



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.]

The Kernville Union School District closed its school campuses and transitioned to distance learning on March 18, 2020. The COVID-19 pandemic fundamentally changed the way students learn, teachers teach and assess learning, and parents engage in their child's education. From March 18- April 17, 2020, paper learning packets were the primary form of student assignments and teacher-student-parent correspondence was through virtual meetings, email, and phone correspondence. Between March 18 and April 20, 2020, the District purchased and distributed Chromebooks to all students for the full transition to distance learning. However, even though the District provided multiple, scheduled pickups and delivered Chromebooks when families could not pick them up, the District was unsuccessful in distributing to all students.

On April 20, 2020 the District, with support from the Kern County Superintendent of Schools' office, transitioned from paper learning packets to the Canvas learning platform. The Canvas learning platform along with technology tools such as email, the Zoom meeting platform, and

phone were used to complete the 2019-2020 school year and continued to be the primary modes of teaching, learning, and communication for the 2020-2021 school year which began on August 17, 2020.

The transition from in-person to distance learning has been challenging for all stakeholders including students, parents, teachers, and administrators. We are all learning a new way to teach, learn, and support our students, families, and teachers. The District has provided seven additional training and planning days to allow teachers and administrators to plan and create lessons on the Canvas learning platform. Because our District is a small, rural district, and has a high socio-economically disadvantaged population, approximately 10- 15% of our students do not have internet access. Through the support of the California Department of Education, Kern County Superintendent of Schools, and a local internet provider, the District secured internet access for all our students. Students are provided hotspots or wireless internet through a local internet provider depending on their needs and location.

Since the first day of school closure, our food services team has provided two meals per day through the Seamless Summer Option. The District scheduled daily pick up times at the Wallace campus and Kernville Campus and delivered food via selected bus routes and stops. Meal delivery has been expanded along all bus routes and stops during the 2020-2021 school year. However, due to several factors such as transportation, weather, and the effects of fires, student meal participation decreased during the 2019-2020 school year and has continued to do so in the 2020-2021 school year.

Our parents and guardians are now having to serve as teachers at home to their children. While some of our parents and guardians are able to support their children during distance learning, many of our parents and guardians struggle with supporting their children's distance learning. Now that the economy has partially reopened and essential workers continue to be needed, many of our parents and guardians struggle balancing their work with their child's distance learning. Families are supporting each other through "learning pods" to provide educational support and child care. In order to support our students and their parents with supervision, the District is providing limited supervision on school days from 7:30 a.m. -4:00 p.m. Supervision is funded through the after school grant and provided by the Boys and Girls Clubs of Kern County.

This learning continuity plan is a product that was shaped by lessons from our community's experiences with distance learning and its effect on our community's way of life. Our District has and will continue to respond to the changing needs of our students and families and the as public health, county, and state guidance is updated.

Stakeholder Engagement

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

The Kernville Union School District (KUSD) engaged stakeholders in the Learning Continuity and Attendance Plan through surveys and virtual meetings. Stakeholders include: the Parent Advisory Committee, local bargaining units from CTA and CSEA, parents and guardians, administrators, teachers, counselors, school psychologist, and classified support staff. The District utilized Google Forms surveys and the Thoughtexchange platform to illicit feedback from stakeholders. Stakeholders were surveyed September 17-22, 2020 through Google Forms and the Thoughtexchange platform. The surveys and Thoughtexchange platform included multiple choice and constructed response questions, allowing all stakeholders to submit written comments regarding specific actions and expenditures proposed in the Learning Continuity and Attendance Plan. A virtual forum was held with the Parent Advisory Committee on September 17, and a virtual forum with certificated and classified staff was held September 21.

The Superintendent respond to Parent Advisory Committee comments during the virtual forum but did not respond in writing. The District coordinated with principals and student council advisors to identify and gather feedback from a representative sample of students in grades 4-8. Students participated through a Google Form survey.

The District provides hotspot and wireless internet access to students of families without internet. This has greatly reduced the number of KUSD families without internet access. Approximately 1.2% or 10 families are without internet and are waiting for either a hotspot or installation of wireless internet. The District provided Chromebooks to every student. At minimum, families had district provided Chromebooks to participate in the Learning Continuity and Attendance Plan.

The District English Learner population is less than 2% and most English Learners are identified as such because multiple languages are spoken in the household. Because KUSD is a small elementary district, teachers, principals, and secretaries helped identify families needing the surveys to be translated. The District has bi-lingual and literate staff members available to translate the survey. As with the annual LCAP, the District analyzed stakeholder responses and adjusted the Learning Continuity and Attendance Plan to meet the needs of the District's students and families.

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

Virtual meetings and regular and special meetings of the Governing Board were conducted via the Zoom virtual meeting platform. Stakeholders were notified of LCAP and Governing Board meetings through the District's Blackboard message center. Blackboard sends texts, voicemails, and emails to all parents and guardians on file in the District's student information system, Aeries. Meetings were also posted on the District's website and on social media platforms Twitter and Facebook. Stakeholders participated online through a computer or smartphone or could participate by calling into a phone number. A meeting ID and password was provided for each online meeting so members of the public could participate via online or by phone.

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

During the September 17th Parent Committee meeting, the Superintendent shared a draft of the Learning Continuity and Attendance Plan, reviewing the narrative and actions of each section. Stakeholders were provided an opportunity to submit through the Thoughtexchange platform, written comments to two prompts and written comments regarding specific actions and expenditures to be included in the proposed

plan. The two prompts for each section presented were: Do you think these actions support (named section)? and Please share any recommendations to improve (named section). The sections presented were: in person instruction, distance learning, pupil learning loss, mental health and social emotional well-being, pupil and family engagement, and school nutrition. Parents/guardians shared concerns about students' adherence and staff consistent enforcement of students' wearing masks during in person instruction. The Superintendent did not respond to any comments.

Parents/guardians have mixed feelings with distance learning, some expressed a strong feeling that students need to be in school and students are not learning as well when compared to in person instruction while some feel their children are being successful at home. The District surveyed TK-8 parents/guardians about in person instruction, distance learning, and "home school" (long term independent study) options. An overwhelming majority of respondents, 81%, want their students to return to school while 18% wanted to continue distance learning and just 1% wanted "home school." The consensus from parents/guardians is their students miss regular interaction with their peers. Overall, parents feel the District is engaging parents and students in school, to the point where some parents feel the District is over communicating through its Blackboard messaging system.

The staff survey indicated staff feel the following actions- cohorts of students, following public health guidance, increased cleaning and disinfection, cohorting, and the creation of an SEL team- support the return of in person instruction. Staff recommendations include: COVID testing of students, modifying work to meet modified instructional minutes, increased reading intervention, and close monitoring of student COVID symptoms. Staff shared providing parents/guardians lessons on using Canvas and Zoom and expressed concern about planning and PLC time while teaching cohorts of students. Overall, staff feel online assessments, various modes of instruction including tutoring and small groups, and support from the Family Resource Center will help with addressing students' learning loss. One on one online tutoring and the return to in person instruction and intervention will mitigate learning loss. Staff expressed the assistance of the Family Resource Center has greatly helped addressing students' mental health; however, additional training for all staff in trauma related care is needed. Staff feel one of the biggest positives to come out of distance learning is the relationships with parents and students due to the circumstance. Teachers and support staff shared they spend more time getting to know their students and families and hope this continues when in person instruction resumes. Staff shared the District is meeting the nutritional needs of students by providing 4 daily meals to each student.

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

Distance learning is at the front of stakeholder thinking and their responses to surveys and during forums reflect this aspect. In response to stakeholder feedback, the District applied for a waiver to return TK-6 students to in person instruction and increased the frequency of cleaning, and disinfecting sanitizing. The SEL team was created to improve responses to students' mental and social emotional needs. The Family Resource Center broadened their scope to include students' attendance. The District added online and small group, in person training for parents/guardians to help them understand and work with their students utilizing the Canvas learning and Zoom meeting platforms. The IXL program vetted was and purchased to be utilized with 6th – 8th grade students to address diagnostic assessment and intervention needs. Mid-trimester parent-student-teacher conferences for students in grades 6-8 were added to the academic calendar to address students' participation and re-engage students during distance learning.

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 Kernville Union School District will follow guidance from the California Department of Public Health, California Department of Education, and the Kern County Superintendent of Schools as to when and to what extent our District can offer classroom-based instruction. Our student population is susceptible to learning loss with over 70% of our student population socio-economically disadvantaged and over 14% receiving special education services. Therefore, our District is undertaking a phased in offering of classroom-based instruction for all students.

The Kernville Union School District developed and the Governing Board approved a reopening plan July 2020 and a revised plan September 18, 2020. The District's reopening plan includes an instructional schedule based on state and local guidance. Students will attend either a morning or afternoon classroom cohort for 3 hours daily. Kindergarten students will meet the 180 daily instructional minutes requirement during in person instruction. Students in grades 1-3 will participate in an additional 50 instructional minutes through distance learning to meet the 230 daily instructional minutes requirement, and students in grades 4-8 will complete an additional 60 instructional minutes through distance learning to meet the 240 daily instructional minutes requirement.

The District has measured the size of classrooms and can accommodate 12-15 social distanced students in compliance with state and local guidance. Cohorts will consider family and household groups for each session. All students in grades 3-5 and all staff will be required to wear face coverings at all times. The District will provide masks to all students and staff. Students will be taught proper hand washing and wearing of face covering techniques. Temperature checks and COVID screenings for all students are performed before boarding the bus and upon arrival at school. All students must enter each school campus through the Wallace and Kernville front office hallways for temperature checks and COVID screenings. Non-business visitors and volunteers are not allowed on campus. Parents and guardians may schedule an online or in-person appointment with teachers, principals, and other staff. Any student with a fever 100.4 or above is isolated, parents/guardians are notified to pick up their student. If a parent/guardian cannot pick up their child, a MOT staff member will transport the student home.

Classrooms, buses, cars, offices, and restrooms are cleaned, sanitized, and disinfected daily and after each student group. Restrooms and offices are wiped and disinfected throughout the day. Most classrooms are equipped with sinks and hand sanitizing stations; portable hand washing stations are placed outside classrooms without sinks. Additional portable hand washing stations are deployed throughout the school campuses. Signs for paths of travel inside hallways and outside of classrooms are posted on walls and the floor.

In order to maintain cohort continuity, students will not participate in outside recess, and meals will be served and eaten in classrooms. Students will be provided both grab and go breakfast, lunch, snack, and supper. Depending on which cohort a student belongs, students will either eat breakfast or lunch in the classroom and take the other meals home.

Because the District has a large socio-economically disadvantaged and special education population and is in a rural setting, the District will submit to the Kern County Department of Public Health. a waiver application to partially reopen its elementary schools. The District will also submit to the Kern County Department of Public Health for review school site cohorting plans for targeted, specialized services for all its special education students. The District has segmented bringing back students into several phases. The first phase is to provide in-person, classroom based instruction to special education students including moderate/severe, mild/moderate, and RSP students beginning September 28, 2020. The second phase is to provide in person, classroom based instruction to all general education students in Transitional Kindergarten, Kindergarten, and 1st grade beginning October 5, 2020. The third phase is to provide in person, classroom based instruction to all general education students in grades 2 and 3 October 19, 2020. Special education and students in grades TK-3 are prioritized for in-person instruction because of the unique needs of special education students and the challenges and difficulty of distance learning with this grade span. Students in grades 4 and 5 would return November 2 and November 30 for 6th grade students. The District is prepared to return to in person instruction for 7th and 8th grade students when Kern County moves from the Widespread to Substantial risk level assigned by the state of California.

The District utilizes iReady Reading, iReady Math, and IXL to assess students, to help identify students' needs and progress, and to plan and prioritize student services. Students will be prioritized and be provided targeted, specialized services based on diagnostic and benchmark assessments, English Learner status, access to the internet, and other specialized services not successfully offered through an online model.

A social-emotional (SEL) team was created to respond to the COVID pandemic. The SEL team includes two counselors, the school psychologist, PBIS coach, PBIS coordinator, and the Family Resource Center supervisor. The purpose of the SEL team is to provide additional resources and supports to students and to assist teachers' response to students' social emotional and attendance needs. Resources and supports may include social services, counseling, check ins, connecting students and families to additional mental health services in our community. The SEL team created a procedure chart and referral process for teachers and support staff to notify the SEL team to investigate and respond to each students' social emotional, attendance, and academic needs.

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

Description	Total Funds	Contributing
Training for Social-Emotional Team Members to respond to student needs	5,067	Yes
Consumable supplies for students	23,282	Yes

Description	Total Funds	Contributing
Diagnostic and Benchmark Assessments	26,673	Yes
Social Emotional Learning (SEL) Team	196,628	Yes
Supplies for SEL team	1256	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.]

The Kernville Union School District developed a reopening plan approved by the Board of Trustees on July 28, 2020 and a revised plan on September 18, 2020. The District collaborated with its labor organizations and administrative team on the reopening plan. The plan includes distance learning and hybrid learning modes of instruction. Continuity of instruction is achieved through distance learning training for teachers and administrators, utilizing the Canvas learning platform, and the Zoom meeting platform, and continued use of online assessments used during in-person instruction.

Teachers and principals received seven (7) professional and curriculum development days in July and August 2020 to learn how to best utilize the Canvas learning platform and the Zoom meeting platform to facilitate instruction, tutoring, and interventions and to develop online curriculum. The District purchased laptop computers for all teachers for distance learning. The curriculum and assessments used during distance learning is the same curriculum and assessments used during in-person instruction. Teachers transferred in-class lessons and curriculum to on-line lessons and curriculum via Canvas and Zoom. The District's existing curriculum includes online components and resources, such as online textbooks, which allowed for a more seamless transition.

However, in order to best maintain continuity of instruction in Transitional Kindergarten through second (2nd) grades, assignments for these students is paper based supported by instruction through the Zoom meeting platform. The Canvas learning platform provides a warehouse of resources for TK-2 students.

If KUSD schools reopened and needed to close again, the District would continue distance learning through the Canvas and Zoom platforms.

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.]

Through the support of the Kern County Superintendent of Schools, the Kernville Union School District purchased Chromebooks for every KUSD Transitional Kindergarten through eighth grade student. The District also purchased iPads for special education students for specialized instruction services. The Kern County Superintendent of Schools secured Chromebooks in bulk for Kern County school districts; KUSD reimbursed the Kern County Superintendent of Schools for the Chromebooks. KUSD also purchased approximately 200 Chromebooks through its own vendors.

Internet access is a concern for some families in the Kern River Valley. The Kern County Superintendent of Schools secured mobile hotspots through Verizon and AT&T wireless; KUSD purchased these hotspots from the Kern County Superintendent of Schools. Students needing internet access were identified in back to school meetings with their teachers before the August 17th start of school. Once students were identified, teachers shared this information with the District's Information Technology department who contacted families in need of internet and arranged for hotspot pick up or delivery. However, hotspots do not work in every area in our community; therefore, the District secured a contract with a local internet provider to prioritize wireless internet in students' homes. The District is working with the local internet company to provide internet access in areas currently not covered. KUSD wrote a letter to the Bureau of Land Management (BLM) asking the BLM to allow the local internet company to install additional towers for internet. The remaining students that cannot receive internet through hotspots or wireless internet are provided paper learning packets and instruction via phone.

The District created a hotline for families to access support with the Canvas learning platform and Zoom meeting platform. The call center is open 8:30 a.m. – 6:00 p.m. Students and parents/guardians can also email technology@kernvilleusd.org for support.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The Kernville Union School District developed an attendance accounting and daily engagement plan. The plan defines and provides guidance for synchronous and asynchronous attendance. Students earn synchronous attendance by live active engagement with their teacher and asynchronous attendance by completing assignments and assessments. Teachers host whole class instruction in Zoom meetings for 60 minutes daily at a scheduled time. Teachers record students' synchronous attendance daily during whole class instruction, small group instruction and interventions, and one on one tutoring. Synchronous participation and progress is measured through formative assessments, interventions, and one on one tutoring.

Students are provided asynchronous assignments through the Canvas learning platform to complete outside of synchronous instruction. Time value of student work is determined by each grade level team. Time value is based on teacher's prior experience with similar assignments for a particular grade level. Teachers analyze and measure the time value of each assignment by asking "how long would it take a typical ____ grade student to complete the assignment?" Student progress during asynchronous instruction is measured through completion and accuracy of assignments and assessments.

Overall student progress for synchronous and asynchronous instruction is measured through completed assignments, formative assessments, summative assessments, and progress during interventions and tutoring. The same grading criteria used for in-person instruction is used to report students' progress during distance learning. For students in grades TK-3, students' academic performance and progress is reported as:

O-Outstanding

S- Satisfactory

N-Needs Improvement.

For students in grades 4-8 students' academic performance and progress is reported as follows:

A (90-100%)	Outstanding Achievement	4.0 grade points
B (80-89%)	Above Average Achievement	3.0 grade points
C (70-79%)	Average Achievement	2.0 grade points
D (60-69%)	Below Average Achievement	1.0 grade points
F (0-59%)	Little or No Achievement	0 grade points
I	Incomplete	0 grade points

Mid-trimester parent-student-teacher conferences for students in 6th - 8th grades are scheduled for late September. The purpose of the conferences are to re-connect and re-engage with students and families.

KUSD regularly shares information through its Blackboard Communication system that includes contact information for distance learning support. This system shares information via email, phone message, and text. The District's student information system verified our parents of socio-economically disadvantaged, English Learner, foster youth, and homeless students have access to at least one these modes of communication.

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, counselors, speech pathologist, and school principals were provided seven (7) days of professional and curriculum development and planning time during July and August 2020. KUSD Canvas and Zoom professional development built upon the training and professional

development provided by the Kern County Superintendent of Schools during the 2019-2020 school year. Professional development for Canvas and Zoom was provided by the District's instructional technology team. Training covered creating classes in the Canvas learning platform, submitting student work through the Canvas learning platform, and utilizing the Zoom meeting platform. KUSD learned from feedback from students, parents/guardians, teachers, and staff members at the end of the 2019-2020 school year was that the Canvas learning platform was too cumbersome and difficult. Students and parents/guardians wanted a more user friendly platform. Certificated teachers, principals, and the information technology team collaborated to streamline the "shell" or tiles of each classes homepage and the submission of student assignments on Canvas. The product is a cohesive Canvas platform organized into TK-2, 3-5, and 6-8 grade spans. Certificated teachers and principals were also provided work time before the start of school to build their Canvas classrooms by developing lessons, assignments, and compile online resources for the Canvas learning platform.

The District also provided iReady training for teachers. iReady is a diagnostic and benchmark assessment system. Teachers and principals were trained how to administer and analyze assessments to support our socio-economically disadvantaged, English Learner, foster youth, and homeless students. Teachers adjust their lessons and instruction to meet the needs of these students.

The District hosts Zoom meetings on Mondays and Wednesdays each week to provide technology support and trainings. The District's technology team is readily available to assist teachers with any immediate technology needs.

The District continues to provide PLC, time, professional development, and staff meeting time every Wednesday from 1:00- 4:00 p.m. This allows the District to continue to provide high quality, targeted professional development to teachers and principals on assessments, student behavior, and the new middle school math curriculum. PLC grade level teams are led by teacher leads and work with their grade level teams to analyze student data of our socio-economically disadvantaged, English Learner, foster youth, and homeless students to adjust lessons, assignments, and instruction to better meet the needs of these students.

This time includes The Leader In Me training which is a comprehensive social-emotional model based on Stephen Covey's 7 Habits. These habits are modeled, taught, and monitored by teachers and administrators. This program helps our socio-economically disadvantaged, English Learner, foster youth, and homeless students learn and practice the 7 habits in school that will help them build positive practices and make positive choices in life.

In September, paraprofessionals received Systemic Instruction in Phonological Awareness, Phonics, and Site Words (SIPPS) training. SIPPS is an established, research-based, regimented reading program for students struggling with reading fluency. Paraprofessionals assist teachers with online reading intervention through small break out groups in the Zoom meeting platform.

Staff Roles and Responsibilities

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

The core roles and responsibilities of certificated and classified team members have largely remained unchanged; however, the procedure, process, and delivery of some staff responsibilities have changed. For example, food service workers are preparing “grab and go” meals instead of serving meals; counselors are focusing on remote services engagement and mental health outreach to students and families and not in-person counseling; teachers are instructing online and not in-person.

The Kernville Union School District negotiated MOUs with the local CTA (KUSTA) and CSEA (Thyra Apalatae Memorial Chapter #635) labor unions to address the flexibility required during distance and hybrid learning to best serve students and families. All certificated and classified staff members have demonstrated flexibility in their roles to best meet the needs of students and families. For example, paraprofessionals will assist with staff and student screening; MOT team members assist with delivery of meals along bus routes.

District COVID safety protocols were developed according to California Department of Public Health guidance and distributed to all staff. Protocols include the wearing of face coverings; social distancing; establishment of work cohorts; safety measures in common areas; cleaning, disinfecting, and sanitizing procedures; and guidelines for staying home when feeling ill, and exposure and potential exposure to COVID.

A social-emotional (SEL) team was created to respond to the social emotional needs of students. The SEL team includes two counselors, the district psychologist, PBIS coach, PBIS coordinator, and Family Resource Center supervisor. The purpose of the SEL team is to provide additional resources and supports to students and to assist teachers’ response to students’ social emotional and attendance needs. Resources and supports may include social services, counseling, check ins, connecting students and families to additional mental health services in our community. The SEL team created a procedure chart and referral process for teachers and support staff to notify the SEL team to investigate and respond to each students’ social emotional, attendance, and academic needs.

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 Kernville Union School District transitioned services and support from in-person instruction to online instruction for all students including English learner, special education, and foster care students, and students experiencing homelessness. English learners are less than 2% of the District’s student population. English learners continue to receive ELD services through their teacher via the Zoom platform. KUSD prioritized Chromebook and internet distribution for English learner, special education, and foster students and for students experiencing

homelessness. Special education case managers and family resource center case managers contacted these students to assist with the transition to distance learning and provide additional supports at home.

Special education students receive services and supports according to their IEP and 504 plans. During the suspension of in-person instruction, the special education team organized IEP meetings with each special education student's teacher(s), principal, parents/guardians, and students to create learning plans during distance learning. These services include: academic modifications and accommodations, speech, counseling, behavior supports, and one on one and small group instruction and support. The District prioritized returning special education students to campus before general education students. Once returned to school, special education students will receive in-person instruction and targeted, specialized services in either the cohorting model or through the waiver application. Parents/guardians choosing to continue distance learning will continue to receive instruction and targeted, specialized services through distance learning.

Foster students and students experiencing homelessness receive priority for education related services and supplies needed to support their education. The District has a family resource center that provides social services and supports to students and families. Family Resource Center supports include school supplies, transportation assistance, food assistance, utility assistance, and parent education. The District anticipates an increase in foster students and students experiencing homelessness and prepared its staff with training and additional resources to support our foster students and families and students and families experiencing homelessness.

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

Description	Total Funds	Contributing
Chromebooks, ipads, zoom, and software for students	177,975	Yes
Internet hotspots and wireless	9,802	Yes
Assessments- iReady, iXL	12,978	Yes
Tiny Eye Speech Services	55,250	No
Technology hotline	12,354	Yes

Description	Total Funds	Contributing
Canvas Learning Platform	4,550	Yes
iReady training for teachers	3,000	Yes
Homeless Liaison Training	5,220	Yes
Zoom Meeting Platform	4,770	Yes
PBIS Trainings for PBIS Coach, Coordinator	37,500	Yes
The Leader In Me Program, including training	10,000	Yes
Teacher Leads for PLC and teacher collaboration during the school year	38,300	Yes
Parent Communication System	1,600	Yes
Family Resource Center- student family support services	5,220	Yes
Consumable supplies for distance learning	1,600	Yes
Parent- Student- Teacher Conference Meetings	5,000	Yes
Laptops for Teachers	32,803	Yes

Description	Total Funds	Contributing
Learning Plans for students with 504 Plans and IEPs	10,606	No
Teachers and administrators Professional Development for Canvas, Zoom, Distance Learning	127,001	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The Kernville Union School District is addressing learning loss on a regular, on-going basis. The District utilized the distance learning model from March 18-May 30, 2020 and plans on utilizing the in person, distance learning or hybrid learning model during the 2020-2021 school year. The District's primary distance learning tools are the Canvas learning platform, Zoom meeting platform, iReady Reading, iReady Math, and iXL Math. iReady Reading, iReady Math, and iXL are online programs and assessments that can be utilized in distance learning or in-person learning.

Diagnostic assessments are administered at the beginning of the school utilizing the iReady Reading, iReady Math, and iXL programs. These assessments allow teachers to measure pupil learning loss. These programs and assessments are conducted online and include scheduled, interval assessments at the end of each trimester. Teachers conduct formative assessments daily through whole class and small group meetings via Zoom. Formative assessments include checking for understanding, student work, student quizzes, and oral and visual responses. Teachers use this information to plan instruction and adapt supports to address students' learning needs. The District's English learner population is less than 2% of its student population. Students participate in the ELPAC at the beginning of the school year led by a trained paraprofessional via Zoom. Teachers lead English learners through English language development in whole class and individual sessions.

In addition to explicit direct instruction, teachers collaborate during Zoom instruction and create breakout groups to provide Tier II targeted intervention in reading, reading comprehension, English language development, and math. Students in Tier II intervention are assessed daily through formative assessments and every two weeks with a summative assessment. In addition to break out groups, one on one teacher led tutoring sessions are Tier III interventions used to combat learning loss in English language arts and mathematics. Breakout groups are

modeled after the in-person Response to Intervention model, guided by data analysis and planning in PLCs. Teachers also provide one on one tutoring to students needing Tier III academic intervention and supports.

When the District can return to in person instruction, the District utilize a credentialed teacher to provide additional reading and math intervention.

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 Kernville Union School District addresses learning loss and accelerates learning progress for pupils through:

- whole class, explicit direct instruction supported with guided practice
- targeted, skill focused small group intervention and one on one academic tutoring sessions
- on-going formative and scheduled summative assessments utilizing online curriculum resources
- diagnostic and scheduled interval assessments
- course flexibility in math and English language arts for students ready for accelerated learning
- modified assignments and projects for students ready accelerated learning

Strategies do not differ based on a students' status but rather based on each student's academic and social-emotional progress and needs. Strategies vary according to each student's progress and needs. Strategies for English learners include integrated ELD instruction and supports within whole group instruction. Integrated ELD focuses on academic and content vocabulary language support. Designated ELD instruction during small EL groups or one on one sessions focuses on ELD standards and to help students understand the content of lessons.

The majority of students in the District are low income pupils (over 70%), the District supports these students through whole class explicit direct instruction, Tier II small group interventions, and Tier III one on one tutoring. Foster youth and students experiencing homelessness receive priority access to education services at school and are connected to the District's family resource center for additional supports that assist students and families with resources.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of learning loss strategies and supports are measured through the District's assessment program. Teachers utilize formative and summative assessments to measure student progress and learning. Diagnostic and interval assessments are scheduled throughout the school year and measure student progress and learning over time. Teachers in grade level teams meet via Zoom or in their

assigned cohorts during PLCs to analyze student assessment data to plan and adjust instruction, intervention, acceleration, and activities for their students.

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

Description	Total Funds	Contributing
Intervention Teacher	87,546	Yes
Phonics intervention-SIPPS	0	No
Software converting PCs to Chromebooks	21,420	Yes
Teacher Tutoring	5,000	Yes
Canvas Learning Platform	4,550	Yes

Mental Health and Social and Emotional Well-Being

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

The Kernville Union School District created a social-emotional team and referral process to support the mental health and social and emotional well-being of its students and staff during the school year. The District's social-emotional learning (SEL) team includes counselors, district psychologist, principals, PBIS coach, PBIS coordinator, and Family Resource Center supervisor. The team's purpose is to provide supports to students and families experiencing trauma due to the COVID pandemic and assistance to students and families struggling with school attendance and participation. The team created a tiered referral process for teachers, principals, and school secretaries to assist students and families. Teachers, principals, and school secretaries were trained on how to use the referral process. The team collaborated with teachers and principals to identify students who have demonstrated social-emotional needs and attendance issues in the past and

identify new students with social-emotional needs. The team proactively contacts these students and families to connect and assess needs to direct resources to students and families. The resources provided to students and families are unique to each student's and family's needs. For some students, economic circumstances can affect a student's academics as well as their social and emotional wellbeing. Resources and supports can include: counseling, motivation and incentives for school attendance and participation, check-ins, home visits, school meal delivery, food, and assistance with utilities.

The Kern County Superintendent of Schools is providing online training, including trauma response training. The District is using the trainer of trainers' model and tasked SEL team members to attend these trainings and training teachers and other support staff.

KUSD is providing certificated staff behavior management and modification training and have worked with the trainer to adapt training to include distance learning.

Through Self-Insured Schools of California (SISC), the District's insurance provider, all staff have access to COVID mental health resources. The District shared SISC information with all staff via email. Staff can contact their supervisor or the District Office to learn about these resources.

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.]

Pupil engagement is monitored daily and weekly. The District actively reviews each student's daily attendance, daily live interaction, and daily participation. The District initiates its outreach and reengagement procedures based on each student's weekly attendance and participation. The District's outreach to parents and guardians of English Learner (EL) is managed on a case by case basis since the District's EL population is less than 2% of its total enrollment.

Students earn attendance credit through asynchronous and synchronous participation and engagement. Synchronous daily attendance is earned through participating and interacting with their teacher during whole class instruction, small group intervention and enrichment, and one on one tutoring sessions via Zoom. Students earn daily asynchronous attendance through completing assigned work and their demonstration of learning on assigned work. Outreach and reengagement protocols are initiated when a student is not attending school through synchronous nor asynchronous participation.

Tier 1 is for teachers to connect with a student via phone or email when a student is absent. Each school office also initiates its auto-dialer system when a student is absent from school. Absences are verified within 48 hours of a student's absence. The District's Tier 2 attendance improvement plan is initiated when a student misses 3 days of school within a week. Students with 3 and 4 unexcused absences receive a truancy letter from the school principal notifying parents and guardians of the child's absences and available supports for distance learning. Students with 5 unexcused absences receive a second truancy letter and are invited to a Student Attendance Review Team (SART) meeting via phone, Zoom or in-person (when allowable). SART meeting participants include parent or guardian, students, teacher, principal, and social-emotional (SEL) team member. The SEL team includes counselors, psychologist, PBIS Coach, and PBIS Coordinator. The goal of the SART meeting is to develop a reengagement plan to assist the student and family participate in school through distance learning. Supports within a reengagement plan can include but are not limited to: daily check ins, class reminders, attendance contract, counseling, positive reinforcement, academic intervention, behavior intervention, and tutoring.

Tier 3 of the attendance improvement plan includes a home visit and 2nd truancy letter led by the attendance clerk and appropriate staff is initiated for students with 6 unexcused absences. Appropriate staff is dictated by each student's suspected circumstance and may include the principal, district nurse, family resource center case manager, or SEL team member. The goals of the home visit are to verify the student's general well-being and provide a plan of supports to reengage the student in distance learning. A truancy visit by the Kern High School District Police and KUSD staff member is initiated when a student has 7 unexcused absences. Appropriate staff is dictated by each student's suspected circumstance and may include the principal, attendance clerk, district nurse, family resource center case manager, or SEL team member. The goals of the home visit are to verify the student's general well-being and provide a plan of supports to reengage the student in distance learning.

Students with 8 unexcused absences receive a 3rd truancy letter and a SART meeting is initiated to develop a plan for reengagement and supports. Meeting participants include the parent or guardian, student, teacher, principal, attendance supervisor, and SEL team member. Students with 10 unexcused absences are referred to the Family Resource Center for more comprehensive supports and services. The Family Resource Center can provide financial, emotional, parenting, and other additional services beyond the scope of the school. Students with 8 consecutive unexcused absences receive a home visit by a team that includes the attendance supervisor, Kern County Sheriff's deputy, and any other relevant staff such as the District nurse or counselor. If a student cannot be reached, a Suspected Child Abuse Report (SCAR) is filed with the Kern County Department of Human Services.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Kernville Union School district provides 4 meals every school day to students. Meals include breakfast, lunch, snack, and supper. The District participates in the National School Lunch Program (NSLP) and because KUSD has over 70% socio-economically disadvantaged, we are a Community Eligibility Provision (CEP) District and provide free breakfast and lunch to all KUSD students. Snack and supper are free to all KUSD students under the Child and Adult Care Food Program. The U.S. Department of Agriculture granted a waiver to allow KUSD to participate in the Seamless Summer Option program through December 2020. This allows the District to provide free meals to all school age students regardless of District attendance.

The District is currently only allowed to offer distance learning and limited supervision but is preparing to offer some in-person instruction and specialized, targeted services to students during the 2020-2021 school year. The District is providing “grab and Go” meals. Families may pick up meals daily between 12:30-1:30 p.m. from the Wallace Elementary and Middle School site or Kernville Elementary school site. Meals are also delivered daily between 12:30 and 1:30 p.m. along the regular bus routes and stops. Because KUSD serves a rural community and it may be difficult for some families to pick up meals, parents have the option to have a week’s worth of meals delivered once per week. Over 120 families currently opted for the weekly option.

The District will also provide “grab and go” meals when students are allowed to return for some in-person instruction and services. The District’s re-opening plan is for students to attend school daily in either a morning or afternoon cohort. To minimize students’ movement around campus and maintain classroom cohorts, students will either eat breakfast or lunch in the classroom and take the other meal home before leaving campus.

The District will continue to provide KUSD students meals under the NSLP and CEP when the Seamless Summer Option expires December 31, 2020.

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	Behavior Training- Addressing and intervning students' behaviors	15,000	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
25.15%	\$1,538,964

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 Kernville Union School District's student population is over 70% low income, less than 1% foster youth, and less than 2% English learners.

Based on stakeholder feedback and data collected from multiple sources, the following trends emerged for unduplicated students: less access to internet; student and parent difficulty using the learning and meeting platforms; low student performance in reading and math; low attendance and participation; and behavior issues during in-person and online instruction.

To best meet the needs of our unduplicated students, the District: purchased mobile hotspots to provide internet access to low income students; contracted with a local wireless internet company to provide wireless internet to low income families; purchased Chromebooks for all TK-8 grade students; purchased Canvas and Zoom access to participate in distance learning; purchased laptops for teachers to teach during distance learning; created a technology hotline and email for students, parents, and guardians to call with questions or when technology issues arise; provided teacher tutoring for reading and math; provided additional resources and supports through the family resource center; hired a PBIS Coach and PBIS Coordinator to address attendance, participation, and behavior issues.

Other District actions contributing to improved and increased services for our unduplicated students include:

- trainings for SEL team members to respond to students' attendance, participation, and social emotional needs
- Teachers and administrators professional development for Canvas, Zoom, and distance learning
- consumable supplies for students

- diagnostic and summative assessments
- SEL team members for additional student support services
- Online speech services through Tiny Eye
- Reading and reading comprehension intervention
- Trainings and time for paraprofessionals supporting student services
- Training and time of Family Resource Center staff
- Teacher and administrator time to create learning plans and meet with parents and students with 504 plans and IEPs
- Homeless liaison

Absent these services and materials, students would not be able to participate in school, thus accelerating learning loss. Outside of the areas listed above, COVID-19 is impacting the entire school community in similar ways. Therefore, the majority of services written into this plan will benefit all students. However, the team will work to disaggregate data to understand the extent to which unduplicated pupils are improving and compare to the entire school community. If the teams find disproportionate growth/improvement, they will problem solve in the Leadership and PLC meetings to understand how to improve services.

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

The Kernville Union School District is ensuring our low income, foster youth, and English learner students have access to internet, Chromebooks, and distance learning platforms; is ensuring our English language learners, low income students, and foster youth are provided small group intervention and one on one tutoring to compensate for learning loss during the COVID pandemic; and is providing low income, English learner, and foster youth families access to mental health and social supports. These actions and services will help mitigate additional learning loss to these students in comparison to all students during the COVID pandemic. Additionally, the District is continuing to provide additional professional development to all teachers on designated and integrated ELD instruction and instructional strategies in a distance learning environment. The SEL team continues to contact and engage families at risk for foster youth and homelessness.