



**Office of the Superintendent
Management Report**

DATE: September 10, 2020

AGENDA TOPIC: Learning Continuity and Attendance Plan (LCP)

PRESENTER: Ellen Hamilton, Director of State & Federal Programs

BACKGROUND INFORMATION:

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty and of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

RECOMMENDATION:

Since the Public Hearing was held on September 3, 2020, approval is recommended on the LCP as presented.



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
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General Information

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

Due to COVID-19, Willows Unified School District has been working all summer long with Glenn County Public Health to assure our district can either go back to school traditionally with precaution, have a blended model or do distance learning. Willows Unified School District has been impacted by the COVID-19 pandemic in the following ways: staff impact, student impact, and community impact. Working with CDE and Glenn County Public Health, Willows Unified has been making decisions to protect the safety of our students and staff at the same time planning to provide quality instructions to our students by starting the year with distance learning. Due to the increase of COVID cases in our county, our district had to push school back two weeks so that teachers and staff members can get the appropriate training they need to prep for Distance Learning. COVID-19 will have an impact on our enrollment as well as changes to our employees' schedule who have school age students. This will also affect our parents who are essential workers who cannot stay at home with their children. The roles of some employees will also change. COVID- 19 will also have an impact on the social and emotional learning, as well as the school calendar events. As a result, our Learning Continuity Plan has responded to meeting these needs by providing teachers Professional Developments, students access to technology and materials, and all staff trained and prep for distance learning.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specially, these efforts included different strategies for each stakeholder group:

1. Pupils: survey
2. Families- DELAC, ELAC, Surveys
3. Educators (WUTA, CSEA)
4. Stakeholders who speak another language other than English

Willows Unified School District made efforts to reach out to all stakeholders by providing an online survey in English and Spanish during the summer of 2020. Another survey was created to get parent input on technology needs and distance learning from August 13 to August 18, 2020. On August 25, a DELAC/ELAC Training was held through Zoom to help address changes in this school year and get input from our parents of English Learners. All answers to the surveys or input taken in public meetings were taken down into consideration for planning for the 20-21 school year. Special School Board Meetings were held to get input from stakeholders. WUTA (Willows Unified Teacher Association) and CSEA (California School Employee Association) negotiations also occur to solicit stakeholder feedback. All calls were sent home to parents through Blackboard (communication through phone calls and emails) done in English and Spanish to help families understand what is currently happening in the district.

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

Surveys were conducted online in English and Spanish. Hard copies of surveys were made available and distributed to parents during meal pick up. Board Meetings were conducted live and through Zoom. WUTA and CSEA Meetings were also held live with an option for members to participate online through Zoom.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. Many parents and community members were not thrilled with the decision of starting the school year with distance learning. Willows Unified School District would prefer to go back to school traditionally with safety precautions (masks, etc) but unfortunately, Glenn County has been on Governor Newsom's "Watch List" and according to Glenn County Public Health, will not qualify for a waiver to allow elementary school students to return traditionally because of the number of cases of COVID in this county. Staff, parents, and community members are also worried of the learning loss that will take place because of the lack of interaction with peers and colleagues. Parents are concerned about the learning that will take place online such as teacher help, engagement, etc., as seen in the Spring of 2020. Willows Unified School District is aware of the new changes and accountability that all teachers and staff members must be held accountable for providing quality instructions, attendance, and meeting the needs of all students during this new school year. Professional Development has been offered and will continue to be offered to help teachers navigate and learn the digital world and how to work with students through the various technology apps. A few parents and staff members were concerned of the technology resources, which the district is currently working on to provide a one on one device for all students with reliable internet access.

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

The stakeholder engagement process influenced the Learning Continuity Plan by recognizing the following: safety, Professional Developments for all staff, and technology.

Safety was taken as top priority to why the district had to do distance learning as the start of the school year from Glenn County Public Health and CDE. Professional Development was provided to help teachers who struggled during the spring of 2020 and needed guidance or training to better improve their instructions. Technology equipment and WiFi access has been purchased to support those who do not have reliable internet or technology resources as indicated on the survey from parents and students. These ideas were essential to the Learning Continuity and Attendance Plan as they were influenced by specific stakeholders.

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.]

If COVID cases decrease in Glenn County and districts are allowed to do a waiver for elementary schools, Willows Unified will do its best to apply for the waiver so that our primary students can go back to school. Willows Unified currently has an elementary waiver committee that has and will be meeting to discuss the reopening school plan. When all schools are ready to go back to school, we will resume at our normal time schedule for each school site, by providing high quality instruction and social and emotional support for students. WUSD will coordinate with the Glenn County Office of Education’s Foster Youth Services Coordinating Program to ensure that programs and services for foster/homeless youths are complementary, as well as share data and information among courts, child welfare, probation, and education agencies as necessary to support the education success of students in foster care. School Counselors and School Psychologists will also provide additional services for students who need the extra support in social-emotional well-being. WUSD schools will bolster positive programs that encourage student attendance, as well as, create consequences for students' truancy (e.g. PASS-Positive Alternative to Student Suspension).

After school support will be available for students in all grade levels with precaution measures such as wearing masks, socially distancing by 6 ft, etc. Teachers will also provide additional support for students who are struggling in their classes during specific time to accommodate the different needs. Teachers will also be taking attendance and checking in on student engagement to address student needs. Teachers will be contacting parents and students who are at risk for failing the course. State resources such as Interim Assessments will be utilized to measure learning gains, assess persistent gaps, and ensure monitoring district wide.

Willows Unified School District will ensure the safety of students and staff as consistent with public health guidance by making sure:

- All school facilities are cleaned and disinfected daily.
- Social distancing at school and on buses will be required.
- Additional staff may be needed to sanitize facilities and support supervision of social distancing.
- The district will provide personal protection equipment to those who do not bring their own personal PPE.
- Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.
- Social distancing guidelines will be observed.
- Limited or restricted volunteers/visitors.
- Cleaning and disinfecting supplies will be provided in all classrooms and common areas to all staff members.
- Staff and students will be trained on proper hand washing and other hygiene techniques.
- Daily wellness check of all staff and students.
- Temperature checks for individuals showing signs of illness.
- Persons who have a fever of 100.4 degrees or above or exhibit signs of illness will not be admitted to any facility.
- Students who are ill at school will report to a designated area for pickup.

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

Description	Total Funds	Contributing
The Districts' ASES funded extended learning program, SPARK, will support in-person instruction (baseline assessments and follow-up assessments to measure student needs and growth)	160,000.00	Yes
Provide T-2 Intervention to students before school, during lunch, and after school.	25,000.00	Yes
Reducing class size - Implement hybrid to enforce safety protocols and improve teacher to student ratio.	78,400.00	Yes
		Yes

Distance Learning Program

Continuity of Instruction

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

Prior to school opening, each school site set up a drive through pick up (for materials) for students. Students picked up school supplies from their school site (this included textbooks, Chromebooks, etc). Anyone who couldn't pick up their materials, a school site designee brought it to their home. Teachers will be utilizing Zoom and Google Classroom for delivering instructions that include standards-based instructional materials using the district-adopted curriculum. Secondary teachers were required to develop a distance learning syllabus identifying learning objectives and assessments for single subject courses aligned with state standards. Elementary teachers developed curriculum guides for distance learning aligned with state standards.

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.]

During the spring, Chromebooks and free WiFi were given out to students who did not have reliable technology resources. According to the summer survey, technology access was not an issue but rather training on specific apps or online services were needed for parents to support their child at home. The district will be providing a Curriculum web page to help parents learn how to navigate specific technology platforms that the district will be using so that parents are aware and educated on how to use it. Teachers will be providing guidance to parents on additional apps that they will be using in their classroom. The district will be providing one on one devices to all students. According to the survey that was created in August 2020, a few families need reliable high speed internet. Additional hot spots have been provided to help families and students access free WiFi. Each school site will be responsible for checking out and checking in devices for students. Those who cannot come to pick up their devices, an admin or designee will be reaching out to parents at the homes to make sure the child has the device with reliable technology resources. Technology support will be provided for families through the Technology Department. A technology survey may be conducted weekly for students and/or family members to check in on the connectivity of the devices and/or concerns.

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.]

To mitigate learning loss, daily instructional time will remain consistent with a traditional school day; not the minimum state required instructional minutes. Each teacher will provide daily synchronous and asynchronous virtual instruction during the same periods as the traditional schedule. Teachers and support staff (site admin, TOSA, classified support) will be responsible for contacting those who do not engage online and assigning each individual the time equivalent amount of work. Teachers will take daily attendance on Aeries for each period. Support staff will contact and track individuals who do not participate. Resources will be available to support students with chronic absenteeism including home visits to check on welfare include the law enforcement (SRO), MTSS, probation and SARB. Teachers will

complete and submit to the admin a weekly log indicating the amount of synchronous and asynchronous instruction was offered and how much students participated.

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.]

At any time a teacher or staff member feels there is a professional development that will greatly impact them in providing quality instruction or improve in their strategies, they must fill out a PD form, have a conversation with their administrator through email, etc, and she/he will send the PD form to the district office to get approval and the district will start the process for registration. There have been many staff members who attended Distance Learning Professional Developments during the summer and are still continuously doing so now. The district provided two days (4 hours each day) of Professional Development to staff in July on Distance Learning- Zoom and Google Classroom and will continue to do so depending on the need. A technology resource page will also be provided on the district web-page to help teachers find resources and communication tools to implement in their daily instruction. Coaches within our district will also be working with teachers from their site and other sites to mentor those who may not be proficient in a particular app or teach the staff a new technology resource to use in the classroom. The district will also survey staff and assess students academically and socially/emotionally before designing training opportunities and investing in resources.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Willows Unified School District has had to adapt staff roles and responsibilities in the following ways:

Administrators within the district will continue to monitor and mandate that educational practices are being adhered to. We will continue to demonstrate high levels of excellence in every realm within education. At Willows Intermediate School, the instructional aides will assist with distance learning of students and provide support for office staff with attendance, phone calls, and other appropriate duties. The yard duty supervisors will assist office staff and administration with attendance, phone calls, and other appropriate duties. At Willows High School, the ELD aide will be working online with teachers interacting daily with her case load of students through zoom.

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.]

Pupils with Exceptional Needs: For serving homeless, foster youth who are on an IEP, GCOE's plan for this group is to support them with whatever is outlined on their IEP, which is often housing support, social work and mental health clinician time. For English language learners on IEPs, GCOE will provide all the same support we provide during a regular school year. For mild/moderate programs, GCOE will reassign aides from regional/preschool to support students. This will be especially important in high school so they can get more individualized support. Staff will be making daily contact with students in all programs from birth-age 22. GCOE will be working to reduce group sizes in

elementary school so these students are not online for SPED services with more than 3 students. Speech and OT services will be 1:1 unless the students' IEP goal is about social skills with peers. For students with more significant disabilities who have difficulty learning through paper/pencil, GCOE will have courier services with our vehicle drivers where there will be new and novel materials/manipulatives sent home from teachers and aides each week. Homework and/or materials will be picked up multiple times per week to help create urgency for students (parents) to complete assigned activities and task on time. This group will also have daily contact with staff.

Foster and Homeless students: These students will also be provided with materials (backpacks, paper, etc). If they cannot come to school to grab a Chromebook, an admin or designee will deliver it to the student. Counselors will be checking in weekly with students to make sure that they have the accommodations to support them in school.

English Learners: at the elementary level, the ELD teacher will be zooming in particular classes and doing break out sessions with EL students. At specific time in the day, she will pull students through Zoom and have her aides work with the students through break out sessions. She will also be checking in with their primary teacher, to make sure that the students are learning English at the same rate as their peers. At the secondary level (middle school and high school), where there is a designated ELD period, the teacher will be zooming or doing Google Classroom with her/his students. ELD aides will chime in through Zoom or Google Classroom to support students who need one on one support. Staff members will be utilizing online tools to help assist students with their language needs, as well to create a sense of comfort, security, and school connections during this pandemic.

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

Description	Total Funds	Contributing
Two Days PD for Zoom and Google Classroom on July 29 and July 31- hosted by Glenn County Office of Education	20,000.00	Yes
August 31 Professional Day for Classified Employees	5,000.00	No
Target Solutions Training on COVID for Certificated staff- Training all staff on safety precautions of COVID 19	5,000.00	No
Technology Purchase- Chromebooks	350,000.00	Yes
Technology Purchase- Hotspots	42,500.00	Yes

Description	Total Funds	Contributing
Technology Purchase- Webcams & Go Pros to facilitate delivery of instruction	18,000.00	Yes
GoGuardian - technology management & content filtering tool	15,000.00	Yes
Technology - 2nd monitors for teachers to facilitate delivery of instruction	16,000.00	Yes
Acellus - Independent Study instructional program	10,600.00	Yes
Other online instructional resources and subscriptions	40,000.00	Yes
Instructional supplies and consumables distributed to students for at home instruction	30,000.00	Yes
Aeries applications for integration of distance learning platforms to GradeBook / SIS	20,000.00	Yes
Certificated and classified employee extra duty time to prepare materials and equipment for distribution to students	25,000.00	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.]

Teachers will be using benchmarks, local measures, formative and summative assessments, and interim assessments to measure student success in all subject areas. State resources such as Interim Assessments may be used to help teachers assess the overview of their students status by grade level standards. English learners will be administer the initial ELPAC for "newcomers" to see where they fall on the English proficiency level scale. ELD teachers will be using ELPAC practice tests to help assess where their ELD students are and implement strategies and techniques to bring students to grade level English proficiency as their English Only peers.

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.]

The following strategies will be used to address learning loss and accelerate learning progress:

- Teachers will implement formative practices such as exit tickets, student work, and student discussions during instruction.
- Teachers will use formative assessment that informs the teacher about student progress as well as their own practice and informs the students about their own learning progress building their disciplinary identity and flexibility.
- Teachers will provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.
- Teachers will continue to use local assessments to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- Administrators will be conducting classroom walk-throughs virtually by gathering teachers' synchronous classroom login information.
- Instructional aides will be online to help students breakout in sessions and provide assistance to those who need additional support.
- ELD aides will be online to help ELD students breakout in small groups and/or provide one on one support for individual EL kids.
- Online tools (dictionaries) will be made available to help English learners with language fluency.
- Counselors will be working with students; providing additional support for foster and homeless students. They will be checking in on their foster and homeless students weekly along with our Foster/Homeless Youth Liaisons.
- For serving homeless, foster youth who are on an IEP, GCOE's plan for this group is to support them with whatever is outlined on their IEP, which is often housing support, social work and mental health clinician time. For English language learners on IEPs, GCOE will provide all the same support we provide during a regular school year.
- For mild/moderate programs, GCOE will be reassigning aides from regional/preschool to support students, this will be especially important in high school so they can get more individualized support. Staff will be making daily contact with students in all programs from birth-age 22. GCOE will be working to reduce group sizes in elementary school so these students are not online for SPED services with more than 3 students. Speech and OT services will be 1:1 unless the students' IEP goal is about social skills with peers.

- For students with more significant disabilities who have difficulty learning through paper/pencil, GCOE will have courier services with our vehicle drivers where there will be new and novel materials/manipulatives sent home from teachers and aides each week. Homework and/or materials will be picked up multiple times per week to help create urgency for students(parents) to complete assigned activities and task on time. This group will also have daily contact with staff.

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 will be using the strategies above to help them determine whether or not students are successfully meeting course learning objectives. Teachers will be using local assessments and other resources such as state interim assessments to help address the learning loss. These strategies will be effective in helping teachers provide evidence needed to document and validate that meaningful learning has occurred in the classroom. It also enables teachers to measure the effectiveness of their teaching and develop the rationale for pedagogical choices in the classroom.

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

Description	Total Funds	Contributing
Instructional aides will be online to help students breakout in sessions and provide assistance to those who need additional support.	35,000.00	Yes
Rosetta Stone licenses for ELD	8,000.00	Yes
Counselors will be working with students; providing additional support for foster and homeless students.	200,000.00	Yes
4 Professional Development and Preparation Days for teacher Implementation of strategies.	140,000.00	Yes
Renaissance Learning to measure students' reading lexile scores.	11,000.00	Yes

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.]

All staff will help in the monitoring of students health and social and emotional well-being. Counselors will be checking in on students periodically to make sure that student needs are met. Teachers and staff members will continue to reassure students about safety measures and build positive relationships and a sense of community among students through distance learning. Our sites will continue to foster PBIS, MTSS, and other mental, social, and emotional curriculum into their daily lesson plans. Professional development will be provided to staff who would like to expand their learning horizon in the mental health and social and emotional well-being (trauma, PTSD, anxiety, etc). Mental Health services from Youth and Family Unit for Glenn County Mental health will be providing services for youths. This may include a combination of telehealth and face-to-face social distancing, as well as providing families with resources to address trauma and other impacts of COVID-19. Glenn County Sheriff's Department and School Resource Officer will participate in home visits for tobacco education and wellness checks.

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.]

All staff members will monitor and maintain documentation of pupils that are frequently absent and document methods used to re-engage them. Each teacher will provide daily synchronous and asynchronous virtual instruction during the same periods as the traditional schedule. Teachers and support staff (site admin, TOSA, classified support) will be responsible for contacting those who do not engage online and assigning each individual the time equivalent amount of work. Teachers will take daily attendance on Aeries for each period. Support staff will contact and track individuals who do not participate. Resources will be available to support students with chronic absenteeism including home visits to check on welfare include the law enforcement (SRO), MTSS, probation and SARB. Teachers will complete and submit to the admin a weekly log indicating the amount of synchronous and asynchronous instruction was offered and how much students participated. When reaching out to families who speak in languages other than English, translation and interpreters will be made available. Resources such as dictionaries in Spanish, etc, will also be provided to these families.

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.]

All students of the Willows Unified School District are eligible for free breakfast and lunch for every instructional day under the Community Eligibility Provision (CEP). WUSD will continue to offer nutritionally adequate meals to all pupils during both in-person and distance learning in the following ways:

During Distance Learning, breakfast and lunch meals will be distributed and available for pick up at multiple locations throughout the District for all pupils of the District.

During Blended Learning, breakfast and lunch meals will be available in a combination of meals in the classroom and/or other spaces on campus allowing social distancing and grab-n-go meals from each school site for all pupils.

During Traditional School sessions, breakfast and lunch meals will continue to be available in a combination of meals served in classrooms and/or other spaces on campus allowing social distancing for all pupils.

In all situations, the District will provide updates using the district and school websites, flyers and bulletins, Blackboard, email, and other media to inform families on the availability and options for meals. Rosters will be utilized to identify students receiving meals during distance and blended learning and point of sale systems will be utilized when we are able to return to traditional school activities.

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

Section	Description	Total Funds	Contributing
N/A	Increased sanitation efforts as recommended by the current health and safety guidelines such as safety masks, temp-check stations, no-touch thermometers, plexi-glass barriers, hand sanitizers, etc.	100,000.00	No

Section	Description	Total Funds	Contributing
N/A	Temporary fencing to create a single point of entry to each of the sites.	75,000.00	No

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
21.28%%	2,392,065

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.]

Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity through the distribution of wifi hotspots because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

According to 19-20 CALPADS data, 63% of our students in the district were low income, 19% were English learners, and 1% were foster youth. When reviewing our dashboard results from 18-19, these subgroups also scored in the red and/or orange zone in some of these areas-- ELA, math, college and career, suspension, and graduation. We have prioritized these needs and believe that providing a high quality curriculum and certified instructors and counselors will accelerate the learning of these students who have experienced learning loss.

- Provide instructional support (instructional aides/specialists) for teachers to improve educational practices collaboratively;
- Provide counseling as needed for all students primarily EL, LI, and Foster/Homeless Youth;
- Ensure priority access for homeless and foster youth to tutoring and other academic and social/emotional supports.

- Provide Parent Education Nights targeted for EL, Foster/Homeless parents;
- Implement daily intervention time at each school to ensure high levels of student achievement;
- Hire additional bilingual instructional aides I and II to work with EL;
- Support and implement the after-school Program- SPARK, ASAP.

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

Providing these services in a district wide manner focuses the efforts towards reaching district-wide goals, provides consistency in support services to all students and educators, increases opportunities for district level collaboration regarding supplemental services,, and creates district-wide accountability regarding student support and performance. Willows Unified School District will continue to provide and improve services to English Learners, low-income students, and foster youth by providing:

- Instructional Support (aides/specialists) for teachers to improve practices collaboratively;
- Professional developments to support staff in meeting the social-emotional needs of students in order that they may be focused and engaged in their learning;
- Academic intervention services and supports to ensure high levels of student achievement;
- Alternative education programs and services to support student achievement leading to a high school diplomas or its equivalent.