

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.]

Williams Unified School District (WUSD) has an enrollment of 1, 326 students. Our district student demographics are: 94.9% Hispanic, 2.8% White and 3% Other. Close to 47.8% of our students are English language learners. 1/3 of these students are migrant students and 135 of them qualify for McKinney Vento because they live at a Migrant Camp, which is considered substandard housing. Our district consists of 4 school sites: a TK-3 elementary school site (390 enrolled); a 4-6 upper elementary school site (308 enrolled); a 7-12 junior/senior high school (618 enrolled); and a 7-12 continuation high school (20 enrolled). The schools are situated next to each other on a 48 acre plot of land located northwest of the Williams center of town.

Due to the COVID-19 pandemic, Williams Unified closed on-site instruction and learning on March 18, 2020. In order to continue to communicate with parents/students and provide for instruction/student learning, we searched for resources, developed/duplicated learning packets and posted on-line resources on our school and district websites the first two weeks. In order to inform parents, we also made phone calls and posted announcements through social media. We also opened our Family Resource Center (FRC), which was staffed by two essential workers and a parent volunteer, to provide hotline & point-of-contact services for the families in our district. In addition to providing interpreting & translation services, the FRC staff provided telephone support to parents, students and staff with questions related to the use of and access to technology. They also referred families to our registered Learning Support Specialists, who provided initial counseling, support and referrals to County Mental Health/local providers for additional social-emotional wrap-around services including suicide and crisis intervention. This was an increased need that occurred in our community as a result of these uncertain times.

The Family Resource Center also developed a manual for parents explaining how to use Google Classroom and has provided parents with training on how to use other district-offered technology applications. "Grab and Go" food pick-up began on March 19th for all WUSD students at Williams Elementary School (WES) and provided us the opportunity to distribute learning packets to students along with their meals.

We immediately contracted with Modern Teacher, a teacher professional development platform. Our IT Coach and Modern Teacher provided all teachers with two weeks of staff development to support distance learning. This training included: understanding what

synchronous & asynchronous online learning is; developing playlists (lesson plans); learning how to use our LMS (Learning Management System) Google Suite, Zoom & Google Meet. The trainings helped our teachers learn to prepare and use playlists for on-line instruction. In addition, they provided teachers with training on how to connect with students on-line through approaches that involve real-time interaction (synchronous) and uploaded pre-recorded or independent task interactions (asynchronous). Teachers also connected with students and parents via e-mail, text and/or phone calls. During these two weeks, office staff and administrators distributed one-to-one devices for distance learning to students in need.

Distance-learning for students began on April 20th. However, due to a lack of Internet access, about 1/3 of our students had to continue learning using packets. This digital access inequity impacted and resulted in an increased learning loss for our most vulnerable student groups! As a result of this lack of internet access, a three-stage plan was designed to obtain Internet access for our families. Stage 1 of this plan for connectivity was to contract (\$49.99 monthly per modem) with the only internet provider in our county (Frontier) or provide cell phone hotspots (29.99 monthly per cell phone) from Verizon for those who were not able to access Frontier. The second stage of the plan was to provide, with support from the California Department of Education, low cost T-Mobile hotspots (\$20 a month). These hotspots were delivered in late June. The third stage of the plan is to provide connectivity to "EduNet" from all homes city-wide via radios and antennas that were purchased and will be installed in areas that will allow connection to the Internet through a T-Mobile/Sprint spectrum. The contract agreement for use by Colusa County Office of Education, is scheduled to begin in October, 2020. The start-up costs to the district for the implementation of these three Internet connectivity stages will be approximately \$304,000. The hope is that this investment will make it possible to provide access to all students in our district now and in the long term. It is important to understand that this investment must be made in order to reduce the inequity in digital access that has resulted in a huge learning loss for students in our community.

In order to mitigate the effects of this learning loss, we provided all students with a 20 day virtual summer school program. The program for grades K-8 was designed to make up for loss of learning and used Modern Teacher summer school playlists. For grades 9-12, Dual-enrollment on-line college courses were offered in partnership with Woodland Community College. To reduce the impact of credit deficiency on some of our students who failed or fell behind, we provided them with AVENTA, an on-line credit recovery system that we use every summer. All of the above was done through distance learning, as we saw a huge increase in COVID- 19 cases in our community over the summer. We went from 3 active cases by May 27, 2020 to 323 active cases and a 21% positivity rate by July 13, 2020!

During the summer, we convened a Return2School Task Force. Members of this volunteer team of stakeholders included students, parents, teachers, union presidents, and administrators. Over the course of 6 Zoom meetings, this task force: reviewed the staff, parent, and student surveys; participated in readings about return to school plans; and worked to develop a five-step plan that outlined steps to be taken, including details and protocols for how our students and staff would return to in-person learning when it was safe to do so (by Phase Five). This Return2School Plan was presented to the WUSD School Board and approved on August 11, 2020. After two weeks of preparation and planning, we started the school year on August 6, 2020 with Distance Learning (Phase One). Our FRC and office staff supported the necessary dissemination of devices to new students and kinder students, trading of devices for students that moved between school sites (3rd to 4th grade & 6th to 7th grade) as well as continued distribution of hotspots. 100% of our parents were successful in accessing our AERIES Student Information System portal and on-line enrollment certification of their children. This was accomplished through the joint efforts of the FRC and our trained bilingual, bi-literate high school student Interns with the assistance of office secretaries and clerical staff.

We recognize the significant impact this course of events has had on our families, staff and community. The impact has been felt socially, emotionally and academically. The level of anxiety, unpredictability and continual uncertainty that we have experienced and had to address has been exhausting for all of us. In addition, we are mindful of the equity challenges faced by many of our students related to, but not limited to: safe learning environments, adequate access to internet connectivity, technology resources, food security and social-emotional well-being. It is our position that we will continue to monitor these challenges and provide a robust series of supports, so that to the greatest extent possible our students will be able to succeed.

At this time, we do not know when the health conditions in our county will permit our programs to resume in-person instruction, nor do we anticipate a quick resolution. As a district, we will continue to work in tandem with the Department of Public Health, our County Office of Education, and Board of Supervisors to provide support to our community and our students, based on our local conditions and using the following guidance criteria:

- 1) Ensure the safety of all students and staff following state and local safety measures;
- 2) Maximize student engagement and student academic growth;
- 3) Provide support for social-emotional needs;
- 4) Provide supports for staff (coaching & PD) and parents (Family Resource Center & Parent Trainings);
- 5) Assure operational and financial viability in these unprecedented difficult times.

Stakeholder Engagement

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

We have gathered input from stakeholders including students, parents/community members, teachers, bargaining unit representatives, principals, other personnel and administrators to inform our planning and decision-making related to "the new normal" for the 2020/21 school year. We utilize auto-dialers, phone calls, and home visits to connect with families that do not have Internet access. In addition, we communicate with families via emails, online news articles and social media posts to keep all stakeholders informed and to provide options for stakeholders to provide their input. Our communications are in English and Spanish and stakeholders are welcome to provide input in either language. Prior to school ending (May, 2020), we conducted a parent, student and staff survey asking about their needs related to distance-learning, professional development, and connectivity.

Additionally, since the March 18th school closure, we have engaged and been in ongoing communication with Spanish speaking stakeholders providing interpretation, translation, training, social & emotional support services through our Family Resource Center. This Center has been staffed by two essential workers, a parent volunteer and eight high school FRC interns who oversee and run a bilingual hotline & point-of-contact support for the families in our district.

We have also convened a Return2School Task Force of stakeholders to study the issues related to opening school and to develop a proposed multi-step Return2School plan. This plan that will enable us to return to in-person instruction when conditions allow us to do so. This task force includes members representative of the stakeholders listed above. The Task Force met remotely via Zoom on 6/18/20, 6/24/20, 7/6/20, 7/9/20, 7/13, 7/16/20 and 7/30/20. The task force will continue to meet until the plan is finalized and approved by the Board. The district has reached out to get input from all staff and bargaining units through a survey administered on 8/4/20. Parent input was gathered through surveys on 8/24/20 and 8/31/20. In addition, stakeholders were offered the opportunity to submit written comments regarding the development and finalization of this Learning Continuity Plan. This stakeholder feedback was received from the Parent Advisory Committee on August 24, 2020 and the draft plan was shared with the District English Learner Advisory Committee on August 31, 2020. The draft plan was also posted on the District website for review prior to a public hearing regarding the plan which will be held at a Special Board meeting on 9/2/20. The plan will be presented to the School Board for approval at the 9/10/20 general School Board meeting.

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

Stakeholders are provided with two options for remote participation in our Board meetings, including public hearings. They may join the meetings via Zoom or may participate via phone. Both platforms allow for public participation in public hearings. We do have a few parents that are invited to attend in-person at the Family Resource Center or Parent Center because these parents are technologically challenged. They are health screened and are seated following socially distancing protocols at these Zoom meetings, when attending in-person. The numbers have been limited to 5-6 parents. Per Governor Newsom's Executive Order N-29-20 and in accordance with Williams Unified School District's board policy, all meetings subject to the Brown Act were held remotely with agendas, minutes, and packets posted digitally.

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

The feedback we received from stakeholders centered on five key areas:

1. Connectivity & Learning Environment: Of prime concern were the lack of connectivity to Internet and/or the learning environment in which the students engaged in distance learning due on the number of siblings at home. We were able to provide devices; however, poor to no connectivity was a major challenge due to only having one internet provider (Frontier) in the community. Most successful connectivity was through cell phone hot-spots. However, adequate learning space, appropriate seating, workspace, and lighting were not always available or had to be shared (the oldest sibling in many cases took over). Our schools provide some of the safest environments for our students. Other concerns expressed include anxiety and depression due to COVID-19 related illness and access to necessary resources. Students experienced an increase in family obligations such as caretaking for younger siblings and/or older family members. While some students tended to struggle more when parents were away from the home resulting in a less structured environment, other students reported experiencing over saturation of family members as a result of multi-generational or extended families residing in their home. All of these challenges resulted in difficulty finding a productive environment in which to engage in distance learning. These challenges were compounded by financial stress and/or the loss of housing that our families have experienced.

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, there was very little new academic content provided in the spring. Teachers and students were focused at that time on

maintaining connections with teachers and peers, and on reviewing content already taught. Parents and students felt that staff needed to be more consistent in their expectations of students. In addition, there were a larger number of students who experienced difficulty accessing the Internet and using the instructional platform. On the survey given at the end of the school year related to distance learning, parents, students, and some teachers, expressed concerns about the quality of education that students received, due to the lack of rigor and lack of differentiation for different student ability levels.

3. Health and safety: all stakeholders are concerned about each others' health and safety. 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. Some parents have asked for a virtual learning academy so that their children can stay in distance learning all year. Some parents indicated that they do not want their children to come back on campus until this whole pandemic has ended. Other families that are struggling economically often feel bad that they have to leave their children at home with older siblings because they can't afford to pay for childcare. They will let their children come to school knowing that they have no control over their children's possible exposure.

4. Academic engagement: Teachers, parents and students want grading to occur. Some students were upset because they felt that their teachers did not care if they submitted work or not. Parents felt teachers were inconsistent in their messaging and expectations of students. Teachers felt that students did not display enough effort. Some students were able to work independently. However, many struggled with motivation, resilience, and other factors that prevented their meaningful engagement unless supervised by a parent/guardian or contacted by a staff member. Students who were eligible for graduation demonstrated an increase in motivation as evidenced by our high graduation rate. Students who struggled in an in-person learning environment tended to struggle more in a distance learning environment.

5. Social-emotional wellbeing: Surveys showed that there was much appreciation for the contributions of our support staff members who came on-site to provide meals and to staff our Family Resource Center. There was also appreciation for office staff members who provided work permits, collected fees and provided graduates with grades, diplomas and transcripts. There were compliments regarding how teachers, counselors, and administrators tried to make frequent, meaningful, and timely connections with our students. These interactions were designed to help our students feel connected to the school in spite of the circumstances and, to a large degree, they were successful.

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

Aspects of this Learning Continuity and Attendance Plan that were influenced by stakeholder input include:

Professional Development: Staff will continue to receive professional development and IT support related to the use of appropriate software and technology so that they can deliver high-quality distance-learning opportunities to our scholars. To accomplish this, we increased by our IT/Coaching TOSA support by 2 FTE. In addition, professional development will be provided to staff and students regarding the implementation of established district health and safety protocols. These protocols were developed with stakeholder input and will be implemented in response to Covid-19 impacts.

Learning Management System (LMS): The Learning Management System for the 2020-2021 school year will be Google Suite PK -12 and CANVAS for Dual-Enrollment courses 8-12. Students and families will be asked to use the Learning Management Systems for distance-learning, to access/submit assignments, receive updates and to track student progress. Teachers have learned to use other technology tools such as Zoom, Imagine Learning (Reading & Math), Footsteps2Brilliance (Literacy), MyON (Library Books), Accelerated Reader (Lexile Reading), Renaissance Learning (STAR Reading & Math Assessments) and STAR Early Literacy (for TK-1 non-readers), Illuminate (as a quiz/exam/data reporting system), Math-Shelf (for TK-K), LeverEd Math (for 3-5), and HMH Wonders & Maravillas e-literature to support SEAL's integrated thematic project-based instruction and increase student engagement. We will also use CLEVER as a quick and easy way for students/staff to access the district's software and LMS platforms.

Weekly Assignment of Higher Order Thinking Projects (group and/or individual) & Immediate Feedback (Celebrations of Learning-presentations at end of week): Students will engage in group and individual projects each week and will receive immediate feedback on assignments and projects that they present at the end of each week's celebration of learning (secondary may be bi-weekly). The feedback will be provided through our single online system and student work kept in Seesaw individual portfolios accessible to parents so that they may engage in viewing student's work and progress.

Attendance & Engagement (for distance learning):

Attendance will be based on records of: students being present and on-time to virtual classes, participation in their daily live virtual class; engagement in "warm-up or do-now" activities; completion and presentation of weekly projects & assignments. All students will receive multiple opportunities to engage in a virtual meeting with their teachers every day. In Return2School Phases 3 and 4, these daily meetings with their teachers may become in-person learning opportunities.

Virtual Learning Academy: Based on stakeholder input, the LCAP includes a Virtual Learning Academy for 7th-12th grade students whose parents do not wish to have them return to in-person instruction. The Virtual Learning Academy will be overseen by an IT TOSA/Coach.

Grading: Elementary level student grades will be graded based on rubrics. Students will receive weekly updates on progress. Secondary level students will receive grades on a traditional "A-F" scale.

Tech Support: Students and families will continue to have access in English and Spanish to tech support through the Family Resource Center. This support will be provided by phone, text, email or in-person by appointment. Also, the Family Resource Center will hold parent meetings via Zoom and will provide parent training opportunities that will be available via Zoom and/or pre-recorded videos which will be posted on our websites.

Lastly, based on stakeholder input and in an attempt to provide equitable access to all students, our district will provide EduNET's safe educational Internet connectivity and one-on-one devices to all students based on need.

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.]

On July 17, 2020, Governor Newsom ordered that schools may not open if they are located in counties that are on California's Covid-19 Monitoring list. Since Williams Unified School District is located in Colusa County which is on the Covid-19 Monitoring list, classroom-based instruction is closed at this time and all learning is being conducted via Distance Learning as part of our Phased School Reopening Plan. This return to school plan has five phases. They are as follows:

Phase 1: Distance Learning-most restrictive situation, implemented at one site, multiple schools or entire district during a significant community spread or as directed by the state or public health department. (Current Status)

Phase 2: Groups of 10 or smaller, with enhanced health protocols and safety measures (for students experiencing or at risk of experiencing significant learning loss due to school closures)

Phase 3: Hybrid Model - return of students, as directed with enhanced and encouraged health protocols (Mon. & Tue. Cohort A in-class, Wed. All in Distance Learning [deep clean & sanitize], then Thur. & Fri. Cohort B in-class)

Phase 4: All students may return with encouraged health protocols (All students on campus following health protocols) Phase 5: No restrictions (back to full classroom-based instruction)

The health and safety of students and staff continues to be the highest priority of our Board of Trustees and our District. Although we have opened school via Distance Learning, our ultimate goal is that students and staff return to school when it is possible to do so. We have convened our Return2School Task Force of stakeholders to collaborate in the development of a Return2School Phased plan. This plan includes five phases that will allow us to transition to in-person learning while following the guidelines of the Centers for Disease Control & Prevention (CDC) and County Health Department guidelines for implementation of best practices and safety measures. This plan will ensure that we are ready to start in-person learning when the safe.

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

Description	Total Funds	Contributing
Personnel role-changes that will occur as we implement Phase 2: Groups of 10 or smaller, with enhanced health protocols and safety measures (for students experiencing or at risk of experiencing significant learning loss due to school closures). Services provided will be supervision of students engaged in their distance learning with their classroom teachers; additional tutoring provided; child-care provided for teachers and classified staff that may need this service while providing essential services. After school ASES & ASSETS staff who will provide extended program and support for these students, if needed.	\$25,000	Yes

Description	Total Funds	Contributing
Provide additional pay custodians who will need to stay longer to: clean and disinfect; modify classrooms for social distancing; perform additional services that will improve cleanliness; disinfecting; and safety/health screening services for our students and staff.	\$30,000	Yes
Purchase PPE equipment, supplies and materials for on-site students and staff during Phase 2, 3 and 4 of return to school in order to improve safety and to follow proper protocols consistent with county guidelines and state orders.	\$50,000	Yes
Provide additional overtime for bus drivers who will be providing additional transportation and health screening services while transporting students.	\$50,000	Yes
Rent/purchase storage area(s) for desks and equipment that will be removed temporarily (months unknown) to reduce furniture in classrooms that will be set up to allow for socially distancing of students during Phase 2 and 3, as listed above. This will support the implementation of expectations related to safety and social distancing in classrooms and dining areas.	\$20,000	Yes
Purchase drinking water for students, washing stations, hand sanitizers for classrooms, signs with rules and expectations, and equipment to support social distancing on the playground for Phase 2 and 3 in order to increase safety for student cohorts.	\$25,000	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.]

Williams Unified School District implemented our full distance-learning model of instruction on the first day of our 2020/21 school year, August 6, 2020. We have worked with our Return2School Task Force of stakeholders to develop a five-phase plan that will allow us to move from full distance-learning to a hybrid or blended-learning model and then to our end goal of full-time in-person instruction when conditions allow. With this end goal in mind, we have been working and planning with stakeholder input and bargaining unit agreements to design our distance-learning and hybrid models to ensure that students experience instruction that is not fragmented as we move through the phases and return to in-person instruction. We have provided staff with professional development through Modern Teacher and IT coaching support. This professional development focused on how to develop Playlists with targeted, standards-based, rigorous, relevant, project-based learning as the focus, and use of competency-based rubrics to assess student learning and mastery of content. This supports teaching and continuity of learning whether we are implementing: our full-distance learning model that includes synchronous and asynchronous learning; our hybrid model which includes a combination of in-person teaching of student cohorts and distance learning; as well as our full in-person learning model.

Teachers will continue to connect via Zoom grade level team meetings with colleagues to: develop playlists that provide students with their full standards-based curriculum; discuss student progress in Achievement Data Teams; and provide intervention support to students in small groups or individually, when needed. Our district has been implementing the EL Roadmap and SEAL (Sobrato Early Academic Language) professional development and modules for the past four years (PK-6). SEAL is a powerful English-learner-focused approach to education rooted at the intersection of research and educational equity and aligned to the CA English Learner Roadmap. As a SEAL district, we have benefitted from the recent work of SEAL staff members, in collaboration with Dr. Laurie Olsen. They have: analyzed the SEAL strategies and updated the SEAL modules that were implemented in our in-person program; provided district SEAL coaches with professional development on the revised modules; and made them available to district teachers. These revised modules are based on best-practices in synchronous and asynchronous learning instruction and are as rigorous as our previous SEAL modules. This support ensures continuity of learning for all of our PK-6th grade students, especially our English learners. At the secondary levels (7-12), we implement a similar approach as we utilize best-instructional practices based on GLAD (Guided Language Acquisition Design) and AVID (Advancement Via Individual Determination). We are still working to implement integrated & designated ELD across content areas schoolwide.

In addition, based on stakeholder feedback and input, we have implemented our districtwide Learning Management Systems (Google Suite & CANVAS). Students will receive timely feedback on their work and this feedback will be logged in a single online location. Student attendance is based on class participation and on presentation of weekly projects and assignments.

Protocols for tracking of student participation in distance-learning and time/value for synchronous and asynchronous learning have been implemented according to State guidance. Student grades at the secondary level will be on the traditional A-F scale. At the elementary level, we will utilize competency-based rubrics to measure mastery. Tech support is provided to district staff members through our IT department.

Parents access tech support in English and Spanish by phone, text, email or in-person (by appointment) through the Family Resource Center and Parent Center run by our Internship Coordinator, District Liaison, parents volunteers & high school FRC Interns.

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 the Spring 2020, the district provided approximately 30% of our students with hard copy learning packets due to a lack of Internet access. As a result, a three-stage plan designed to obtain Internet access for our families was developed. Stage 1 of this plan provided our students with Internet connectivity through the only Internet provider in our county (Frontier) or cell phone hotspots from Verizon if they were not able to access the Frontier service. Stage 2 provides T-Mobile low-cost hotspots (\$20 a month) with support from the California Department of Education. Stage 3 is the purchase and installation of a city-wide network of radios and antennas, EduNet, that provides students with Internet access. Overall, the Internet connectivity stages will cost the district about \$304,000. This investment will make it possible to provide access to all students in our district now and in the long term. Also, through this increased connectivity, 9th-12th grade students will be able to access on-line dual-enrollment college courses offered in partnership with Woodland Community College and students who are credit deficient will access AVENTA, an on-line credit recovery program. Parents are provided with access to tech support in English and Spanish by phone, text, email or in-person (by appointment) through the Family Resource Center.

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.]

As an LEA, we will assess pupil progress in five different ways:

- 1) Districtwide we will assess all of our students in STAR Reading & Math at the beginning, middle and end of the school year to identify grade level proficiency of each student in reading and math. This will give us a measure of grade level proficiency growth in reading and mathematics over the entire school year.
- 2) Student participation will be evident every day through a "Do Now or Warm-Up" activity that all students will participate in and complete daily during synchronous instructional time. This will be one way to measure engagement and live participation districtwide.
- 3) In the afternoons, teachers will have time on M-T or TH-F to make live contacts and checks-ins on struggling students and students who need help or intervention support independently or in groups. These live check-ins will also be used to assess student progress on weekly group and individual projects.
- 4) Measurement of participation and time value of pupil work will be through the completion and presentation of weekly (for secondary they may be bi-weekly) projects that will be kept in students' digital Seesaw Portfolios. This will measure growth of student mastery in quality of project completion and quality of presentation over the year.
- 5) Imagine Learning Reading & Math will be used to assess academic progress and will be compared with STAR Reading and Math results to see if there is correlation in growth and progress in Reading & Math throughout the district.

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using the Zoom teleconferencing software. Teachers and IT TOSA's will utilize our learning platforms, Google Classroom, CANVAS (9-12) and AVENTA (7-12), to assign coursework, track student course progress, determine credits earned, and verify student participation. All asynchronous work in weekly Playlists will be

crafted utilizing a time-to-value schoolwork rubric to ensure the minimum of 240 minutes are achieved each day. Staff will complete a student engagement log to verify student engagement and instructional minutes as well as to identify students who are at-risk for learning loss.

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.]

As mentioned earlier, our professional development platforms are Modern Teacher and Google Bootcamp. For students participating in Dual Enrollment, CANVAS is the LMS. CANVAS training is obtained through our partner Woodland Community College for teachers and students participating in and using the system. In addition, due to the increased need, we now have three IT/Coach TOSAs who will provide support and coaching to our teachers throughout the year, in addition to technology support provided by our IT Director and IT Technician. The purposes of these targeted trainings are: 1) for staff to be able to offer robust content in both hybrid and distance learning environments by building fluency and mastery in using our various LMS platforms; and 2) to develop and plan effective Playlists that students can access with rigorous and relevant synchronous and asynchronous learning opportunities that engage students at high levels of thinking and doing.

Staff Roles and Responsibilities

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

There have been a number of impacts that have affected the roles and responsibilities of affected staff as a result of COVID-19. 1) Campus Supervisors & Para-Educators: We have reassigned roles and responsibilities for Campus Supervisors and Para-Educators, based on their skills to A.] Assist and provide support in the Family Resource & Parent Center working with and supporting parents who need help with technology, hotspots, on-line enrollment, etcetera...; B] Trained them in proper protocols for health screening and placed them at each site to provide temperature checks and screen all personnel, parents, students and visitors who come on campus; C] Trained and assigned some to assist with making parent phone calls regarding students who are not connecting, attending or participating in distance learning; D] Trained to assist in making wellness or follow-up home visits for students who are not participating in distance learning. 2) Another group that has had to change their work hours and roles in order to provide meals for our students has been our Food Service workers. Based on need, they have been coming as early as 4:00 AM to prepare and provide meals for our students throughout the school closures, and continue to do so during this 20-21 school year. 3) Our office staff and site administrators have been providing essential services. They have disseminated laptops or chromebooks and served our parents and students while following changing health and safety protocols aligned with county public health guidelines and state orders. 4) Our Internship Coordinator and our District Liaison have had to oversee the Family Resource Center and LEA phone hotlines to provide necessary support, ongoing communication and services to our families, students, and staff. This has included collaboration with partnering agencies, distribution of devices, modems and hotspots, as well as ongoing in-person appointments to provide essential support services. 5) Our District Office has had to remain open consistently. Staff has rotated to provide essential services and ongoing communication, including distribution of mail, processing of payroll, planning school closures, summer learning and return to distance learning. One of the highlights and acknowledgements that must be mentioned here, is that our Classified Staff, Confidential Staff and Certificated Administrative Staff have shown tremendous heart, unwavering commitment to customer service and extremely positive attitudes. They are to be commended for their flexibility, perseverance and positive attitudes throughout this whole pandemic experience.

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.]

Williams Unified School District has an enrollment of 1,326 students. Our district student demographics are: 94.9% Hispanic, 2.8% White and 3% Other. Nearly 82% of our students are English Language Learners (47.8% current ELs) and 34% RFEs (Redesignated Fluent English Proficient) former English Learners. One third of these students are Migrant students and 135 of them qualify for McKinney Vento because they live at a Migrant Camp, which is considered substandard housing. About .2% of our students are foster youth.

To meet the needs of foster and homeless youth, our district actively engages with Colusa County Office of Education (CCOE) through the Executive Advisory Council and through participation in CCOE sponsored trainings related to serving foster youth. We use Foster Focus to quickly identify new foster youth to the community and our two Homeless/Foster Youth Liaisons provide 1:1 services to these youth in order to expedite their prompt enrollment in school and other programs/services to meet their needs and to provide needed technology and support to participate in distance learning.

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.

To meet the needs of English learners, low-income students and foster youth, teachers implement integrated units in their playlists that are aligned to grade-level standards, include embedded activities to support socio-emotional learning, and include the use of SEAL strategies that are appropriate for use in a distance learning model. The district also provides our students with access to supplemental distance learning and online software such as: Imagine Learning Reading and Math; Footsteps2Brilliance; I-Lit ELL; AVENTA, etc.

In order to meet the needs of English learners per the State Board of Education's EL Roadmap policy, English learners are provided with integrated and designated ELD. TK-6 teachers have implemented SEAL study units that are aligned to CA State Standards and will implement the newly revised SEAL modules designed to be used in a distance-learning model. At 7-12 grades, ELD classes provide specific support language development and content support in primary language to English learners. Professional development has focused on providing rigorous and relevant online learning playlists and on Linda-Mood Bell reading for TK-8. The goal is that, upon returning, we can begin to implement a tiered system of support TK-12 with a focus on literacy, an area of greatest need TK-8.

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

Description	Total Funds	Contributing
Development & implementation of a Three Phase Plan to provide safe and reliable home internet connectivity to all of our students (91% SED community). The first phase was to work	\$303,898.00	Yes

Description	Total Funds	Contributing
with Frontier to provide Internet connectivity (\$49.99 monthly) and, where they could not, to provide Verizon Cell Hotspots (\$29.99 monthly).		
Purchase and provide 1-1 devices (TK-3 Chromebooks (\$69,000); 4-6 HP Stream Laptops (\$120,000) & PC Laptops for 7-12 (\$325,000) Purchasing 1-1 devices for our students, allowed all of our students to access technology.	\$514,000	Yes
Update switches, servers and IDFs from our mainframes as part of e-rate, in order to better handle increased Internet traffic. This update improved our network and made our Wi-Fi traffic function more effectively.	\$9,214	Yes
Provide increased services and support to our families, students and staff by changing roles and increasing staffing times at the Family Resource Center/Parent Center during the entire pandemic period.	\$80,000	Yes
Purchased PPE supplies and equipment to improve cleaning and sanitization of our facilities during this COVID-19 pandemic.	\$50,000	Yes
Improved the level of access and use of our student curriculum by providing TK-12 e-books across content areas in order to minimize textbook handling and possible exposure of COVID-19 for our students and staff. E-teacher Guides were also purchased if teachers did not have them, in order to improve access through on-line versus hard copies.	\$150,000	Yes
Contracted with Google Suite, Zoom, Lever-Ed, Imagine Learning, Renaissance Learning and HMH Wonders/Maravillas for MLS and software that could improve and increase student access to resources during Distance Learning. Purchased additional instructional tools and resources to support online instruction, including a learning management system, elementary social science and science curriculum e-books.	\$75,000	Yes

Description	Total Funds	Contributing
Contracted with Modern Teacher, SEAL, GLAD, AVID and other groups to provide professional development in order to improve distance learning provided by our teachers.	\$60,000	Yes
Purchased newer laptop devices for teachers in order to improve their productivity in distance learning.	\$95,000	Yes
Increase IT TOSA/Coaches from 1 FTE to 3 FTE in order to increase the level of support to teachers and provide additional technical support. Also to implement and oversee a Virtual Academy for students who will participate in distance learning all year, due to parent requests.	\$320,000	Yes
Increased the level of transportation due to increased bus trips because of social distancing guidelines, resulting in limited seating.	\$20,000	Yes
Increased level of staffing and overtime in MOT due to increased cleaning and sanitizing, as well as needing to provide specialized PPE clothing and protective supplies for MOT.	\$30,000	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.]

The district will measure learning loss using STAR Reading, STAR Math & STAR Early Literacy to measure grade level proficiency loss in ELA & Math. Other curriculum-embedded assessments for English language arts, English language development, and mathematics will be used to more identify specific skills and standards that may be deficient. These data will help teachers design a learning path for each student. Progress will be monitored by individual classroom teachers and by school site teacher teams, who will identify targeted intervention

strategies that will address the areas of learning loss. Instructional schedules include coordinated afternoon student support time, which is dedicated time for teachers and support staff to work with students in their areas of need of need in small groups or individually.

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 majority of the district's students are either English learners, low income, foster/homeless youth, and/or students with exceptional needs. The following are some actions and strategies to address learning loss and accelerate learning progress:

Strategies & Actions for ALL Student Subgroups Experiencing Learning Loss:

- Provide access and use of all of our applicable supplemental software programs like: Imagine Learning Reading & Math; Footsteps2Brilliance; LeverEd Math; Math-Shelf; Drawp for School; Seesaw; etc.
- Provide access to Summer Virtual Academy and place students in appropriate support programs: Dual Enrollment course through Woodland Community College (8-12); Credit Recovery Modules (7-12); Migrant Student ELD & Content Tutoring Support (3-10); Modern Teacher Summer Playlist (K-7); Modern Teacher Playlist w/Teacher support (K-7).
- Provide a Learning Support Specialist for PK-6 and another for 7-12 to support social and emotional needs and offer wrap-around services to connect students and families to community resources.

Strategies & Actions for English Learners:

All English learners will receive integrated and designated English Language Development. Individual student needs will be supported additionally through Drawp for School student learning plans that would target Integrated and designated curriculum using SEAL units and on-line support tools. Teachers will assess and identify where students are academically and linguistically. Based on their gathered assessment data, teachers will set individual goals for each student and will monitor their individual progress in ELA, Reading, Math and ELD. A portfolio of work will also be kept to show language progress through Seesaw.

Strategies & Actions for Low Income Students:

The district continues to assess and provide targeted support to low income students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students.

Strategies & Actions for Foster and Homeless Youth:

Foster and homeless youth are supported through case management by the Foster/Homeless program manager. Families are connected with agencies and referred to community resources as needs are identified. A backpack with school supplies will be provided for these students.

Strategies & Actions for Students with Exceptional Needs:

As identified in the Individualized Education Plan (IEP), students are supported to meet their goals 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.

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 these strategies will be measured in three ways:

1. Comparing progress on growth by monitoring stored Seesaw portfolios of individual and group projects completed and presented weekly.
2. Comparing growth made through STAR Reading, STAR Math and STAR Early Literacy assessments at the following time periods: January 2020; May 2020; August 2020; January 2021; & May 2021 as tracked by school and district teams on a regular basis. (Other supplemental assessment measures may be used to compare and validate student learning loss and progress embedded in our supplemental software for Reading & Math)
3. Monitoring of daily attendance and engagement through AERIES and Seesaw; tracked by attendance support staff and site administrators.

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

Description	Total Funds	Contributing
Providing access to and use of all of our applicable supplemental software programs like: Imagine Learning Reading & Math; Footsteps2Brilliance; LeverEd Math; Math-Shelf; Drawp for School; Seesaw; etc. is an action that will help increase learning outcomes for targeted subgroups.	\$99,000	Yes
Providing Summer Virtual Academy is an action used to mitigate learning loss and/or accelerate learning gains for students who participate. This service will help increase student outcomes in Reading, Language and/or Mathematics.	\$110,000	Yes
Providing a Learning Support Specialist for PK-6 and another for 7-12 will help improve students' concentration and focus on learning. These Support Specialists will address students' social and emotional needs and offer "wrap-around" support to connect students and families to community resources. This will help to address anxiety, depression and other mental health issues. In addition, these credentialed counselors train, supervise and support interns who also provide socio-emotional support services to our students.	\$156,289	Yes

Description	Total Funds	Contributing
Teachers are asked to use the strategy of providing student choice in selecting and working on individual and group projects. These project need to be rigorous, relevant and engaging at higher order thinking levels. This enables students to engage and collaborate in meaningful ways to demonstrate understanding of the common core standard they are focusing on by producing a product or presentation that shows their knowledge and mastery as a weekly celebration of learning. This project helps students increase their mastery of Common Core Standards, helps them meet the English Language Development Standards and enables them to capture their growth through a Seesaw learning portfolio that tracks uploaded projects and presentations and allows them to be compared from the beginning of the year to end of the year. This is an improved way of showing gains in academic mastery and academic language development through presentations. The costs here are for materials and the Seesaw portfolio purchase.	\$62,000	Yes
Backpacks with school supplies will be purchased and provided to our Foster Youth/Homeless McKinney Vento students in order to increase their ability to have the supplies they will need to engage in project-based learning.	\$500	Yes
Expanded services provided by classified staff including transportation and other support services that can help mitigate learning loss. These services may include: supervision and oversight of students as they are brought back to campus; support to enable students to access the Internet and to enable them to use Internet learning resources; tutoring and informal supervision support.	\$300,000	Yes
Provide a District Liaison and Internship Coordinator to run the Parent Center and Family Resource Center where trainings, translation, and other support services can be provided, or referrals accessed, to students and families who are identified by the Student Success or PBIS teams.	\$174,020	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.]

The district will monitor and support the mental health and social and emotional wellbeing of students and staff. We will develop a counseling referral process through an aligned system of counseling supports conducted by our two Learning Support Specialists. One will support grades PK-6 and the other will support grades 7-12. In addition, students who receive mental health services designated in their IEP will continue to receive virtual services from the school psychologists. The the school psychologists and Learning Support Specialists will monitor student progress and wellbeing and will take appropriate measures to increase services or support when they have determined a student is struggling or is in crisis.

In addition to these resources, Colusa County Office of Education has assigned two staff members to Williams Elementary school through the Second Step program which provides support services related to mental health to our Pre-school - third grade students, staff and parents. The Second Step program provides a fully integrated framework for protecting elementary school students and promoting their social, emotional and academic success. It includes the following types of support: age appropriate lessons/curriculum; social-emotional learning support; bullying prevention; positive change in school culture and student behaviors; professional development for teachers; and parent education.

Students:

The mental health and social and emotional wellbeing of the student population will be monitored continuously, utilizing teacher to student check-in questions, e.g., How are you feeling today? After asking a few question(s), the teacher will provide a survey link to the student where they may select an emoji which reflects his/her feeling(s). The reflective emoji's will be assigned a score ranging from one to five. One represents being most at ease and five represents having the most concern. The staff will be monitored via Zoom check-in's and by completing a bi-weekly wellness survey. The following are sample questions: How are you feeling? What do you need to feel supported? What strength(s) do you bring to the classroom? In addition to the Zoom wellness check-in, professional development will be provided via virtual presentation(s) addressing SEL topics such as: pupil anxiety and/or personal compassion; fatigue; and professional development related to the different aspect of trauma.

A matrix will be provided to staff to make electronic student referrals. Resources and support will be provided to staff and students via a virtual link that will be located on district and school websites. Learning Support Specialists will provide weekly SEL lesson plans to teachers that will be implemented in every class. In addition, staff and community members may reach out to our Learning Support Specialists for one-on-one support by email, utilizing a quick link on the district or school websites under the Learning Support Specialist tab. Parents will also be able to reach out to make a request for any type of mental health support by calling the Family Resource Center through the district hotline phone number that will go directly to a Learning Support Specialist.

For parents, training sessions will be offered that include social and emotional learning and trauma awareness, including the impacts of COVID-19. In addition to these trainings, the district has made information easily accessible to parents by providing a guide to mental health resources and social and emotional learning, which will also be available on the district webpage.

Staff:

Our staff will participate in a Social-Emotional Learning Professional Learning Network where they will develop strategies to support the social, emotional and mental wellbeing of students. They will continue to participate in this learning network for the 20-21 and 21-22 school years. In addition, the Learning Support Specialists will provide ongoing training and support to staff on trauma-informed care and strategies as part of our ongoing staff development.

We recognize that staff will be in need of additional care, not only for the change in the work environment but also because we understand the impact of secondary trauma. The administrators will be checking in regularly with staff members, in group settings and individually and in groups. These check-ins will provide opportunities for staff to discuss their experiences. At the beginning of the year and based on these check-ins, the administrators will share mental health resources and supports accessible through our human resources department.

Pupil 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.]

Built into the master schedule for each day is time allocated for student check-ins where case managers will check in with students who did not engage during that day.

In addition, the Learning Support Specialist, Intervention Specialist, Academic Counselor, and site administration will track student engagement and provide intensive tiered interventions to students who have missed more than 60% of instructional days during any given week. These interventions may include home visits, phone calls, parent contacts, wellness checks, and collaborating with county agency partners for support services.

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.]

At the end of the 19-20 school year, 91.21% of our students received free or reduced-price meals. As of the start of school this year, Williams Unified has been approved to be a "Community Eligible" LEA. As "Community Eligible" LEA, Williams Unified School District will provide free healthy meals to all students. All students within our district are offered healthy meals at no charge. During distance learning, students will be offered bagged meals that may be picked up by either students or their parents. When the hybrid model is implemented, a combination of in-person hot meals and bagged meals will be offered based upon students' in-person or distance learning days. Various pick-up sites have been established to ensure that there is access for all students or parents to pick up meals.

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

Section	Description	Total Funds	Contributing
N/A	There are no additional actions to include in this section	N/A	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
37.94%	\$4,113,053

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 district Superintendent and Return2School Taskforce presented to the Williams Unified School District School Board and the Trustees approved a Return2School Plan which looked at starting school via Distance Learning while we plan for a Hybrid (Blended) Model and eventually returning to school fully. The plan was approved at the July 7, 2020 school board meeting. It included the a plan to use core instruction that was rigorous and relevant for students, with supplemental support software and applications that would help to meet the academic, social and emotional needs of our students. As we looked at how to support and consider the needs of Foster Youth, English Learners, and Low Income students, we engaged stakeholders on providing input on these topics. The input and suggestions from classified and certificated staff, along with parents and students who represented all of these different groups helped us develop, complete and publicly presented the Learning Continuity and Attendance Plan at a Public Hearing on 9/2/2020. Based on public hearing input minor modifications were made then sent to the WUSD School Board for final approval on 09/10/20. This Learning Continuity and Attendance Plan helps us delineate which actions constitute increased or improved services above what are available to all students. The following actions or services we are providing on an LEA-wide basis are also specifically designed to meet the needs of our large unduplicated student populations:

Expanded Supports:

We will be offering social services along with mental health services to all students since we know that our foster youth and socio-economically disadvantaged populations are vulnerable to trauma-inducing environments which will most likely have been exacerbated by the conditions created by COVID-19. Providing these expanded health services will help address the first levels of socio-emotional needs through our Learning Support Specialist, then further connect students and their families with community based resources as well as timely higher level mental health supports should they need them. In addition, we will be providing two certificated Learning Support Specialists who will be part of our student engagement team to provide timely intervention to students at risk of learning loss, knowing that our foster youth, English learners, and low-income students are in the population that are most likely to disengage from the educational process because of a variety of factors. Taken together, these customized supports will ensure that our Foster Youth, English Learners, and Low-Income students are well-positioned to engage in our educational system and ultimately leading to increased academic outcomes.

In addition to these socio-emotional supports for these most vulnerable subgroups, we plan on expanding these supports to the parents as well. We have been doing this through our Family Resource Center and Parent Center. They have run and manned a Hot Line and provided interpreting and translation services, as well as technology support for parents, students and staff. This support has been via phone, technology media, recorded trainings and resources that are bilingual and as needed, by in-person appointments. The FRC staff has been able to maintain the district's and school site's communication throughout the whole pandemic experience. They have also provided referral services to agencies (i.e. churches, health department, nutrition, homelessness, social services) and our own Learning Support Specialists as mental health and other social and emotional needs have arisen.

Increased Technology Supports:

Looking at the needs of our foster youth, low-income, and English learners, it is clear that the LEA need to close the equity gap presented by students and staff who are unable to connect in a distance learning environment through either limited connectivity or substandard

devices has been the biggest challenge! Devices and connectivity have been provided to all students. All students PK through 12th grade have received a Chromebook (PK-3) or HP Stream (4-12). Families that have needed internet access and requested it, have received through a district-provided wireless Verizon Cell-Hotspot, T-Mobile Hotspot, Frontier Modem, or an EduNet Router (depending on what has worked best to meet their needs). Access to devices and connectivity are essential for learning within the remote teaching environment. By acquiring technology devices and connectivity to meet the needs of students and staff, we are ensuring the infrastructure upon which distance learning is built and gives us the need to respond to the digital learning needs of our foster youth, low income, and English learners which has been an essential priority. While we know these needs may exist across all students, they have been the most pronounced in our unduplicated student populations.

Professional Development Opportunities:

By offering targeted professional learning opportunities to staff in our Learning Management Systems, Supplemental Supports Software and Applications, On-line Distance Learning Planning and Instruction that is Synchronous & Asynchronous, as well as Positive Behavior Interventions and Supports (PBIS), Trauma-informed care in a distance learning environment, distance learning pedagogy, social-emotional learning, character building and others, we are preparing our staff to identify and specifically respond to the unique needs of our unduplicated student populations. These trainings will support the work of our student engagement PBIS Teams who are part of our distance learning Multi-Tiered System of Support (MTSS) structure and will ensure that our students are engaged and supported. By strategically supporting and providing interventions, we believe our students will have the best possible SEL supports to help them better achieve academic success. In addition the the support services, training, our instructional staff will receive training in culturally responsive pedagogy, ELD strategies and adaptive mathematics to provide our English learners with the broadest access to curriculum.

Transportation & Other Supports:

In order to support our low-income and foster youth families, we offer transportation services to and from the school to engage in school related business. In addition we provide student backpacks with school materials and supplies that can support their academic success. For students who need clothing, shoes, and other personal necessity needs, we take them to our partner Churches who provide for these students such needs.

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

Services for Foster Youth, English Learners and Low Income Students are being increased or improved using the strategies mentioned above and taking into consideration the expenditures incurred in order to meet the improved service percentage of 37.94%

The services and supports listed above are robust, culturally responsive and leverages the various supplemental resources we have acquired in technology programs, learning management systems, targeted professional development opportunities and curriculum that is culturally responsive and embeds integrated and designated ELD and effective best teaching strategies such as GLAD, SEAL, AVID and Core Content. For English Learners experiencing difficulties accessing the curriculum, we will provide both distance learning and on-site

targeted interventions based on the state or county health guidance available at each Phase of Return to School. to ensure that students have a robust series of supports.

A robust series of supports for students are available including counseling and mental health services in addition to our partnership with community agencies such as Churches, Mental Health Department, and other specialized services. This includes our new and highly used Family Resource Center and Parent Center during this COVID-19 pandemic.