help of a coach. The student will meet with their coach weekly. The school district will help families with internet options as well as provide a device for the student to be successful. The independent study program really benefits students that are motivated. Parents must be engaged in overseeing their child's

education and need to ensure their child is completing the work in a timely fashion. During registration, families that opt for the independent learning online model will be trained on the software and the expectations of the program.

## **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 District believes that technology is an integral part of education in the 21st century. The District will evaluate the effectiveness of current educational programs and will continue to invest in innovative and well-recognized software and hardware to supplement and strengthen student learning. The District will continue to employ the New Ed Technology Lead and will transform the library into a 21st century Maker Space. The District will maintain the 1:1 technology implementation for all students.

Warner distributed Chromebooks for this year to all students at orientation. Unfortunately, some Wi-Fi hotspots were on backorder and will be distributed as soon as they arrive. There continues to be a challenge in that some areas around Warner do not get any WIFI signal. Warner is working with the community, and technology companies and partners, to find solutions for those remote areas. The district will continue to procure Wi-Fi devices and service options for families and ensure that staff and students have the appropriate devices to engage in high-quality online curriculum and instruction. Relevant training will also be provided to support the effective use of technology.

## **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.

Warner Unified School District believes the success of each child is rooted in a community that takes responsibility for each child's success. To that end the district follows the mantra of Educate – Communicate – Document. Tracking student progress is a natural result of those beliefs and being part of a small community reinforces the beliefs. Teachers establish and communicate standards and expectations to their students in both in-person and virtual classroom environments. Students check-in with teachers each day, through classroom engagement or via text, email, phone or by turning in work. Teachers follow up with students who don't check-in. Individual student-teacher meetings are conducted weekly.

Experienced certificated teachers are the best judges of whether students are engaging in learning and progressing at a pace that will meet instructional time requirements and put students on-track for meeting grade-level standards. Regular collaboration, communication and documentation provide the basis for evaluating student progress.

## Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

The teachers at Warner Unified were given two full weeks of professional development before school started to engage in training in Google Classroom, the Distance Learning Management System for the district. There was time built into the training for planning and Google Classroom set-up and preparation. The district will continue to be responsive to the needs of the staff as they implement Google Classroom with students and lessons across the grade levels and content areas.

The district Technology Lead will also provide support to staff in the use of technology and in finding appropriate resources for teachers to use in their lessons.

## Staff Roles and Responsibilities

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

Warner Unified will shift personnel and try to meet the new COVID related requirements with the staff it currently has on hand.

- Bus drivers will provide symptom screening, adding more time to the route time to accommodate the screening. Routes will be adjusted, as well as adjusting the number of students per bus.
- Office staff will do the at-school screening.
- The district is adjusting the maintenance schedule so that the custodians will be able to focus more on deep cleaning.

Warner is working with their bargaining units, AWE & CSEA, on how COVID-19 will impact the working conditions. In addition, the staff has been surveyed and those who are in high-risk categories have been identified. The district is making as many accommodations as possible. Job duties, hours, and assignments may be adjusted in collaboration with Human Resources, legal, and unions/bargaining units.

## 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.

Warner Unified School District has seen improvement in the academic achievement of both English Learners and Socioeconomically Disadvantaged student groups based on the 2019 California Schools Dashboard. Both groups of students showed improvement in English Language Arts and Math. Since 82% of the students in WUSD are Socioeconomically Disadvantaged, school, and district-wide improvements such as the focus on literacy and building a love of reading among the students contributed to their improvement. Those priorities are built into the District's curriculum and instruction, whether in-person or virtual and the Instructional Aides continue to be available to help students in either setting.

The district has worked to hire more bilingual staff to support the English Language Learner students and support outreach to the families. These staff members have provided key support during this time of distance learning. Students and parents benefit from staff who can reach out and check in with them to see how they are doing both academically and social-emotionally, and the bilingual staff members can help identify resources for the students or families. Planning for the 2020-21 school year determined resources will be needed to ensure EL students have access to the same quality of instruction in a virtual learning environment as they would in their classrooms.

Warner Unified School District does not have any students who are foster youth.

Warner's SPED director will coordinate services to students with IEPs. IDEA and federal requirements and timelines will be met to the fullest extent possible, whether in-person or online. Additional in-home support for Special Education students during virtual learning times will be available to provide additional academic and behavioral assistance to boost student success. The district will reach out to 3rd party vendors like Occupational Therapists and Speech Therapists and brief them on the new health and safety guidelines so they can continue working with students as they transition between in-person and virtual learning environments.

Teachers reach out to students who are experiencing academic challenges in a variety of ways, and bilingual staff are available to support English Learners and to support communication with parents. If needed the counselor or psychologist can also work with students who are not engaging in the distance learning environment.

A district liaison focuses her work with the local Native American tribes to identify those families who may be more at-risk in this shelter-at-home environment as well as academically at-risk Native American students. District leadership works with tribal leadership to provide support such as Chromebooks for students, and food or SEL resources for families.

**Actions Related to the Distance Learning Program** *(Additional information for each action is in the narrative responses above.)*

Description	Total Funds	Contributing
Continuity of Instruction/Distance Learning	\$ 63,000	N
- ASES/ASSETS programs for students	(ASES/ASSETS)	
- Library Media Technician (funding included in In-Person Learning Section)	\$ 15,000	Y
- Web-based and online resources	(S/C)	

Access to Devices and Connectivity: - Purchases of computer devices and internet hot spots; - Tech support and training for staff	\$124,000 (LLMF) \$ 87,000 (S/C)	N  Y
Distance Learning Professional Development: - Google Classroom Training	\$59,000 (LLMF)	N
Staff Roles and Responsibilities: no added expense at this time	\$ 0.00	
Supports for Students with Unique Needs: - Additional Special Education in-home support - EL Resources	\$22,898 (LLMF) \$ 0 (S/C)	N  Y

## 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.

Warner USD began the process of defining and setting expectations for student learning and progress during the 2019-20 school year and was planning on defining specific benchmarks during the 2020-21 year. That work will continue, however it may be impacted by the variety of learning options available due to the pandemic. iReady will be the assessment system used to set baselines and benchmarks for students in grades K-8 and to determine the readiness of students in 9-12 to be successful in High School courses. The capabilities of the program will allow it to identify students that need to make up learning loss due to the 2020 school closure. iReady assesses the student's strengths and areas of focus and then constructs an online learning path for him/her to make the most gains.

Teachers will also use observations, formative assessment, and project data to monitor student academic growth and skills attainment during this school year. Information gathered will be used to refine, or differentiate, classroom instruction.

Warner will continue to monitor basic metrics such as Access to a Broad Course of Study, Implementation of Standards, Access to Standards-Based Instructional Materials, Chronic Absenteeism, and Appropriately Credentialed and Assigned teachers – all of which affect the quality of student learning and their preparation to move forward along their academic path.

As a small district, teachers and counselors know their students and families well and will use their professional expertise to determine which prerequisites students need to review and when students are ready to move forward in the curriculum. Differentiated instruction and small group interactions will facilitate this process.

## **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.

Using results from formative assessments, teachers will be prepared to reteach previous material, or material not mastered from last year, to build strong foundations for the next levels of learning. Teachers can reteach the standard in a different way or offer students different methods to demonstrate mastery. For students who continue to struggle and have challenges in understanding the curriculum, targeted small group lessons will be used to provide supplemental instruction and support to meet their additional needs. Historical data may suggest that the majority of students who are struggling will be English Learners, Low-Income or other identified groups; however, it is paramount to address each individual student based on assessment data.

Instructional aides for both English Language Learners and Students with Disabilities can assist with additional time and attention for students who are demonstrating learning loss. iReady assessments will be used with English Language Learners as well, and they will also have their oral and written language level monitored by the EL coordinator.

Warner does not have any students living in foster care and had only one student experiencing homelessness in 2019-20. Homeless students will continue to receive services required by the McKinney-Vento Act. This includes additional academic and social-emotional support to help them address the learning loss that frequently results from frequent moves and difficulty getting to school.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

The effectiveness of actions and services to support learning loss will be determined by student outcomes in predetermined benchmark assessments at each evaluation period. Student results will be discussed at teacher collaboration meetings, with administrators, and with parents to determine if changes are needed to promote student success.

**Actions to Address Pupil Learning Loss** *(Additional information for each action is in the narrative responses above.)*

Description	Total Funds	Contributing
Staff may need additional time to collaborate on setting expectations and defining benchmarks, as well as for planning effective strategies to mitigate learning loss for students. The cost is not known at this time. To reduce pupil learning loss we believe maintaining class ratio is our best action. For this, we added an extra elementary teacher.	TBD  \$68,000 (CARES)	N

## 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 help students and families maintain the all-important connection to the school, Warner has utilized a strong positive social media presence during the COVID-19 pandemic, sharing positive messages, links to academic and social-emotional resources, pictures of staff sending positive messages to students, samples of student artwork, and more. Parents in the community can also call or email staff members with questions or concerns. A district liaison focuses her work with the local Native American tribes to identify those families who may be more at-risk in this shelter-at-home environment as well as academically at-risk students. District leadership works with tribal leadership to provide support such as Chromebooks for students, and food or SEL resources for families. Bilingual staff are available to support the Spanish speaking members of the community, maintaining strong school-family connections. The priority for the district is the physical and social-emotional health of their students and community, as well as maintaining academic engagement.

The core of the mental health and social/emotional well-being in the district is the Positive Health Office. Here students and families find a caring and supportive staff who will work with them to address their concerns. Besides the district counselor and psychologist the Positive Health Office also provides referrals to outside partners such as Care Solace, the Indian Health Council, and Vista Hill. District counselor hours have been increased to reach out to students in need during the stressful times of this pandemic. And the counseling office has gained additional supplies and tools to work with students and families. The counseling website is a positive, resource filled web page that includes SEL Resources for students, as well as a Parent Toolkit and COVID related resources.

Warner Unified School District is proud that almost 100% of their staff has been trained in Trauma-Informed Practices for Schools. Students and families benefit from teachers that understand the effects of trauma and are knowledgeable in strategies to help students who have or are currently, facing trauma in their lives. We have also started suicide prevention training for all middle school and high school staff.

Having Instructional Aides in the classrooms, whether in-person or virtually, also adds to the number of caring adults at the school and contributes to the social-emotional well-being of students.

## Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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.

Building a welcoming school climate has been a goal of the Warner district, and while COVID-19 conditions have made it more challenging, the staff is committed to maintaining positive relationships and providing community support throughout this difficult time. As a small district, it is through these positive relationships and community partnerships that Warner reaches out to families and encourages all students to stay in school. With a significant Native American student population, the collaboration with the tribal council, and the work of the district Native American liaison provides a strong, positive link to the students and families. The liaison visits with the families of students who are not engaging with school and provides encouragement and resources to promote the re-engagement of the student.

The positive and welcoming environment is reflected in the positive news and student/staff highlights shared on the district website and across the social media platforms.

Student attendance is tracked daily, and student work is reviewed to determine if the student is progressing toward meeting grade-level standards. When teachers feel a student is not working up to their potential there is a circle of support that includes instructional aides, counselor, other staff, and the superintendent that can be called upon to help.

For students needing extra support, specific academic and social/emotional support systems were mentioned in previous sections.

If a family needs to arrange for childcare or so their older students can re-engage with school, they may contact the superintendent who will work with staff and community resources to arrange it. So far, no families have requested assistance in this area.

## 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.

On August 14, 2020, the district resumed food services using a different system than previously used. A week's worth of food will be available at the cafeteria for pick up while the district is in a virtual learning environment. A parent or guardian will need to go to the

cafeteria to get the food on Fridays for their children. Families will need to bring their own bag or box for the food and will also need to wear a mask and be screened upon entering the campus. The pickup time will be by the last name:

A - G 11:00 AM to 11:30 AM H - M 11:30 AM to 12:00 PM N - S 12:00 PM to 12:30 PM T - Z 12:30 PM to 1:00 PM

Once students transition back to in-person instruction food services will also transition back to serving food on campus, in a way that ensures all health and safety precautions are met. For example, lunchtimes will be staggered, food will be pre-bagged, hand washing or sanitizing will be required.

## **Additional Actions to Implement the Learning Continuity Plan** *(Additional information for each action is in the narrative responses above.)*

Section	Description	Total Funds	Contributing
Mental Health and Social/Emotional Well Being	<ul style="list-style-type: none"> <li>- Community Resources</li> <li>- Psychologist and counselor time and resources</li> <li>- School Climate (positive communication, Character Ed, Safe School Ambassadors)</li> </ul>	\$34,500 (S/C) \$7,496 (LLMF)	Y  N
Pupil and Family Engagement and Outreach	Outreach to the community, communications platforms, translation	\$7,500 (S/C)	Y
School Nutrition	Additional food costs associated with providing food during times of distance learning	\$10,000 (LLMF)	N

## **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
24.15%	\$480,278

## 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.

When deciding on activities to provide additional academic or social and emotional support to students in the Warner Unified School District, the district gathers input from all stakeholders and considers the differentiated needs of their students and research-based best practices to meet those needs. Several factors impact the needs of the students in Warner that are not typically considerations in other districts. Warner is a rural and remote district, so school attendance and engagement are disproportionately affected by transportation and lack of WiFi access. In addition, the large Native American population (31%) is culturally distinct, and many of the families are identified as low income (83%). The needs of this population are determined and addressed through collaboration with the Indian Advisory Group.

The English Language Learner population's needs are more well known and best practices are well supported by research. Warner provides for the assessment, appropriate placement, and instruction that includes both Integrated and Designated ELD. Those are supplemented by additional staff, resources, and training to promote academic success.

As a community hub, Warner recognizes that getting students prepared mentally, socially, and emotionally to engage in the learning process is a priority that must be addressed if the academic needs are to be successfully supported.

All actions and services funded with Supplemental and Concentration funds are principally directed to supporting unduplicated students by addressing those areas that experience and research demonstrate will be effective in promoting their success.

- Instructional Assistants to focus on at-risk students, which data says are usually the low income and English Learners
- Safe, clean, and secure facilities – beyond the base, to create a welcoming and inviting atmosphere for students and parents
- Home to School Transportation - our rural location requires transportation to get students to school safely and consistently, especially unduplicated populations
- Technology access, including hardware, software, and wifi, to close the digital divide and give all students access to support and/or enrichment
- Mental Health/Social-Emotional support - School Psychologist, counselor, resources. Data demonstrates that students from low-income families encounter more trauma in their lives.
- Professional development on strategies to close the achievement gap
- Parent Outreach and communication that invites all stakeholders into the communication loop to keep them informed and solicit feedback

- Healthy School Culture and Welcoming Atmosphere for students and families to promote attendance and engagement

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

Warner Unified School District might have designed and implemented a much different academic and social/emotional plan if the community had different characteristics. Instead, Warner has embraced its community and used all the resources at its disposal to provide the best possible learning environment for their students. While services for English Learners may be easier to define and link to identified students, services to low-income students are designed to ensure there is the safety net in place that would successfully “catch” low-income students that were struggling. And while that safety net will also catch any other students as well, the students from low-income families would be disproportionately harmed if that net wasn’t there.