



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.]

The COVID-19 pandemic has greatly impacted the health, safety and financial well being of our WCSD community. Our staff, students and families responded in extraordinary ways and quickly adapted to new methodologies of teaching and learning. Health and safety remain our top priority as we implement safeguards to reopen our schools. The Walnut Creek School District will begin the 2020-21 school year with a 100% remote learning instructional model. As the numbers of positive COVID-19 cases and deaths continue to rise across our state and in our region, it has become clear at this time that our more robust remote learning model will be the safest way to form the foundation for student learning this fall. The instructional model that is used within the District as a whole will be determined based upon guidance and direction from the State, including the Governor's Office, the California Department of Education, the Contra Costa Health Services, and the Contra Costa County Office of Education.

WCSD's Return to Learn plan outlines the following guiding principles:

Safety & Operations:

WCSD will implement safety procedures based on the best knowledge of local, state, and federal experts.

Robust & Equitable Student Learning

WCSD staff will support all students to learn essential content through engaging and high-quality teaching.

Health & Wellness

WCSD prioritizes the physical and social-emotional well-being of every student and staff member.

Additionally, the following priorities will continue to be valued in our more robust Fall learning plan:

- High-quality Instruction
- Flexibility, Compassion
- Social and Emotional Well-being
- Curiosity & Passion for Learning
- Supporting ALL students
- Student Centered
- Continuous Improvement Model

Providing a redesigned learning plan for students and families represents one of WCSD's efforts to engage with stakeholders in order to provide consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation and design of robust and flexible modes of instruction during this pandemic have presented a unique opportunity to reimagine teaching and learning practices and create strategies that will endure beyond the current crisis which will continue to strengthen our learning community.

Stakeholder Engagement

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

WCSD's stakeholder engagement regarding distance learning and planning for 2020-21 began in the spring and has continued throughout the development of this plan. Efforts have included surveys, a Frequently Asked Questions live-streamed event hosted by district leaders, solicitation of public comments on the draft, and meetings with stakeholder groups, and public comments on school reopening board items. The following dates outline the stakeholder engagement process:

Family surveys: 4/16, 5/31, 6/17, 8/20, 9/1

Access to Technology and/or Hotspot Survey: Ongoing through weekly principal newsletters

Student Survey: 5/20

Staff surveys: 4/21, 5/27, 6/12, 8/12, 8/21

Frequently Asked Questions Public Meeting: 6/12

Board of Education Meetings: 3/13, 4/20, 5/8, 5/21, 6/22, 7/15, 8/7, 8/17

Superintendent Community Communication: 3/16, 3/18, 3/23, 3/27, 3/31, 4/3, 4/7, 4/14, 4/23, 5/1, 6/5, 7/6, 7/17, 7/20. 8/8

Management Team Meetings: 3/17, 4/21, 4/28, 5/5, 5/12, 5/26, 6/2, 6/11, 7/29

WCTA negotiation sessions: 7/13, 7/16, 7/23,

CSEA negotiation sessions: 7/20, 7/30, 8/10, 8/13, 8/19, 8/24

Reopening School Committee Meetings: 6/2, 6/4, 6/8,

Focus Group (SPED, English Learner/Intervention) meetings: 3/23, 4/7, 4/13, 4/17, 4/23, 5/11, 7/30, 8/5, 8/19, 8/26

PTA/O President & Walnut Creek Education Foundation Meetings: 7/30, 8/27

Engagement with multilingual families: Communication regarding Learning model preference was provided in spanish, principals & office managers increased usage of Language Line

District English Learner Advisory Committee: 9/3

The gathered input was used by staff to inform the ongoing planning and is reflected throughout this document.

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

In accordance with the Governor's Executive Order N-29-20, Board meetings will be held "virtually" until further notice. These meetings will be accessible to the public by internet or telephone. No physical meeting place will be provided. The District will use Zoom's webinar tool that enables the Trustees to participate remotely and allows for public comment.

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

Staff Google Surveys

Key themes from the staff surveys included:

The workload feels hard to manage.

Providing feedback to students is challenging in remote instruction.

Difficult to support struggling students.
Zoom meetings with students are successful
Collaboration has really improved in quantity and quality
Need a 3rd-8th grade direct student to teacher communication tool
Need access to Zoom Breakout rooms
Provide at home supplies and resources for students

Family Google Surveys

Key themes from the family surveys included:
Increase small group and/or 1:1 instruction with teacher
Increase scheduled, synchronous instruction with teacher
Increase peer interaction
Increase teacher feedback on assignments
Return to in-school instruction
Provide a consistent platform to organize all course materials
Increase rigor of assignments
Increase paper based student work

Middle School Student Survey (590 students responded)

Key themes from the student survey included:
77% of students reported having a caring relationship with a school adult
61% of students reported they did not participate in a Zoom meeting with a teacher
50% of students reported having a teacher provide interesting activities to do while learning from home.
80% of students reported trying hard to make sure they were good at school work completed at home.
70% of students reported they did exercise or a physical activity for at least 20 minutes 4 or more days a week.

Classified & Certificated Bargaining Unit Negotiations

Key themes from the meetings included:
Health & safety of employees
Need for training and professional learning
Staff childcare issues
Collaboration time with colleagues
COVID leave information

Reopening School Committee Meetings

Key themes from the meetings included:
Health & safety of staff and students
Need for training and professional learning

Daily schedule supports balance of screen vs. non-screen learning activities
Awareness of age appropriate online learning schedules
Required attendance
Include electives in the schedule
Collaboration & planning time with colleagues

PTA/O President & Walnut Creek Education Foundation Meetings

Key themes from the meetings included:
The fall remote learning instruction is much more engaging.
Concerns about the amount of screen time
Concern for the viability of on-going materials pick-up and working families
Support for families: example food & material deliveries
Create opportunities to maintain connections across the district

District English Learner Parent Advisory Committee (DELAC) Input:

Key themes from the meeting included:
Research additional digital book platforms, EPIC has imposed restricted hours this year
Increase support for middle school level English language learners

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

All aspects of the LCP were influenced by stakeholder input. Stakeholders gave input on actions for all sections of the LCP through surveys, parent group meetings, conversations and public hearing meetings.

The In-Person offerings section of this plan was influenced by the recommendation to prioritize health and safety, create a hybrid learning model to include cohorts to increase students and staff safety, provide professional development and capacity training for staff and parents, increase supports for special education students and English learner students, and provide family choice regarding learning model preference.

The Distance Learning section of this plan was influenced by the recommendation to provide instructional learning materials including math books, provide live instruction, create a schedule with age appropriate blocks of learning times in order to balance screen vs. non screen activities, provide iPads for K-1 students to increase their independence with sharing their learning via video and audio recordings in SeeSaw, increase student engagement with the use of Zoom breakout rooms, enable internal student email in order to provide notifications in Google Classroom between students and teachers, streamline access to all student assignments through the learning management systems (K-2: SeeSaw, 3rd-8th: Google Classroom), through our partnership with WCEF provide a device for every student in order to help manage the educational applications and security filters.

The Pupil Learning Loss section of the plan was influenced by the recommendation to provide additional resources for high-needs students who may have experienced learning loss during emergency distance learning.

The Mental Health & Social and Emotional Well-Being section of this plan was influenced by the recommendation to provide on-going professional learning in the district's adopted SEL program: Responsive Classroom, include structured time in the daily schedule (morning meeting, advisory) to support social-emotional well-being, on-going professional learning will be provided to support trauma-informed practices, provide a parent education series to support the home to school connection.

The Pupil Engagement & Outreach section of the plan was influenced by the recommendation to create a tiered approach to re-engagement with students who are absent from school, provide a more streamlined approach to daily assignments and learning expectations found in a central learning management system, and continue to provide family technology support.

The School Nutrition section of the plan was influenced by the recommendation to continue home delivery of school meals as needed.

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 California Department of Public Health issued updated school guidance that includes using existing epidemiological metrics to determine if school districts can start in-person instruction. Any county that does not meet the state's benchmarks is put on the County Monitoring List. When data indicates that it is safe for schools to reopen, our district will offer a hybrid model that allows students to learn in-person while maintaining social distancing. Students may toggle back to remote learning if necessary for health and safety. Teachers will have designated times built into the schedule to provide virtual check-in with at-home cohorts. Wednesdays will be designated as a Remote Learning Day for all students. On Wednesdays, elementary students will engage in enrichment lessons created by WCSD Instructional Specialists while middle school students will work independently on core content. Students will receive synchronous instruction using the district adopted curriculum from a WCSD teacher. When in-person, students will be divided into small stable cohorts. This program will align with SB 98 requirements including daily attendance. Special education services will be implemented according to the student's IEP. (Additionally, WCSD will continue to offer a full remote learning option.)

Our district has established protocols to ensure the safety of students and staff as outlined in our [Return to Learn Guide](#). We will utilize a systematic assessment cycle to monitor student learning and competency development as outlined in our district common assessment calendar. In addition, to support the social-emotional well being of students our academic counselors, crisis counselors, and district behaviorist will create a tiered program of strategies in order to promote student wellness.

Assessment data will be used to identify students who have experienced significant learning loss. Identified students will be offered intervention and small group instruction. Identified students will be identified for ongoing support in the event of school closure and will continue small group intervention through video conference meetings. Our plan for progress monitoring and communicating student progress to families/guardians includes providing regular student feedback through our learning management systems and Aeries parent portal at WCI, communicating grades at the end of the grading period, and holding virtual parent-teacher conferences.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p>Health & Safety Measures In order to provide increased health & safety measures we will increase LVN hours, and purchase the following: additional hand washing stations, additional cleaning supplies, sneeze guards, personal protective equipment, Safety protocol signage, temporary fencing, temporal thermometers, and fund extra custodial hours.</p> | \$225,000 | Yes |
| <p>Supporting Most Vulnerable Students In order to support our most vulnerable students, related services as noted in IEPs may be provided by contracted services.</p> | \$100,000 | 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.]

Full curricula that are standards-aligned will be implemented in both distance learning and in-person learning modes for all students. Our [Return to Learn Plan](#) includes a comprehensive description of our full curricula and instructional resources for both distance learning and in-person instruction, as well as a potential rapid transition between these modes of teaching and learning. Our Learning Management System (LMS) PK - 2nd grade: SeeSaw and Google Classroom 3rd grade - 8th grade will be used for both distance and in-person learning. Our LMS as well as other adaptable learning platforms will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

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.]

In order to be certain that all students have access and connectivity to support distance learning, WCSD purchased iPads for all PK - 1st grade students and additional Chromebooks to ensure we could check out a device to every student. We also purchased hot spots in order to provide these as needed. Each school held a technology pick up event in order to check out the devices. Office managers & principals provided outreach to any families who were or continue to not be "virtually present". Home visits have and will continue to be made in order to ensure our families have all the support needed to access daily instruction.

If a student's device requires technical service, or if a student's access to a device and/or connectivity changes midyear, we have put a protocol in place to communicate their support needs to the WCSD. Families can submit their technology support request by emailing: help@walnutcreeksd.zendesk.com.

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.]

WCSD will use the following strategies to track and monitor student progress through live contacts and synchronous instructional minutes:

Attendance:

Attendance will be gathered in several different ways: Live interaction, pupil and/or parent contact, assignment completion, assessments, and engagement through our student information system, Aeries. Daily participation is expected and will be closely monitored in order to ensure that students are receiving adequate access to grade-level content standards and instruction. Elementary teachers will record daily attendance during the morning meeting and middle school teachers will record attendance at the beginning of each class period. Follow-up

calls and emails will be sent to absent students. Outreach to families will be done on a regular basis in order to promote continued relationships with our families.

Participation and Engagement:

Sample daily Schedules were created for the following grade spans: PK - K, 1st - 5th, and 6th - 8th and used as basis for the development of “sample class schedules” for teachers and students. The consistent use of the sample daily schedule ensures that students will have the opportunity to meet and exceed the required synchronous and asynchronous instructional minutes. Sample Schedules were developed based upon the following principles:

- Prioritize core content instruction
- Ensure that all students engage in an educational day that exceeds the state minimum instructional standards
- Age appropriate blocks of time for on-task activities
- Daily structure for students and families
- Balance of synchronous and asynchronous learning activities
- Maximize opportunities for small group & individualized support
- Provide a daily meeting for developing connections with teacher and peers
- Frequent breaks
- Significant time devoted to educator professional learning activities and collaboration.

Time Value of Pupil Work:

The time-value will be provided through lesson plans and student assignments found in the learning management system from each classroom teacher and will be documented in weekly engagement records.

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.]

WCSD will provide high quality, rigorous professional development to ensure positive, equitable outcomes for all learners. We have scheduled time for on-going professional development every Wednesday. Staff will regularly complete input surveys to prioritize the topics offered during the Wednesday professional learning time. Instructional coaches and technology mentors will support the facilitation of regular professional learning. Additionally, three days of professional development were provided on August 10th -12th in order to support health & safety protocols as well as sessions reviewing the best practices for on-line instruction with topics such as: Orient Student to the Online Course, Instructor Presence, Set Clear Expectations, Build & Foster Relationships, Engage Students, Provide Real World Applications and Clear Learning Objectives, and Provide Prompt Feedback.

If a teacher’s device requires technical service, or if the teacher needs technical support with our adopted electronic platforms, WCSD has a protocol in place for staff to receive support by submitting a tech ticket through the Zendesk ticket system.

Staff Roles and Responsibilities

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

Because schools are currently operating under different circumstances during the COVID-19 pandemic, the roles and responsibilities of staff members have been revised to meet the needs of our community.

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.
- complex classroom assignment procedures factoring in family needs when possible.
- 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 access procedures for instruction and resources to parents and students.
- engaging and motivating students in a virtual environment.
- posting all assignments and providing feedback on progress through a learning management system.
- conducting meetings with colleagues and families through video conferencing platforms.

Additionally, the traditional role of some CSEA employees may be asked to perform duties not currently contained within their current job description in order to support meeting the academic and social emotional needs of students.

(From Tentative Agreement: Memorandum of Understanding with CSEA: COVID-19 Pandemic and Reopening of School in 2020-21 School Year) NOTE: This is an example of additional duties that may be included:

*Student Support family classifications: Support student learning through attending virtual meetings with teachers and students and monitoring breakout rooms. Support wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleanliness standards.

*Clerical job family classifications: Support with morning health screening, supervision before school, during passing periods, recess, lunch, and dismissal. Support with attendance follow up with families.

* Library Media classifications: Support distance learning models by attending virtual meetings and working with small groups of students in breakout rooms; wipe down and preserve books upon return; assist principals in making contact with families of students not participating in remote learning to maintain compliance. Support learning through reading stories and books to students virtually. Support the technology department with device support. Support teachers through research and providing requested materials for students.

* Any CSEA bargaining unit position being asked to help with distribution of lunch and/or other meals for students

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.]

English learners will receive designated and Integrated ELD instruction to practice language and achieve academic standards, and instruction targeted at their proficiency level. Our elementary level 1 & level 2 English learners will receive regular small group English Language Development lessons. Level 3 & 4 English learners will benefit from integrated ELD. English learners at WCI will have access to a beginning or intermediate ELD course.

To mitigate learning loss and prevent additional learning loss, for Pupils with Unique Needs, we will utilize the following benchmark assessments and ongoing formative assessments to monitor student progress: Bridges screeners, Development Reading Assessment, TCRWP running records, Common Lit Pre-Assessment, Mathematics Diagnostic Testing Project, end of unit assessments, math benchmark assessments, and teacher created formative assessments.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. A consistent process supported by our academic counselors and Homeless Liaison will be used to identify student needs and address barriers to education.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| <p>Instructional Materials & Resources In order to provide continuity of instruction the following instructional resources were purchased to support remote instruction: SeeSaw Pro, Pioneer Valley Digital Readers, Elementary math manipulative kits, Virtual Units of Study for English Language Arts, Studies Weekly (digital), and additional instructional software tools.</p> | \$375,000 | Yes |

| | | |
|---|-----------|-----|
| <p>Access to Devices and Connectivity In order to ensure access to devices and connectivity the following technology supports were purchased: Hotspots, Chromebooks, 750 Ipads, iPad security filtering subscription, extra hours of technology specialist support.</p> | \$775,000 | Yes |
| <p>Professional Learning In order to provide high-quality professional development to staff in order to support the remote learning program the following resources were purchased: ISTE micro courses, a variety of virtual courses focused on supporting high-quality on-line instruction, consultation with UC Davis Math Project, additional hours for teacher planning and preparation in order to prepare for facilitation of the August professional development days.</p> | \$15,000 | 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.]

WCSD will administer the Fountas & Pinnell "Where to Begin Word List" to students in 1st - 5th grade. Students reading below grade level will be given a running record assessment within the first month of school. The running record assessment will be administered to all 1st - 5th grade students at the end of each trimester. 1st - 5th grade teachers have access to Bridges Math unit screeners and pre-assessments in order to determine unfinished learning. 6th - 8th grade students will complete the following diagnostic assessments: Math Diagnostic Testing Project's grade level readiness assessment such as Common Lit's Pre-assessment. English learners receiving designated English Language Development will be administered EL Achieve's screener.

These assessments will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. WCSD will also work with their leadership teams to develop common formative assessments to measure student learning loss and determine the next steps in the areas of English Language Arts, English Language Development and mathematics.

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide WCSD will implement the following strategies and actions to address learning and accelerate learning progress.

- All K-3rd grade students, as well as students with Individual Education Plans, have access to Lexia Core 5 Reading in order to provide individualized phonics practice.
- All TK - 8th-grade students have access to Dreambox Learning in order to provide individualized mathematics practice.
- WCSD teachers will determine essential ELA & math standards in order to focus instruction on critical areas.
- WCSD teachers will use on-going formative assessment measures to monitor student progress and plan for small group instruction.
- All school schedules provide teachers and students with time for small group instruction.

Additionally WCSD's strategies and actions are differentiated to support the diverse academic needs of our students:

English Learners:

- Level 1 & level 2 English Learners will have access to supplemental computer software, Imagine Learning.
- ELD teachers receive additional professional development to support best practices for providing high-quality designated ELD.
- All English learners will receive integrated and designated English Language Development.
- Language Line supports on-going communication with families of English learners.

Low-Income Pupils:

The following curriculum materials have been purchased to support small group and targeted instruction principally directed and in support of our low-income students: Leveled Literacy take home books, Literacy Footprints Intervention Kits, Soar Learning

Foster/Homeless Youth:

- Coordinating services with Homeless/Foster Liaison
- Ensure access to resources to support social and emotional needs

Pupils with exceptional needs:

- Access to core along with designated accommodations according to their individualized education plan (IEP).
- Students will engage with small group instruction sessions.
- The general education teacher and the special education teacher will work collaboratively in order to design instructional supports that will assist our students with exceptional needs with access to the core curriculum.

- Our IEP teams will review the goals for our students and work together to ensure that our students are receiving the appropriate supports to assist them with their learning.

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 implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. (Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>)

WCSD is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions:

Administer baseline, diagnostic, formative, and summative assessments. Principals, Grade-level and department site teams will review assessment data regularly in order to inform next steps of instruction and provide instruction to support students who may have experienced learning loss due to school closure. Site data teams will review student performance data at the end of each grading period to the predetermined benchmark levels in order to determine progress towards grade-level expectations. Professional learning time is set aside for teachers and administrators to review, assess, and plan, using the assessment results reports and student work every week during collaboration time.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Digital Assessment Materials In order to assess student learning, new formats of assessments have been purchased i.e. Digital Developmental Reading Assessment (DRA). | \$5,000 | Yes |
| Literacy Intervention Materials Additional Literacy intervention curriculum programs such as Literacy Footprints and Lexia are available to address possible learning loss and ensure a strong early literacy foundation for all students. | \$125,000 | Yes |
| Professional Learning Teachers providing designated English language development small group instruction will participate in additional professional learning for implementation of EL Achieve! curriculum materials. | \$5,255 | 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.]

Walnut Creek School District will provide staff development on Responsive Classroom, Mind-Up, Social-Emotional Learning, Counseling, and Trauma-Informed Practices. We will deliver staff development via webinar and interactive online meetings. This staff development will be conducted by district personnel as well as outside experts.

Walnut Creek School District will host a Parent Education Series focusing on the mental health and social-emotional well-being of students and families. We will be covering topics ranging from managing stress and anxiety to how to set up a workspace at home.

The following resources will be provided to pupils and staff to address trauma and other impacts of COVID-19: Classroom teachers will complete social-emotional learning lessons with all students as indicated in the instructional schedules during elementary morning meetings and 6th-8th grade advisory periods. Social-emotional lessons will abide by guidelines from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and include Responsive Classroom Classroom strategies, and other available social-emotional materials. Trauma-Informed Practices will be designed from the SEL Center: Strategies for Trauma-Informed Distance Learning. School psychologists, school counselors, and the behaviorist will be working as a team to determine the ongoing needs of the stakeholders.

Walnut Creek School District will continue to work in collaboration with the City of Walnut Creek to offer crisis counseling. Crisis Counseling will be offered on an individual basis through our Multi-Tiered Systems of Support at all seven of our schools. Counselors will offer individual support as well as group support as appropriate.

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.]

WCSD has created procedures for tiered re-engagement strategies for students who are absent as outlined in our [Remote Learning Attendance Guidelines and Re-engagement Manual](#). Additionally, our [Remote Learning Guide for Parents](#) on the district webpage provides tutorials and information to assist families in accessing remote instruction.

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.]

As we begin the school year with Remote Learning, the Child Nutrition Services Team will serve Grab and Go breakfast and lunch for our students. Students or parents may pick-up their student's meal(s) with their Student ID or a picture of it. We are also offering home deliveries of meals by request. We are requiring pre orders of meals. We request that orders be submitted by Thursday for the following week's meals.

During In-Person Instruction prepackaged Grab and Go lunches will be available daily. On in-person learning days, students can have lunch in outdoor spaces whenever possible while practicing social distancing and personal hygiene. Handwashing stations are placed strategically in most commonly used areas throughout the campus. Lunch indoors is available as needed, and students are required to remain with their cohort. Students can now have their student ID cards scanned when paying for meals instead of manually typing in pins on a keypad. This eliminates the shared touch surface of a keypad.

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

| Section | Description | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | WCSD scheduled two days per week for families to pick-up meals at three satellite sites - Murwood, WCI, and Buena Vista. WCSD is also delivering meals to over 100 high-needs families per week. WCSD plans to purchase additional insulated food containers to facilitate curbside pickup. The Food Services program will also need a contribution to maintain salaries of the kitchen staff. | \$50,000.00 | Yes |

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 |
|--|--|
| 4% | \$26,128.00 |

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:

Professional learning

Every certificated staff member participates in two Districtwide professional learning days each year. The focus of these days will be on supporting the needs of our unduplicated students through practices such as social-emotional learning, building relationships with students, best practices for online teaching, formative assessment practices, technology, etc. Additionally, 90 minutes each Wednesday will be allocated for on-going professional learning to address topics such as: formative assessment, differentiating instruction, and student engagement.

1:1 Devices & Connectivity

Every student received a WCSD configured iPad (TK - 1) or Chromebook (3rd - 8th). We have distributed 400 internet hotspots to families and staff in need of internet connections, We have advertised the availability of a low-cost internet option through att.com/access. Site principals make home visits to ensure our families who do not speak English are able to connect their devices in order to access daily instruction.

Elementary Intervention Teachers

Intervention teachers will provide additional support in academics and English learner development at the primary grades.

Counseling Services

We have restructured responsibilities of the equivalent of 2.6 school counselors to provide intentional outreach, monitoring, services (i.e. individual or small groups) for students who are homeless, foster youth, English learners and/or low-income. Counselors have the responsibility to ensure that students are well served in the remote and/or hybrid learning model. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in schools.

Responsive Classroom

"In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies— academic mindset, perseverance, learning strategies, and academic behaviors.", www.responsiveclassroom.org. Our district's adopted Social-Emotional Learning program provides the foundation of elementary morning meetings and 6th- 8th grade advisory periods. Researchers found that teachers' use of Responsive Classroom practices was associated with the following positive outcomes: improved student achievement, improved teacher-student interactions, and high-quality instruction in mathematics. ([The ResponsiveClassroom Efficacy Study](#)).

6th - 8th Grade Student Support

WCSD's middle school schedule provides multiple opportunities for students to receive small group instruction, reteaching, and 1:1 support as needed with teachers and/or counselors.

[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 Learner Specialist and ELD teachers provide individualized student support and monitoring for English Learners.

*Foster/Homeless Program Liaison coordinates services that are provided for foster youth and students experiencing homelessness.