

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.]

COVID-19 has impacted the students, families, and staff of the Kingsburg Elementary Charter School District in a very significant way. On March 13, 2020 the Kingsburg Elementary Charter School District temporarily closed school for in-person instruction and moved immediately to a distance learning model. The district had to rethink and reimagine how school would be provided to students.

During the quick transition, Chromebooks and paper packets were distributed to students and a dedicated distance learning webpage was created to support students, parents and teachers with appropriate materials and instructional plans. Professional development to staff in using technology as the primary mode of instruction was introduced for the first time, many aspects of school had to change.

At the same time student access to free meals and mental-health services were provided in response to the impact on our community. Our teachers, staff, administrators, students, parents and community worked collaboratively to maintain instruction through the end of the 2019-2020 school year. We knew that closing school sites and district buildings in KECSD was essential to flattening the curve of COVID-19 infection across the county and state. We also knew this would be a huge burden on the families in our community, as now parents were going to play a significantly different role in regards to educating their children.

During the spring and over the summer, teachers, staff, parents, students and community members participated in multiple surveys, and task group committees to create a comprehensive return to school plan. Ultimately, our goal was to offer three learning models to meet the needs of our families and their students: Online Learning, a Hybrid (Online and In-Person) model and a homeschool model.

However, due to the increasing number of cases of COVID-19 in the state and Fresno County, the state mandated all counties on the “Watch List” to stay closed for in-person instruction. As per the Governor’s mandate, KECSD is providing distance learning to 100% of our students.

Stakeholder Engagement

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

The Kingsburg Elementary Charter School District (KECSD) began communicating about the various elements of the pandemic closure plan well in advance of the mandate to close schools this fall. Communication occurred in a variety of ways including phone calls, email blasts, social media, website postings, surveys, and meetings in person and through videoconferences. All surveys and messages were translated in Spanish for our Spanish speaking families and a translated was present for meetings on Zoom. Our initial communication was to check in with stakeholders on potential plans for closure again in the fall of 2020, and in addition, to ascertain the social-emotional and technology needs of our district families. Along with the KECSD superintendent, assistant superintendent, CBO, Director of HR, Director of Pupil Services, principals and, other key stakeholder groups in the development of the Learning Continuity and Attendance Plan included input from the Parent Advisory Committee, School Site Councils, English Learner Advisory Committees and the District English Learner Advisory Committee, as these meetings took place remotely and in-person through the spring of 2020 and until the end of the school year. Students were also encouraged to provide feedback on parent surveys. The district does not have a local bargaining unit.)

Parents and certificated and classified staff members also provided input through two surveys regarding school closures and the distance learning that took place in the spring of 2020 and what they would like distance learning to look like if schools remained closed in the fall of 2020. Weekly video conferences between district personnel, the local county office of education and surrounding districts allowed for the sharing of best practices among colleagues and provided a forum for staff to request specific supports and resources to improve their departments. During the spring teachers interacted with students daily and requested ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services.

During the summer, the Kingsburg Elementary Charter School District established a Distance Learning Task Force, made up of teachers, administrators and district office personnel who organized and led the development of our learning continuity and attendance plan. With input from our school community, the task force began by developing a framework for distance learning, describing what distance learning will look like in the fall 2020. Continued opportunities to shape the plan's implementation will be offered on an ongoing basis beginning in the fall and throughout the closure period, and the district will continue to solicit feedback on the plan, as the plan is implemented.

The Learning Continuity Plan and Attendance Plan was posted on the district's website giving the community an opportunity to make comments and provide input. Members of the Parent Advisory Committee and DELAC provided input through videoconferencing meetings and the superintendent responded to questions in writing, which were shared with both groups through videoconferencing.

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

In response to last spring's shelter-in-place order the Kingsburg Elementary Charter School District Board meetings were held in-person and remotely and changed to meeting in-person during the summer. KECSD continues to hold in-person Governing Board Meetings, observing the district's health and safety protocols, during the continued COVID-19 pandemic. Community members may call 559-897-2331 within two hours of the start of the meeting to obtain a call-in phone number to listen to the meeting as well as make public comment. Public notices were posted on the district's website, in school offices, shared via automated messages, emails, and newsletters. The KECSD Learning Continuity and Attendance Plan will be presented to the Governing Board for approval on September 14, 2020.

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

On Friday, March 13th, the Kingsburg Elementary Charter School District staff was notified that schools would be closed, the following Monday, due to the spread of COVID-19. This happened in such an unprecedented fashion that schools did not have time to adequately prepare for what was coming. For safety reasons, the district quickly transitioned to distance learning, while also trying to manage paper packets of work for students who did not have access to technology.

Teachers were able to meet in-person during the first week of school closures, while students remained at home. Teachers continued to collaborate in-person at first and then later virtually, to provide students with distance learning. Throughout the remainder of school closures the district engaged with members of the school community through a variety of platforms, including email, phone calls, small group meetings, surveys and videoconferencing tools. The direct feedback from different groups was of significant interest and ranged from great frustration and disappointment to words of gratitude and appreciation.

Based on feedback from the school community, from the beginning, teaching online proved to have challenges for both teachers and students. These included taking care of family members during instructional times (including home interruptions from young children who were also at home), staying sedentary in front of a computer for longer periods of time, losing the proximity and ability to "read students," making it hard to change instructional direction in a lesson that wasn't connecting with students, not being able to provide immediate feedback and guidance to every student, keeping students engaged, keeping students online, not to mention the frustration from parents who were now their child's primary teacher, without the training and tools to teach.

Students reported that they missed their classmates and looked forward to their virtual meetings. Teachers shared that they missed seeing and talking with their students. Staff also voiced their concerns regarding the home lives of some, as through videoconferences, they now had a glimpse of what life at home was like for some students. A common theme among teachers was the importance of maintaining consistency during the virtual school day and the need to establish routines to help students stay engaged and understand the importance of staying connected and continued learning at home.

Outreach to families was extensive and while teachers connected online with students, classified staff members made individual phone calls home to support the needs of some of our most vulnerable students including our English Learners. This revealed the need for additional

technology support at home, including logging on and how to use a printer, as well as a language barrier to keep families from connecting online with staff. A member of the district's DELAC reported incidents of children being afraid that they or a family would catch COVID and die. Other parents shared concerns regarding their child's mental health and the need for things to return to normal.

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

In response to the input received from the school community, many committees were developed to address specific student and staff needs. By its nature, school tends to be a social environment. Our students and staff are missing the camaraderie of belonging to a group. This was voiced many times from various members of the school community. District administrators recognize that frequent communication and connecting with each other is a high priority in combatting feelings of loneliness and hope. The district superintendent and administrators continue to frequently share information with students and staff via email, phone messages, through videoconferencing tools and regular meetings in-person and virtual.

Recognizing that daily routines are important, each grade level developed a daily/weekly schedule for students to follow, virtually. To address the concern for long periods in front of a computer screen, teachers deliberately, included several breaks into their daily lesson plans and while teaching online. During these stressful times, it helps to keep in mind parents' concerns of juggling running the household, remote work, and caring for their children and family and older relatives who are most vulnerable. All of these circumstances conspire to create exhaustion, anxiety and worry for families and students. To address these concerns and alleviate anxiety, the district is allowing staff to bring their children to school. Students will be expected to remain in their parent's classroom or office.

The Director of Pupil Services developed a tiered level of mental health intervention to support students with anxiety and worry and all teachers will implement daily lessons on social-emotional learning. To ensure all students have access to distancing learning and technology, the district is purchasing additional chromebooks and hot spots for students. The new addition will provide 1:1 devices districtwide. To help support families who have trouble connecting and using devices, the district will utilize its school-community liaisons to visit student's homes and provide extra support for accessing technology. In the Department of Curriculum and Instruction, a plan is being developed to provide staff with additional personalized and districtwide training and support for distance learning. Included in the training, will be a focus on Universal Design for Learning or UDL. UDL emphasizes the importance of differentiated instruction during tier one teaching, to address the needs of all students and their unique styles of learning, thus decreasing the number of students needing additional intervention through the tier two process.

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 Kingsburg Elementary Charter School District is following the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person, classroom-based instruction as health conditions in Fresno County permit us to return to in-person instruction in the school year ahead. The District’s priority is to provide in-person learning for all students, as soon as it is deemed safe.

KECSD began this process several months ago and will continue to refine its plans using the work of distance learning taskforce, district leadership teams and input from all stakeholders. KECSD understands that even when in-person instruction resumes many parents will opt to continue distance learning for their children, due to COVID. We recognize that these students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

As per the state’s recommendations for social distancing, class sizes may be reduced. For grade levels with classes greater than twenty-five, an am/pm - hybrid model will be implemented to reduce the numbers of students in the class at any one time. In addition to the health and safety benefits, this will provide more time for teachers and support staffs to focus on small groups of students and meet individual student’s needs. Teachers will confer with individual students for all core subjects, including, but not limited to guided reading and writing workshops, when possible, following all safety protocols.

This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Additional supplemental support programs will be provided during the regular school day.

Individualized tutoring provided by Title I will operate on a distance learning support model to provide students with additional educational guidance outside of class time through teacher office hours. Classified staff members at each site will provide an additional layer of support for ELs by making weekly phone calls to our EL families, checking in to see if there are any additional academic needs that the district may support and surveying for additional social emotional needs.

Health and Safety Protocols:

The District’s priority is to reopen schools and provide in-person instruction for all students, as soon as it is safe. KECSD is committed to following the CDC and Fresno County Department of Health safety guidelines. Until there is a way to rapidly test individuals entering KECSD

buildings or a viable vaccine that will help our community achieve herd immunity, we will rely on mitigation strategies to decrease the spread of COVID-19. Together, we can contribute to the wellness of our schools and community as a whole and protect the most fragile and high-risk individuals around us.

Proven mitigation strategies include:

- Social distancing (staying at least six feet away from others, nose to nose)
- Wearing a facial covering
- Good respiratory etiquette
- Hand hygiene
- Frequent cleaning and disinfecting of surfaces, Any one of the strategies indicated above could offer some protection against COVID-19. However, in combination with each other, the strategies will offer layers of protection to the people who practice them.

All KECSD employees and students who report to in-person work/school will be required to "self-certify" by answering the questions outlined in the District's COVID 19 Guideline for Returning to Work.

All district employees and students will be trained on how to follow and implement the district's safety protocols. Classrooms will be rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines. Sites with multiple grade levels will stagger classrooms starting and ending times, as well as recesses and lunches, to prevent large group gatherings of students in any one place and groups of students entering or exiting the classroom and campus at the same time.

Academic Success – The goal of the Kingsburg Elementary School District is to find a way for all students to learn and reach their potential. It is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels.

The District recognizes one of the central challenges will be figuring out how to meet the individual needs of students who have had dramatically different experiences while schools were closed last spring and will need dramatically different academic and non-academic interventions and supports as we continue school through distance learning. Teachers will need accurate information to guide instruction and next steps. The District will implement a variety of assessment tools to accomplish this task. Grade level teams will work together to determine what data is critical for student learning (a clear purpose) and begin auditing their existing assessments to determine if the assessment is appropriate and to ensure duplication of data is eliminated.

The distance learning task force and district leadership team determined earlier this summer that the Smarter Balanced Interim Assessments will not be implemented three times this year, to save time for classroom instruction. The leadership team and task force will revisit the need to take a standardized benchmark assessment later in the spring. Teachers will need to fill in gaps and accelerate learning. Time to build relationships with peers and trusted adults will be foundational to learning.

Multiple measures will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need. Assessments under evaluation are AR/STAR, Illuminate, Amira, DRA,

Imagine Learning’s Language and Literacy Program and publisher/teacher created assessments. The types of assessments will vary, based on who is making the diagnosis and to inform which action. Formative assessments and frequent checking for understanding will be a high priority in classrooms, as teachers will use these types of quick assessments to determine next steps for instruction. Staffs will continue to collaborate in bi-monthly PLCs and analyze data together, using the Cycle of Inquiry. The District will implement monthly PLC meetings with all EL site coordinators to ensure the needs of EL students are addressed and met.

The Mental Health Support – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. The District will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation.

Special Education

For students in special education who are at risk for experiencing learning loss due to school closure, baseline assessment will provide a starting point to determine loss or growth, increased need of support or services, and consideration of compensatory services for when in-person instruction is allowed. Case management and collaboration will be mindfully completed. Additionally, online programs are being added to provide for increased individualized independent learning opportunities,

English Learners

During uncertain times, connecting families to the school and community resources is a critical component of a successful school program, and the work of the District’s Spanish speaking classified staff members and school/community liaison is helping to establish an effective distance learning partnership between families and educators. This practice will continue when the students are able to return to in-person instruction, for students participating in the hybrid, am/pm model.

Professional Development

Teachers will be provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques (included, but not limited to) using the Zoom and Google Classroom learning management system, Google apps, Universal Design for Learning and Sheltered Instruction Observation Protocol. Teachers also had the option to further enhance their skills and knowledge by participating in the Fresno County Superintendent of Schools 2 day Distance Learning Academy. KECSD will provide ongoing virtual workshops, individualized and small group trainings provided by the District’s Academic Coaches and other outside organizations, as well as the District’s Leadership Teams.

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

Description	Total Funds	Contributing
Purchase of additional technology/devices to support district-wide 1:1 devices.	\$276,811	No

Description	Total Funds	Contributing
<p>Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance and replacement of damaged hardware and software to support technology principally directed toward meeting the needs of the unduplicated students. The results will be increased student achievement.</p>		
<p>Additional staff to prepare devices for 1:1</p> <p>Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance and replacement of damaged hardware and software to support technology principally directed toward meeting the needs of the unduplicated students. The results will be increased student achievement.</p>	\$100,000	No
<p>Procure additional Personal Protective Equipment for health and safety of the school community</p> <p>The District will utilize appropriate infection control materials and personal protective equipment to mitigate the transmission of COVID-19 and ensure students and staff have a healthy and safe learning and working environment.</p>	\$300,000	No
<p>Procure additional personnel to support in-person instruction and reduced numbers for small group/targeted instruction</p> <p>Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally</p>	\$50,000	Yes

Description	Total Funds	Contributing
<p>not had equality in academic learning outcomes, KECSD will provide small group/targeted instruction that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect student achievement to increase in all areas, including language proficiency for English Learners.</p>		
<p>Provide materials and resources to support in-person instruction and ensure equity and support for unduplicated students</p> <p>District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for not having adequate resources for achieving success in a distance learning's unique environment. Now that students are no longer in the classroom, the supply gap has only widened for unduplicated students and those living in low income households. Ensuring students have the materials and supplies needed to be successful in school will increase student achievement and contribute to the academic success of all students.</p>	\$100,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

There are a number of changes the district is making to ensure students are able to access instructional resources. District staff have examined the curriculum tools and resources that are available for instruction. Together, with members of the academic leadership the district's google site for curriculum and instruction was updated, with specific materials and resources for distance learning.

Additionally, resources for supporting core instruction through distance learning were purchased, including but not limited to, virtual writing lessons, NGSS, digital math programs/Big Brainz, Imagine Learnings Language and Literacy, and Amira for oral reading fluency. All professional development provided to teachers and staff will focus on supporting the state standards and expectations through distance learning and Social-Emotional Learning and mental health.

As the district is able to move and transition to in person-learning opportunities, the instructional methods and professional development will focus on supporting teachers and students. The district will implement adopted curriculum while students participate in distance learning and when we are able to return to in-person instruction.

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.]

The Kingsburg Elementary Charter School District is implementing an online learning model, as 100% of our students are participating in distance learning, as per the state and county mandates. Students in grades TK-8 will have electronic access to all related instructional materials. Before instructional days commenced and during 1:1 meet and greets with teachers and students, students were given a district chromebook. A surplus of extra internet ready devices will be on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who did not come to the school to pick up devices were contacted and special arrangements for the distribution of these resources were made.

Last spring, parents/guardians were surveyed to determine which families lacked internet/Wi-Fi access, and who would require a district provided hotspot in the fall. Family needs for internet access was assessed, again, by school staff during the 1:1 meet and greet sessions. The most recent survey indicated more than double the number of students requesting district provided hotspots, than previously indicated. Due to the district's limited supply of hotspots, a priority list was established, and students with special needs, English Learners, Homeless/Foster Youth, and Socioeconomically disadvantaged students, were given first priority to receive hotspots. The District will continue to assess student's needs throughout the year and hotspots will be deployed to families without reliable internet, to ensure connectivity with district-provided devices.

Each KECS D teacher has an internet ready laptop and chromebook that has been provided by the District. Using these devices, teachers will communicate with students and deliver lessons through Zoom video conferencing, Google Classroom, Seesaw and a variety of other applications. Once students have logged onto their district provided device, curricular websites and applications will all be accessible with one click via our clever single sign-on portal or for older students, their district-provided login information.

Support in accessing the technology and curricular materials will be provided to each family through our online resources website, along with the support of the classroom teacher. Families will be provided with instructions on how to care for their devices. School site staff members and the district's community liaisons are supporting all families, particularly families of English Learners, with help setting up email, using Google Classroom and ZOOM. The district's academic coaches and leadership team will provide additional support to help families access resources and training to support distance learning.

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.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in Aeries, the student information system, to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and students or parents/guardians. A student who does not participate in synchronous and/or asynchronous learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each student documenting synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow the protocol for alternative attendance for students that do not participate for 3 or more days.

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.]

Teachers will be provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques (included, but not limited to) using the Zoom and Google Classroom learning management system, Google apps, Universal Design for Learning and Sheltered Instruction Observation Protocol. Teachers also had the option to further enhance their skills and knowledge by participating in the Fresno County Superintendent of Schools 2 day Distance Learning Virtual Academy. KECSD will provide ongoing virtual workshops, individualized and small group trainings provided by the District's Academic Coaches and other outside organizations, as well as the District's Leadership Teams through videoconferencing platforms, and in-person - 1:1 coaching and small groups, meeting all safety and health protocols.

Staff Roles and Responsibilities

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

Teachers: Our teachers have had to design a plan for distance learning and implement a new plan district-wide. This included learning a new platform for online instruction as well as utilize Google classroom for curriculum to be distributed to all students. Adapting to teaching students in a distance learning environment took many hours to prepare. Teachers had to return to work prior to their contracted start time so they could meet with students and parents one on one and distribute needed supplies such as chromebooks, textbooks, etc. that they would need during distance learning.

Principals: New schedules had to be developed, not only for teachers but for classified staff as well. New bell schedules had to be developed to ensure the minimum minutes were taught during each school day to include synchronous and asynchronous learning. Live daily engagement had to be included each day as well. Some classified staff schedules had to be altered significantly and much time has been taken ensuring contracted time has been scheduled.

Food Service Staff: Food service staff are now working in two crews to prepare meals. Five meals are handed out to parents/students one day per week. Scheduling contracted time is difficult and may require revising schedules multiple times to ensure staff contracted time is worked.

Custodians: Custodians are having to alter their cleaning routines significantly to ensure deep cleaning has been performed. Even though students have not returned to in-person instruction, the staff is on campus daily. Common areas must be disinfected frequently and all rooms disinfected every night. New procedures must be followed and new equipment will be used. Additional training will be required.

Maintenance Staff: New PPE equipment had to be installed in all buildings in public areas prior to employees returning to work. Maintenance staff also have to increase their service of HVAC units to ensure the air filters and ventilation are cleaned and air flow is appropriate in all the buildings.

Tech Department Staff: Our tech department staff had to secure hot spots for students in need as well as ensure chromebooks were 1:1 for students. When school ended in June, chromebooks were turned in and the tech staff had to go through them all to make sure they were ready for the 2020-21 school year distribution. New upgraded equipment had to be purchased and secured to handle distance learning as all the teachers were on the Internet at the same time. Our current system was not sufficient.

Finance Department: Increased amount of purchase orders for PPE and tech equipment. Managing the new funds and identifying new expenditures when funding lines were not available. Research and deploy new equipment that was never used before (disinfecting equipment, PPE, etc.). Challenge of work schedules with a limited ability to telework.

Human Resources Department: Creating a safe return to work plan for all employees. Working with principals on ensuring minimum daily minutes were met with new schedules. Conducting the Interactive Process with multiple employees with health issues as well as child care issues. Understanding and implementing new Federal leave entitlements and tracking usage for W-2 reporting. Developing new attendance procedures when Student Information Software was not up to speed to implement the changes. Training teachers and principals on the new attendance procedures and having to refine procedures when it wasn't practical.

School Secretaries, Assistant Secretaries, Health Aides, Paraprofessionals: Because there are no students on campus, the duties of these classified staff have significantly decreased. While these positions were busy during parent meet and greets, it is difficult to find enough for them to keep them busy. Some paraprofessionals are assisting teachers on Zoom, which they had to be trained, and are taking students into a breakout room and helping them.

District Office Administration: Administrators are constantly reading updates from CDC, the local health department, CDE, the Governor's Office just trying to keep up on the daily changes to running the school district. There have been countless hours developing plans only to change them as new guidelines come out weekly, if not daily.

Curriculum and Instruction: The COVID-19 Pandemic is a transformative challenge, one for which there is no preconfigured playbook that can guide appropriate responses. The KECSD Department of Curriculum and Instruction made up of the district academic leadership team is working swiftly to design responses, and with specific contexts in mind, as the pandemic runs its course.

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 KECSD, low -income, English learner, homeless and foster youth students comprise 15% of students. During the time of school closures in the spring due to COVID-19, staff was relentless in not only providing materials and access to instruction but also in reaching out to support student learning. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods for all students.

The district has developed additional supports for students with additional needs, as recommended by the various surveys, task groups and parent advisory groups to support students with exceptional needs, in foster care, linguistically diverse and those experiencing homelessness. In doing so, identifying learning gaps for students is essential so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development of their School Plan for Student Achievement Plans (SPSA), in consultation with stakeholders. SPSAs will address activities and resources dedicated to fill gaps and accelerate learning for student groups. In addition, sites will utilize district and classroom assessments and through a dedicated Professional Learning Communities (PLC) time using multiple measures, design reading and math interventions for students (for distance learning) through a system of tiered support.

School/Community Liaisons will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learner Student Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of English Learners during a dedicated (synchronous) time, 2-4 times per week.

- Instructional minutes requirements will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- The Assistant Superintendent/District English Learner Coordinator, EL Site Coordinators and Academic Coaches will support teachers to identify specific groups of students to monitor and remediate learning gaps using the district approved curriculum and supplemental materials and resources.
- Extra support will be provided to students identified as newcomer ELs. District systems of support will help identified site level EL Coordinators implement progress monitoring of current EL students, Long Term English Learner Students (LTELS) and Reclassified English Proficient (RFEP) students.
- The ELLevation Monitoring Platform will be used at the district level and at all school sites to monitor, identify language and academic needs, and create individualized classroom groups by teacher to use during Professional Learning Communities (PLC) teacher team meetings.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District staff will ensure sites have access translation services, when needed.
- Develop and provide EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom and other student learning programs with support from the local County Offices of Education.
- Classified staff members will make weekly individual phone calls to EL families to assess distance learning and check in for socio-emotional needs, as well as provide additional support.
- Provide translation of resources for families, interpretation of technology help requests, bilingual videos and other resources.
- An afterschool virtual intervention program for English Learners will be established, focusing on specific language proficiency skills.

Special Education:

For students with exceptional needs, special education teachers are meeting with students through both distance learning, and in-person learning, to the extent allowed by the Department of Health, and closest to the minutes established on the IEP. Case managers work with parents to assess individualized needs and to establish an agreed upon Distance Learning Plan. IEP goals continue to be worked on and special education teachers collaborate with general education teachers to assure that each student’s individualized needs are being addressed, that the IEP is being followed, and that barriers are being worked through. Additional open “office hours” are available to students who seek more support, and parents are provided with clear directions to access on-line resources. District liaisons are visiting our foster youth and homeless students to assure they have all that they need, and to provide check-in’s and additional supports or referrals if needed. Students are provided hotspots and chromebooks, and meals are delivered. Other items are provided if a need is established, such as a desk.

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

Description	Total Funds	Contributing
Purchase additional chromebooks. Maintain, repair and acquire additional technology hardware/software and hotspots to support distance learning.	\$400,000	Yes

Description	Total Funds	Contributing
<p>Given that the state indicators for our unduplicated populations fall below that of "all students" in both ELA and math and that English Learners, socioeconomically disadvantaged students, and foster youth students may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance and replacement of damaged hardware and software to support technology principally directed toward meeting the needs of the unduplicated students. The results will be increased student achievement.</p>		
<p>Provide funding to sites for additional planning days.</p> <p>District data indicates students do better when the school community works together to plan for student success. The quick transition to distance learning caused by COVID-19 last spring, resulted in feelings of inadequacy among the KECSD staff. To help prepare for the possibility of distance learning this fall, a distance learning task force was established. The task force worked together to develop a framework for distance learning that staff could use as a guide in preparation of teaching online. Included in the framework were strategies for meeting the needs of the district's unduplicated students, which will result in higher levels of learning and increased student achievement.</p>	\$30,000	No
<p>Provide funding to establish a distance learning task force to develop a framework for distance learning. (During the summer, prior to staff returning.)</p> <p>Research indicates that because of the quick transition to distance learning caused by COVID-19 last spring, higher levels of differentiated instruction exists in the distance learning environment. The achievement gap increased and students' needs became more diverse. Collaboration among teachers is a force that positively influences the whole school community. Teachers planning together will result in the sharing of best practices, increased teaching effectiveness and improvement of instructional quality. These positive effects will improve their quality as professionals and students will achieve at higher levels.</p>	\$15,000	No

Description	Total Funds	Contributing
<p>Provide additional funding for social-emotional learning and mental health services and extra support for unduplicated students.</p> <p>District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Additional counselors and other qualified staff will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successful behaviorally and academically.</p>	\$50,000	Yes
<p>Provide stipends to teachers for engaging in professional learning opportunities outside of their contracted hours to improve skills necessary for distance learning and hybrid internal model and ensure equity and support for unduplicated students.</p> <p>Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide professional development and academic coaching for instructional staff that is principally directed towards meeting the needs of the unduplicated students. The expected results will be increased student achievement.</p>	\$40,000	No
<p>Contract for professional development opportunities for staff to improve skills for distance learning and ensure equity and support for unduplicated students.</p> <p>District data indicates that all students, including the unique needs of unduplicated students, perform at higher levels, when teachers are well trained to deliver instruction in the classroom. During this time of school closures, teachers are being asked to quickly master technology skills involved in creating lessons to keep students engaged while learning online. Well thought out and relevant teacher training will support all students to develop the knowledge, skills, and competencies they need to thrive in a distance learning environment.</p>	\$50,000	No

Description	Total Funds	Contributing
<p>Provide materials and resources to support distance learning and ensure equity and support for unduplicated students.</p> <p>District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for not having adequate resources for achieving success in a distance learning's unique environment. Now that students are no longer in the classroom, the supply gap has only widened for unduplicated students and those living in low income households. Ensuring students have the materials and supplies needed to be successful in school will increase student achievement and contribute to the academic success of all students.</p>	\$75,000	Yes
<p>Provide additional funding to support training for parents on how to support their students through distance learning.</p> <p>District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for facing significant barriers to academic success during the COVID-19 pandemic and distance learning. Fostering connections between unduplicated students and school community, now may be as important as any academic skill. Training on how to use technology, including Remind 101, Zoom and other platforms to improve communication and support learning for students and their parents will remove barriers that prevent students from connecting with the school community and accessing state standards. This action will increase communication, build relationships and foster a feeling of belonging so that students feel connected to the school which will support academic performance.</p>	\$5,000	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.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model.

Through the continued implementation and refinement of Multi-tiered system of support (MTSS) the academic leadership team has designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations.

The leadership team collaborated with districts throughout the county and state to share and research best practices, and researched and studied documents recommended by the California Department of Education including:

- CA Education for Excellence Distance Learning Playbook
- Learning As We Go: Principles for Effective Assessment During COVID-19 by Robin Lake/Lynn Olson
- Restarting School Planning for Acceleration by TNTP

The District will continue to audit and review existing assessments to determine its appropriateness and clear purpose for progress monitoring and identifying students' needs and next steps, through distance learning.

To address gaps in learning teachers will continue to use frequent formative assessments that take place using quick checks for understanding during instruction and each trimester, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring. The use of formative assessments for students will be a focus to inform learning, not merely audit it and they will be used more frequently during this unique time. Students will also use formative assessments as they learn how to self-assess their understanding through the use of rubrics and in collaboration with other students.

Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics, with a combination of synchronous and asynchronous instruction.

To begin this process, students in grades TK and kindergarten were individually assessed using the Developmental Reading Assessment (DRA) a standardized reading test used to determine a student's instructional level in reading. The assessments occurred prior to school beginning during 1:1 meet and greets.

KECSD will continue to utilize existing assessments conducive to remote administration such as:

- DRA
- Illuminate Education ELA and Math
- STAR/Accelerated Reader
- Teacher’s College Reading and Writing Project – Writing Units of Study Benchmark Writing Assessments
- IXL ELA and Math
- Publisher Created Assessments
- Teacher Created Assessments

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 district will measure learning loss using curriculum-embedded and other assessments for English language arts, English language development, and mathematics, which will help teachers design a learning path for each student. Progress will be monitored by individual classroom teachers and professional learning communities at both the site and district level, using the Cycle of Inquiry. Teachers and support staff will work collaboratively in recurring cycles of collective inquiry and action research to better support our students.

PLCs are composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. PLCs are action oriented and based on results. Data from common formative assessments drives instruction and our next steps. Discrepancies in assessment data provides a rich opportunity for learning and clarifying discrepancies to establish common ground.

The four driving questions essential to our work are:

- What do we want our students to learn?
- What instructional strategies will we use?
- How will we know when they have learned it?
- How will we respond when some students don’t learn?

The District’s PLCs were established, prior to distance learning. We will continue implementation to ensure excellence as well as equitable education for all students to fill in gaps and accelerate achievement. Because teams work together, they learn from one another, and this further supports our district because when there are best practices discovered at one site, there is an opportunity in bimonthly Academic Leadership Team (ALT) meetings for leaders to share those practices district-wide. This system has also been an integral support for our staffs for many years and will continue through distance learning.

English Learners

All English learners will receive integrated and designated English Language Development. Individual student needs will be supported additionally through student learning plans. EL Site Coordinators will provide case management and provide and/or coordinate targeted interventions based on student need. Goals are set for each student through the EL monitoring process.

Low Income Students

The district continues to assess and provide targeted support to low income students tailored to their specific needs. Through the PLC process, teachers will work together to closely monitor progress and identify the unique needs of our socioeconomically disadvantaged students. The district's school/community liaisons will provide additional support through individualized meetings, home visits, and securing resources from the community.

Foster and Homeless Youth

Foster and homeless youth are supported through case management by the Director of Pupils Services/Special Education. Families are connected with agencies and referred to community resources as needs are identified. Students with Exceptional Needs As identified in the Individualized Education Plan (IEP), are supported to meet their goals through instructional methods, materials and resources, and technological tools. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

Virtual classroom walkthroughs will be conducted by site administrators to monitor student learning, instruction, student-teacher interaction, and provide teachers with feedback and support on the effectiveness of instruction during Distance Learning.

Principals will provide constant feedback and support to their teaching staff based on classroom walkthrough trends and observations. Sites and teachers will meet in professional learning communities to analyze data from common formative assessments, identify student needs, share best practices and plan next steps.

District Leadership will provide opportunities for student learning loss data analysis during administrative meetings with the academic leadership team, EL site coordinators and during site administrator PLC meetings. Follow-up action steps will be developed by sites and effectiveness monitored.

Student engagement logs demonstrating synchronous and asynchronous will be monitored for additional information related to student progress, as well as daily attendance through Aeries.

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

Description	Total Funds	Contributing
<p>Provide funding for afterschool intervention - Securing Staff for Small Group Intervention and extra support for unduplicated students.</p> <p>Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide afterschool intervention that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect student achievement to increase in all areas, including language proficiency for English Learners.</p>	\$100,000	Yes
<p>Materials and supplies to support an afterschool intervention program.</p> <p>Given that our unduplicated population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will provide afterschool intervention that is principally directed towards meeting the needs of the unduplicated students. As a result of this action, we expect student achievement to increase in all areas, including language proficiency for English Learners.</p>	\$15,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Every school day will begin with an emotional check-in for all students at the onset of the school day, which will be followed by a social-emotional lesson with live synchronous learning. Teachers have been instructed how to individually follow up with those students identifying as having a bad day during the emotional check-in. A social/emotional MTSS folder was shared with all staff including Tier1, 2, and 3

emotional supports, inclusive of ideas, resources, and always present training opportunities. The district has created a website that addresses social/emotional supports, resources, and encouragement for students, families, and staff. This site and other specific social/emotional resources are shared on social media platforms and through school site newsletters. The district is part of a Mental Health Support system consortium which provides all levels of mental health support for our students who would benefit from on-going mental health support. This contact information and resource availability is shared through multiple means. On an individual basis, the district has established a google form that can be completed by staff requesting home visits for individual students where there is suspected or known need, and may require a personal conversation with our liaisons (while following all safety precautions) at which time the team member establishes their level of need, and mindfully directs them to specific supports.

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.]

Following a week's time, the SARB coordinator will review district attendance and identify students who were not engaged for 60% or more of the days. This will begin a 4 step process. 1st identification will result in a letter to parent/guardian stating the importance of attendance as well as resources for potential barriers, and a meeting between the parent and teacher. The 2nd identification will result in another letter and meeting with site administrator. The 3rd identification will result in another letter and a home visit from the SARB coordinator and district liaison. The 4th identification will result in a SARB meeting with regular SARB supports and consequences. The focus will be to identify barriers and use whatever resources are available to remove those barriers. For students physically present but not emotionally or academically present, the school sites utilize a student referral process, or refer to an established Distance Learning home liaison team, who meets with families, assesses their need, and creates a plan to support them. The district will provide translators who speak Spanish for in-person and virtual meetings, and communication documents and letters will be translated in Spanish.

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.]

The District will provide a breakfast and a lunch for all students whether we are in-person or distance learning. For in-person instruction we will use a “Breakfast in the Classroom” type format for both breakfast and lunch. For distance learning, we will have a drive through meal distribution where we will provide a week’s supply of meals for eligible students. The menus are developed to comply with the National School Breakfast and School Lunch meal patterns. The District received approval for participation in the Community Eligibility Provision Program which will allow the KECSD to supply meals to all students free of charge. The District will comply with all the administrative requirements of the program.

The Food Services staff assembles meals that comply with the National School Breakfast and School Lunch meal patterns. The meals are packaged for one week's worth of food for the students. Parents use the drive through area at the Lincoln cafeteria where they show their student's meal identification and pick up their meals for the week. Meals are available on Mondays from 7:00 am to 11:00 am.

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
49%	\$811,811.

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 stakeholder groups.

For all unduplicated students, a team was established to help and focus on students in these categories that are struggling. Help includes doing home visits to establish a work area is defined, assuring food is provided, and providing whatever other needs arise, such as referring for counseling services, providing a desk or materials, teaching students how to connect to their classroom through distance learning, and teaching them how to be engaged. Students identified as high needs receive regular scheduled check-ins. Beginning with special education students, students are invited to return to school to receive additional support in small "cohorts" of no more than 14 in a room.

[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 the Kingsburg Elementary Charter 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 49% using the dollar amount of \$811,811. 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, our district has demonstrated that it has met the minimum proportionality percentage by expending \$ 795,000 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:

1. Provide funding for additional days for the staff to help plan for the reopening necessary for implementation of a distance learning and hybrid, in-person offering. Focus on equity for unduplicated count students and their unique needs.
2. Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction.
3. Procure software, programs and other technology applications to support increased student engagement, state standards and assess learning loss. The district recognizes that the majority of our most vulnerable students are our unduplicated students. (Examples: Edpuzzle, Jamboard, Ellevation, Imagine Learning)
4. Procure online resources/technology to support communication with stakeholders. (Examples: Zoom, Remind)
5. Procure supplemental intervention materials and online resources to provide personalized learning for unduplicated count students, including students with disabilities. (Examples: Ascend, Ellevation, Amira)

6. Procure curriculum for social-emotional learning (SEL) and provide necessary professional development for staff to implement and meet specific and unique needs.
7. Replace obsolete technology devices for students and staff to support distance learning for students. (Example: chromebooks, laptops)
8. Procure additional technology devices to support distance learning for all students. (Example: Additional chromebooks for K-1 to support 1:1)
9. Provide additional intervention for students (afterschool) to support English Learner students' language proficiency skills and core instruction.
10. Provide hotspots for students who do not have access to the internet, in support of and critical for distance learning.
11. Procure headsets with microphones to minimize distractions and allow teachers to hear students with clarity, both vital for unduplicated students, specifically English Learners and students with disabilities.