

WILLITS UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES
SPECIAL MEETING
THURSDAY, SEPTEMBER 24, 2020
OPEN SESSION 5:00 P.M.

A special meeting of the Willits Unified School District Board of Education will be held on Thursday, September 24, 2020. The Board of Education will call the meeting to order at 5 p.m. via

Zoom: <https://www.google.com/url?q=https://us04web.zoom.us/j/9782489039?pwd%3DV0U2cUthZUMzQk5xR3d5Vy9wT1JkZz09&sa=D&source=calendar&ust=1600883465987000&usg=AOvVaw1hLej5eaOOQ4qIfDM6zkDG>

You may also view the meeting at: <https://www.youtube.com/channel/UCm14iSqMtl-7TKLnLP5NkFQ>

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC:

As per Executive Order N-29-20 from Governor Newsom, the Willits Unified School District Board of Education meeting scheduled for Thursday, September 24, 2020, at 5:00 p.m. will be in a virtual/teleconferencing environment using Zoom at this

link: <https://www.google.com/url?q=https://us04web.zoom.us/j/9782489039?pwd%3DV0U2cUthZUMzQk5xR3d5Vy9wT1JkZz09&sa=D&source=calendar&ust=1600883465987000&usg=AOvVaw1hLej5eaOOQ4qIfDM6zkDG>

The purpose of the Governor’s executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by “limiting attendance at public assemblies, conferences, or other mass events.” The Governor’s executive order on March 12, 2020, already waived the requirement for a majority of board members to physically participate in a public board meeting at the same location. The September 24th agenda contains only time-sensitive items.

Public Comments- Individuals may address the Board on regular session agenda items at the time they are under consideration.

AGENDA

1. Call Meeting to Order
2. Flag Salute
3. Action/ Discussion

A. **PUBLIC HEARING-** 5:00 p.m. 2020/21 Learning Continuity and Attendance Plan (LCAP). The Board of Trustee of the Willits Unified School District will hold a Public Hearing to receive input from the public on matters pertaining to the adoption of the 20/21 LCAP. The board welcomes public input.

- B. Agenda Items for Next Regular Meeting
4. Public Comments for Items Not on the Agenda
5. Adjournment

WILLITS UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

Agenda Packet & Supporting Documents Notice: The agenda packet and supporting materials, including materials distributed less than 72 hours prior to the scheduled meeting, can be viewed at the Willits Unified School District Reception Desk, located at 1277 Blosser Lane, Willits, CA. For more information please call (707) 459-5314. An extra copy is available upon request.

ADA Compliance Notice: Willits Unified School District adheres to the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent, (707) 459-5314. All efforts will be made for reasonable accommodations.

BOARD MEETINGS ARE RECORDED AND MADE PUBLIC ON DISTRICT WEB SITE: www.willitsunifed.com. For technical assistance, please contact Jennifer Maples (707) 459-5314 ext. 1105

Willits Unified School District
1277 Blosser Lane, Willits, CA 95490
(707) 459-5314

NOTICE OF PUBLIC HEARING
2020/21 LCAP
Learning Continuity Attendance Plan

The Board of Trustee of the Willits Unified School District will hold a Public Hearing to receive input from the public on matters pertaining to the adoption of the 2020/21 Learning Continuity Attendance Plan

DATE: Thursday, September 24, 2020

TIME: 5:00 p.m.

LOCATION: Zoom Meeting-see link below

<https://us04web.zoom.us/j/9782489039?pwd=V0U2cUtHZUMzQk5xR3d5Vy9wT1JkZz09>

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Willits Unified School District	Mark Westerburg Superintendent of Schools	markwesterburg@willitsunified.com 707-359-5314

General Information

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

Willits is a rural community in Northern Mendocino County with a student population of approximately 1500 students. The demographics of Willits includes 30% Hispanic, 10% Native American, 2% other and 58% Caucasian with 70+ % of our families qualifying as low income. The pandemic has hit our small local business community hard with a 30% unemployment rate and over 100 additional families qualifying for the federal free/reduced lunch program. WUSD has struggled for several years trying to improve test scores and with the implementation of distance learning since March 15, 2020 our students have suffered greatly. It has dramatically affected our EL students and students with special needs due to even lower success online. With a 50% disengagement rate, limited Internet access due to mountainous region and limited hardware these huge problems have crippled the district. WUSD is not a well-funded district and has far greater needs than these funds can support, all available funds from grants, title funds and supplemental concentration grant funds will be used jointly to try and accommodate as many needs as possible. WUSD operates 4 major facilities and 2 smaller ones all in need of major repairs, the facilities take a disproportional amount of the budget. The district is hopeful to pass a general bond, Measure I at the upcoming November 2020 election to offset these facilities cost.

For the 2020-21 school year, equitable access to learning and students well-being in safe environments continue to be a priority. In order to support the safe reopening of schools for all students and staff, WUSD identified the following guiding principles:

1. Return as many students to school with as many days per week as possible
2. Maximize teaching and learning
3. Provide for the social/emotional needs of students, staff, and families

Since the initial emergency closures in the spring of 2020 there have been major shifts in the daily home life for students, families and staff. Community members have indicated job loss, financial hardship, social/emotional concerns and an increase for basic needs including meals. Since the spring of 2020 and the start of the school year there has been a dramatic increase in the need for Internet access.

Stakeholder Engagement

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

WUSD surveyed all parents multiple times during the pandemic with valuable results, several mailings were sent by all school sites and prior to the start of school phone calls were made to the home of every student. Stakeholders engage regularly with the districts' App and website as well as Facebook accounts. The teacher and support staff bargaining units have been working with the district since March to provide the best education we can, in the safest way possible. WUSD has taken the process used in LCAP and extended it to this Learning Continuity and Attendance Plan with a representative committee. The committee will consist of a certificated member(s) from each school site, PTO members, as well as members from the community. A public hearing will also be held for any additional input. All input will be used to address the most critical needs of our unduplicated students.

In July 2020, WUSD surveyed families, certificated and classified staff to reflect upon the distance learning model in the spring of 2020, along with options and planning efforts for the 2020-21 school year. Surveys were provided for families in both English and Spanish. Approximately, 600 families responded to the survey, along with approximately 85 certificated staff members and 50 classified staff members. Survey results were reviewed and examined for patterns, common themes and disaggregated.

In addition, multiple venues for stakeholder input were provided through virtual meetings, communication through email, in person, and public board meetings. A specific group was formed with the bargaining units to address the unique challenges of the COVID-19 Pandemic.

Stakeholder engagement opportunities included:

- Site/District staff meetings
- District leadership team meetings
- Board of Education meetings
- Surveys
- PTO roundtables
- Site Council and parent meetings
- Willits Educational Foundation
- Pre-School programs
- Kids Club of Willits
- Willits Rotary
- Willits Chamber of Commerce

Individual participants at various meetings included:

- Community members
- Board of Education members
- Teachers from each school site
- Classified staff members
- Bargaining unit representatives
- Administrators (including principals) from each school site and the District Office
- Parents/Guardians

- Pupils, including unduplicated pupils

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

All board meeting agendas and access to information are located on our District webpage at www.willitsunified.com. Due to the Governor's Executive Order N-33-20 for COVID-19, all in-person gatherings are prohibited. Notifications for public hearings are posted in accordance with legal requirements specific to the topic of discussion. Members of the public may request to address the Board during a public meeting by completing a form as part of the public comment section of each Board of Education Meeting agenda. All board agendas and staff reports are located on our district website. All public hearings and meetings are held virtually through Zoom, including school board meetings. All documents are posted and available to view and access on the Internet as well as the district APP. Communication with stakeholders is through email, personal contacts and surveys. The primary Committee made a concerted effort to get feedback from their constituent's population. WUSD will be in distance learning mode to start the year based on Mendocino County being under a watch list for Covid.

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

Themes that emerged from stakeholder groups categorized below.

Families, Parent Advisory Groups, Community Organizations:

- Structured schedule with an increased opportunity for live instruction and connectivity
- Increased opportunity for student engagement and support
- Targeted feedback re: student learning progress
- Opportunities for more small group live instruction
- Professional learning to support and maximize online learning environment
- Technology support for families to support students in an online environment
- Maximize the health and safety of students and staff
- Maximize outdoor learning space
- Options for a fully online learning program and an onsite learning program (fully onsite or a hybrid model)
- Additional support to students with limited support at home
- Support for students who are at-risk academically, socially and emotionally
- Services to support students with Individualized Education Plans
- Provide devices for every student
- Activities outside of traditional school for students to connect and stay physically fit
- Provide more independent study staff and options for K-12
- More communication to parents from teachers
- Technology training and headsets to daycare providers

Staff:

- Maximize the health and safety of students and staff
- Focus on essential standards to maximize instruction
- Professional learning to support and maximize online learning environments
- Opportunities for more small group instruction in an online environment

- Focus on student engagement and well-being
- Resources to support online learning environments
- Provide teachers new devices to increase online performance
- On-going collaboration and communication between the district and staff
- Options for a fully online learning program and an onsite learning plan
- Supporting students who are at-risk academically, socially and emotionally
- Specific site issues based on safety in regards to ventilation and air exchange
- Additional online software programs
- Additional curriculum training
- Additional custodial staff and equipment
- Additional school nurse time
- Document cameras for all teachers
- Reduce student/teacher ratio
- Increased PPE and disinfectant
- Enhance EL services for students
- Create a foster student liaison
- Special education online testing, software and materials
- More tech support for teachers and students

English Learner Advisory Group:

- Increase teacher/student live engagement
- Support for families to manage student(s) education while working full time
- Daily student schedules and develop clear and consistent expectations
- Specific language-based help for students

Foster Students:

- Backpack of supplies and information on day one
- 1 counselor who is designated as the Foster Student Resource Person

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

Based on the input from various stakeholder groups the following actions and services were taken:

The District developed and refined the following guiding principles for instruction for the 2020-2021 school year.

- Address essential learning standards for the year
- Feedback to move learning forward and monitor progress
- Equitable access for all students
- Student-student meaningful interaction
- Teacher-student meaningful interaction

WUSD families were provided with a choice of learning model options for the 2020-21 school year.

- Fully online learning model (Onsite learning model Hybrid learning model with the intent to return as many students as possible. It was determined that the instructional day would remain status quo, with slight variation in start/end time by school site whether students are learning online or onsite. Each school day, no matter which modality is used, will include the following components:
 - Daily Live Instruction (Synchronous)
 - Pre-recorded Instruction (Asynchronous)
 - Independent Work

* Based on the Governor's Covid model WUSD is required to be in Distance Learning Mode.

In response to feedback across stakeholder groups that additional live connectivity was necessary to strengthen academic and social/emotional outcomes. A determination was made that in any given week, a teacher's time will be spent in synchronous (live) lessons with students, in both small group and large group configurations. Classroom teachers have developed consistent schedules and structures for online learning to help students and families. Each teacher will also offer daily "office hours" providing an opportunity for students to meet with their teachers and receive individualized support.

In addition, the following actions were taken to support the families of English learners:

- Re-evaluation and adjustment of district communication tools, including the implementation of additional staff for tutoring, liaison services for students and parents
- Provide a newcomers class for students in grades 6-12
- Improved coordination between district staff, district bilingual community liaisons, other bilingual teachers and staff, community organizations such as Neustria Ailsa and the Kids Club for English learner students' parents and guardians
- The distribution of Fisher, Frey, and Hattie's Distance Learning Playbook for all certificated
- Professional learning provided by district staff on best practices for engaging students and enhancing social and emotional learning via online, hybrid, and onsite learning modalities
- software options such as Zoom- Spanish translation, Duolingo, Google Classroom, Class Dojo and Canvas have been implemented

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.]

Due to Mendocino County being on the state's monitoring list, WUSD began the school year in an online environment for all students. When the status of our county changes WUSD will transition into on campus learning. Students and staff will adhere to all mandated health guidelines

including social distancing, face masks will be required for all students and staff, active health screenings for students and staff, stable student cohort groups, and staggered schedules within the instructional day schedule. WUSD is hoping for options for COVID-19 testing for staff and students.

Initially, in-person instruction will occur in a hybrid A/B model. Classes will be divided into two cohort groups: A or B to minimize exposure and maximize the health and safety of students/staff while on campus. In-person instruction will include grade level content standards, adhering to the district scope and sequence, which may be addressed through direct instruction from the classroom teacher, opportunities for shared and guided practice for students, and maximizing outdoor learning opportunities whenever possible. All learning has been designed to be accessible on the district learning management systems so that if students and classes need to quickly shift learning to an online learning environment the transition to continuous learning is smooth.

Our District Community Liaisons also support families and students with resources to support ongoing learning. Examples include language support, access to staying connected in a digital environment, and basic resources. In addition, WUSD is maximizing partnerships with community organizations such as Kids Club and Nuestra Alianza, to assist students/families within the hybrid schedule and provide a learning space with supervision on off campus days.

The district will be addressing air and ventilation concerns throughout the district prior to students return. Outdoor spaces are being converted to accommodate a safer environment for instruction. WUSD has a high percentage of students who qualify as unduplicated and therefore the majority of items contributing factors.

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

Description	Total Funds	Contributing
Hire additional staff both certified and classified to help with class size reduction and support for low achieving students.	\$135,000	Y
Purchase Personal Protection Equipment, disinfectant supplies, spray equipment and protective safety barriers for the health and safety of staff and students.	\$32,050	Y
To help prevent the virus transmission: purchase an additional set of student classroom supplies to keep at school and allow the original set to remain at home.	\$10,700	Y
Covid testing and tracing for all staff and students when in person instruction resumes. This is a must do in order to return to on campus instruction.	\$20,000	Y
Necessary equipment for on site instruction to create additional instructional space, improve social distancing and provide a higher level of health and safety.	\$143,000	Y

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.]

Staff and students engage in teaching and learning through the district's identified learning platforms: Aeries, Google Classroom, Canvas, Class Dojo and Zoom. Learning occurs in both online live sessions (synchronous learning), as well as prerecorded guided learning and independent learning (asynchronous learning) within the platforms identified. There is a daily instructional schedule that includes a combination of synchronous, asynchronous and independent work. In addition, daily attendance and social/emotional check-ins, content area instruction, enrichment, and time for movement breaks are embedded.

Students have access to curriculum through the learning management systems utilized by the district. Students with disabilities are offered online (distance) learning along with tailored opportunities to provide the greatest educational benefit possible. Students with disabilities also are 1:1 with devices and personalized equipment, ensuring access to their education within the home setting. According to the students IEP teaching staff partners to provide a blend of synchronous and asynchronous learning to support student access to the core curriculum all while integrating accommodations and modifications. Furthermore, special education staff is creating, assigning, and providing feedback (via virtual platforms) on individualized lessons aligned with student IEP goals and offer small group and individualized live conferencing for parent consultation, specialized academic instruction and designated instructional services.

Regardless if WUSD is providing an education through remote learning or on site, all students will have access to the learning management systems and will be provided instruction, collaboration with peers, an opportunity to provide feedback or ask questions and show evidence of learning.

WUSD applied and received a state waiver to provide 1 on 1 instruction when needed for our K-5 students. This waiver requires all safety procedures be followed. The district has prepared and enhanced our independent study program for students especially at the secondary level.

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.]

Due to the physical school closures because of the COVID-19 Pandemic, WUSD quickly pivoted to a distance learning model. The majority of students in grades 4-12 were sent home with a hardware device on the last day of in-person school attendance in March 2020 and arrangements were made within that first week of school closures to distribute devices to the remaining students. During the first phase of transition to distance learning, district leadership worked with site administrators and community to identify families in need of Wi-Fi access.

For the 2020-21 school year, devices were ordered for 3rd grade, this plan calls for additional devices to be ordered for grades K-2. As new students enroll they are issued devices where available. Internet connectivity support for students was identified through phone calls home, during in-person device distribution, and general outreach by the district office. In addition, technology personnel provide support to staff and families for student access and connectivity issues. Resources to support families are located on our district website at <https://www.willitsunified.com>.

The rural nature of the community creates large challenges to provide access to all. Phone service is spotty and vendor specific to remote areas. Satellite services have line of site issues. Broadband cable and DSL are limited to in town and random areas of service. The district has purchased Wi-Fi for 7 buses that travel around the Willits area daily. Open public Wi-Fi is provided at all school sites and safe spaces for student access is available. The district has worked with local businesses and other entities to open their Wi-Fi to the public. Limited Wi-Fi availability has also been the driving force to increased independent study staff and materials. The district continues to work with local providers to develop access.

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.]

Teachers will monitor and document student attendance and engagement using the district's student information system and the learning management systems. Attendance and participation will be monitored daily for students both onsite and online through daily virtual connections, as well as asynchronous lessons that can be tracked through the learning management system. Each teacher has a daily schedule that is provided to students which include lessons that are synchronous and asynchronous. Participation of student work can be tracked within the learning management system, and the time value for the lesson/activity will be identified through the instructional schedule. Each site has a plan to engage the students if participation lacks.

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.]

WUSD's professional learning is designed to incorporate evidence based practices, provide ongoing support for staff, and designed to incorporate learning into daily practice. Asynchronous and synchronous professional learning is available to staff. The content of the sessions include: learning management platforms utilized within WUSD to support in delivering and accessing instruction and core content, maximizing digital tools to organize, assess, and support student learning, evidence based pedagogical approaches to support online learning environments, and ways to access resources to support the planning and execution of instruction. Professional learning has and will include:

- The Distance Learning Playbook by Fisher, Frey and Hattie (A resources of practical strategies, broken down into nine-learning modules to support online (distance) learning with a focus on equity) will be purchased and used in professional development.
- WUSD utilized four professional development days prior to the start of the school year to help prepare for distance learning.
- Two additional days of professional development were agreed to in an MOU with the bargaining unit to prepare for distance learning.
- The focus of the professional development was building and grade level/department specific. Grade levels/departments worked jointly to provide a cohesive program using similar technologies.
- Google Classroom instruction began in March and continued through August, as well as Class Dojo. The high school moved to the Canvas platform in August and provided initial training and ongoing training.
- The high school and alternative education site worked jointly to prepare a hands on based instructional approach similar to packet work with teacher support for those without access or those students who were unsuccessful last spring.
- Ongoing opportunities are provided to staff for professional development as well as investigating new software and online materials.

- In grades K-5 the staff is also providing parents with hard copy workbooks and materials to give parents more tangible instructional options.
- Quality video equipment and training is needed to provide a common platform for Asynchronous learning.

Staff Roles and Responsibilities

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

Based on MOU's with both bargaining units, all District employees have safety trainings related to the pandemic through the Keenen System. On-site personnel are using a QR code system to contact trace if needed. Staff working from home have applied and been approved to provide at home instruction that is monitored by the district.

All support staff at WUSD have taken on new roles and responsibilities to provide distance learning and foster a safer working environment for all. These roles will change again when the district moves to on-site instruction.

District staff are also creating new systems and structures to track employee leaves related to the Families First Coronavirus Response Act (FFCRA), unique expenses, and new employee training and verifications.

Other employees will also take on new and different responsibilities to help with the daily operations of the school and district.

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.]

WUSD will continue to support systems to provide more equity and access for all students. In an online (distance) learning environment, connectivity to digital platforms and learning is key to be able to support access for students. WUSD needs to hire bilingual community liaisons and student services staff. Community liaisons also provide translation and interpretation support in Spanish.

WUSD's support for English learners, foster youth, low-income students, students experiencing homelessness, and students with exceptional needs center around

- 1) providing student and families with the tools they need to access online (distance) learning,
- 2) building supports and scaffolds into lessons to meet the learning needs of all students, and
- 3) staying connected with families to provide support and receive input and feedback.

The schools have increased outreach to these at risk families specifically to connect them with resources to support online learning, such as Wi-Fi access, and resources for basic needs. Students with disabilities are serviced via online learning and tailored opportunities to provide educational benefit to the greatest extent possible. Students with disabilities will receive 1:1 devices and personalized equipment to ensure access to their education within the home setting. Special education and general education staff partner to provide a blend of synchronous and asynchronous learning to support student access to the core curriculum, while integrating accommodations and modifications, per student IEPs. Special education staff will create, assign, and provide feedback (via virtual platforms) on individualized lessons aligned with student IEP goals

and offer small group and individualized live conferencing for consultation, specialized academic instruction and designated instructional services.

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

Description	Total Funds	Contributing
Hire additional district tech support for teachers and students.	\$ 40,000	N
Create additional professional development time for teachers, support staff and parents on how to improve distance learning and use the necessary technology. Provide teachers a copy of the Distance Learning Playbook.	\$ 51,300	Y
Purchase additional online software licenses and programs. The software includes special needs testing; learning platforms, special needs instruction, EL student needs, and content specific areas of need.	\$28,650	Y
Purchase technology equipment for staff and students. WUSD desperately needs to provide K-2 students with technology for home distance learning. The district also needs to improve the teacher’s technology hardware to provide quality on-line instruction.	\$368,840	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.]

WUSD will utilize IXL Mathematics and English Language Arts (ELA) diagnostic assessments and Dibels, as well as district formative assessments to assess student learning loss and measure the learning progress of all K-5 students. Assessments through iReady will be administered to all students in grades 6 through 8 at least 2-3 times a year, and district assessments will be ongoing as needed to monitor and support student progress. The California Department of Education (CDE) has identified iReady as an approved diagnostic assessment tool which consists of, “a suite of computer based assessments designed to provide a complete picture of student performance and growth.” Teachers will utilize information from this data set, as well as district formative assessments to determine student needs and target instruction and accelerate learning to support students in accessing grade level standards.

Willits High School uses a trimester schedule system that allows for students to make up for lost credits and poor performance during the school year. During distance learning at middle school we have focused on Math and ELA as the main course work with supplementing in social studies and science. Grades K-5 have invested heavily into the following programs: Unlocking the Reading Code, Benchmark ELA and Everyday Math, student workbooks are being sent home along with daily instruction.

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 maximize learning, teachers and staff will implement multi-tiered systems of support for all K-8 students, for both academics and social emotional learning. This will address learning loss and accelerate learning progress for our students. After identifying where students are currently performing through diagnostic and formative assessments; staff will implement tiered systems of learning support. Tier 1 instruction includes strategies to support all students in the mastery of grade level standards and equip/enhance student application of social/emotional learning strategies. Tier 2 instruction includes additional targeted support beyond what is provided in tier 1 to support students in specific areas to master grade level standards or enhance student well-being, and tier 3 instruction is intensive targeted support beyond tier 1 and 2 supports.

Secondary students are monitored for performance and participation daily by teachers. Students will have 3 classes per 6 week marking period. The schedule provides students with fewer classes to focus on and more opportunities to repeat classes if necessary. Students and staff have moved to Canvas as the platform to coordinate with the college and create a better learning environment. Students not participating in distance learning are moved to an alternative learning option that is similar to modified independent study.

Support for English Learners

- In addition to the information above, EL students are given additional support through district employees who also work with Willits Kids Club. The funds for this will be a joint effort between the Cares Act and the districts ACES grant. The district is also working jointly with migrant education to provide translation services and an additional liaison for the student. WUSD has a significant number of EL newcomers to the district this year and is preparing a Newcomers English Class for grades 6-12. Duolingo and Zoom Spanish translation will be added to the tools to help these students.

Supports for Homeless Students and Foster Youth

- In addition to the information above, a counselor in the district will now be designated as the liaison for these students. A backpack of information, supplies and services will be provided to each student who qualifies in this area. The district is working in relationship with the county office to get accurate information and contact information.

Supports for Students with Exceptional Needs

- Students will be provided with high quality instruction and curriculum, targeted intervention based on assessment data, grade level teaching, and specific strategies for engagement. Additionally, Education Specialists will have access to iReady and IXL diagnostic data to guide them in targeting intensive academic support for students with disabilities. Formative assessments will be provided on an on-going basis to monitor student progress and Individualized Education Plan (IEP) goals. The district will purchase new online assessments, supplies, software and technology to meet the student needs.

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.]

Teachers and staff will continue to monitor student progress and achievement towards standards using formative and summative data (e.g. iReady, district benchmarks, IXL assessments, Dibels, grades and participation). The analysis of the data will be reviewed regularly by teachers, and when applicable, support staff and administration to determine the next steps of instruction. WUSD received a waiver for grades K-5 to do one on one instruction with students who need help and has been doing this throughout distance learning. When we return to on-site instruction, SST’s, guided academics, and afterschool Kid’s Club tutoring will be put back into place.

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

Description	Total Funds	Contributing
Hire staff to provide at home special education instruction option including specialized software and assessment tools.	\$72,400	Y
Hire English Language Learner instructional staff to provide support as well as a newcomer’s class. This staff member(s) will also provide translation services and act as a liaison for WUSD parents.	\$121,800	Y
Hire and temporarily reassign staff to provide direct correspondence style instruction to students unable to participate in distance learning. Materials and supplies are also necessary to be purchased to provide this educational alternative option	\$188,000	Y
Provide internet options for families not able to afford home internet including enabling the bus fleet with Wi-Fi	\$57,500	Y
Create a position to be a foster student liaison and to provide a backpack of supplies and information for students.	\$15,000	Y

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.]

Providing mental health support during the pandemic is essential for the well-being of staff and students. WUSD have counselors that work with our students at our sites and additionally a family therapist who help students and parents that may be experiencing trauma affecting their participation in school. Additional staff counseling services have been hired at Sanhedrin High School and will be contracted to help at Sherwood Elementary as well. Staff at all school sites have been trained in Restorative Justice and use curriculum for mental health with their students, such as mindfulness.

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.]

In distance learning mode, connecting families to school and community resources is a critical component of a successful school program. WUSD continues its commitment to connect all families to their schools, to identify those students who are not engaged in learning and may be at risk of learning loss. Each school site will identify students who are not engaging in distance learning. A multi-tiered intervention system will be utilized to provide reengagement strategies at each tier of intervention. The main focus is to include families, provide language support for families who do not speak English, and to develop a plan to re-engage their students in instruction. When a student is absent or is non-engaged in their learning (e.g., not completing assessments, assignments or participating in live zoom activities), the classroom teacher will contact the family, expressing concern for the safety and wellbeing of the student and family. They will determine what supports are necessary for the student to engage in their learning (i.e., technology issues, connectivity, access to learning platforms, etc.), and the family will receive support to correct these issues. If the student continues to not engage/participate in on-line learning, the counselor will meet with the family to identify other obstacles that are interfering with the student's engagement, including mental health issues. Resources and added support, such as additional counseling services, are provided.

Students who are not engaging after multiple interventions in grades K-5 will be placed in independent study or brought in for 1 on 1 instruction especially those with special needs i.e.: homeless, foster and EL students. Students that are in grades 9-12 will be moved to independent study or the alternative option at the high school if multiple interventions are unsuccessful.

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.]

WUSD will provide nutritionally adequate meals based on, and in accordance with, all required USDA standards and National School Lunch Program guidelines to ALL district students. All applicable USDA waivers to provide service have been completed and submitted in order to operate. Fresh, individually packaged meals are offered daily to all students via either a "grab and go" curbside pick-up or delivery. The schedule of service for curbside pick-up is at Willits High School, Monday through Friday, 8am-10am for breakfast and 11am-1pm for lunch. Lunches are also being delivered to students attending school sites for Wi-Fi access and/or instruction between 11 am-1 pm.

Both service models, online and onsite adhere to strict food safety guidelines and all state and county health codes. From initial preparation through final service, employees will maintain a minimum distance of six-feet between one another and/or students, masks and gloves are mandatory along with frequent hand washing. Information of lunch service models has been shared with all families through the Food Services Department along with social media and district websites. Due to the high volume of students who qualify, an emphasis to provide information to our families regarding direct certification to the Community Eligibility Provision (CEP) Program was shared. An additional 100 families qualified in June for the CEP program, WUSD used the extended timeline to submit the data.

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

Section	Description	Total Funds	Contributing
A-G Access and Planning	Give all students access to SCOIR software and provide the requirements for college acceptance.	\$3500	N
Food Services Changes	Provide families with a dinner option and reassign staff to address other student needs.	\$60,000	Y
Student Activities	Provide staff, materials and supplies for student activities that meet the health and safety requirements during the pandemic.	\$25,000	Y
Nursing Services	Provide additional school Nurse services for the health and safety of staff and students.	\$20,000	N
Teacher Extra Duty Pay	Allow teachers to take additional professional development or provide additional services for student needs.	\$18,000	Y
Mental Health Service	Provide an employee assistance program.	\$6000	Y
Provide Social and Emotional Services	Hire a part-time counseling position for at risk 9-12 students at Sanhedrin High School.	\$10,000	Y
Curriculum Professional Development	Acquire professional development vendors for staff that matches current curriculum to enhance instruction for at-risk students.	\$8000	Y
Technology repair and replacement	Purchase a set of spare hardware devices and the parts to fix and repair existing equipment.	\$30,000	N
Custodian Services	Hire additional custodial staff to manage the increased load of cleaning and disinfecting services needed during the pandemic.	\$90,000	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
--	--

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.4%	\$2,584,739.

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.]

WUSD receives Supplemental Concentration Grant funds of \$2,584,739. Currently, the Districts' spending plan exceeds the minimum proportionality percentage required for funding to its unduplicated population. The District continually monitors the services it provides to our low-income, English learners, and foster youth population and improves any deficiencies to those programs. Research-based strategies from the *Unlocking the Reading Code* supports language and vocabulary development, as well as reading comprehension. WUSD will continue to monitor English learner students after they have been reclassified, this is necessary to ensure long term success. In addition, research shows that foster youth, English learners, and low income students may be at higher risk of adverse childhood experiences. As a result, additional support services such as counseling, social/emotional learning support, and strategies to ensure students feel connected to school and others will occur.

Based on research, we believe this is the most effective use of funds to support English learners, foster youth, and low-income students. The following specific services and actions are specific to English learners, foster youth, and low-income students: To identify the current needs of our English learner students, Dibels, IXL and iReady math diagnostic assessments will be conducted in September, 2020. An additional EL staff member is needed to administer the informal language assessments in the areas of listening, speaking, reading, and writing, along with support to our teachers to fully utilize the ELD part of the Benchmark ELA program. Results of these assessments will be used to place students in groups for designated English language development support. This ELD support will be provided by paraprofessionals trained and experienced in meeting the needs of English learners. Formative assessments will be used on an ongoing basis to monitor students' progress, adjust small group composition, and make strategic decisions about more or less intensive interventions as needed. A full-time and part-time school-community liaison is needed to provide outreach to families, support translations and network within community organizations. An extended day and extended school year will provide learning opportunities for at-risk students including Kids Club, Nuestra Alianza, and summer school. Additional social and emotional learning supports will be provided as needed to ensure an optimal learning environment.

For low-income students, certificated and support staff, deliver direct instruction to students. Professional learning for staff is focused on evidence-based instructional strategies designed to target improvement for unduplicated students and reduce the learning gap.

Additional intervention supports will be provided for students who do not make expected progress. Extended day opportunities and extended school year learning opportunities will be provided for at-risk students. In cooperation with the county office pre-school will be offered to support low-income students with learning opportunities and to support early foundational skills. Progress monitoring will be more frequent and adjustments to instruction will occur with low-income students. Additional social/emotional learning supports will be provided as needed to ensure an optimal learning environment.

Research shows evidence that foster youth experience more trauma. WUSD will provide individual outreach to families of foster youth, coordinate services, provide intervention programs for students not making expected progress, and additional support for the social/emotional needs of those students.

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

WUSD has an extremely high unduplicated percentage of students 75% + (many students qualify in multiple categories). Based on this data most of the services apply to all students. Below are the needs based on Distance Learning, On-Site Instruction and Crossover Needs for both Distance Learning and On-Site Instruction.

Distance Learning Needs

- K-2 one to one devices for all students
- New teacher laptops
- Software and online programs (IXL, Duolingo, Zoom, Zoom Spanish, Learning Ally, SPED testing online, Canvas, etc.)
- Document cameras for classrooms
- Additional professional development time for teachers and support staff for distance learning
- Teacher and student supplemental materials and supplies (Distance Learning Playbook, HS instructional packets,
- Additional staff time for independent study instruction, EL support, EL liaison, translation services, and reassignment of current support staff to facilitate distance learning.
- Miscellaneous technology equipment, such as Bus Wi-Fi, whiteboards, student home internet connection fees, student headphones, large keyboards, etc.
- Home and one on one SPED instruction costs
- Reassign HS teacher to an alternative learning option for students unable to participate on-line
- Additional tech support time for teachers

On-Site Instruction (waiver in place for K-5 one to one instruction)

- Additional teachers for Blosser Lane for class size reduction
- Additional food service staff time for cleaning and preparing meals
- Provide a second set of classroom supplies for all students (what was sent home stays home)
- Additional staff time for student recreational activities and to provide a clean and safe environment for smaller groups
- Covid testing and tracking services for all students and staff
- Create outdoor spaces for instruction
- Create safer classroom spaces with ventilation, HVAC upgrades, air purifiers and exhaust fans
- Additional transportation time to disinfect and clean vehicles
- Add protective shields to office and other air stagnate areas
- Miscellaneous protective supplies such as masks, shields, disinfecting wipes, etc.

Crossover Needs for both Distance Learning and On-Site Instruction

- PPE, disinfectant, protective shields and equipment district wide
- Additional time for school nurse
- EL class for newcomers including staff, materials and support
- Additional custodial time for disinfecting and covering all sites daily
- Homeless liaisons to provide continuity of educational services
- Foster student liaison to provide help and support
- Increase access to nutritional services via free breakfast/lunch program
- Chromebook replacements for broken and lost equipment
- Social/emotional counseling services for staff and students
- Staff training on cleaning procedures and protocols

These priorities include all the 75% or more students who qualify for services. The district will use all funds available to enhance the Learning Continuity and Attendance Plan. This LCAP is a work in progress and will have many changes as we move through the year. The district has MOU agreements with both bargaining units and are dedicated to working through the changes to help facilitate the educational needs of our students.