

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
Kingsburg Joint Union High School District	Cindy Schreiner Executive Director of Student Services	cschreiner@kingsburghigh.com 559-897-7721

General Information

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

COVID has impacted our community like many others. As we serve as the hub of community, the move to distance learning or hybrid model would have a direct impact on our student enrollment. Through parent surveys and parent’s calling us, it was clear that our schedule needed to mirror the elementary district to help allow high school age students to care for their siblings during school closure. We have seen an increase in the number of students wanting to attend our independent study school, so the older siblings can have the flexibility to support younger siblings on Zoom and with day care and then complete their work later at night. Parents are relying on the older children to stay with siblings so parents can work.

We are in unprecedented times with the COVID 19 pandemic. Since the beginning of the closure, the goal of the district was to return to a traditional in person learning environment. During the closure in the spring and over the summer, the district worked on creating plans to ensure the safety of our students and staff if students were on campus, as well as prepare for distance learning if that was necessary. Surveys were sent to parents, students and staff to seek input on how distant learning was done in the spring, their desire to return to school, and what types of safety measures were needed. As the state and local county sent out new guidelines, the district adjusted their plans to ensure we were meeting all of the new guidelines.

On July 17, Governor Newsom mandated schools to only open with a distance learning model if your county is on the COVID “watch list.” Fresno County was on the watch list and the district was mandated to move to distance learning.

The district staff worked incredibly hard during the summer preparing for the opening of school, no matter what the teaching model would be. Staff was provided professional development and will continue to participate in professional development to make our distance learning the very best and will be ready to support students in every way possible. Our fall distance learning program will be more robust and challenging than during the spring. Daily student attendance in the virtual classroom will be mandatory.

The administration and teachers have worked collectively with our teacher task force to develop a distance learning plan, hybrid plan, and regular instructional plan. The district anticipates the year to be very fluid and will be asking for flexibility from everyone as we approach the hurdles that come our way.

The safety of students and staff will be one of our top priorities. We do not take the safety protocols lightly, which will be in place when students and staff return. The maintenance staff has worked very hard this summer preparing for the school opening. All classrooms have been deep cleaned and sanitized. All handwashing stations have been upgraded on campus. There will be several hand sanitizer stations on campus and hand sanitizer in every classroom. Every classroom and common area will be disinfected and cleaned daily. Though COVID cases are very unpredictable, we will follow all health department protocols to make our campus as safe as possible.

From our surveys, 89% of our families want their children back in school for live instruction. It is also the belief of the Board of Trustees that live instruction is best for our students. As the year progresses, we hope to move from distance learning to in-person teaching as quickly as possible. We will be starting with distance learning to begin school and will move to an in-person model with the guidance of the health department. The primary goal is to bring students back to the unique Viking environment. We all look forward to the energy of kids on campus supporting each other and creating lifetime memories. KJUHS is confident that the district will shine and help be part of the solution going forward. We will get to the other side and be better for it.

As we navigate through this time, the district has taken advantage of the federal and state money received due to COVID-19, to support our community, families, students, and staff. The focus of our money was first to make sure our staff was safe when on campus, with having enough Personal Protective Equipment (PPE). After ensuring safety needs were met, the focus turned to technology and ensuring all students had the technology, including hot spots, to be successful during distance learning. Finally, the focus of our money was to make sure our teachers had the online resources and professional development support to be ready to educate during distance learning. As needs or guidelines change, the district continues to use federal and state money to focus on what is needed for the success of students.

Stakeholder Engagement

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

Since the closures in March, the district has made stakeholder engagement and feedback a main priority. At the end of the 2019-20 school year, surveys were sent to parents, educators, and students to learn what went well and what needed to be improved if distance learning was to continue. During the summer additional surveys went out to educators and parents on what would make them feel safe to return and if they planned on having their child return. Once the state decided that the Local Continuity and Attendance Plan would need to be written, communication with stakeholders groups (parents, pupils, teachers, principals, administrators, other school personnel and bargaining units) continued. Parents and community members were invited to the District Advisory Committee (DAC) and the District English Learner's

Advisory Committee (DELAC) to allow for consultation and feedback around specific actions and expenditures. The plan was posted on the district and school websites for public comment for two weeks, one week before it was presented at a public hearing and then was adopted at a regularly scheduled public board meeting. A public hearing was held a week before the board meeting to allow for consultation and feedback around specific actions and expenditures from stakeholders. Staff and local bargaining units had opportunities to provide comment at two separate meetings.

When the LCP was presented to the District Advisory Committee and the District English learner Parent Advisory Committee on two separate nights, there was no comment that needed a response from the superintendent. The committees appreciated the hard work the district was putting in to support students during this time.

To support stakeholders who did not have internet access, all communication was sent through AERIES communication, which reaches all parents, and allows information to go home in the parent/guardians home language through email, phone call, or text. All other stakeholder groups, teachers, other staff, principals, administrators, and local bargaining units have access to the internet, but if they did not, all Zoom meetings have the ability for people to call into the meeting. All meetings were held through Zoom to various stakeholder groups, those who did not have internet could call in to hear about the plan and provide input or comments. A Spanish speaking translator was at the DELAC meeting and the plan was posted on the district and school websites in English and Spanish. Parents/guardians were informed that they could also get a hard copy of the plan in district or school offices. In addition, all meeting notices were posted on the Kingsburg High School marquee and on all school and district websites.

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

Public comment period and Public Hearing was communicated with stakeholders through AERIES communication, district and school websites, as well as the Kingsburg High School Marquee. Notification to stakeholders regarding engagement in the public hearing was posted more than 72 hours before the meeting on both the district website as well as the Kingsburg High School School marquee. Notification included where they could get hard copies in both English and Spanish in the school and district offices. Due to the current pandemic, remote access to the plan and the ability to give input for stakeholders was provided in a variety of ways. Stakeholders could send in comments for the public hearing through email, by phone call or through the public comment window found on the district and school websites by email or if they came in and reviewed a hard copy. There were no written responses during the comment window or comments during the public hearing to the plan. The local governing board adopted the Learning Continuity and Attendance Plan on September 14, 2020 at a regularly scheduled board meeting.

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

The district reached out to parents, students, parents with exceptional needs, certificated and classified bargaining units, administrators, District Advisory Committee, District English Learners Advisory Committee, and community members to get their input and feedback to ensure the district knew what supports were needed. Stakeholder feedback through surveys from the summer provided the most guidance

on how the district needed to move forward. The first focus of our stakeholders was that more direct support was needed with instruction. It was clear that the stakeholders parents, students and staff did not feel the end of 2019-20 provided enough continuity and rigor. Thirty three percent of students surveyed stated they completed no work and just took their third quarter grade. Trends from the comments from students and parents was that work was not rigorous, but just more time consuming. Parents and students stated that communication was consistent weekly through email, but not consistent Google Meet or Zoom meetings during the spring closure. Trends from comments stated that if distance learning continued next school year they wanted daily communication through Google Meet or Zoom. The surveys also showed that approximately eighty four percent of our students had internet and thirteen percent of our students had inconsistent internet. In a survey specific to teachers, it was also reported that they felt they were not prepared to teach in a virtual setting and needed more online resources and professional development. Through stakeholder meetings reviewing the Learning Continuity and Attendance Plan (LCP), stakeholders did not provide any specific concerns related to the plan. Parent committees stated that the start of the school year has gone well and they appreciate all of the communication and effort the district has made. They know things change frequently and support the district in the decisions they are making.

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

Based on feedback from parents, students, and staff specific actions were implemented to support students during distance learning. The actions related to Distance Learning Professional Development, student devices and connectivity, supplemental online material, online software, and mental and social emotional well being were all influenced by stakeholder feedback on surveys. When the draft copy of the LCP was presented to stakeholder groups, they stated the school addressed all of the areas needed to support students.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The goal of our district is to return to in person instruction as soon as the county public health allows and is safe for our students. In preparing for the transition to in-person instruction, the district will follow all guidelines set forth by the state and county health departments.

In an effort to make the transition between in-person and distance learning, our daily schedule of classes meeting would not change, just the

times students are attending. On our comprehensive high school campus, the distance learning schedule follows an odd/even schedule and continuation follows an everyday schedule. When the schools transition back to in-person, that same schedule will follow. Students will only need to adjust to the time schedule difference of attending school all day. This schedule will also allow for the schools to be on a hybrid schedule as well. This consistency was paramount in helping ease the confusion about moving from different forms of learning.

The district created the 2020-2021 School Opening Plan (<https://kingsburghigh.com/>) to ensure the health and safety of staff, students, and visitors. The plan details that parents and students should review the screening questions to see if they should attend school. Once on campus, all staff and students will complete a written screening through a Google Form. The results will be monitored by office staff and administration. The use of face coverings for staff, students and visitors will be in accordance with the California Department of Public Health (CDHP) and/or County of Fresno COVID-19 Guidance, Return to Play. Social distancing protocols of maintaining 6 feet from other people when practical and avoiding mass gatherings. Campus cleaning will include: high touch surfaces in common areas disinfected daily, classrooms disinfected daily, buses cleaned and disinfected daily and after transporting students, safety and social distancing signage posted in all buildings, and signage regarding hygiene practices. Staff, students, and visitors will be encouraged to wash hands frequently and use hand sanitizers throughout the day. To promote social distancing, student breaks will be shorter to prevent gathering of students and lunch will be longer with staggered release times. The district is prepared to handle a case of COVID-19. Protocols are in place to protect the privacy of the person having COVID-19 and ensure proper notification. The district has contracted with the Fresno Country Superintendent of Schools to have a nurse be our contract tracer and provide information to those who are impacted by a positive COVID-19 case or exposed to someone having COVID-19. As the district receives new guidance, the plan will be adjusted.

As our students transition to in person learning, teachers will continue to monitor for learning loss. Just as during distance learning, teachers will complete assessments to see if students have experienced significant learning loss. Students who have demonstrated some learning loss will be provided additional after school tutoring opportunities. The district has committed to offering after school tutoring services five days a week to support students, with transportation being provided to students who need.

As the district received guidance from the state and county regarding small in-person groups on campus, the district will follow that guidance to allow. Even if not all students can be on campus, the opportunity to bring students who are at risk onto campus for direct instruction and support will help to mitigate the learning loss of our students. The district is committed to doing what is legally allowed to provide support for students and to help overcome any learning loss they may have experienced.

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

Description	Total Funds	Contributing
Safe School Environment: The district has portable hand sanitizing stations ready to be placed through the campus, purchased signage to remind staff, students, and visitors about social distancing, the need to wear masks and proper hygiene. Reusable masks have been provided to all staff members, as well as all classrooms will have disposable masks for students who may forget. All classrooms will be supplied with disinfectant wipes, hand sanitizers and no-touch trash cans. Classrooms and all offices will be cleaned and disinfected nightly. Prior to in-person learning, classrooms will be set up with the proper spacing and X's	\$63,859	No

Description	Total Funds	Contributing
on desks not allowed to be used. All staff will be required to take training regarding COVID-19 safety.		

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.]

As the district began preparing for the 2020-2021 school year, it was clear that flexibility was going to be key. The idea that we would have multiple learning environments (in-person, hybrid, distance learning) helped guide the need for consistency across all environments. The first discussion related to what schedule would best support students at each school site. For the comprehensive school site, the goal of staying with our traditional odd/even schedule was key as this was the norm for students. This system provides consistency as no matter the learning environment, students know they go to odd classes one day and then even the next. This would allow for an easy transition between the learning environments. At the continuation site, it was decided that seeing students every day in every class was better suited for students. Their focus during distance learning and hybrid would be core classes with direct instruction and electives classes available through an online platform. This would allow for an easy transition back to in-person as elective classes would remain in the afternoon periods.

Once the daily schedules were decided, the focus on curriculum in all environments was addressed. The district purchased multiple software products that would help engage students during distance learning, but would provide just as much engagement while in-person. For the math department, students were provided access to an online program that could support new students learning, as well as working on areas of struggle. The English and Social Studies department were provided access to a program that supported analyzing multiple documents and providing feedback all online. The Science department was provided with a program that would allow students to complete labs experiments, even though they were not in class. All departments were provided online sources to engage students in interactive learning during the lessons. All of these programs will be able to continue to provide a more engaged classroom for students, no matter the learning environment.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the

IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. 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. Students in the district will receive their specialized academic instruction through their tutorial class, afternoon sessions, and assignments posed in Google Classroom. Additional services, such as speech and counseling, will be provided through the use of a computer or by phone.

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.]

Kingsburg Joint Union High School District was a one to one campus before the COVID-19 pandemic. Starting with the closure in March, all students have had access to a laptop. The incoming 9th graders will be given a Chromebook during drive-thru registration. Each computer will have directions on how to log into the device and their school email. During the first two weeks of instruction, teachers will have lessons for students on learning through distance learning. This will include how to access email, Google Classroom, and all of the online software programs they may need during the year. In addition, teachers will teach about responsible behavior during synchronous sessions as well as provide lessons on how to be safe online.

The more challenging part supporting students in distance learning is ensuring connectivity. When the closure happened in the spring, parents contacted the school stating they did not have internet. For those students, we provided packets. We realized that a majority of the students who did not have internet were located in the Traver area. During the closure, we worked with a local company to install internet towers in Traver that will provide free wi-fi for our students when they are connected to a school device. The district made an initial purchase of 60 mifis (modem that connects directly to the student device) as well as hot spots to support families that have multiple high school students in the house to ensure students are connected. This number was based on the number of phone calls we received in the spring, as well as survey results. Prior to drive thru registration, families were notified that at the drive thru registration that students could request a hotspot. The priority of mifis and hotspots started with students who did not have any internet connection, then to students who lacked a strong connection. The need of hotspots was larger than initial surveys indicated. During the drive thru registration, students reported that they did not have internet or if their connection was not strong. Their information was taken and the school provided wifis or hotspots in order of need. For families that did not have a tower that Verizon hotspots could not connect to, were instructed to contact the district. The district

is buying additional hotspots that do not connect with our carrier, but has access to all provider cell towers. The district is continuing to purchase mifis and hotspots to ensure all students are connected.

During the first week of school, any student who does not log into classes, will be contacted by phone to see why they are not logging in. If there is an issue with connectivity the district will work with the family to ensure they are connected. Students who are just experiencing technology issues, will be able to email the technology department. The technology department will troubleshoot with the student and attempt to fix remotely. If that does not work, the student will be asked to bring the computer in for repair or a new device. Students who are not able to make it in due to transportation issues or health concerns, the district will go to the house and pick up the computer. Teachers will also be asked to report to the technology department any technology issues they see students experience during online interactions.

The district is committed to ensure EL students, students with exceptional needs, low income, foster and homeless have access to devices and connectivity. As mentioned previously, all students have a device and if students had broken devices, they were provided a new computer. The district is providing wifis to any person who requested and after the first day of instruction, all students who did not attend were contacted. Teachers are aware of their students who may need additional support and will continue to ensure that these students have the technology to be successful.

To support teachers during distance learning they will be able to use their district provided laptop or desktop. The district has purchased 5 additional laptops for immediate use if teachers need a new laptop, but will buy additional laptops as computers break. Teachers will have access to connectivity on campus or may use their home internet per district agreement. The district currently has 1GB of internet connection and is working on increasing to 5GB of internet connection. In an effort to support online instruction, all teacher desktops were given a webcam, as well as teachers were asked if they wanted a headset with microphone and an additional monitor.

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools' Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

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.]

During distance learning, students will have daily interaction with teachers through synchronous instruction and during small group and individual support. Attendance will be taken during mornings synchronous sessions and teachers will track student engagement during asynchronous times through participation. Students will have required synchronous time in the morning and then have virtual sessions in the afternoon that will either be mandatory based on teacher discretion or available for small group and individual support. The specifics for each school within the district are listed below, though all schools will meet or exceed the 240-minute requirement for high school. To ensure that students are attending and engaging, the school will follow guidelines set by the district. Teachers will take attendance through our SIS system (AERIES) in the morning during synchronous learning and be marked as absent or present. If a student misses in the morning, but

attends during the afternoon session, they will be marked present. For any student that has been marked absent, an automatic phone call will be sent home nightly to inform parents. At the end of the week, attendance will be printed for teachers to review. Any student marked absent, but completed work later in the day will be marked and returned to the office. Office staff will then go in and change the attendance code. Weekly, teachers will review engagement of students through homework and assessments. Students who have missed 30% of the work, their parents/guardians will be contacted through AERIES communication, which will be documented on a shared spreadsheet with administrators. This will occur on a weekly basis. Administrators will make phone calls home to parents when students have not made progress for three weeks.

Kingsburg High School will follow their traditional odd/even block schedule. During the morning, students will participate in synchronous learning activities for one hour for each period, with a fifteen-minute break between periods. Students will be given a 1-hour lunch break. In the afternoon, students will have an additional thirty minutes with each period for additional instruction, small group work or individual support. Attendance will not be taken in the afternoon sessions, but if a student did not show up in the morning session, but attends in the afternoon, they will be marked present for the day. Synchronous instruction in the morning will account for 180 minutes of instruction and then each class will assign a minimum of 30 minutes of asynchronous work for students to complete in the afternoon, adding an additional of 90 minutes of asynchronous time. Between morning synchronous time and afternoon asynchronous time, students will have a minimum of 270 minutes of instruction a day. Teachers will complete the daily participation form that will list synchronous and asynchronous work. They will complete the weekly engagement form that will show if students completed work and assessments, as well if they made parent and/or student contact.

Oasis Continuation High School

Oasis High School will use a 4-period schedule for core academic classes and elective and PE courses will be completed on Edgenuity. During the morning sessions, students will participate in synchronous learning activities for 40 minutes, with a ten-minute break between periods. Students will be given a 1-hour lunch break. In the afternoon, students will have an additional twenty-five minutes with each period for academic support or work on elective classes. Attendance will not be taken in the afternoon sessions, but if a student did not show up in the morning session, but attends in the afternoon, they will be marked present for the day. During afternoon sessions, special education and English Learner students will be given individualized instruction on an appointment basis. Teachers will reach out to student/parent for students who are failing and/or missed instruction in the morning during the academic support periods. Synchronous instruction in the morning will account for 160 minutes of instruction and then each class will assign a minimum of 25 minutes of asynchronous work for students to complete in the afternoon, adding an additional of 100 minutes of asynchronous time. Between morning synchronous time and afternoon asynchronous time, students will have a minimum of 260 minutes of instruction a day. Teachers will complete the daily participation form that will list synchronous and asynchronous work. They will complete the weekly engagement form that will show if students completed work and assessments, as well if they made parent and/or student contact.

Kingsburg Independent Study

Kingsburg Independent Study will require students to login everyday and work for a minimum of four hours a day. During the three- and half-hour session in the morning, teachers will make phone calls to students to check progress and provide academic support. After an hour lunch, students will continue to work on Edgenuity on their own. Individualized academic support with teachers through appointment time will occur through individual Zoom sessions or group Zoom sessions depending on the need. Weekly progress reports will be sent home to

student and parent. Participation will be measured by asynchronous time of work completed on Edgenuity. The online program can track numbers of hours students worked, as well as number of assignments completed.

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.]

Kingsburg Joint Union High School District always strives to provide quality professional development to staff. At the end of the school year, the district sent out surveys to staff, students and parents to see what we did well during the school closure and areas we needed to improve on. Through these surveys, it was clear that our teachers needed more resources and training to better instruct through distance learning. During the summer we received input from teachers on what online resources would better support them in a distance learning environment. The district purchased multiple online software products. Professional development opportunities were sent to staff during the summer. These professional opportunities focused on engaging students during distance learning, how to use technology, and topics related to specific content areas. Many teachers and staff took advantage of these opportunities, as well as other training they heard about to better prepare them for the coming year. In August, the district informed teachers and staff about training opportunities through the Fresno County Superintendent of Schools (FCSS) as well as professional days offered through the district. The focus of the district training was on new software programs the district purchased, online assessments and social and emotional learning. As part of the distant learning schedule, the district has built in a minimum of two professional development minimum days a month so that continued training can occur for teachers and staff. The district also has a contract with FCSS to provide a minimum of 15 additional days of training focused on distant learning, social emotional learning, and supporting English Learners. Throughout the year, the district will send out surveys to teachers and staff to guide professional development needs.

To ensure appropriate technology, all teachers have access to either a laptop and/or desktop computer. The district purchased web cameras for all teacher classrooms, and offered teachers the option for the district to by headsets and an additional monitor. Additional laptops have been purchased so if a teacher's laptop breaks, they have access to a new one. To assist both students and teachers, a new support email was created to go directly to the technology department. In addition, the teachers have a shared folder with resources and a list of experts on campus they may contact to receive individual support on software programs and technology needs.

Staff Roles and Responsibilities

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

Since the closures occurred in March, the district has adapted our schedules to ensure staff safety, with continued support for students. For the current school year, the only adapted roles have been to teachers and instructional aides. Both of these roles, per the MOU, may request the ability to work from home during distance learning. As part of the agreement, the staff members must ensure that they are able to meet the technology requirements and continue to perform their job as if they were on campus. As part of the MOU, these staff members may be required to return to campus to meet federal and state requirements. All other staff are on campus, following the district health and safety measures. As the district receives updated health guidelines, responsibilities and roles may need to be adjusted.

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.]

The district understands that distance learning is a challenge for all students, but realized that for pupils with unique needs, it can be an additional challenge. The district wants to ensure equity in student success, so the district is supporting these students with additional contacts and support. For English Learners, they will be provided with additional support in the afternoon from their teachers, as well as tutoring opportunities. The district is also providing additional professional development to English teachers to ensure designated instruction continues during distance learning. For our foster students, we will continue communication with foster parents to ensure they have the needed technology, academic and social-emotional support. The district has also arranged for the county foster program to continue with their iPlan training by arranging times for students to meet with them. Due to our small number of foster students, providing support and knowing their needs is easier. To support our homeless students, we first made sure they had access to the internet and if they did not, provided a hotspot or mifi. Homeless students who need additional support in classes will have the opportunity for after school tutoring. For homeless students struggling with social-emotional issues, the district has added additional counselors to serve the needs of students. The district will continue to offer a full continuum of services for students with disabilities. This includes ensuring students have access to technology, academic, social-emotional support and all services provided to them on their IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

The above groups will be monitored by teachers, staff, and administrators to ensure they are being successful and are not being missed during distance learning. Teachers will monitor student progress during synchronous instruction and if students demonstrate additional support documented by interaction or through formal and informal assessments the teachers will work with the above groups in small group and individual meetings during the afternoon office hours. Teachers will use the district provided resources in English and math to provide targeted support. As the state and county health departments allow, the above groups will be provided the opportunity to come in for small group intensive support. Just as the district does during in-person learning, the above groups will be monitored to ensure success.

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

Description	Total Funds	Contributing
Virtual Tutoring: To best support our English learner, homeless, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the district will provide additional one-on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aid to students to assist with distance learning through additional live interaction with an adult. First priority of services will be directed toward students who are in the student with unique needs to meet their needs in response to the pandemic and support closure of the achievement gaps, particularly in ELA, Math and English language acquisition. This action will increase the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	\$15,000	Yes

Description	Total Funds	Contributing
<p>Student Devices and Connection: In order to support all students, especially our English learners, homeless, foster youth, low income and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the district provided all students with a device before school started and ensured connectivity of students by the second week of school. First priority was to provide connectivity to a local community that did not have internet access, then the focus moved to the above mentioned groups. This action will increase the level of support and service to close the opportunity of access and the achievement gap by providing equitable resources to these student groups.</p>	\$198,820	Yes
<p>Online Software: In order to support all students and teachers, the district purchased several online software programs to better engage students. Teachers and instructional aides were provided training on how to incorporate the software. The software will allow teachers to provide synchronous instruction, students to make visual and audio presentations, complete asynchronous work in an interact method, and provide collaboration between students.</p>	\$75,973	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.]

As the pandemic changed the way education was presented, the district’s focus on assessing students to ensure learning status is identified and progress is being made will not change. The district will assess for learning loss from the 2019-20 year and continue to assess for learning loss during the 2020-21 year due to COVID-19. To address learning loss, the district will use a combination of assessment tools to check for learning loss. The district will use Illuminate assessments, textbook assessments, as well as informal assessments to check for learning loss, learning status and acceleration. During the first month, baseline assessments will be given in ELA and math to see where students are at. Data from these assessments will be used in two ways; first to see overall areas that all students are struggling in. Teachers will then incorporate the standards, that as a class students are struggling more, into the daily lessons to build student skills. The second way data will be used is to look at individual student areas of needs. From this data, teachers will create small groups to work with in the

afternoon. Teachers may also choose to work individually with students on specific areas of need. Students will then be monitored on a monthly basis through formal assessments, as well as more frequently during informal assessments teachers have during synchronous and asynchronous time. Teachers will continue to monitor student progress to see if students are improving and if new focus of attention is needed. This cycle will continue throughout the year. Any student who continues to not make progress, will be referred to the administration for a student study team meeting. Students who are English learners will be assessed through the same assessments on a monthly basis, but English teachers will focus on ELD strategies to support students based on their last ELPAC scores. For all other subjects, teachers will assess learning monthly through a formal assessment, but also with informal assessments during synchronous and asynchronous learning. Students whose teachers feel that there is learning loss will contact their administrator to set up a parent meeting to discuss additional supports available to the student.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The focus of the district is to ensure equity and support of all students in addressing learning loss. The district has purchased software to support learning loss in math, by offering individualized lessons to meet the student need. Our learners who already are identified as students who struggle with English, have the opportunity to receive individualized lessons through a program purchased by the district that uses a pre-assessment to identify areas of need. In addition, students will be able to meet with their teacher in afternoon sessions for additional support.

The focus is on all students, but the district also knows that students with unique needs (English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness) will need additional support and tracking. Teachers are aware of students who are in these categories and will communicate with administration if they see learning loss in their students. Teachers will use afternoon sessions for small group or one-on-one support to target the learning loss. These students will have first access to after school virtual tutoring, which will start the fourth week of school and once approved by the state, first access to in person intensive tutoring. The district has committed to ensuring that the students have access to virtual tutoring through devices and connectivity and when able, access to transportation to school to receive in person support.

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 goal of our district is to mitigate any learning loss that has occurred or occurs due to distance learning. Baseline data will let teachers know the standards and areas the student is struggling in and can develop additional support lessons. Teachers will then measure these standards and areas throughout the year to check on progress. Teachers will be provided professional development on using data to inform instruction and have time to meet in Professional Learning Communities (PLC's) to review data and discuss ways to better support students.

By having baseline data from assessments, continuous monitoring of progress, and teacher informal data, the district will be able to show if growth is occurring. If no growth is seen, the district will take steps to start our student study team process to provide additional support for our students.

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

Description	Total Funds	Contributing
<p>Supplemental Online Learning Programs: To best support our unduplicated students (English Learners, Foster Youth, and Low Income) who may be at most risk of learning loss due to the COVID-19 pandemic, the district purchased online material to allow for individualized lessons to meet the area of need of the student. Students will be identified by teachers based on initial assessments and then monthly assessments. A continuous cycle of improvement will be used. Students will be assessed, teachers will provide targeted support, then students will be assessed again to check on progress. This supplemental material and support will be provided and monitored by a certificated teacher to close any identified learning gaps.</p>	<p>\$111,624</p>	<p>Yes</p>

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.]

KJUHS D understands that the impact of COVID-19 is not just with academics, but also with the social and emotional well-being and mental health of our students and addressing the trauma students are experiencing. Since the school closure in March, the district continued to ensure students who were receiving counseling services, continued to receive those services. The district posted on all district and school websites, resources for families to access. As we start the new school year, the district’s commitment is just as strong. The district increased the number of days it is contracting with Comprehensive Youth Services from three days to five days a week. The district is continuing to work with FCSS and All 4 Youth. All 4 Youth is mental health support for students and their families. They provide counseling for students and/or families and help students gain access to psychiatrists if medication is needed. In addition to these resources, the district has local organizations that are willing to provide services to students and families. A list of these local organizations are on district and school websites. All administrators and school counselors have flyers with this information as well to provide to families when requested. Students and families will have access to this support through virtual meetings, but in special circumstances when there is an emergency, in

person meetings can occur with proper safety measures in place. In an effort to keep staff, students and families safe, in-person visits during distance learning, will be limited. Once the district transitions back to a hybrid or full in-person, support will occur through in-person. During distance learning, support with our counselors will be one-on-one to ensure the safety of all students and staff.

In an effort to support our teachers and staff, professional development and resources will be provided throughout the year. The district has contracted with FCSS for six days of professional development in behavioral systems support around trauma-informed practices and strategies for dealing with students dealing with trauma. In addition, our school psychologist is providing social and emotional learning lessons for our teachers to use in their classrooms to support students. All staff have access to a shared folder that has resources not only to support students, but how to also support their own mental health.

As part of our 2020-21 School Opening Plan provided to parents and students, one section was dedicated to how students and parents can reach out to staff for support. This includes phone numbers and emails of all school counselors. Teachers are being instructed to let administration know if they see students during live instruction who need help. Students who are not engaging in school work or who are not attending will be contacted by administration to offer support.

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.]

As a requirement of SB 98, KJUHSD's distance learning program must ensure students have daily live interaction with teachers and peers for the purposes of instruction, progress monitoring, and maintaining school connectedness. In an effort to ensure this is being met, the district will monitor students through a weekly engagement record. When the district recognizes students are not participating or attending and at risk of learning loss, steps will be taken to engage with the student and parent to see what supports are needed to re-engage the student.

Weekly Engagement Record Procedure:

1) Teachers will track engagement, participation, and parent contact weekly.

a) Teachers will complete the Weekly Engagement form that describes the assignments and how instruction was delivered (in person, synchronous, or asynchronous)

b) Attendance Record- teachers will review attendance reports from the school and verify students who were absent. If a student was marked absent, but completed their asynchronous work, they will make a note on the record. These records will be resubmitted to the office, where codes will be updated.

- c) Parent Contact- Teachers will track all parent contact on a spreadsheet that is shared with administration.
- 2) Teachers will sign and provide their weekly document with an assigned administrator. This list must be completed and ready to be reviewed by the administrator on the Tuesday after the previous week.
- 3) Administrators will track the total number of absences in accordance with school policy. Students who would be considered chronically absent will be addressed through the procedures set forth in the student handbook.

Communication with Parent/Guardian

Kingsburg Joint Union High School District uses AERIES Communication. This system allows communication to be sent home through an email, text and/or phone call in the parent/guardian language of choice. Parents choose the method of communication they want to receive. This communication is in written and through voice. Parents/guardians are able to respond to texts or emails in their language of choice and are then translated for teachers/administrators. For parents who cannot be reached through AERIES Communications, live phone calls will be made home with translators available when needed. If virtual meetings are needed, translators will also be available to ensure communication with parent/guardian. Teachers and administrators will have access to translators for virtual meetings and live phone calls.

Student/Parent Follow-up on Missing Assignments:

Teacher Responsibilities

1. If a student has missed more than 30% of assignments for the week: Teacher to use AERIES Communication to contact a parent regarding the missing assignments. AERIES communication communicates with parents in their home language by the preferred method they have set up.
2. If a student has missed more than 30% of assignments for two weeks in a row: Teacher to make a phone call home regarding missing assignments. If a teacher is unable to make contact with the parent, the teacher will contact administration to follow up. Teacher will contact the administrator.

Administration Responsibilities

1. Monitor teacher engagement report.
2. When teacher contacts about student not completing work:
 - a. Parent will be contacted through a phone call in their home language.
 - i. Set up a meeting, either virtually or over the phone. Administrators will work with parents to find a time that the meeting can occur.
 - ii. If parent is not able to be contacted, a home/work visit will be made.
 - b. If no progress is made after virtual meeting, a home visit will be completed

Student/Parent Follow-up on Student Engagement:

Teacher Responsibilities- This will be cumulative during the school year

1. Step 1- AERIES communication made by teacher. This will occur each time a student does not meet the weekly requirement. If it continues, the following steps will occur.
2. Step 2- Phone call made home by teacher and administrator is notified
3. Step 3- Administration to set up virtual meeting with parent/guardian and student
4. Step 4- Home visit by administrator

** If at any step a parent is not responding, administration will need to be made aware so they may follow up**

Attendance Procedure:

1. Teachers will take attendance during the assigned period of live interaction through AERIES.
2. AERIES system will send home communication nightly about student absences or tardies.
3. At the end of the week- attendance will be run to list all students who missed 3 days of class in all classes. Since we are on an odd/even schedule this allows administration to see trends for the week and not just in one class.
4. Differentiated follow-up and support provided by office and administrative as described in the Student/Parent Follow-up on Attendance below.

Student/Parent Follow-up on Attendance:

Administration Responsibilities

1. Step 1- Phone call made home by office staff. This will occur each time a student does not meet the weekly requirement. If it continues, the following steps will occur.
2. Step 2- Phone call made home by administrator
3. Step 3- Set up virtual meeting with parent/guardian and student
4. Step 4- Home visit by administrator

** If at any step a parent is not responding, administration will make a home/work visit**

Supports

Level 1- Teacher or office staff

1. Find out if there is a technology issue
2. Ask if a parent/guardian needs training on technology and how to support their student.
 - a. Videos and resources will be on the district and school websites. Resources and videos will be in both English and Spanish.
 - b. The website will list phone numbers and emails to contact for technology support.

Level 2- Administrator

1. Provide information and links to virtual after school tutoring. Students will have time in the afternoon with each period they attend live instruction with to receive additional support from the teacher. This would be on-on-one support or in small groups through a virtual platform.
2. Work with parent/guardian and student to see if social emotional support is needed. Parent/guardian and/or student to meet with a school counselor to discuss support and resources.
3. Design a check-in system with student, to ensure engagement.

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.]

KJUHSD is committed to ensuring students have access to the lunch program. Bagged meals aligned with the National School Lunch Program will be available to students. Staggered lunch times and/or an increased number of lunch periods will be scheduled. Students will eat in designated lunch areas outside, or in case of inclement weather, in assigned classrooms. Social distancing will be maintained in all meal environments to the extent possible. Lunches will be available for pick-up at the Snack Bar.

Snack bar and eating areas cleaning procedures will include the enhanced cleaning protocols outlined in the Students, Staff and Campus Safety section. In addition, if/when students eat on campus, surfaces will be cleaned before and after each lunch period. Hand sanitizer will be available to students before and after lunch, and time will be built into the school day for hand washing and sanitizing. Food service staff will wear required Personal Protective Equipment (PPE) and will maintain social distancing during food distribution.

Qualifying students will continue to receive free lunch. Applications can be access through the AEIRES Parent Portal during the data confirmation process or by contacting the school’s main office for a link to the application. Hard copies are available to those parents who do not have internet access.

To ensure qualifying students receive meals the following procedures will be developed for on campus and off campus learning. During distance learning, students will be able to come to campus to pick up their lunch, just as they did during the school closure. For those students who are not able to walk to campus, the district will set up remote locations for students to pick up a lunch. If a student is unable to pick up due to illness or required self-isolation, a parent or an adult designated by the parent may pick up the meals for the student (student ID number will be required). If federal guidelines change, the school will adjust and meet those guidelines. Parents and students will be made aware of the new changes through AERIES Communication. When in-person instruction resumes, the plan will follow all state and federal guidelines. This will include ensuring social distancing, enhanced safety and cleaning, as well as staggered lunches. As the district transitions to on campus learning, these guidelines will be sent to all parents and students.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	District data suggests that English Learns, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Additional qualified staff will provide unduplicated	\$93,528	Yes

Section	Description	Total Funds	Contributing
	youth with increased services in social emotional support, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. This support will be provided virtually to students, or if face to face support is needed, the district will arrange and support with proper safety measures. This action will increase connectivity and a feeling of belonging so that students basic needs are met and will be successful behaviorally and academically.		
Distance Learning Program (Distance Learning Professional Development)	District data from stakeholders, especially teachers, suggest that providing professional development specific to teaching during distant or hybrid models is essential to student success. Student success is measured in providing a rigorous academic learning environment, support in providing intervention to students who have experienced learning loss, and how to engage students through distance learning and provide enrichment activities during distance learning. All students, but specifically English learners, foster youth, low-income and students with special needs need teachers who are able to manage the technology, provide instruction, and properly assess in this environment. Increasing teachers' abilities to provide differentiation, EL strategies, supporting accommodations and creating more engaging lessons during distance learning, will increase teachers ability to connect and engage with students to be successful academically and socially.	\$73,840	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
16.14%	\$1,764,985

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The supporting details required in this prompt are unique to each action/service included in this plan. 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 stakeholders.

The specific contributing actions included in the plan are: Virtual tutoring, Student devices and Connections, Supplemental Online Learning Programs, Mental and Social-Emotional Well Being, and Distance Learning Professional Development.

[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 the unduplicated student) and designed to help Kingsburg Joint Union High School District 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 16.14% using the dollar amount of \$1,764,985. 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 to all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$1,764,985 on actions and/or services principally

directed towards the unduplicated student population. These actions are found both in this plan and in the 2019-20 LCAP and the School Plan for Student Achievement.

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.

Other actions and services that are contributing, but not in this plan are: credentialed teachers that provide focused instruction for students who struggle in English and Math, summer school salaries and transportation costs, attendance staff to monitor students, instructional aide support for students, staff to monitor campus during class and passing periods, transportation after school for students involved in sports or after school tutoring, and new teacher support.