

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.]

Dunlap Leadership Academy is a 9-12 online independent study program and a dependent charter school under the Kings Canyon Unified School District. We serve students from both KCUSD as well as from other school districts in adjacent counties.

Dunlap Leadership Academy serves an average of 58 students per year. Because we are a DASS schools (Dashboard Alternative School Status), we often enroll students that were unsuccessful in previous school settings. Students tend to come and go with our program, hence the up and down enrollment throughout any given year. Over the past 5 years, DLA has average 75% of students categorized as low socioeconomic status. During the 2019-2020 school year, 62% of students were Hispanic/Latino, 33% were white, and 5% were two races or more. DLA had 43% of students in the 12th grade last year, 31% that were in the 11th grade, 21% in the 10th grade, and 5% in the 9th grade. The majority of our students move to DLA after an unsuccessful experience early in their high school career at other school sites. Last year, 88% of our students were socioeconomically disadvantaged and 4% of students that enrolled with DLA had disabilities.

Throughout the period of COVID-19, Dunlap Leadership Academy has slightly adjusted its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials. On March 13, 2020, DLA, in alignment with the Kings Canyon Unified School District (“KCUSD”), elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for March 17, 2020 through the end of the academic school year. During this period of time, DLA students continued their work using the online curriculum platform but from home. Students were not permitted to utilize our resource centers for computer/internet access or teacher support. Instead, teachers provided students with support remotely utilizing technology tools such as Zoom and Google Meet. Unfortunately, many students made less progress working from home than they would working in our resource center due to the typical distractions high school students experience while at home.

Kings Canyon Unified is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. In turn, Dunlap Leadership Academy will

also begin with remote learning for the 2020-2021 school year. In our Distance Education model, students will continue to work through their online course from home and receive support from their subject matter and supervising teachers utilizing the district approved video conferencing software, Zoom.

Until DLA students are able to return to our resource centers for in person support, we will continue to work with students and parents by providing hotspots, computers, and even hard copies when necessary to ensure students have access to all materials.

Stakeholder Engagement

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

In order to solicit meaningful feedback for the purpose of developing the Learning Continuity and Attendance Plan and to gain input on how to better serve the students of KCUSD upon reopening of schools in either a hybrid or 100% distance education format, a variety of engagements took place to include critical stakeholders.

Upon the conclusion of the 2019-2020 school year, a parent survey (both English and Spanish) was sent out to parents via District and school websites which resulted in responses from many of our families. Topics that were surveyed were access to technology and connectivity, preference of instructional model for reopening of schools, transportation, and safety.

Regular feedback was obtained on plans and revisions from collective bargaining units. Kings Canyon Teachers Association provided input on plans during meetings on July 15, 21 and 30 in addition to participation in the KCUSD ReStart Committee meetings held on June 3, 8 and 29. The KCUSD chapter of the California School Employees Association provided feedback on plans during meetings on June 10, July 15 and 31 in addition to participation in the KCUSD ReStart Committee meetings held on June 3, 8 and 29.

The previously mentioned District ReStart Committee met to inform plans to reopen on June 3, 8 and 29. This committee was composed of classified staff, teachers, administrators and parents and provided input as to the models to consider for reopening schools in August, supports that would be needed and necessary safety measures that would need to be put in place.

Special Education teachers and administrators provided input for the structure and supports that would need to be put in place for August and reopening of schools, whether this would be in a hybrid or 100% distance education format.

Principals were asked to provide input on all plans through regular administrative meetings on June 8, 11, July 13, 20, 27, 28, 29 and August 4. Principals reviewed and provided input on draft plans leading up to the return of school on August 12, 2020.

In order to get student input for the Learning Continuity and Attendance Plan, a high school listening group was convened on August 7, 2020. Students provided input on the need for supports for students, social-emotional supports and recovery of learning loss.

A draft of the Learning Continuity and Attendance Plan was presented to both the District Advisory Committee (parents and administrators) and District English Learner Advisory Board (parents of English learner students from all sites). Questions posed were responded to in writing and posted on the District website at kcusd.com. In order to allow for public input on the draft of the Learning Continuity and Attendance Plan, a public comment period was available via a survey posted on the District webpage from Monday August 31-Monday September 7, 2020. Individuals could also view a copy of the draft in the main office of the Educational Resource Center (District office) and leave their input in a drop box.

A public hearing was held during the regularly scheduled Board meeting on September 8, 2020 and was adopted at the regularly scheduled Board meeting on September 22, 2020.

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

In order to allow for remote participation in public meetings and public hearing, Zoom Webinar was utilized for Board meetings held over the summer and for District English Learner Advisory Committee and District Advisory Meeting sessions on August 24, 2020. Individuals were able to view a copy of the draft in the main office of the Educational Resource Center (District office) and provide their input in a drop box during the public comment period in addition to the online feedback form.

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

Specific feedback from each group mentioned above in more detail.

Collective Bargaining Units: Bargaining units provided specific feedback related to safety and conditions of work during the pandemic and contributed to the development of the Return to School Plan. Both KCTA and CSEA expressed that it would be essential to follow safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic and common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors. Both groups felt it was essential that district and site procedures and COVID protocols were clear and well communicated. It was important that all staff be familiar with the KCUSD decision tree protocol. Communication around the Family First Coronavirus Relief Act was an area that was considered of highest importance.

Certificated and Classified Staff: Through input provided during ReStart Committee meetings and through individual conversation with teachers, feedback was provided regarding both hybrid and virtual academic schedules. It was import that there was uniformity, consistency and equity for all students through these schedules. It was important that the unique needs of students in particular grade levels be considered to establish the best schedule possible. Teachers also expressed that safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic and common areas on campus, daily cleaning and disinfecting

procedures, health screenings for staff, students and visitors were clearly established and communicated. Teachers also expressed the need to have sufficient PPE available.

Parents: Parents were mostly concerned about scheduling and safety protocols. Parents expressed concern about families that have multiple students at multiple schools and the need to have comparable schedules if opening in a hybrid model. They appreciated the Safe Summer Send Off and hoped that KCUSD could bring students back in a limited way prior to the start of school in August. They provided input regarding the need to have siblings on the same “track” or A/B type schedule. They also expressed the need to have safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic and common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors were clearly established and communicated. Parents were also concerned about having sufficient connectivity and devices for all students, especially for households with multiple students.

Students: Students explained that they wanted to make sure that communication was clear, consistent and timely. They expressed appreciation for the communication provided through the variety of digital platforms and explained that it was helpful, but requested more frequent check in by teachers and SEL providers. Student suggested creating a virtual space for extra support and supply other services and supports such as group meetings, one on one time with teachers for students that need extra support. Students provided input on pre-recorded lessons and guides. Expressed the need for assess to counselors, social workers and other SEL services as this is a difficult time for many students. Students also expressed that incentives such as weekly student of the week and token rewards/awards would be helpful in increasing student engagement and participation.

Administrators: Meeting instructional minutes was a major point of discussion and input from administrators. Administrators wanted to make sure that minutes could be met regardless of the model KCUSD would utilize to open the 2020-2021 school year. Uniformity of schedule at different grade levels was important to this group. Plans and suggestion for how to support each stakeholder group were discussed and agreed upon. Professional development was a concern for administrators considering the digital platforms that will be utilized this school year. Expressed the need to continue to communicate frequently to all stakeholders on a regular basis.

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

Input collected from each of the stakeholder groups greatly influenced decisions made for the Learning Continuity and Attendance Plan. The following aspects of the plan were heavily influenced by input provided by stakeholder groups:

Collective Bargaining Units: Based on input from CSEA, current classified staff would not lose positions, but would continue to work in modified job assignments. Unit members agreed to receive training and serve in modified placements such as instructional assistants, technology support, grounds maintenance and food service. KCTA provided an abundance of input on remote work under special circumstances to ensure that there is no loss of income due to the pandemic and provide the services students require. A memorandum of understanding was collaboratively drafted and agreed upon which reflect the conditions of work outlined throughout this document.

Certificated and Classified Staff:

Certificated staff contributed directly to the supports that would be provided to students through virtual platforms and delivered much of the professional development that was conducted during buy back in August. Teachers were given input on what professional development would be needed both to start year and throughout the period of distance learning. Teacher input was considered in the purchasing of PPE in preparation for when students are able to return to campus.

Classified staff collaborated with site and district leadership to make the following adjustments to several positions in support of distance education (details outlined in the plan):

Visual and Performing Arts (VAPA) Techs

PE Techs

Food Service

Transportation

Parents: Through the parent survey input and participation in the ReStart Committee, sufficient hotspots and devices were purchased to address the issue of families that could not afford internet connection or did not have a device of their own. Parents also expressed that they appreciated the Safe Summer Send Off that was conducted at the end of the school year and would appreciate a similar experience to start the upcoming school year, which resulted in bringing students to campus to have a 1:1 meeting with teachers in preparation of the school year.

Students: As a direct result of the feedback provided by students in KCUSD, supports have been outlined for social-emotional supports and a robust tutorial system to extend beyond the traditional school day. Student schedules were built to allow flexibility for older students to support younger siblings per feedback provided by the student listening group.

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.]

Dunlap Leadership Academy is a dependent charter school under the Kings Canyon Joint Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. Once students are allowed to physically be back on our campuses, Dunlap Leadership Academy plans to meet social distancing guidelines by having all students on a modified schedule and implementing structured

procedures and routines for teachers, students, and parents. Students will be assigned to a team. Students on Team Monday/Thursday will attend our Resource Center on Mondays and Thursdays and every other Wednesday. Students on Team Tuesday/Friday will attend our Resource Center on Tuesdays and Fridays, and every other Wednesday. DLA students from the Dunlap area may have the option to attend the Resource Center every day depending on the number of students enrolled in our program from that area at a given time. Our goal is to get students on campus as often as possible, while meeting local district, county, and state health guidance.

DLA will make every effort to assign families to the same team so that siblings attend school on the same days and can support each other at home on the same days.

All students and parents will be COVID screened prior to entering any campus buildings to ensure both student and teacher safety.

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

Description	Total Funds	Contributing
Supplemental pay for teachers to plan/prep/prepare for modified school schedule consisting of both synchronous (in person) and asynchronous (at home, independent work).	\$2090.01	No
Materials and supplies for custodial team to ensure proper disinfecting throughout the school day	\$500.00	No
Supplemental licensing for online programs to increase student interaction/engagement during asynchronous time.	3538.00	No
Materials and supplies to ensure social distancing for paths of travel and visual reminders to promote safe and healthy habits/practices. A safe campus will result in higher student attendance. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation. Research -The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools, Robert Balfanz Vaughn Byrnes http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_may16.pdf	4000	Yes

Description	Total Funds	Contributing
<p>Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism</p> <p>http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html</p> <p>It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.</p>		

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.]

Dunlap Leadership Academy is a charter school under the Kings Canyon Joint Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. In our Distance Education virtual model, students will continue to participate in their online coursework from home. Students will participate in their weekly supervising teacher meetings and have access to academic support via Zoom. DLA curriculum is entirely self paced. Students read through material, view web hosted videos, and complete independent work (asynchronous) in all DLA classes. As an independent study program, daily student work completion meets the state of California's requirements for attendance.

Students with disabilities receive accommodations and support per the student's IEP. Students with IEP's have a case manager that meets with them virtually weekly to address IEP goals and provide academic support.

Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

In order to ensure continuity of instruction, DLA, under the guidance of KCUSD, will utilize the following roadmap to provide the most equitable education possible given the current conditions:

Professional Learning Communities

PLCs are essential to the improvement of student outcomes and teachers' instructional practices during both synchronous (live, direct instruction) and asynchronous learning (independent student work).

Utilize a Leadership Team/Guiding Coalition to support site's vision and plan

Build capacity of Leadership Team/ Guiding Coalition and collaborative team leaders

Provide effective and regular feedback (including written) to every collaborative team

Closely monitor collaborative teams activities through agendas, minutes, observations and team products

Guaranteed and Viable Curriculum

KCUSD adopted core curriculum will be utilized and will follow KCUSD pacing.

District Supported Programs and Digital Tools

Access computer based programs through the KCUSD Clever Portal

Utilize the KCUSD research-based programs and digital teaching tools listed

Planned Synchronous Instruction

Synchronous (In class - face to face instruction) Instruction and learning that happens with real-time interactions.

Ensure teachers have planned synchronous lessons

Ensure face to face instruction of core content is maximized

Teacher instruction (digital programs are not used during this time)

Ensure teachers can identify and are aware of their most vulnerable students needs: EL, SpED, 504's

Ensure Designated ELD is provided to all English Learners

Ensure instructional supports are provided to address the needs of students with IEPs and 504 plans

Instructional time is protected (minimize class time interruptions)

Planned Asynchronous Instruction

Asynchronous (Out of class) Instruction and learning connected to synchronous lessons that happen without real-time interactions.

Ensure teachers plan asynchronous lessons connected to synchronous learning

Lessons may include purposeful practice of new learning and frontloading for new content.

Lessons may be a combination of paper/pencil and technology

To counteract the lack of face to face instructional time, require teachers to support all students with learning at home by utilizing the KCUSD digital teaching tools

Examples: 5th grade math support with Screencastify, 1st Grade ELA support video, 1st Grade Home Based Learning, 5th Grade

Home Based Learning with Google Slides

Integrated ELD strategies and Primary Language supports such as Google Translate

Video instruction recorded in primary language

Read and Write for Google etc.

Additional supports to address the needs of students with IEPs and 504 plans

Supplemental Computer-based Programs

Supplemental computer-based programs may be used in addition to synchronous and asynchronous instruction; however, they may not be used to replace instruction.

Example: Accelerated Reader, Lexia, Imagine Learning, IXL, Epic, etc.

Teacher Feedback

Administrators will continue to provide teachers with constructive, consistent, and timely feedback on their asynchronous and synchronous instruction to provide them an opportunity to reflect, improve, and/or increase their effectiveness.

Student Feedback

Feedback allows students an opportunity to reflect, improve, and/or increase their learning, which then may allow a teacher to assign a grade.

KCUSD will ensure teachers have a system to provide students constructive, consistent, and timely feedback on their learning (asynchronous/synchronous).

Grades

Grades assign a value to student output after students have been taught and have been given feedback to improve and/or increase their learning.

Grades are to adhere to the board policy.

Grades reflect learning of content not responsibility/citizenship

Students in grades 9-12 will receive letter grades

Communication

Parent Square will be utilized to provide two way communication from District, school, and teachers to the home in support of student learning.

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.]

KCUSD will be working directly with individual families during the first week of school to ensure that all families have the devices and connectivity required to access Distance Education. Utilizing survey data collected from parents and school sites, KCUSD has ordered sufficient mobile hotspots to check out to families to ensure connectivity to the internet and has sufficient Chromebooks to ensure that every student that needs a device will have one. Families have also been notified of resources in the community on how to access free or low cost internet through Fresno State Connect and information on how to connect with free internet access points in the community. These devices will be distributed the first week of instruction along with parent training on how to access the necessary software, websites and tools that will be utilized as part of the Distance Education instructional model.

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.]

Dunlap Leadership Academy will assess and evaluate student progress via work analysis, assessment review, and face to face dialogue and interaction utilizing video conferencing. DLA teachers monitor the time students spend within a particular class and compare that to actual course progress to determine how well a student is doing in the program. Reports and other data charts are available within our online curriculum platforms that help us to identify the amount of time students are spending on academic tasks.

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 will be ongoing throughout the year, beginning with teacher Buy-Back sessions in August and through established Wednesday professional development schedules District wide. Teachers participated in professional development around Zoom video conference, Google Classroom, and SceenCastify at these initial buy-back sessions. Technology support will be available to students, parents and staff through the District technology department including a technology support call line available to anyone who requires support.

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 the COVID-19 pandemic, the way in which instruction and daily operation of the District is conducted has been modified. Dunlap Leadership Academy is a dependent charter school under the Kings Canyon Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year.

The DLA online independent study program will continue but resource centers will be closed and teacher/student meetings will take place using Zoom, a video conferencing software.

Due to these current unforeseen and unprecedented circumstances resulting from the COVID-19 pandemic, some certificated and classified staff have been asked to perform duties not regularly contained within their current job description.

Certificated: Teachers that typically would be meeting with students face to face for weekly meetings now meet with students virtually. In addition, teachers are asked to reach out to students more regularly than they typically would to maintain a connection with students throughout the week.

Classified: Custodial staff have been spending significantly more time disinfecting the school site and wiping down doors, handles, counters, etc. during the day than they would during a traditional year to ensure the safety of staff, students, and parents when visiting our campus.

Food Service

The majority of our staff will continue in food service. They will prepare the meals for distribution during the school day and distribute according to the meal distribution plan outlined in this document.

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.]

Foster and Homeless Youth

Foster and Homeless Youth will be monitored regularly by the appointed Foster/Homeless Liaison (School Social Worker). The Liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.) The Liaison will provide monthly mailings to be sent to any foster or homeless students, encouraging their active participation in distance learning, and providing them with materials that may be of interest to them (enrichment reading, resource brochures, small clothing items, etc.) The purpose of these mailings is primarily to keep students in touch with a trusted adult, to whom they can turn for any of their unmet needs. The intended interaction at each school site will be with the family connections technician, or appropriate staff. The following strategies will be administered to support our Foster and Homeless Youth:

1. Frequent parent/guardian connection/outreach to assess current living situation, physical and mental health, and educational basic needs of foster and homeless youth/families.
2. Per partnership with FCOE, there are a designated number of Chromebook/tablets/phones/hotspots available for Foster Youth. Foster/Homeless Liaison and Student Connections School Counselor will collaborate to determine students to prioritize and distribute these materials accordingly.
3. When transportation is an issue, school personnel will ensure that materials are delivered to the student.
4. Ensure Foster and homeless receive the District's plan to food distribution (i.e., follow-up with youth and their parent/guardian to answer questions, and/or make a list to provide to the youth and their parent/guardian).
5. Contact student/their parent/guardian to determine transportation availability, and if they do not have transportation readily available, provide transportation access accordingly (i.e., either District-provided transportation, and/or public transportation vouchers, etc.).
6. All Foster/Homeless will be prioritized to receive social/emotional support, as needed.
7. At the high School Level, at-risk Foster and Homeless Youth will have access to the Student Connections School Counselor to provide an additional positive adult relationship and access to resources as appropriate.
8. Foster/Homeless youth grades will be monitored and students will be referred/connected to appropriate instructional support via Virtual After School Program Supports.
9. The Liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.)

10. The Liaison & Student Connections School Counselor will provide previously mentioned mailings to be sent to any foster or homeless students, encouraging their active participation in distance learning, and providing them with materials that may be of interest to them (enrichment reading, resource brochures, small clothing items, etc.)

Special Education

As KCUSD will be offering distance education for all students, special attention will be provided to students with disabilities to ensure they are fully integrated into every aspect of preparation and participation, and to ensure the academic, social emotional and developmental needs of all students are addressed and decisions benefit all students, staff, and families (CDE, “Stronger Together, 2020).

In order to ensure that this happens, KCUSD will implement the following actions:

1. Students will receive the same instructional minutes as general education and receive IEP services during distance education in accordance with SB 98.
2. IEP meetings will continue in support of student success and will be conducted through virtual platforms.
3. All IEPs moving forward will document emergency distance learning services in the event that a similar pandemic or emergency situation arises in the future to mitigate learning loss.
4. KCUSD has utilized funding to support students with the technology they will need in order to have access to the resources necessary to fulfill their academic and social emotional needs
5. Due to the pandemic, additional speech support will be required to provide those related services to students.
6. KCUSD will provide additional technology to staff to facilitate the delivery of online instruction and maintain communication with families regarding student progress and updates on IEPs.
7. In order to support students and staff with accurate assessments, KCUSD has purchased additional test kits to support increased efficiency during the pandemic.
8. Students, families and staff will be supported with access to additional social emotional resources through the District created Social Emotional and Behavioral Learning web page on the District website.
9. Parents will be invited to participate in District wide Special Education “Coffee Hours” to discuss any issues and provide suggestions as to how to better support students with disabilities.

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

Description	Total Funds	Contributing
Provide students with computer and internet access at home (Chromebook and hotspot checkout)	\$9689.00	No
Update technology for student checkout to ensure access to online support and credit recovery courses	3273.39	No

Description	Total Funds	Contributing
Supplemental pay for teachers to plan/prep/prepare for distance learning	\$1500	No
Registration and pay for participation in professional development related to distance education.	\$854	No
Online curriculum licensing (APEX and Fuel Education)	\$60,000	No
<p data-bbox="50 576 1388 651">Home internet access via monthly hotspot services to ensure student access to instructors and curriculum.</p> <p data-bbox="50 690 1388 943">This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Plans include providing Chromebooks, which include a GPS that will provide Wi-Fi, for students to checkout as needed for completion of homework. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	20,000	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.]

Because Dunlap Leadership Academy is an online independent study program, students did not experience a vastly different program during the COVID-19 closure than students in traditional settings. Students at DLA may have had less progress in their online courses being asked

to work from home where there were more distractions but overall had access to the exact same curriculum and teacher supports as when the school site was open. To assess the impact of the COVID 19 closure, the DLA site counselor will review transcripts and academic plans to ensure students remain on track to graduate high school. Supervising teachers will also analyze student master agreements to ensure students are enrolled in the appropriate classes given slower progress in the Spring.

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.]

Students that did experience slower progress in the spring due to the COVID 19 school closure will have more frequent contacts by their supervising teacher to "check in" and for encouragement. In addition, teachers will provide students with additional "office hour" and "support hour" opportunities to make sure students have multiple opportunities to get the support they need to be successful in their online courses.

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 learning loss strategies will be measured by analyzing course progress data, course completion rates, and graduation progress throughout the 2020-2021 school year.

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

Description	Total Funds	Contributing
Additional pay for site counselor to analyze transcripts and re-evaluate student needs	\$1500	No
Winter session and summer school pay for classified and certificated teachers This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Making Summer Count : How Summer Programs Can Boost Children’s Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross wallacefoundation.org/knowledge-center/summer-andextendedlearning-time/summerlearning/Documents/MakingSummer-Count	\$17,000	Yes
Purchase current technology to ensure student access to online programs	\$3000	No

Description	Total Funds	Contributing

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.]

In KCUSD, the social and emotional needs of students will be a focus for all staff. Teachers will be advised to report to site administrators any concerns for students who appear listless, disengaged, lonely, isolated, food deprived, depressed, or in need of support in any way. In order to address these needs, staff members will make a referral to site administrators who will:

1. Request that the teacher contact the parent to check in on wellness of student.
2. Request that the appropriate classified staff make a home visit to learn more about the situation.
3. Engage social emotional support
4. Create a plan for weekly follow-up regarding resources for family, for no less than 1 month.
5. Where necessary involve Child Protective Services.

To address the impact of COVID-19, on pupils and staff, DLA will provide an "On Site Counselor" and access to a district social workers for socio-emotional support (1 assigned to Dunlap DLA and 1 assigned to Reedley DLA).

DLA staff will have the opportunity to be trained in Adverse Childhood Experiences (ACEs) as well as Suicide Prevention Strategies.

The following structures have been put into place to provide the necessary social and emotional supports for students.

Support for Students

The District Social-Emotional (SEL) website will provide tools, resources, and additional information related to social, emotional, and behavioral learning. The site will be updated at least once a month.

All Tier 1 students will receive a phone call from a school paraprofessional (e.g., health aide, campus assistant, instructional aide, etc.) to answer questions about their social-emotional well being in the fall and spring. The questionnaire was developed by the district school psychologists and social workers. School psychologists and social workers will provide an in-service to the paraprofessionals before making the phone calls.

All Tier 2 and Tier 3 students will receive a call from the school psychologist, social worker, or on-site counselor to answer questions

about their social-emotional well being in the fall and spring.

Support for Staff

The District SEL website will provide tools, resources, and additional information related to social and emotional well being for staff. The website will be updated at least once a month.

District-wide presentation by a motivational speaker (i.e., Jean Steel) will address social-emotional well-being.

All school employees can be assisted at no cost by calling the District support line. School psychologists and social workers will be available from 8:00 a.m. to 5:00 p.m.

Employee Assistance Program (free counseling via Value Options) is available to all full-time employees.

All teachers will participate in the Kognito suicide prevention training in the fall.

Support for Mental Health Professionals

The District SEL website will provide tools, resources, and additional information related to social and emotional well-being for staff. The website will be updated at least once a month.

District-wide presentation by a motivational speaker (i.e., Jean Steel) will address social-emotional well-being.

Employee Assistance Program (free counseling via Value Options) is available to all full-time employees.

Each mental health professional will have an accountability partner who he/she checks in with monthly.

School psychologists and social workers will engage in professional learning as they collaborate each month (PLC).

Support for Parents

The District SEL site will provide tools, resources, and additional information related to social, emotional, and behavioral learning.

The site will be updated at least once a month.

Parents will receive a handout with the following information in the fall:

The district SEL site

Warning signs parents should be looking for

How to request social-emotional support from the school psychologist or school social worker

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.]

The District will work to maintain its history of strong attendance and student engagement.

1. Teachers and secretaries will be trained to implement the state's 3 methods for students being accurately indicated as present: online participation viewable by teacher, work completion, or same day phone contact.
2. Teachers will be supplied with the District's plan for time-of-day attendance to be taken.

To support students who have not engaged in Distance Education, KCUSD will implement a tiered system for the purpose of getting students reengaged in learning and connect with necessary supports.

Tier 1:

1. Family Connection Technician and/or Community Aide send message on district's parent platform, Parent Square.
2. Teacher also to attempt at least 2 calls during asynchronous times, same day of absence.
3. All re-engagement attempts to be logged by staff.

Tier 2:

1. Students not engaged 60 % of the week will be contacted by High School: Counselors or Social Workers, to warn of danger of no credit due to absences.
2. All staff making contact with students/parents are strongly advised to watch for signs of social or emotional stressors, which should then be reported to site administrators.

Tier 3:

1. Students who continue to be disengaged for more than 5 consecutive school days, will have a home visit done.
High School: Utilize Campus Assistants, Transition Team, Counselors, or other appropriate staff
2. All staff making contact with students/parents are strongly advised to watch for signs of social or emotional stressors, which should then be reported to site administrators.
3. Students and parents failing to respond and re-engage will begin the SARB process.

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.]

Dunlap Leadership Academy is a dependent charter school under the Kings Canyon Joint Unified School District. KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. Students who are eligible for free or reduced-priced meals in KCUSD will continue to receive meals during the Distance Education period as well as when students are able to return to school in the hybrid return to school model.

In order to offer meals to students during distance education, the district will be operating under the School Breakfast Program (SBP) and the National School Lunch Program (NSLP). Under these programs only students who are enrolled can receive a meal. The district intends to provide opportunities for students to receive breakfast and lunch on a daily basis while under the Distance Education plan. School sites not serving (Dunlap Leadership Academy, Kings Canyon High School, Reedley Middle College High School, Mountain View School) will be allowed to pick up meals at the nearest open location listed below.

Distance Education is scheduled to resume August 12, 2020. DLA students can pick up breakfast/lunch at the following school sites:

AL Conner Elementary
Alta Elementary
Citrus Middle School
Dunlap K-8 School
Grant Middle School
Great Western Elementary
Jefferson Elementary
Lincoln Elementary
McCord Elementary
Navelencia Middle School
Orange Cove High School
Reedley High School
Riverview K-8 School
Sheridan Elementary
Silas Bartsch K-8 School
TL Reed K-8 School
Washington Elementary

Monday - Friday

Breakfast and Lunch will be served simultaneously from 12:00 pm to 12:45 pm.

*Meals will include a hot lunch and cold breakfast (menu subject to change).

Food distribution will be conducted through a "drive-through" method to minimize large gatherings in public areas and maintain safe social distancing. Staff will be wearing face masks and/or face shields and will continue to use gloves, hairnets, barriers and aprons to protect

themselves and others. Sanitization is done regularly throughout the day and hand washing is done frequently when changing tasks to prevent cross contamination. Tables/carts will be utilized as barriers when practicable in support of safe social distancing as well as barcodes and scanners to identify students in a hands free manner. Staff will utilize adjoining rooms and cafeterias to minimize staff congregation during meal prep.

Once schools are able to reopen to students under the KCUSD Safe Return to School Plan, meals will be able to be distributed at school sites.

DLA students in Dunlap will receive meals through the Dunlap K-8 site. Reedley DLA students will receive meals through the RHS cafeteria.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Educate students/parents on distance education through parent workshops and school site council meetings - materials and supplies	\$3000	No
Stakeholder Engagement	Supplemental pay for classified staff for parent meetings	\$1250	No
School Nutrition	Students at DLA participate in KCUSD food programs during the year at no cost.	\$0	No
Mental Health and Social and Emotional Well-Being	Students at DLA receive socioemotional support through KCUSD social workers and On-Site counselors at no cost.	\$0	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
30.12%	\$131,600

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.]

Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

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

The "contributing" actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help [insert district name] balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 30.12% using the dollar amount of \$131,600. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, DLA has demonstrated that it has met the minimum proportionality percentage by expending \$131,600 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

Dunlap Leadership Academy will provide the following additional support and services to support our unduplicated students:

- Registration cost for teachers to participate virtual and in person (when available) conferences specific to distance learning and independent study.
- Extra teacher pay for additional office hours and tutoring hours outside of the contract day.
- Extra teacher pay for running virtual and in person (when able to) student clubs and activities to maintain a positive climate.
- Salaries and benefits to support ELD instruction.
- Incentive rewards for students for positive academic progress and attendance. Student recognize will be important during the school closure to maintain a positive climate and boost morale.
- Technology for student checkout and updating resource centers to ensure efficient access to online curriculum
- Extended learning opportunities will be provided through courses offered during the winter and summer months to help students recover any lost credits from the spring COVID 19 closure.
- Materials and supplies for student and parent workshops (virtual back to school night, college workshops, etc.)
- Materials and supplies for visual reminders around campus for social distancing and healthy habits/practices.