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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheatland Union High School District</td>
<td>Nicole Newman, Superintendent</td>
<td><a href="mailto:nnewman@wheatlandhigh.org">nnewman@wheatlandhigh.org</a> (530) 633-3100 x101</td>
</tr>
</tbody>
</table>

General Information

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

The COVID-19 pandemic resulted in a statewide "safer at home" order and school closures that began in March 2020. The unexpected closure of school has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and...
The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In consultation with Yuba-Sutter Health Officer and neighboring school districts, Wheatland Union High School District (WUHSD) closed school on March 16, 2020. The district administration immediately began working with certificated and classified staff to create comprehensive, subject related enrichment activities list that could be utilized by students until our teachers and students were able to switch to distance learning. Upon completion and roll out enrichment activities for our students, the teachers began working diligently on curriculum that would cover the standards that would be missed 4th quarter in each course. The goal was to provide a robust and engaging, blended learning education for WUHSD using Edmentum and/or Google Classroom coupled with Zoom or Google Hangouts for group/class discussions.

On March 25, 2020, the District announced that it would transition to remote/distance learning on March 30, 2020 using Edmentum and/or Google Classroom coupled with Zoom or Google Hangouts for group/class discussions that mirrored students course schedule. Instruction was delivered by classroom teachers during the regular school day and students were able to have access to teachers as needed. Counseling services were also put in place to support students and their family through the school closure. The major impact to students and families is the lack of socialization for the students and the support that must be provided by parents, and we wanted to make sure mental health was our top priority in addition to the continuation of learning. The District has focused on providing a comprehensive social and emotional program for children that includes spirit days, one on one counseling, social media blasts with inspirational messages as well as shout outs to students and staff, graduation parade, and an in person graduation tentatively scheduled for July 24, 2020.

Because a virtual school environment requires technology equipment, internet access, and the ability to navigate several online platforms, many students and their families lacked the resources and understanding to ensure learning continuity for their children. The district distributed over 300 Chromebooks to students that did not have technology at home. In addition to the Chromebooks, the staff communicated with students to determine who was in need of internet service. The district purchased 35 hotspots that have been distributed to students on an as needed basis for school related activities. Professional development was given to teachers on the online curriculum as well as programs to communicate with students (Zoom/Google Hangouts).

On April 6, 2020, the District published the Grading Policy for Distance Learning during COVID. Students were "Held Harmless" for their second semester grades and would receive at least the grade they were given on their 3rd quarter report card. Grades could only improve and not go down.

Since spring, our community has grappled with changing guidance related to whether or not businesses can open, continual alterations in health and safety protocols, illness, and loss of life due to COVID-19. The fluid nature of the pandemic, variety of policy responses, sometimes confusing information that has been reported, and the emotional toll of isolation and uncertainty has left the community...
polarized in their viewpoints and opinions about how schools should operate for the 2020-21 school year. Because of these varying beliefs our district planned to reopen schools with learning model options for families to choose from. The options were presented to the Governing Board on July 15, 2020.

Our Reopening Plan included these options presented:

Hybrid Learning Model which combines on-campus and at-home learning. Students attend school either Monday/Tuesday or Thursday/Friday with safety protocols in place and receive independent work that is an extension of the classroom for the days they are not on campus.

Independent Study Model where students learn at home in a structured virtual format called Edmentum and engage in daily scheduled, interactive, whole class and small group sessions each day and also complete independent work.

Two days after the Governing Board approved the district Reopening Plan, Yuba County was placed on California’s Coronavirus Monitoring List due to elevated disease transmission in our area. Under guidance from Governor Newsom, schools in our county cannot reopen for on-campus learning until Yuba County has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, students that had planned on starting the school year in person were forced to start the year with virtual classroom instruction. Those who registered for the independent study continued as planned. Students registered for the hybrid learning model will transition to on-campus learning when guidance indicates school campuses can reopen for students.

In sharing preliminary plans with stakeholders, the district has noted based on the roll out in the Spring what areas of improvement was needed in instructional coherence and consistency. With the rapid transition to distance learning and all the accompanying challenges, there is an increased need for ensuring fidelity of implementation of district programs and practices. The district has outlined ten specific expectations that parents/guardians and students should have of the district for distance learning:

1. Consistent, direct, live instruction for every student: Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.

2. Access and availability: Teacher availability to students outside of direct, live instruction.

3. Symmetry and Cohesion in learning and delivery: Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.

4. Collaboration: Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.

5. Professional development and supports for educators: Professional development for all educators on strategies needed to deliver high-quality instruction and on the District’s learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
6. Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.

7. Targeted student support and intervention: Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

8. Communication and feedback: Regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and report of student progress consistent with the District’s grading policies to maintain the home-to-school connection.

9. Assessments and accountability: Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

10. Support for English Learners: Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Providing these expectations to students and families represents one of WUHSD’s efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of robust and flexible modes of instruction during this pandemic have presented a unique opportunity to do things differently. Our individual and collective response to the challenges in this pandemic represent an opportunity to not only survive, but to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

In spite of the difficult circumstances caused by the COVID-19 pandemic the Wheatland Union High School District remains committed to serving our nearly 1,000 students by providing a high quality, equitable instructional program and continuing our efforts to meet the needs of all students which will be evidenced by the elimination of achievement gaps for historically under-served populations.

Stakeholders are communicated with on a regular basis via email, Aeries Communicator, Facebook, and our website. The Wheatland Union High School District adopted a Remote/Distance Learning Plan that is prominently displayed on the District website.

Stakeholder Engagement
Throughout the 2019-20 school year the Wheatland Union High School District engaged stakeholders as part of the Local Control Accountability Plan (LCAP) development process. As our district responded to the COVID-19 pandemic this engagement continued, resulting in gathering input that informed the development of the Learning Continuity and Attendance Plan. Feedback gathered throughout the entire 2019-20 school year through the start of the 2020-21 school year impacted the actions included in this plan. Efforts to solicit stakeholder feedback include surveys, outreach efforts with specific emphasis on families who speak languages other than English and/or not engaging in internet based communications, planning committees, presentations to the Board of Trustees and stakeholders, online public review and comment, meetings with advisory committees and groups, and community forums.

**Stakeholder Meetings or Input Solicited**

**Public:** 10/17/2019, 3/5/2020, 7/16/2020, 8/6/2020

**Staff:** 6/24/2020, 7/17/2020, 7/21/2020, 8/3/2020


Department Chair Meetings: 3/12/2020, 7/22/2020, 8/28/2020


**Surveys:** 06/17/2020 WUHSD Re-Opening: Parent Questionnaire; 7/17/2020 WUHSD Re-Opening: Parent Questionnaire

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Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education.

Public comments are accepted during the meeting or can be emailed to the Administrative Assistant of the Superintendent. If public comment is submitted prior to the board meeting the Board President acknowledges receipt of public comments, if any, and provides an opportunity for additional public comments for those joining the meeting.

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The feedback that we received centered on these key areas:

1. Health and safety: all stakeholders are concerned about health and safety of each other. Stakeholders expressed a desire for the district to acknowledge and address health and safety concerns, to establish clear protocols and communicate them to all stakeholders, and to provide training on safety protocols, for students, staff, and parents; including busing when it is safe for students to return to school.
2. Learning loss and academic progress: all stakeholders are concerned about the learning loss experienced by students during the emergency distance learning in Spring 2020. In response to the guidelines provided by the State of California and the California Department of Education, the academic content provided in the spring was not consistent due to the "held harmless" and many students "checking out" that were already passing their courses at the time of closure. Teachers and students were focused at that time on maintaining connections between teachers/peers, and on reviewing content already taught. In addition, there were students who experienced difficulty accessing the internet and using the instructional platform.

3. Student engagement: Many students were initially very engaged in the live interaction time with their teacher(s) and teachers reported high levels of engagement after Week 1 of Distance Learning. However, as emergency distance learning progressed, many students became disengaged. Families reported difficulties with accessing the instructional platform and conflicts with family commitments for students who are responsible for taking care of younger siblings, for example. Parents and teachers also expressed concerns about the ability of students with exceptional needs to engage with the instructional program.

4. Monitoring and feedback: Students, teachers, and parents expressed concerns about the lack of participation, grading, and feedback during emergency distance learning. Students and parents want to get information about academic progress and teachers want to be able to provide feedback to students.

5. Common platform: Stakeholders expressed concerns about the use of multiple learning and communication platforms during emergency distance learning. Parents, especially, wanted to have a common platform for all grade levels, which would promote ease of use as they are supporting their children with instruction in the home environment.

The specific stakeholder input received throughout the summer months has significantly influenced the district’s Learning Continuity and Attendance Plan both through the impacts on development of the district’s various Reopening Plans and through direct feedback on the plan itself.

Key takeaways from the parent and student input included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. This input has influenced the following aspects of the district’s Learning Continuity and Attendance Plan:

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.
Continued support for students, staff, and parents mental health. Ensuring that we are focusing on the universal themes that support connecting, belonging, and other aspects of social and emotional well-being.

To support parents and caregivers in supporting their own students’ learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Aeries and Google Classroom include learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

The overarching themes emerging from the Zoom Stakeholder sessions also were impactful in informing the development of the Reopening Plans and this Learning Continuity and Attendance Plan. Specific themes and their impacts include:

- Parents/Guardians need clear expectations of what they should expect from distance learning: The need for parents/guardians to have a specific understanding of what should be happening for students. This input has influenced the development of a clear list of expectations for distance learning communicated by the district to all parents.

1. Consistent, direct, live instruction for every student: Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.

2. Access and availability: Teacher availability to students outside of direct, live instruction.

3. Symmetry and Cohesion in learning and delivery: Google Classroom as the learning management system to allow for symmetry and cohesion in instruction and learning.

4. Collaboration: Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.

5. Professional development and supports for educators: Professional development for all educators on strategies needed to deliver high-quality instruction and on the District’s learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.

6. Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.

7. Targeted student support and intervention: Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.
8. Communication and feedback: Regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and report of student progress consistent with the District’s grading policies to maintain the home-to-school connection.

9. Assessments and accountability: Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

10. Support for English Learners: Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

- We need to focus on our most vulnerable students in our planning and implementation: The feedback was consistent that there is a need for an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district’s planning in a profound manner and is evident throughout.

To accurately assess learning status and monitor growth, the district has adopted learning loss assessments that have been given to all students. The information gathered from these assessments will allow teachers to provide targeted supports to students as well as synchronous small group and individual instruction as needed.

- Training and accountability for staff are both critical: During our Zoom Stakeholders sessions parents/guardians consistently expressed their priority of increased accountability for staff in the implementation of district programs. This Learning Continuity and Attendance Plan has been influenced by this input, specifically in the ten stated expectations (‘Symmetry and Cohesion in Learning and Delivery’ speaks to the need for less variation in implementation) and in professional development plans. The section of this plan detailing professional development to support distance learning outlines the expectations for administrators to consistently join virtual teacher collaboration sessions and virtual classroom lessons just as they would ‘walk’ their school site when in person. This consistent presence of principals in these two spaces will act both as a form of professional learning for staff and provide a level of accountability with regard to program implementation.
Continuity of Learning

In-Person Instructional Offerings

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

The Wheatland Union High School District is committed to providing in-person instruction as soon as health and safety guidelines allow a return to classroom-based instruction. Families who selected the in person learning model as their preference for the 2020-21 school year will transition to on-campus learning after Yuba County has met the criteria to reopen school campuses.

The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures on school campuses as outlined in Wheatland Union High School District’s Reopening Plan. Students attend school either Monday/Tuesday or Thursday/Friday with safety protocols in place and receive independent work that is an extension of the classroom for the days they are not on campus. Students enrolled in Special Day Class (SDC) will attend on-campus four full days each week.

Students will experience a well-rounded curriculum in all core subject areas including English language arts, mathematics, science, history/social studies, physical education, and elective courses. In-person and virtual small group instructional blocks of time are scheduled daily by each teacher and will be dedicated to meeting the needs of students who have not yet met academic standards and are struggling in their classes, have experienced learning loss as a result of school closures, or are a designated English learner. During these small group sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction.

Specific student academic needs will be determined through a systematic cycle of assessments that include diagnostic assessments in Reading, Language, Math and Science administered at the beginning of the school year and one additional time during the year to monitor student progress and inform instruction for teachers.

Coordinated counseling services are available at all school sites to address student mental health and social-emotional needs. Services can be provided virtually or in-person with safety protocols in place.

The district’s planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

Face Coverings: Wearing a cloth face covering is required for all WUHSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to
enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated ‘Care Room’: Designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

Common Areas: Signage, cones, and other visual cues will be used to direct traffic flow, and encourage appropriate distancing practices.

Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, and thermometers. A maintenance and operations supervisor and transportation supervisor will be hired to manage the day to day operations and supervise staff to ensure the high quality of our facilities and transportation is maintained.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Yuba Sutter (Bi-County) Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. WUHSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Reopening Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (independent study, hybrid, full in-person), and preferred means of communication. Parents that selected Independent Study have been asked to remain in that program until a natural break occurs (Quarter or Semester). Students that selected Hybrid could go out on Independent Study if the family conditions changed. The information obtained from the survey informed the district’s efforts to create the best possible learning conditions for all students, parents/guardians, and staff.
## Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<th>Contributing</th>
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<tbody>
<tr>
<td>Purchase of hand sanitizer and touch less thermometers and face masks for individual control measures and increased sanitation.</td>
<td>13879</td>
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<tr>
<td>Purchase of additional disinfectant supplies, cleaning materials for classrooms, disinfectant foggers and other supplies for implementation of control measures outlined in our COVID-19 Workplace Specific Plan.</td>
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<td>Hiring of maintenance and operations supervisor to provide enhanced oversight on cleaning processes and procedures.</td>
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<tr>
<td>Hiring of transportation supervisor to provide additional supervision on transportation processes to mitigate COVID-19.</td>
<td>32544</td>
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## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Wheatland Union High School District has developed two learning model options for the reopening of schools for 2020-21 including:

The Hybrid Learning Model provides a combination of face-to-face instruction and at-home learning with safety and social distancing measures on school campuses as outlined in Wheatland Union High School District's Reopening Plan. Students attend school either Monday/Tuesday or Thursday/Friday with safety protocols in place and receive independent work that is an extension of the classroom for the days they are not on campus. Students enrolled in Special Day Class (SDC) will attend on-campus four full days each week.
Independent Study Model where students learn at home in a structured virtual format called Edmentum and engage in daily scheduled, interactive, whole class and small group sessions each day and also complete independent work.

The original intent of the two learning models outlined in our district's reopening plan was that families could choose the option they felt more comfortable with for the 2020-21 school year. Additionally, this reopening plan was intended to address the fluid nature of the COVID-19 pandemic and the needs of individual students by making it possible to scale up the virtual learning model. When full or partial school closures are necessary due to health and safety concerns, students participating in the hybrid model will immediately transition to the virtual learning model.

Under guidance from Governor Newsom that came in late summer, schools in our county are not permitted to reopen for on-campus learning until Yuba County has been removed from the state's Coronavirus monitoring list for fourteen consecutive days. In response to the Governor's order, students registered for the hybrid learning model started the school year with virtual classroom instruction. Those who registered for the independent study continued as planned. Students registered for the hybrid learning model will transition to on-campus learning when guidance indicates school campuses can reopen for students. Parents that selected Independent Study have been asked to remain in that program until a natural break occurs (Quarter or Semester). Students that selected Hybrid could go out on Independent Study if the family conditions changed.

In the Virtual Learning Model/Distance Learning students learn at home in a structured virtual format. Teachers utilize a variety of instructional strategies including scheduled, interactive, whole-class, and small group instruction in addition to independent work that is an extension of their classroom. Multiple virtual classroom sessions are held throughout each school day and attendance is compulsory. There are seven 30 minute virtual classroom sessions that are conducted daily Monday-Friday to ensure students maintain access to a full curriculum that includes lessons in English language arts, mathematics, science, history/social studies, physical education and elective courses. Instruction is provided through the use of the district adopted materials and supplemental programs. Students earn grades on assignments and report cards as they would in the traditional school setting.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are WUHSD's definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

Most resembles a real classroom
Learners can ask questions and receive feedback simultaneously
Allows for collaboration between students
Teachers can provide immediate feedback, assessment, and make adjustments as needed
Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.
Directly aligned to live learning and instruction
Feedback and opportunities for questions come later
Students can absorb content at their own pace
Provides opportunities for students to develop questions and reflections on learning
Allows for more flexibility in scheduling
Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. WUHSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district’s planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. The district is evaluating the current schedule and may need to adjust due to the needs of students and teachers.

As noted in the stakeholder feedback section, community input reflected a level of dissatisfaction with the distance learning model implemented from March-June. District staff have, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The WUHSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, WUHSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed in more detail within the ‘Support for Pupils with Unique Needs’ section.

The district believes that all students should receive a minimum of 240 minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. This 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

In addition to direct, live instruction every day for every student, a key expectation of the district’s plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

A key decision supporting symmetry and cohesion in the district’s teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.
WUHSD is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district’s overall continuous improvement journey.

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.

Chromebooks are available to every student enrolled in the district. At the beginning of the school year all families are asked to complete the online data confirmation process. During this process families indicate their desire to check out a Chromebook for their student(s) and their need for support with internet access. Families who do not have at-home internet access are provided with an internet hot spot that allows access on the designated student Chromebook.

Administrators provide personal outreach to families that do not participate in the data confirmation process to assist them. This outreach continues until all families have been reached, indicate their technology needs, and have their needs addressed.

Technology assistance is provided throughout the school year through an email support system. A Technology Support Specialist was hired at the beginning of the 2019-20 school year to support the technology needs of the staff and students and the Director 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.

In the current Virtual Learning Model/Distance Learning student progress will be assessed through grades on student assignments, quizzes, and tests in addition to teacher observation and a systematic cycle of assessments. Assessments are administered during synchronous instruction time as teachers use Zoom or Google Meet/Hangout to monitor students.

NWEA assessments have been administered to all students - Grades 9-12 - in the areas of Reading, Language, Math, and Science (9-10 grade only).

Daily attendance in the Virtual Learning Model/Distance Learning is based upon student attendance in live synchronous lessons and the completion of independent study assignments. An absence is recorded in the district’s student database anytime a student misses a period of online instruction and does not complete the independent study assignments provided for a given day.

Independent study complements the daily interactive lessons and provides students with regular instructional breaks, limited consecutive screen time, as well as time to practice concepts or skills on their own. Independent study assignments are developed to fulfill the minimum instructional minutes and meet attendance requirements in the virtual classroom model. Activities assigned for independent study may be routine practice, long-term projects, or exercises from a recent lesson. Teachers estimate the average amount of time it will take a student to complete the activity and assign that time value for the activity. Teachers will record this time value in their grade book for attendance.
accounting on a weekly basis giving a range of 1-5 signifying 1, 2, 3, 4, or 5 days of active participation/credit. Both Edward P. Duplex (EPD) and WUHS non-independent students follow this model.

Daily attendance for Independent Study at both EPD and WUHS are based upon assignment completion for a minimum days' worth of assignments each day.

Students who are absent for three or more consecutive days or 60% of the days in any given week will be referred to our Student Staffing Team for reengagement efforts provided by school administration and student services assistants/academic counselors who provide support such as, but not limited to:

- Providing access to necessary resources such as technology, internet access, materials, etc.
- Ensuring translation support if necessary.
- Referrals to mental health and social and emotional supports and services.
- Assigning an adult mentor to check in with and connect to student/family daily or weekly.

WUHSD also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations the district is asking families to have for the implementation of distance learning is the expectation of regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and reporting of student progress consistent with the District’s grading policies to maintain the home-to-school connection. Not only will this provide students and parents/guardians important information about progress, but it will also open communication channels that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Channels of communication such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes. The use of our Student Information System Aeries is the best means of communication between school and home in addition to email and telephone conversations.

**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.]

One of the key areas WUHSD has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District’s learning management system (Google Classroom) to provide students access to learning grounded in the essential standards.

Following spring school closures and prior to the launch of distance learning, teachers were provided with the tools and the opportunity to complete professional development. Staff was provided with the range of distance learning tools to be used in delivering instruction, including Google Classroom. Site administration attended the training as well.
Staff Roles and Responsibilities

Because schools are currently operating under different circumstances than in the past, the roles and responsibilities of staff members have been revised to meet the needs of our community.

A new responsibility of school support personnel has been the preparation and distribution of materials. Staff members have prepared pickup areas that have student textbooks, Chromebooks, hot spots, and all supplies students need to engage in learning while at home.

New responsibilities for administrators include:
- preparing school campuses for social distancing and safety procedures.
- facilitating staff training on social distancing and safety procedures.
- monitoring personnel to ensure adherence to social distancing and safety procedures.
- providing training and support to staff for the virtual learning environment.
- scheduling classroom assignments (Independent Study or Distance Learning - to return when it has been cleared by the County) factoring in family preference.
- coordination of remote learning systems.
- ensuring equitable access to at-home technology.
- daily family outreach to determine and address barriers to student engagement in the virtual classroom.
- conducting meetings with colleagues, staff, families and community members through video conferencing platforms.

New responsibilities for teachers in the virtual classroom environment include:
- using online platforms and programs not previously used.
- ensuring instructional plans are appropriate for a virtual environment.
- communicating daily schedules to families in specific detail while limiting changes that could cause confusion.
- communicating access procedures for instruction and resources to parents and students.
- engaging and motivating students in a virtual environment.
- advance planning with support personnel given that synchronous planning and communication is not possible
- posting all assignments and providing feedback on progress through a learning management system.
- conducting meetings with colleagues and families through video conferencing platforms.

New responsibilities for instructional aides include:
- using online platforms not previously used.
- monitoring online chat boxes to respond to student questions.
- outreach to students that are not engaging.
• monitoring grades and attendance for students with 504s and IEPs.

New responsibilities for child nutrition staff include:
• preparing meals to be consumed outside of school facilities.
• designing and facilitating curbside meal pick-up routines.

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.]

To meet the needs of pupils with unique needs including English learners, students with exceptional needs served across the full continuum of placements, foster youth, low-income students, and those experiencing homelessness in the Wheatland Union High School District the following supports and services are available:

Students with exceptional needs are supported to meet their goals as identified in their Individualized Education Plan (IEP) through instructional methods, materials, resources, and technological tools. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process. An additional Special Education teacher has been hired to ensure that SPED caseload numbers are lowered during this time to ensure more individual support. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable. To meet the individualized academic needs of students enrolled in Independent Study, students are required to login daily with their teacher to discuss progress and get help as needed. This is a change in the way we have run Independent Study in the past when we only met with students weekly. Tutoring is provided by teachers and paraprofessionals during teacher office hours in the afternoons. Students may attend as many sessions as needed throughout the week and sessions are required for those who have been identified as needing extra support. Additionally, special education case carriers provide instructional support for students in accordance with their Individualized Education Plan (IEP). An additional Special Education teacher was hired for the 20/2021 school year to increase support services for students with IEPs.

Distance Learning supports specific to Homeless Youth will include:
• Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
• Communication with schools/teachers & parents/students to locate ‘missing’ students or students who are not engaged in distance learning, and identification of special needs or services.
• Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
• Coordination with YCOE Homeless Liaison to provide continuity of educational services as students transfer.

Distance Learning supports specific to Foster Youth will include:
• Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth during teacher office hours. Additional hours can be arranged as needed.

Distance Learning supports specific to ELs will include:
- Case management to support all eligible ELs.
- Designated paraprofessional for weekly and/or bi-weekly check-ins with EL students and parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible ELs during teacher office hours. Additional hours can be arranged as needed.

Protocols to ensure ongoing family outreach with personalized support have been developed. All classroom teachers, special education case carriers, counselors, paraprofessionals, and school administrators contact families to determine students' needs and ascertain if there are any barriers to student participation in the virtual learning or home school environments.

Each week teachers collect data on student participation in distance learning. Teachers note students who do not complete assignments and/or do not attend virtual, interactive lessons. Teachers, case carriers, counselors, paraprofessionals, and school administrators personally email and call the families of these students to determine barriers to student engagement. Ongoing personalized support is provided to families to reduce or eliminate identified barriers. This includes, but is not limited to, motivational discussions with students, providing any needed supplies including technology equipment, and free internet services.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff professional development for digital learning software and programs.</td>
<td>53655</td>
<td>Yes</td>
</tr>
<tr>
<td>Laptops, printers, monitors, hovercams, hotspots and other equipment purchased for teachers to perform distance learning from their classroom.</td>
<td>47546</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance learning programs such as EdPuzzle, ScreenCastify, Zoom, Formative, Edmentum, N2Y, and other online learning platforms and tools for distance learning.</td>
<td>23713</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Description | Total Funds | Contributing
--- | --- | ---
Hired additional special education teacher to provide distance learning and special education support. | 66996 | Yes

### Pupil Learning Loss

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

Specific student academic needs will be determined through a systematic cycle of assessments using NWEA - MAP Assessments. All students, regardless of the learning model they are participating in, will engage in the assessment cycle. Students are assessed in the areas of Reading, Language, Math, and Science (9-10 only). Teacher and parents will be trained on how to interpret this data. Teachers will be able to identify learning gaps for each student. SPED case managers and paraprofessionals will be able to provide targeted assistance for areas where students are struggling.

It is important to reiterate that not only will we be conducting Learning Loss Assessments, but assessment of students' learning status will begin the first day of school and continue each day in all of their classes. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs.

### 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.]

Each classroom teacher and paraprofessionals (under the supervision of credentialed teachers) provide small group instruction that offers more time and support to target specific student needs, accelerate learning progress, and ensure equitable access to grade level standards achievement. This is conducted during daily teacher office hours. Tutoring sessions will begin on 9/7/2020 in core content areas only.

In addition to support sessions by classroom teachers and paraprofessionals, students receiving special education services will receive additional support identified through their Individual Education Plan (IEP) to the extent practicable. Students identified as having exceptional
needs, English learners, foster youth, low-income, and/or are experiencing homelessness will be encouraged to attend the additional sessions for tutoring if they are struggling in their classes based on teacher recommendation and grades in Aeries.

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 the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress through classroom formative assessments. This will include the interim/benchmark assessments using NWEA for Reading, Language, Math and Science (9-10) administered at pre and post during the 2020-21 school year.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of NWEA assessment program.</td>
<td>6899</td>
<td>Yes</td>
</tr>
<tr>
<td>Tutoring for students-Core classes only-3 days a week. Tutoring will be in English, Math, and Science-1 teacher per content area per day (3 days a week).</td>
<td>13500</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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.]

The Superintendent and Director of Special Programs jumped right into a trauma informed training and implementation for the staff during the 2018-19 school year. Beginning with the 2019-20 school year Maslow Before Bloom was introduced to staff and reinforced with weekly updates and suggestions in how to be more trauma informed in dealing with students and families daily. That same year, in addition to the current Academic Counseling Staff of two onsite counselors and a school psychologist, a Marriage and Family Therapist was added to the team. These staff and strategies remain in place today. Partnership with the County Office of Education has also supplied supports specifically for our Foster and Homeless Youth. Lastly prior to COVID a detailed safety plan was evaluated and revised to support at risk youth in the areas of harm to self or others and referral strategies and protocols. These were all in place when we began distance learning in
March of 2020. We are a very rural community with no public transportation, we have been a very intricate part in a systems approach to wrap around services for the whole family for years.

During the initial school closure in the spring the Academic Counselors maintained their roles and relationships with students, staff and families as always. Students were provided Chrome books and hot spots if needed. Counselors maintained communication regarding check-ins, transcript review, support resources (academic, SEL, advocacy, graduation requirements, and post high school planning). Counselors developed a SEL Resource List of coping mechanisms, psycho-education and local numbers for support:

- Understanding Social Emotional Learning (SEL) to support your teens
- Owning Your Feelings
- Your Media and Technology
- 40 Positive Supports and Strengths that Young People Need to Succeed
- Students with a Growth Mindset
- Video Explaining Growth Mindset
- Wondering About Your Teen and Anxiety?
- Wondering About Your Teen and Depression?
- Preparing for college is more than just academics and testing. Being emotionally ready creates the greatest opportunity for success.
- Wanting resources to help support the social and emotional growth of your student?
- Want resources from a site both you and your student can visit and become supported together?
- Stress can present itself in many ways and in moments of great stress we can physically feel it.
- How is the State supporting mental health during COVID-19?
- California Surgeon General’s Playbook: Stress Relief for Caregivers and Kids during COVID-19
- Talking to Children about COVID-19
- Possible Emergency Mental Health Resources

The Marriage and Family Therapist (MFT) maintained communication with current students on the case load and advertised services for students, families, and staff. With a Google Voice number students were able to text or call with questions or concern’s and they were offered the ability to Zoom if they wanted to as well. Cognitive Behavior Therapy and Solution Focused Therapy are the primary interventions used. Families were encouraged to participate as well. In cases of noted self-harm or suicidal ideation all (in school) protocols were followed and over the 4 months 6 students were referred for 5150 evaluations four of which were hospitalized, two in long term care. Students and families were advised of informed consent and limits of confidentiality. For staff, two groups were established weekly Transformative Tuesday and TGIF. These were open drop in groups to allow staff to come and check in with one another virtually.

The Superintendent has developed a strong following through social media (Instagram and Facebook Neighborhood Community Groups) families know this is the place to go (or our website) to get up to date information in these ever changing times. Social Media was used to provide daily inspiration or reframing of current limitations into possible opportunities for growth. Along with that there were weekly reminders of how to contact the MFT or school counselors if students or families needed any support. These proved to be very beneficial with lots of affirmation from the community and continued new use of the resources.
As we start 2020-21 we have hit the ground running with all resources offered before and new resources now. With use of all aforementioned avenues we also use Google Hangouts now for trouble shooting and will use them for groups. The following information recently went out to parents, students and staff.

Social Emotional Counseling Services at Wheatland Union High School District

Counseling Services:

Counseling may take place over the phone, through text, or Zoom, during distance learning. There is always a “virtual drop in option” for emergencies, questions or clarifications. Though Most students will take part through a 6-week agreement of counseling to work on targeted goals and or concerns. This agreement will be developed by the student and the therapist. It will be evaluated at the end of 6 weeks to continue or to discontinue. Groups may also be offered over Zoom if there’s interest. Also keep your eyes open on Instagram or Facebook for Tips and Strategies. The therapist can be reached by phone at 530-633-7363 call or text. It should also be understood; that in counseling sometimes things may appear to get worse before it gets better. With consistency and practice both are great indicators for success.

Confidentiality:

All communication between student’s and therapist is confidential unless specified by the student. Students are able to seek their own counseling services once they’re 12 or older, however it often works best if the family is involved. They may give permission for therapist to speak to school staff or others on their behalf, if desired. They may also add to that list or take names off, as they choose.

Exceptions to confidentiality involve risk and safety concerns. If a student states that they intend to hurt themselves, others or destroy property the therapist has to alert authorities. If they report that someone is hurting them or there is a reasonable suspicion of child or elder abuse that is another instance the therapist has to inform authorities. The therapist will stay with the student through the process. The therapist will work with the student and the family to get support when needed.

How will they start?

A student may call or text the therapist at 530-633-7363. A parent may also refer a student this way. Another way is through email: coneal@wheatlandhigh.org. Teachers, staff and administrators may also refer a student to counseling services. It has also happened that student’s may refer a friend that seems to be struggling. The most important thing is getting help. You may contact the therapist to celebrate accomplishments or discuss challenges. No issue is too big or too small. To contact the therapist on campus the number is 530-633-3100 ext. 124. Also our free lunch pick-up programs are the front line of identifying need and informal welfare checks. Concerns are delivered to the counselors through the systems mentioned previously.

Academic Counselors have been checking all students and families in and provide some welfare screening on stress and how they’re coping with this new normal. Teachers’, administrators’ counselors’ all staff have a quick google form they submit for a student in need. It is a brief process using the student number and brief reason for a referral. The google form goes to the therapist and is also inputted directly into an excel sheet. Groups will be developed for students and students and any student may join. They will be advertised through social media and
the school website and encouraged by teachers. Staff groups of transformative Tuesday and TGIF will resume as they were last year. Electronic Surveys will be distributed for input on value of groups and topics to add. The counseling team is Yuba County Office of Education collaborating with the San Diego County Office of Education and the California Department of Education to provide an online suicide prevention training, at no cost, to 7th-12th grade school staff (i.e., administrators, teachers, counselors, classified staff).

In accordance with Assembly Bill (AB) 1808, the training ensures school staff are prepared to identify, support, and refer middle and high school students who may be experiencing thoughts of suicide. The bill also calls for training to be offered to 7th-12th grade students; that component will be launched in September, 2020. The training is used as part LEAs youth suicide prevention policy (AB2246). The 90-minute online program, LivingWorks Start prepares people to recognize when someone is having thoughts of suicide, engage with them, and intervene to connect them to further help. It is designed to develop meaningful skills through simulations and practice. After completing the e-course, trainees have ongoing, unlimited access to a resource and information database called LivingWorks Connect.

We are all learning to adapt our previous systems to meet the changing needs of our students and their families. Through our close knot communities and the sharing of information through social media, neighboring districts and Wheatland Youth Collaborative we have a dynamic and flexible system of services and communication that has established trust and responsiveness throughout the years and during this pandemic. Also, our therapist is certified in Trauma Focused CBT, The Parent Project, Lifeskills and other programs for families.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The Wheatland Union High School District is committed to engaging all students in learning. The following protocol has been established for tiered reengagement and family outreach in the event that students are absent from distance learning:

Tier 1 for all students:

Students are required to attend daily virtual classes through a meeting platform chosen by the teacher (Meet, Zoom, etc.). Students should only miss if they are ill and absent from school or make arrangements with their teacher to makeup the lesson via recorded videos.

Weekly engagement records are maintained that include:

- Daily attendance taken and recorded by classroom teachers in Aeries at the end of each instructional day.
- Assignment completion and student participation kept through grades in Aeries.
• Assessment information recorded and shared with parents/guardians.

Tier II for students who have accumulated three or more consecutive absences, have missed 60 percent of the instructional days in a school week, or for students who are present but not engaging instruction:

• Attendance clerks, paraprofessionals, counselors and administration monitor student attendance documented in Aeries and make daily absence notifications/outreach to parents/guardians.

• Attendance clerks, paraprofessionals, counselors and administration contact families (with assistance from translators when necessary) to identify barriers to student engagement and provides personalized assistance in eliminating barriers. Assistance may include but is not limited to: Providing access to necessary resources such as technology, internet access, materials, etc.; ensuring translation support if necessary; referrals to mental health and social and emotional supports and services; and assign an adult mentor to check in with and connect to student/family daily or weekly.

Tier III for chronically absent students who have accrued 10 or more absences from distance learning:

School administrators, directors, and counselors continue to work with and support the family to address ongoing barriers which may include inter-agency case management teams. They also facilitate referrals to the Attendance Review Teams to work with families to eliminate barriers to school attendance.

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.]

WUHSD did not offer school meals during closure. The district worked with the elementary feeder districts (Wheatland Elementary School District and Plumas Lake Elementary School District) to ensure our communities were fed TK-12.

While the district is closed to in-person instruction all schools are operating solely the Virtual Learning Model/Distance Learning or Independent Study the Wheatland Union High School District will provide meals to students in a drive through, curbside system available at the WUHSD and Rio Del Oro Elementary School in Plumas Lake. Meals are served daily during the school lunch hour Monday-Friday on scheduled school days. Breakfast for the following day is provided as well. Weekly meal kits are distributed in our rural areas to our students that live outside of Plumas Lake and Wheatland (Smartsville and Camp Far West).
Child nutrition personnel involved in meal distribution follow safety protocols by wearing facial coverings and sterile gloves. Social distance is maintained during distribution by placing the meals on tables and trays adjacent to the curb so families can easily access them in a contact-free manner. Menus are posted on the district website for families to access as well as on social media.

When our district is able to return to a multi-model offering for families, some students will attend school on campus for the Hybrid Learning Model and others will continue in the Independent Study Model. Students participating in the Hybrid Learning Model will pick-up their meals in a "grab and go" manner. Families of students participating in the Independent Study Model as well as students that are not on campus due to the Hybrid 2 day a week model (A or B group) will continue receiving meals using the drive through, curbside system available at WUHSD and Rio Del Oro Elementary School in Plumas Lake.

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.10%</td>
<td>0</td>
</tr>
</tbody>
</table>

### Required Descriptions

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

The following actions are provided on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

- District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low income students. Topics include parent and family support and communication, engagement and assessment, and equity and access. Additional professional development and training will be
provided that will support teachers in diagnosing and addressing learning and in accelerating academic progress for all students through the use of formative assessment tools.

- Devices and connectivity are provided to all students. All students in grades 9-12 received a chromebook if one was needed.

Families can request internet access through a district-provided wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment.

- Tutoring services are available for students after school in core areas three days a week.

- Low-income students and foster youth will receive targeted supports and services, as needed. To access digital instructional platforms, the district will ensure all students in need of a device and wifi are provided one. The district will ensure all families in need of Internet access are provided a hotspot. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device.

- Teachers, counselors, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as support. Counselors will meet with students individually and in small groups to help them manage their stress, anxiety, and other feelings they were experiencing. Staff members will reach out to families to inform them of supports provided by the district. Also, students participating in the National School Lunch Program will be provided access to lunch each day.

- Paraprofessionals have been assigned caseloads by students last names to check daily for grades. When a grade drops below a C or there is more than 1 missing assignment then the paraprofessionals will notify parents and make contact with the students.

- Expansion of our independent study program to offer additional teachers to provide learning opportunities for students within the district that do not want to participate in our Distance Learning Model that allows for students to return to school when it is safe to reopen.

- Establishment of a college and career technician to provide additional resources and support for students.

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

In addition to the services provided to all students, the district also provides additional supports which increase the services provided to our unduplicated students.
- English Language Learners are receiving additional targeted ELD instruction above and beyond the classroom with ELD strategies assisted by bilingual paraprofessionals.

- Administrators will communicate with families of foster youth to ensure responsive actions to support learning.