

LEARNING CONTINUITY and ATTENDANCE PLAN

Stakeholder Meetings

As Washington Colony plans to reopen, the uncertainties of COVID-19 present challenges and thoughtful design as health, safety, and learning loss are considered. In-person learning will include, but is not limited to small group instruction; intervention to accelerate learning progress for students exhibiting learning loss due to school closure; special education; EL support; and assisting students' transition back to school. As allowable by the California Department of Public Health, the district may move to either a blended learning and or an in-person framework during the 2020-21 school year.

Moving forward from the spring 2019 school closure to reopening in August, 2020, the district continues to offer Grab and Go breakfast and lunch for Washington Colony students; work packets aligned to instruction; and Chromebooks and connectivity (hotspots) for families in need.

Transitioning from the crisis response of the spring, the district is refining the focus to address planning for a full reopening, a partial reopening with the Blended/Hybrid Model, or the Five-Day Distance Learning Plan found in the Learning Continuity and Attendance Plan (LCP). Within in this plan are the district's intentions to continue actions toward the goals encompassing ELA, math and ELD found in the Local Control Accountability Plan (LCAP).

The contributing actions/services are principally directed toward our English Learners, low income and foster students (unduplicated students) and are designed to help the District balance the COVID-19 pandemic related educational needs of identified students. These actions and services are being developed using input from stakeholders, including educators, parents, students and community members to be effective with and directed toward the pandemic-related needs of English Learners, low income, and foster youth. These actions and services are designed to increase or improve services.

Learning Loss Strategies

- The district will use the Illuminate standards-based item bank to create and administer diagnostic assessments to measure learning loss as a result of COVID-19 in grades 1-8. TK- Kindergarten administers the diagnostic assessment from the Educational Software for Guided Instruction (ESGI) at the beginning of the year.
- Throughout the year progress monitoring is done each trimester in the areas of ELA-ELD and mathematics using standards-based benchmark assessments.
- Measures of progress in literacy is monitored using the Renaissance Accelerated Reader STAR test to create a baseline at the beginning of the year and then each trimester thereafter.

Mental Health and Social Emotional Well-Being

- The district has established a multidisciplinary team dedicated to planning mental health and social and emotional well-being of students and families, the team consists of two school psychologist, two mental and behavioral health personal, and a school administrator. The multidisciplinary team established a focus on social and emotional skill-building, mental and behavioral health, personal safety for those students who are being referred for support services. The team meets on a weekly basis to discuss referrals, to identify available resources and needs for students and families,
- The district contracts with Fresno County Office of Superintendent Schools for mental health, school psychologists, and behavioral health services (All 4 Youth).

Health and Safety

- Safety and Security Improvements include Personal Protective Equipment (PPE), disinfectants, washing stations, signage and touchless thermometers during the COVID-19 Pandemic

Technology

- In the new classrooms and reading lab, provide updated technology that includes hardware, software, Smartboard(s) and Chromebook cart(s)
- Increase technology and accessibility. Smartboards are to be installed in every classroom. All students have daily access to a Chromebook device for ELA/ELD and Math instruction with a school-wide student ratio of 1:1.
- Connectivity hotspots and a monthly data plan for the 5-day Distance Learning and Hybrid Instructional Models
- Purchase of iPads for all Kindergarten students to interact in live interactions with teachers during the 5-day Distance Learning and Hybrid Instructional Models

Professional Development

- All staff received training for delivery of content instruction using the Zoom platform.
- ELA/ELD/MATH robust professional development for teachers and weekly PLC collaboration opportunities are planned.

Additional Supports

- Continue with two part-time intervention teachers and two bilingual instructional aides and supplemental implementation of the Reading Lab, and STAR/AR reading programs
- Maintain the Full-time Literacy ELA/ELD Coach for the purpose of assisting classroom teachers and other staff in the implementation of ELA/ELD standards based instruction aligned to the claims and targets in SBAC for unduplicated students.
- Standards Aligned ELA/MATH/SCIENCE STEM supplemental curriculum, computer software, materials and supplies for instructional programs
- Maintain the Full-time Music teacher and the Full-time PE teacher in order to create additional PLC and Collaboration time for research-based best practices
- Early Literacy resources and staff support and to hire an additional Instructional Aide for the Kindergarten classes.
- Maintained the hired Instructional aide to provide additional instructional support personnel at early primary and to strengthen the Early Literacy program in the K-1 grades
- Accelerated Reader (AR) Program
- Positive Behavior Intervention & Supports (PBIS) program
- Tutoring

- Extracurricular trips (only under the guidelines of County Department of Public Health during the pandemic)

Parent Outreach and Attendance

- Truancy Interventions
- Increase District/Site parent communication and involvement in District-wide activities; improve accessibility to websites, grading and attendance systems; purchase district mobile app, purchase student planners to increase communication from school to home regarding academic assignments and progress
- Maintenance expenses for digital messaging marquee and Blackboard connect
- Maintained the Part-time Parent Liaison that will provide a system of support in order to increase communication to all families, monitor attendance, truancy data, and reduce Chronic Absenteeism with interventions by the 3-tiered levels throughout the year
- Parent Education Opportunities

Nutrition

- Maintain the Grab and Go System to provide breakfast and lunch to all students enrolled at Washington Colony

The percentage to increase or improve services has been calculated at 34.46% using the dollar amount of \$1,241, 212. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided to all students. As a result, the district has demonstrated that it has met the minimum proportionality percentage by expending \$1,241, 212 on actions and/or services principally directed towards the unduplicated student population. These actions are found in this plan and in other district plans.