

Westwood Unified (64204)

LCAP Percentage to Increase or Improve Services: Summary Supplemental & Concentration Grant

	2013-14	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		266,597	272,813	288,149	288,149		
2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils							
3. Difference (1) less (2)							
4. Estimated Additional Supplemental & Concentration Grant Funding <i>(3) * GAP funding rate</i>							
GAP funding rate							
5. Estimated Supplemental and Concentration Grant Funds (2) plus (4) <i>(unless (3)<0 then (1)) (for LCAP entry)</i>		266,597	272,813	288,149	288,149		
6. Base Funding <i>LCFF Phase-In Entitlement less (5); excludes Targeted Instructional Improvement & Transportation</i>		1,842,249	1,696,273	1,689,694	1,589,694	1,716,281	1,143,532
LCFF Phase-In Entitlement		2,157,231	2,012,632	2,021,389	2,021,389	1,759,827	1,187,078
7/8. Percentage to Increase or Improve Services* <i>(5) / (6) (for LCAP entry)</i>		14.47%	15.08%	17.05%	17.05%	0.00%	0.00%

* percentage by which services for unduplicated students must be increased or improved over services provided for
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration

SUE SERVICES

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 266,597	\$ 272,813	\$ 288,149	\$ 288,149	\$	\$
Current year Percentage to Increase or Improve Services	14.47%	16.08%	17.05%	17.05%	0.00%	0.00%

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/lrngcmtntyatndncpln-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 unprecedented COVID-19 pandemic has drastically effected the lives of our students, families, and staff at Westwood Unified School District. The unexpected closure on March 19, 2020 has impacted the social/emotional well-being, physical, and educational needs of our students and has caused high levels of stress for all. Westwood Unified School District has been impacted in the following ways: facilities to make social distancing a practicable matter and to meet industry standards for cleaning; challenges to training staff in distance learning delivery, challenges in district resources (technology, supplies, etc.), challenges with students who do not have access to internet or devices to receive distance learning, challenges in our community to meet the needs of child care for parents that work.

As a result, our Learning Continuity Plan has responded to meeting these needs by: Hiring a 5 hour custodian to keep up with the cleaning and sanitation needs, planning a in-person hybrid model (when in-person instruction is safe) to accommodate CAL/OSHA standards which will allow for students to come to campus in different cohorts, orientating teachers in the effectiveness of a hybrid model, ordering one to one devices and supplies for all students, providing connectivity "hotspots" for those who do not have access to internet, and collaborating with Lassen County Planning Councils/Resources and Referral to help with families of essential workers find childcare (child care does not apply to before and after school hours).

Operations Written Report for Westwood Unified School District:

<https://www.westwoodusd.org/documents/About%20WUISD/LOCAL%20CONTROL%20AND%20ACCOLINTARILITY%20PLAN/Operations%20Report%202020.pdf>

Stakeholder Engagement

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

The overall process for stakeholder engagement include many outreach opportunities. Regular board meetings and special board meetings were held with the opportunity to hear public comment, classified and certificated meetings were held, parent surveys were posted on our Facebook page, website, and also given out as a hard copy, information was updated regularly on our social media platforms, website, and through our all call system, all parents of English learners were contacted directly with information related to parent engagement. To finalize the Learning Continuity and Attendance Plan the WUSD Board of Trustees will hold a public hearing on September 15, 2020 at 5:00pm via videoconference to solicit feedback from all stakeholders.

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

The Westwood Unified School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways: All meetings (regular, special, public hearings) were conducted via teleconference and videoconferencing. Links to the remote meetings were posted on our website, in front of the school, the local post office, and on our Facebook page. All meetings were made accessible to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20, published on March 18, 2020.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following ideas emerged from our analysis: Through our parent survey, Westwood Unified School District concluded the vast majority of stakeholders want to return to in-person instruction when it is safe. Facility and staffing as presently constituted would be extremely challenging given the guidelines of a safe reopening of school.

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

The stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan. The main source of input was derived from our parent survey, feedback from Facebook, and direct communication to the district. Key aspects that were collected from our stakeholders include daily live interaction, increased connection to staff and peers, and more resources for parents to support their students distance learning from home. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan: Development of a clear and easy to understand "Distance Learning Requirements and Procedure Manual" that explains what distance learning is, required instructional minutes, accountability requirements, absentee procedures, grades/evaluation of students, special education, and parents supporting distance learning. To support student connection with staff and peers, social emotional learning will be implemented into academic instruction. The healthy kids survey will be administered to all students and will be used by teachers and the district to monitor emotional engagement. To support parents/guardians in supporting their students learning, the district has developed a section in the manual to guide parents to the tools they need to support students and their goals. To maintain open communication with parents/guardians, teachers are expected to be available outside of instructional time. Front office staff is also available 5 days a week/8 hours a day to support families and students and to offer resources.

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.]

Through the summer months, WUSD was planning on moving forward with in-person reopening of schools. However, at a special meeting on August 7, 2020 the WUSD Board of Trustees voted to start the school year full distance learning. Health and safety of our students and staff and also exposure to liability were key factors in the board decision.

Although the Westwood Unified School District is currently in a distance learning mode, the district is planning and preparing to offer in-person instruction when it's possible and is allowable under state and local health orders. Currently, during our distance learning model, students are able to attend in-person school individually or in small cohorts. The school has one point of entry for all students and staff. Everyone (students, staff, parents, community members) must stop at our health screening station to have their temperature checked and to ensure they are wearing a mask. Disposable mask, shields, and gloves are made available for anyone who enters through our campus doors. Six feet social distancing is mandatory and all surfaces they come in contact with will be sanitized. Hand sanitizer stations are placed throughout campus and included in all classrooms and common areas. Students and staff are strongly encouraged to wash their hands with soap and water as often as possible. A 5 hour custodial position will be filled to clean frequently and throughout the day, notably for cleaning and sanitizing after all persons leave campus.

The district will identify students who have experienced learning loss by administering diagnostic assessments upon student's reentry into school. We will use formative assessments and summative assessments to develop an instructional model to address the needs of students. Students have the option to meet with their teacher(s) individually or in small cohorts during the teacher's regularly scheduled office hours. Teachers are observing their normal work hours and have set up times to meet with students who have had a learning loss from the 19-20 school year. Teachers will include social emotional learning in instructional learning. The classroom standards and rules will be taught to ensure positive and suitable interactions among peers. Umbrella services from the county, such as: speech therapy, occupational therapy, adaptive physical therapy, counseling for general education and special education students is still available.

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

Description	Total Funds	Contributing
Hiring of one addition custodial staff to support sanitizing of one site.	20,000	No
Part-time Behavior Counselor to support social/emotional well-being while transitioning back to in-person environments. Principally directed towards unduplicated students.	21,000	No
Personal Protective Equipment: Face coverings (Mask and face shields) to ensure that students, staff, and family entering our school site are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	17,700	No
Health materials, additional materials to support effective, routine disinfection of high- touch surface areas such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	7,500	No
Signage, posters, and floor decals: visual cues throughout our school site to maximize social distancing. Cues will help direct traffic flow, minimize interactions between families, and identify our specific entry and exit point. Visuals will also reinforce face covering and hand washing protocols.	1500	No
Plexiglas to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet.	10,000	No
Individual supplies: additional supplies to limit the number of individuals using shared objects.	1,000	No

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.]

Westwood Unified School District is currently in a distance learning mode. Teachers will commit to grade-level content and instructional rigor, focus on the depth of instruction, rather than pace, prioritize content and learning, maintain the inclusion of each and every student's learning, identify and address gaps in learning through distance learning, and focus on commonalities that students share. One of the district's key exceptions for distance learning is that the class/course expectations for the week are communicated to students and families by every Tuesday. The instruction communicated includes scheduled zoom times for synchronous instructions, learning intentions, content to be taught, and assignment due dates. All students will receive instruction and content 5 days per week. Content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenges equivalent to in-person instruction. All students will receive daily live interaction with their teachers and peers for purpose of instruction, progress monitoring, and maintain school connectedness. This interaction may take the form of internet or telephonic communication. Communication between students and faculty is vital for the success of our distance learning model. The district believes all students should receive a minimum of their required instructional minutes (TK/Kindergarten: 180 daily minutes, Grade 1-3: 230 daily minutes, Grade 4-12: 240 daily minutes). The daily minutes listed shall not include teacher planning, office hours, required professional development, and all other meetings. Students in grades 9 through 12 will continue to be scheduled in 7 classes as they usually would.

WUSD acknowledges that distance learning is a challenge for all involved. The distance learning model is flexible and includes breaks, with a balance of synchronous* and asynchronous** learning and between whole class and small group support. The teachers will provide students the full classroom experience, including peer to peer interaction, the best that they can.

*Synchronous Learning: Synchronous learning is the type of learning that happens in real time, where students are engaging in learning at the same time and through live instruction and interaction.

**Asynchronous Learning: Asynchronous learning occurs separately and without real time interaction.

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.]

As the Westwood Unified School District begins the 2020-2021 school year a in full distance learning model, the ensuring of access to devices and connectivity for all students is imperative. The technology gap was identified during the unexpected school closure in the spring of the 19-20 school year. The efforts made to reach students who did not have access in the spring included direct phone calls to families from teachers and staff and home visits from the county probation department. The methods used in the spring were made to provide all students with access to devices and connectivity. Although the identified gaps have significantly decreased, areas of sufficient connectivity to engage in distance learning still remain.

During the spring closure WUSD distributed Chromebook devices to every student in grades 2 through 12. In planning for the fall, the district has prepared sufficient devices to supply all grades (TK/K through 12). Distance learning material pick up was effective as 100% of our families/students picked up textbooks, devices, and other materials thus validating that communication between the district and all duplicated and unduplicated families were successful.

The district has signed a contract with Verizon partnered with CyberReef to provide connectivity ("hotspots") to all those in need. The district is also working with the Westwood Resource Center to give connectivity opportunities to students.

WUSD understands that technology issues will arise and has communicated to all families through our all call system, Facebook page, website, and our manual, that support and resources are available. Students who experience technology issues can contact their teacher (by email, phone call, or in-person). Teachers will contact the front office. The front office will contact our resident computer technician or our on-site media technician to resolve the issue. If the issue is beyond their ability to solve, a work order will be submitted to the county technology office. Students who experience major technology issues will be provided with paper packets or given a new device (if available).

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.]

The WUSD is committed to identifying and addressing gaps in learning through instruction and to monitor student's progress on grade level appropriate assessments and adjust supports based on student results. Teachers will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. Synchronous instructional minutes delivered during distance learning will be in whole class, small-group, and independent activities. Informal opportunities, such as; visual cues and electronic means are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This allows identification of specific student needs.

The WUSD will measure participation and time value of student work through the student information system, Schoolwise. Teachers log into Schoolwise daily to indicate the amount of student engagement. Assignment grades and attendance are also logged into the system. Administration will review the data weekly to ensure all students are engaging in instructional learning. Administration will also check in to synchronous instructional learning through google classroom and zoom.

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.]

Professional development and support for educators is a key focus area for WUSD. Families and students should expect that all educators are provided professional development to deliver high-quality instruction. In order to support our staff in the implementation of high-quality learning program, the WUSD has provided professional development opportunities and resources to all staff. Staff received training in all online platforms agreed on (google classroom and Zoom), In-service training days were used to advise staff on instructional minutes, the

attendance protocol, and what constitutes as daily live interaction with students, and the difference between synchronous and asynchronous learning. Technology support was given to staff by our resident computer technician. To further support the distance learning model, staff will be provided access to participate in ongoing professional learning.

Staff Roles and Responsibilities

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

As a result of COVID-19 and the transition into distance learning, the WUSD has had to adapt to new roles and responsibilities. New roles and responsibilities are still being defined and will continue to evolve as the district prepared to reopen sites for in-person instruction.

Attendance:

During full distance learning teachers will be responsible for monitoring attendance and engagement using multiple measures. Evidence of daily student participation in distance learning shall be used by obtaining: video conference/meetings, submitted assignments, demonstrated progress, and google classroom work. The district will ensure that a weekly engagement record is completed for each student.

Special Education:

Special education teacher will set-up and conduct virtual IEP meetings. Umbrella services from the county such as speech therapy, occupational therapy, adaptive physical therapy, and guidance counseling will work collaboratively with the special education teacher to schedule consultations and counseling sessions with students. Our behavior counselor will be available for behavioral strategies that can be implemented in a virtual learning model. Our instructional aide will be assigned to classrooms to support teachers and students.

Health and Safety:

Health and safety protocols were developed using recommendations from the Lassen County Office of Education, Lassen County Public Health, California Department of Health, and the Centers for Disease Control.

WUSD administration will actively model and support all required public health measures and will ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.

Office staff will actively model and support all required public health measures; encourage electronic communication wherever possible and health screen all staff and visitors entering the one point of entry.

Custodial/Maintenance Staff will actively model and support all required public health measures; maintain a stock of personal protective equipment to ensure readiness and will order additional supplies as needed; routine disinfecting of all high-touch surface areas on a daily basis.

Food service staff will actively model and support all required public health measures. Implement a one-way grab n go meal delivery program. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.

Teachers will actively model and support all required public health measures; reinforce and follow all required health precautions with students including physical distancing, regular hand-washing, and individual supplies; teachers will engage with families on an ongoing basis, including events that may be different under distance learning circumstances. In addition, teachers will implement social emotional learning into their instructional learning.

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.]

WUSD will ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize education opportunities and support when necessary. Support and instruction for small cohorts of students who need additional instruction and/or social and emotional attention will be available. WUSD English Learners, Homeless, and Foster Youth pupils represent a small percentage in our district. Our liaison will make personal contact with families and advocates of our effected pupils to ensure educational means are met.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students to access distance learning at home.	26,700	No
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, laptop/devices for staff.	11,680	No
Counselors: Maintain existing staff and support facilitate effective delivery of standard-aligned instructional practices. Principally directed for our unduplicated students.	21,000	No

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.]

WUSD will address pupil learning loss resulting from COVID-19 during the spring of the 19-20 school year and the potential loss during the 20-21 school year by assessing students' learning status by arranging pretest and posttest to determine learning loss. Assessments will begin the first day of school and will continue weekly. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the

school closure. Regular benchmarks and Iready assessments in both ELA and Mathematics will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up any learning loss.

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.]

Addressing the learning loss and accelerating learning for our students will be addressed starting the first day of instruction. The strategies used to identify students' needs will go as follows: Including but not limited to English Language Development Standards. All students will receive standard-aligned instruction. This will allow teachers to focus on the key skills and concepts for the respective grade level/content area. Through assignments, assessments, and engagement in synchronous instruction, teachers will be able to identify the support needed for their students. Identified students will receive additional support in small-group sessions. Furthermore, additional support for individual who require more intensive support will be provided through one on one sessions outside normal instructional minutes. English learners, unduplicated pupils, foster youth, homeless youth, and pupils with exceptional needs will be provided extra support through online tutoring and The REI (Regular Education Initiative) which is to create one system to support both general education and special education students. This is in addition to the (ELD) standards provided above.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the weekly assessments of student progress.

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

Description	Total Funds	Contributing
High School Credit Recovery: Online credit recovery program is available for high school students, including foster youth, English learners, and unduplicated students, with credit loss. A teacher would be hired to proctor the online classes.	28,270	No
K-8 Summer Program: Online summer program for students, including foster youth, English learners, and unduplicated students, who have substantial learning loss due to the COVID-19	51,240	No

Description	Total Funds	Contributing
spring of the 19-20 school year closure and the 20-21 school year. Two teachers would be hired to instruct and proctor online courses, and offer additional support to identified students.		

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 Westwood Unified School District will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1, Tier 2, and Tier 3.

Tier 1:
Staff have engaged in MTSS (Multi-Tiered System of Supports) training for the past two years. Training's have provided our staff with a variety of academic and behavior strategies for students with various needs. Key components of MTSS include: Universal screening of all students early in the school year. Tiers of interventions that can be amplified in response to level of need. Ongoing data collection and continual assessment. Schoolwide approach to expectations and support. Parent involvement. Staff will meet weekly for professional development to ensure the social emotion needs of their students as well as themselves are being identified. Self-care Keenan training's are made available to all staff at WUSD. in addition to staff effectiveness, students have the option to meet with their teacher one on one or in small cohorts to discuss and identify any trauma.

Tier 2:
Students who need extra assistance in meeting their academic and behavioral goals will receive additional support. WUSD regularly works with the local Westwood Resource Center to provide interventions in small groups or individually for students. In addition to our local resource center, students and staff have access to Lassen County Behavior Health and through our referral process, students can join small group counseling sessions provided by our on-site behavior counselor.

Tier 3:
Students who experience significant challenges that do not respond to the intervention supports in Tier 1 or Tier 2 will receive individualized support and assistance from outside agencies such as behavioral counselors and family therapists.

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.]

Westwood Unified School District is reaffirming the importance of attendance and engagement in school. Not only do we want students to be present or "logged in", we want them to be engaged. Interacting, thinking, and connecting is what our students need to learn and thrive. The WUSD will continue to provide engagement and outreach to students who are absent from distance learning. The following reengagement strategies will be used for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in the school week: Step 1 - teacher will make contact with the student. Step 2- If unsuccessful, teacher will refer student to office staff. Step 3- office staff will contact parent/guardian. Step 4- If unsuccessful, office staff will refer student/parent to the district. Step 5- district will refer student/parent to truancy/probation. During the final step Lassen County Probation will ensure all truant students will be notified either by mail or a in person.

When students are not meeting compulsory education requirement, or when a pupil is not engaging in instruction or is at risk of learning loss, the district will provide additional resources to students and parents. Parents will be advised on our "Parent Supporting Distance Learning" tools located in our distance learning requirement and procedure manual. Parents will learn how to support their child by: establishing routines and expectations, establishing a designated space for distance learning, monitoring communication from their child's teacher, beginning each day with a check in, helping their child process and own their learning, encourage physical activity, and remain mindful of their child's social and emotional well-being.

Additional support will be made available to all students falling behind in instruction. One on one tutoring with their teacher can be scheduled during teacher office hours as well as additional support from our general education and special education counselors. High school students in danger of a learning loss will be enrolled into the ELA and Math labs for remediation. The district is also exploring the idea of a virtual "homework" room where students can work together on assignments and receive additional support from a school employee. WUSD has a Spanish speaking liaison to communicate and support families who speak a language other than English.

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.]

Nutrition service will continue implementation of key operation procedures developed during the spring school closure that continued through summer months to ensure safe and effective meal delivery services. That includes the drive-thru, grab and go process that ensures the proper social distancing and the use of appropriate person protective equipment by all staff. Under the extended waiver from the U.S.

Department of Agriculture (USDA) released on August 31, 2020, WUSD is now allowed to serve free meals to all children 18 years old and younger who live within district boundaries through the Seamless Summer Option. This waiver is extended through December 31, 2020. Meals are available daily (school days only). During the distance learning model, parents are to call the front office to reserve a meal by 9:00am daily. Meals are served in to-go containers and must be picked up between the hours of 11:30am - 12:30pm. In planning for the return of students, the district is putting plans in place to maximize safety within the COVID mandates. This will include the following: Individual cohort's lunch times will be staggered, original cafeteria tables have been switched out to individual tables to ensure proper social distancing, hallways will be aligned with floor decals to help students keep distance between peers during lunch line up and all meals will be served on disposable trays. The district is collaborating with community partners including the Westwood Resource Center and the USDA Food Give Away to offer additional food resources and support for families and students this school year.

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

Section	Description	Total Funds	Contributing
School Nutrition	Materials and supplies: additional materials needed to provide meals during school closures and upon return. Includes additional kitchen equipment, sanitation supplies, personal protective equipment.	3,000	No
Mental Health and Social and Emotional Well-Being	Maintain and expand professional learning to address distance learning context. Support teachers in utilizing practices that increase connectedness and address trauma. Maintain existing behavior counselor to provide students and families support services.	25,500	No

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Partner with Lassen County Probation to conduct home visits and other outreach to make contact with "unreachable" students.	5,500	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Maintain existing library/media technician for extra support in technology issues and Chromebook delivery to all pupils.	24,166	Yes
Mental Health and Social and Emotional Well-Being	Maintain our school nurse to provide critical health information, referrals, and support for all students and families.	0	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
16.08%	272,813

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.]

Westwood Unified School District has an unduplicated pupil percentage of approximately 76%. Each year, the District spends the entirety of the LCFF Supplemental and Concentration Funds received for increased and improve services. Additionally, the District always contributes

additional unrestricted LCFF and other state funds to meet the needs of the unduplicated students. In the 2020-2021 School Year, the District will receive Federal Funds for Corona Virus Relief and Learning Loss Mitigation; the District has chosen to spend a significant portion on these revenues to support the needs of our unduplicated pupils. The needs, conditions and circumstances for our unduplicated students were considered first as we gathered input from our stakeholders. Several of the actions in the Learning Continuity and Attendance Plan are contributing to the increased/improved services that are being implemented by the District. The actions related to technology and the implementation of curriculum to both distance learning as well as in classroom are being applied across every grade level but are primarily intended to support our Low-Income, Foster Youth, English Learners and Homeless Students. The District is utilizing the services of the Lassen County Probation Department (also our Foster Youth Liaison) to make contact with “unreachable” students through this plan. Several other actions from our existing LCAP that increase or improve services for unduplicated students are still being maintained by the District this school year such as: EL Coordinator (\$1,900), Paraprofessional Support for EL, Low-Income and Foster Youth Students (\$55,291), Foster Youth classroom supplies (\$100), Additional Computer Technician time (\$15,525).

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

The 16.08% to increase or improve services is reflected in providing additional monitoring of our unduplicated pupils, additional supports, services and enrichment opportunities for our low-income, foster youth and English Learners and focused professional development with our staff that provided evidenced-based approaches to best support students with the most need. Services that could still be administered from our original LCAP that contribute towards improving or increasing services for our unduplicated students will remain in effect. Examples of such services are: English Learner Coordinator and paraprofessional, additional support staff to provide small group instruction for our EL, Foster, and Low-Income students, staff professional days for training to support unduplicated students, computer software to enhance learning and track progress, computer technician support to help unduplicated students have access to technology outside normal school hours. All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from our various stakeholder groups. While all students may receive some of these services in part or whole, the actions and services provided are principally directed at increasing or improving services to our Foster Youth, English Learner and Low-Income Students.