

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>.

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General Information

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

Kings Canyon Joint Unified School District (KCUSD) is a preschool through 12th grade public school system that serves students from a 600 square-mile area, one of the largest geographic area school Districts in California. KCUSD serves the cities of Reedley, Orange Cove and the foothill and mountain communities of Navelencia, Squaw Valley, Dunlap and Miramonte. KCUSD employs approximately 1,500 staff members and has a student population approaching 10,000. KCUSD operates 22 school campuses in configurations that include KC Kids Infant/Toddler Program, Preschool, TK-5, TK-8, middle school, high school and adult school.

Demographics

The student population in KCUSD is 29.5% English Learner, 86.3% are classified as Low Income, and 0.2% as Foster Youth. The unduplicated count is 86.88%. Our student population is made up of many ethnicities – 88.2% Hispanic, 8.7% White, 0.9% Asian, 0.2% African American, 0.3% Native American, 0.5% Filipino, and 1% two or more races.

Response to COVID-19 Pandemic

Throughout the period of the COVID-19 pandemic, KCUSD has adjusted its delivery of academic and co-curricular services utilizing the guidance of local and state public health officials. On March 13, 2020, KCUSD elected to close schools to students and begin non-student days (i.e. school closure) in response to COVID-19. This action resulted in non-student days being declared for the period of March 17, 2020, through the end of the academic school year. During this period of Distance Education, KCUSD continued to deliver instruction to students through a combination of instructional packets and virtual Distance Education. This material was aligned to Board adopted curriculum and organized centrally by the Curriculum and Instruction department. During this period of non-student days, over 161,000 meals were served to youth under the age of eighteen (18) in KCUSD. Social and emotional supports were provided via phone and virtual platforms for both students and staff. In preparation for the opening of the 2020-2021 school year, many of the structures put into place during the initial period of non-students days informed the development of both hybrid and 100% Distance Education models.

In order to address the educational impact caused by COVID-19, KCUSD has received significant funding through a combination of state and federal sources. KCUSD has received approximately \$13.8 million in additional federal funding through the CARES Act and \$996,000 in additional funds from the state of California. Approximately, \$1.4 million of the federal funds are earmarked to support the learning for students with disabilities. These resources have been and will continue to be utilized to provide necessary supports to mitigate learning loss and provide for the safest return to school possible. As a result of these funds, KCUSD will be able to provide the much needed supports for students and families during this unprecedented time.

Current Status of Returning to In-Person Instruction

KCUSD is located in both Fresno County and Tulare County. Both counties are currently on the California COVID-19 County Watch List and have been ordered to return to school remotely to start the 2020-2021 school year. In this Distance Education virtual model, students will receive instruction in accordance with the requirements of AB 98 through a standardized instructional delivery model that will include daily live interaction via online, face to face instructional session (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum.

Until KCUSD students are able to return to in-person instruction, KCUSD will continue to work with parents, especially those with little or no access to internet and are in need of technology to access the Distance Education instructional model.

Stakeholder Engagement

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

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

- Upon the conclusion of the 2019-2020 school year, a parent survey (English and Spanish) was sent out to parents via District and school websites which resulted in responses of approximately 2,000 families. Topics that were surveyed addressed the following: access to technology and connectivity, preference of instructional model for reopening of schools, transportation and safety.
- A District ReStart Committee met to inform plans to reopen on June 3, 8 and 29. This committee was composed of classified staff, teachers, administrators and parents and provided input as to the models to consider for reopening schools in August, supports that would be needed and necessary safety measures that would need to be put in place.
- Regular feedback was obtained on plans and revisions from collective bargaining units. Kings Canyon Teachers Association (KCTA) provided input on plans during meetings on July 15, 21 and 30 in addition to participation in the KCUSD ReStart Committee meetings held on June 3, 8 and 29.
- The KCUSD chapter of the California School Employees Association (CSEA) provided feedback on plans during meetings on June 10, July 15 and 31 in addition to participation in the KCUSD ReStart Committee meetings held on June 3, 8 and 29.
- Special Education teachers and administrators provided input for the structure and supports that would need to be put in place for August and reopening of schools, whether this would be in a hybrid or 100% Distance Education format.
- Principals were asked to provide input on all reopening plans through regular administrative meetings on June 8, 11, July 13, 20, 27, 28, 29 and August 4. Principals reviewed and provided input on draft plans leading up to the return of school on August 12, 2020.
- In order to get student input for the Learning Continuity and Attendance Plan, a high school listening group was convened on August 7, 2020. Students provided input regarding the need for supports for students, social-emotional supports and recovery of learning loss.

- A review of a draft of the Learning Continuity and Attendance Plan was presented to both the District Advisory Committee (parents and administrators) and District English Learner Advisory Committee (parents of English learner students from all sites) on August 24, 2020. Questions posed were responded to in writing and posted on the District website at www.kcUSD.com.
- In order to allow for public input on the draft of the Learning Continuity and Attendance Plan, a public comment period was available via a survey posted on the District webpage from Monday August 31-Monday September 7, 2020. Individuals could also view a copy of the draft in the main office of the Educational Support Center (District office) and leave their input in a drop box.
- A public hearing was held during the regularly scheduled Board meeting on September 8, 2020 and was adopted at the regularly scheduled Board meeting on September 22, 2020.

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

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

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

Specific feedback from each group mentioned above in more detail.

Collective Bargaining Units: Bargaining units provided specific feedback related to safety and conditions of work during the pandemic and contributed to the development of the Return to School Plan. Both KCTA and CSEA expressed that it would be essential to follow safety measures including: facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic in common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors. Both groups felt it was essential that District and site procedures and COVID-19 protocols were clear and well communicated. It was important that all staff be familiar with the way KCUSD and staff make decisions. Communication around the Family First Coronavirus Relief Act was an area that was considered of highest importance.

Certificated and Classified Staff: Through input provided during ReStart Committee meetings and through individual conversations with teachers, feedback was provided regarding both hybrid and virtual academic schedules. It was important that there was uniformity, consistency and equity for all students through these schedules. It was important that the unique needs of students in particular grade levels be considered to establish the best schedule possible. Teachers also expressed that safety measures including facial coverings, hand washing/sanitizing, physical distancing, path of student and staff traffic in common areas on campus, daily cleaning and disinfecting procedures, health screenings for staff, students and visitors were clearly established and communicated. Teachers also expressed the need to have sufficient Personal Protective Equipment (PPE) available.

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

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

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

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

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

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

Certificated and Classified Staff:

Certificated staff contributed directly to the supports that would be provided to students through virtual platforms and delivered much of the professional development that was conducted during Buy Back days (contractually scheduled professional development days) in August. Teachers were given input on what professional development would be needed both to start the year and throughout the period of Distance Education. Teacher input was considered in the purchasing of PPE in preparation for when students are able to return to campus.

Classified staff collaborated with site and District leadership to make the following adjustments to several positions in support of Distance Education (details outlined in the plan):

- Visual and Performing Arts (VAPA) Techs
- PE Techs
- Food Service
- Transportation

Parents: Through the parent survey input and participation in the ReStart Committee, sufficient hotspots and devices were purchased to address the issue of families that could not afford internet connection or did not have a device of their own. Parents also expressed that they appreciated the Safe Summer Send Off that was conducted at the end of the school year and would appreciate a similar experience to start the upcoming school year which resulted in bringing students to campus to have a 1:1 meeting with teachers in preparation of the school year for grades TK-8 and drive through material pick up at the high school level.

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

Continuity of Learning

In-Person Instructional Offerings

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

Kings Canyon Joint Unified School District is located in both Fresno County and Tulare County. Both counties are currently on the California COVID-19 County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. The KCUSD Safe Return to School Plan outlined below provides explanations for how each grade level will operate when classes are allowed to resume on campus. Note that this plan applies to all KCUSD schools except Dunlap Elementary (see note at the end of the section).

TK and Kindergarten

In order to allow for the safe distancing of students and staff, students enrolled in Transitional Kindergarten (TK) and Kindergarten will attend an assigned morning or afternoon class daily. For our youngest students, the continuity of attending school every day is of paramount importance. During TK and Kindergarten, students learn the expectations of school and begin setting the foundational elements for their education.

Grades 1 and 2

Students in 1st and 2nd grades will attend school every day on a traditional full-day schedule. Attending daily allows these students to participate in developmental reading lessons that are foundational to their overall academic experience. In order to allow for safe distancing, additional 1st and 2nd grade classrooms will be created utilizing all available facilities. The hiring of additional teachers invests in our students and ensures they receive the instruction they need to be reading by the 3rd grade, the single greatest indicator of future success in school.

Special Day Class

Students who are in Special Day Class (SDC) per their Individualized Education Program (IEP) will attend school every day. Enrollment in these programs will allow for safe distancing of students and staff. This will allow students in SDC to receive consistent instruction towards meeting their IEP goals.

Grades 3 – 5**

In order to adhere to social distancing guidelines, students in grades 3 – 5 will attend school on a modified schedule. Students will be assigned to a team. Students on Team Monday/Thursday will attend school on Mondays and Thursdays and every other Wednesday. Students on Team Tuesday/Friday will attend school on Tuesdays and Fridays, and every other Wednesday. Wednesdays will continue to be early release days to maintain time for collaboration and staff development. This will be vital for teachers who will be creating lessons for our current learning model.

Grades 6 – 12**

In an effort to observe social distancing guidelines, students in grades 6 – 12 will attend school on a modified schedule. Students will be assigned to a team. Students on Team Monday/Thursday will attend school on Mondays and Thursdays and every other Wednesday. Students on Team Tuesday/Friday will attend school on Tuesdays and Fridays, and every other Wednesday.

Distance Education

Understanding that families may desire an alternative to returning to the classroom, parents with students in grades 1 - 8 may apply for Distance Education. At the high school level, students will have the option to attend Dunlap Leadership Academy (online charter high school) or Mountain View School (independent study) if they meet the criteria for those programs.

As with all plans during the COVID-19 pandemic, this plan is subject to change.

**KCUSD will make every effort to assign families to the same team.

The above plan applies to all KCUSD schools except Dunlap School. Due to the ability to limit class sizes and having available facilities to house additional personnel allows Dunlap School to allow for appropriate social distancing for all grades. Because of these unique factors, Dunlap students will attend school on a traditional schedule, Monday through Friday.

Addressing and Recovering Learning Loss

KCUSD will use a variety of strategies to address and recover the learning losses that may have been caused by the COVID-19 educational pause. This will allow teachers to address unfinished learning that may arise naturally as students learn new content so students can move smoothly to and make connections in later grades.

- School sites will administer the computer-based Reading Inventory assessment triennially to monitor and measure students' Lexile levels
- Students in grades kindergarten, first and second will be assessed on their foundational skills and monitored triennially. Students will receive differentiated instruction based on their assessment results
- Written formative and summative assessments will be given to students throughout the modules to assess students writing skills and comprehension of the literature
- Daily formative assessments will be provided to students at the end of each lesson to assess students' understanding of the lesson
- School sites will provide all students with English Language Arts (ELA) and Math District benchmark assessments to monitor students' progress towards achieving the grade level California State Standards
- KCUSD, in conjunction with school sites will administer Math formative assessments after Math units to determine and support students towards proficiency of the standards. Formative and summative assessments embedded in the research based English Language Development (ELD) curriculum will be administered to all English learners to monitor progress towards English proficiency
- KCUSD, in conjunction with site coordinators, will assess English learners' language proficiency in reading, writing, speaking, and listening in order to adapt curriculum as students' language proficiency levels change.

- KCUSD has established protocols, in conjunction with school sites, to assess English learners with both the Initial and Summative (English Language Proficiency Assessments for California) ELPAC
- School sites will provide program embedded ELD placement assessments for English learners to further assess students’ language proficiency. This will allow KCUSD to prioritize and consider the language learning needs of students for both asynchronous and synchronous instruction. This will also serve to inform the appropriate scheduling of individual English learner students.

Social Emotional Supports

Social emotional supports will be provided to students upon safe return to school through our school social workers, psychologists and contracted counseling services. KCUSD will:

- Provide 9 school social workers, 3 interns, 6 On-Site Counselors -Licensed Clinical Social Workers (LCSW), 3 Dept of Behavioral Health counselors, 1 LCSW (RMCHS), approximately 6 mentees (Fresno Pacific and On-Site Counseling)
- Provide 4 Community Youth Ministries (CYM) team counselors/mentors
- Continue after school program supports
- Continue partnerships with Save the Children to provide educational materials, household items (as available), and to implement the No Kid Hungry grant.
- Training to staff in Adverse Childhood Experiences (ACEs)
- Train all staff in Suicide Prevention Strategies
- Training in resiliency at all grade levels, TK-12, with regular (weekly-elementary; monthly-high school) guided discussions on building confidence and resiliency to respond with strength

Safe Environment and Transportation

In order to provide the safest environment for both students and staff on campus, additional PPE and sanitizing equipment was purchased for use at sites. Strategic cleaning and sanitizing schedules have been established that will concentrate efforts in high traffic areas and routines established to keep campuses as clean and safe as possible to mitigate risk of potential spread of COVID-19.

Additional bus routes have also been programmed to provide increased physical distancing on school buses to and from school.

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

Description	Total Funds	Contributing
An additional twelve (12) teachers were hired for the purpose of ensuring class sizes that would allow for adhering to safe social distancing standards as prescribed by state and local health officials upon return to physical school.	\$1,973,017	No
In order to sanitize and disinfect classrooms, offices and high traffic areas, necessary equipment and supplies were purchased for each site including foggers, carpet extractors, safe chemical mixing system, microfiber wipes, disinfecting plastic bottle sprayers, etc.	\$300,000	No

Description	Total Funds	Contributing
Additionally, personal protective equipment such as masks, gloves, face shields and hand sanitizers for classrooms were purchased.		
Twenty seven (27) teachers were assigned to 1st and 2nd grade to expand the number of available classes, reducing the class size to allow for support during Distance Education. These rooms required additional furniture to be functional.	\$85,000	No
Additional classified staff hours for the purpose of sanitizing and support for planning and organization for in-person learning.	\$411,550	No
Classroom instructional materials, printers, teacher editions for curriculum and other necessary instructional tools provided for additional twenty seven (27) classrooms.	\$425,000	No
Distance Education teachers who will be responsible for providing academic instruction and support for students who elect to stay on Distance Education once school reopens for face to face instruction.	\$460,000	No
Additional bus routes for the purpose of maintaining best possible physical distancing on buses with limited seating.	\$414,736	No

Distance Education 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 Education is necessary.]

Kings Canyon Joint Unified School District is located in both Fresno County and Tulare County. Both counties are currently on the California COVID-19 County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. In this Distance Education virtual model, students will receive instruction in accordance with the requirements of AB 98 through a standardized instructional delivery model that will include daily live interaction via online, face to face instructional session (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum. These daily interactions will satisfy the minimum instructional minutes outlined by the California Department of Education (CDE) of three (3) hours per day for kindergarten, three (3) hours and fifty (50) minutes for grades 1-3, and four (4) hours for grades 4-12. Contributing to the meeting of these instructional minutes, time value of assignments will be determined for assignments that are completed during both synchronous and asynchronous instruction. Traditional grading practices will be in place for all grade levels (TK-5 Standards Based Grading and Grades 6-12 Letter Grades).

Students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons and weekly consultation with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their IEP as described in a Distance Education Plan that is developed and reviewed with the parent or guardian within the first week of instruction. Related Service providers will provide services as outlined in IEPs through a Distance Education model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during Distance Education and transition back into the school environment when safe to do so.

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

Professional Learning Communities (PLC)

- PLCs are essential to the improvement of student outcomes and teachers' instructional practices during synchronous and asynchronous learning
- Utilize a Leadership Team/Guiding Coalition to support each site's vision and plan
- Build capacity of Leadership Team/ Guiding Coalition and collaborative team leaders
- Provide effective and regular feedback (including written) to every collaborative team
- Closely monitor collaborative teams activities through agendas, minutes, observations and team products

Guaranteed and Viable Curriculum

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

District Supported Programs and Digital Tools

- Access computer based programs through the KCUSD Clever Portal
- Utilize the KCUSD research-based programs and digital teaching tools listed

Planned Synchronous Instruction

- Synchronous (In class - face to face instruction) Instruction and learning that happens with real-time interactions
- Ensure teachers have planned synchronous lessons
- Ensure face to face instruction of core content is maximized
- Teacher instruction (digital programs are not used during this time)
- Ensure teachers can identify and are aware of their most vulnerable student's needs: English learners (EL), students with disabilities (SWD), and students with 504 plans
- Ensure Designated ELD is provided to all English learners
- Ensure instructional supports are provided to address the needs of students with IEPs and 504 plans
- Instructional time is protected (minimize class time interruptions)

Planned Asynchronous Instruction

- Asynchronous (Out of class) Instruction and learning connected to synchronous lessons that happen without real-time interactions.
- Ensure teachers plan asynchronous lessons connected to synchronous learning
- Lessons may include purposeful practice of new learning and frontloading for new content
- Lessons may be a combination of paper/pencil and technology
- To counteract the lack of face to face instructional time, require teachers to support all students with learning at home by utilizing the KCUSD digital teaching tools
 - Examples: 5th grade Math support with Screencastify, 1st Grade ELA support video, 1st Grade Home Based Learning, 5th Grade Home Based Learning with Google Slides
- Integrated ELD strategies and Primary Language supports such as Google Translate, video instruction recorded in primary language, and Read and Write for Google etc.
- Supports to address the needs of students with IEPs and 504 plans such as Read and Write for Google, etc.

Supplemental Computer-based Programs

- Supplemental computer-based programs may be used in addition to synchronous and asynchronous instruction; however, they may not be used to replace instruction.
 - Example: Accelerated Reader, Lexia, Imagine Learning, IXL, Epic, etc.

Teacher Feedback

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

Student Feedback

- Feedback allows students an opportunity to reflect, improve, and/or increase their learning, which then may allow a teacher to assign a grade
- KCUSD will ensure teachers have a system to provide students constructive, consistent, and timely feedback on their learning (asynchronous/synchronous)

Grades

- Grades assign a value to student output after students have been taught and have been given feedback to improve and/or increase their learning
- Grades are to adhere to the District Board policy
- Grades reflect learning of content not responsibility/citizenship
- TK-5 standard-based grades, 6-12 letter grades

Communication

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

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support Distance Education.]

In the spring of 2020, in order to address connectivity issues, KCUSD collaborated with community partners to provide free connection to internet access points at local businesses, church parking lots, the community college and District school parking lots. KCUSD's base instructional program was delivered via student paper packets distributed and collected weekly during the spring. This ensured that every student would have access to the core program.

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

Some families do not have access to internet due to the location of their homes. In these cases, KCUSD will work directly with families to provide them a safe place to access District internet at the nearest location following health department guidelines.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student within the Fresno County Superintendent of Schools' operated Special Day Classes. Technical support will be provided as necessary to maximize instruction and access.

Pupil Participation and Progress

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

Kings Canyon Unified School District will assess and evaluate student progress through a standardized instructional delivery model that will include daily live interaction via online based face to face sessions (synchronous) and independent, guided work (asynchronous) utilizing the District's Board adopted guaranteed and viable curriculum. These daily interactions will satisfy the minimum instructional minutes outlined by the CDE of three hours per day for kindergarten, three hours and fifty minutes for grades 1-3, and four hours for grades 4-12. Contributing to the meeting of these instructional minutes, time value of assignments will be determined for assignments that completed during both synchronous and asynchronous instruction.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction, provided by the student's assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned instructional materials and state standards.

Distance Education Professional Development

[A description of the professional development and resources that will be provided to staff to support the Distance Education program, including technological support.]

Professional development will be ongoing throughout the year, beginning with teacher buy-back sessions in August and through established Wednesday professional development schedules District wide. This will include professional development in Zoom, preschool Distance Education platforms, Amplify Science training, Depth of Knowledge questions, tools to maximize synchronous and asynchronous instruction, Screencastify, Google Classrooms, and supports for special education students. Technology support will be available to students, parents and staff through the District technology department including a technology support call line available to anyone who requires support.

Staff Roles and Responsibilities

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

As a result of the COVID-19 pandemic, the way in which instruction and daily operation of the District is conducted has been modified significantly. Kings Canyon Joint Unified School District is located in both Fresno County and Tulare County. Both counties are currently on

the California COVID-19 County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. All programs currently in place will continue but will do so virtually. In this Distance Education virtual model, students will receive instruction and supports in accordance with the requirements of SB 98.

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

Certificated Staff:

With the understanding of the impact of students' need to participate in developmental reading lessons that are foundational to their overall academic experience twenty seven (27) teachers were assigned to 1st and 2nd grade to expand the number of instructors and reducing the class size to allow for support during Distance Education. This invests in our students and ensures they receive the instruction they need to be reading by the 3rd grade, the single greatest indicator of future success in school. Of these twenty seven teachers, ten (10) were reassigned District Intervention Specialists, four (4) were reassigned Instructional Coaches and an additional twelve (12) teachers were hired to fill remaining positions. These assignments will also allow for proper distancing in classrooms based on state and local health guidelines when it is deemed safe to return to school in person.

School psychologists and social workers have been assigned specific tasks to students and staff with social emotional supports. School psychologists were assigned to operate a call center to help staff that needed social emotional help during this pandemic. Together, school psychologists and social workers collaborated to build a social emotional support web site that provided specific resources to help students, staff and families.

Classified Staff:

All reasonable efforts were made to disperse alternative work across classifications as equitably as possible. Training will be provided when a classified staff member works in other job classifications.

Job Classifications:

Visual and Performing Arts (VAPA) Techs

- Techs will be assigned to their home schools in alternative roles
- Nine (9) techs will be concurrently assigned to the Technology Department to assist schools with the distribution of technology and provide support with basic technology needs
- Techs are also assigned to assist during instruction as Instructional Aides
- Qualified techs will serve as translators as needed to support communication with parents

PE Techs

- All techs will be assigned to their home schools in alternative roles.

- Techs are also assigned to assist during instruction as Instructional Aides.
- Techs will also assist in the production of exercise videos that will be uploaded to google classrooms.
- Qualified techs will serve as translators as needed to support communication with parents.

Food Service

- The majority of food service staff will continue in food service. They will prepare the meals for distribution during the school day and distribute according to the meal distribution plan outlined in this document.
- Forty (40) percent of the staff will be assigned to other job classifications such as custodial, instructional aides, grounds, and office assistants.
- Qualified staff will serve as translators as needed to support communication with parents.

Transportation

- Ten (10) staff members of the transportation department will remain in to assist with daily needs. These staff members will assist the Technology Department to assist schools with the distribution of technology.
- Thirty (30) staff members will be assigned to other job classifications such as custodial, instructional aides, grounds, and office assistants.
- Qualified drivers will serve as translators as needed to help communicate with parents.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during Distance Education to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in Foster care, and pupils who are experiencing Homelessness.]

Foster and Homeless Youth

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

- Frequent parent/guardian connection/outreach to assess current living situation, physical and mental health, educational basic needs of Foster and Homeless Youth/families

- Per partnership with Fresno County Superintendent of Schools, there are a designated number of Chromebooks/tablets/phones/hotspots available for Foster Youth. Foster/Homeless liaison and Student Connections School Counselor will collaborate to determine students to prioritize and distribute these materials accordingly
- When transportation is an issue, school personnel will ensure that materials are delivered to the student
- Ensure Foster and Homeless youth receive the District's plan to food distribution (i.e., follow-up with youth and their parent/guardian to answer questions, and/or make a list of these distribution sites to provide to the youth and their parent/guardian)
- Contact student/their parent/guardian to determine transportation availability, and if they do not have transportation readily available, provide transportation access accordingly (i.e., either District-provided transportation, and/or public transportation vouchers, etc.)
- All Foster and Homeless youth will be prioritized to receive social/emotional support, as needed
- At the high school level, at-risk Foster and Homeless Youth will have access to the Student Connections School Counselor to provide an additional positive adult relationship and access to resources as appropriate
- Foster/Homeless youth grades will be monitored and students will be referred/connected to appropriate instructional support via virtual after school program supports
- The liaison will be responsible for assuring the identified students are connected to resources they may be lacking (clothing, food, medical support, etc.)
- The liaison & Student Connections School Counselor will provide previously mentioned mailings to be sent to any Foster or Homeless students, encouraging their active participation in Distance Education, and providing them with materials that may be of interest to them (enrichment reading, resource brochures, small clothing items, etc.)

Special Education

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

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

- Students will receive the same instructional minutes as general education and receive IEP services during Distance Education in accordance with SB 98
- IEP meetings will continue in support of student success and will be conducted through virtual platforms
- All IEPs moving forward will document emergency Distance Education services in the event that a similar pandemic or emergency situation arises in the future to mitigate learning loss
- KCUSD has utilized funding to support students with the technology they will need in order to have access to the resources necessary to fulfill their academic and social emotional needs
- Due to the pandemic, additional speech support will be required to provide those related services to students
- KCUSD will provide additional technology to staff to facilitate the delivery of online instruction and maintain communication with families regarding student progress and updates on IEPs
- In order to support students and staff with accurate assessments, KCUSD has purchased additional test kits to support increased efficiency during the pandemic

- Students, families and staff will be supported with access to additional social emotional resources through the District created Social Emotional and Behavioral Learning web page on the District website
- Parents will be invited to participate in District wide special education “Coffee Hours” to discuss any issues and provide suggestions as to how to better support students with disabilities

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined in the student's' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placement throughout the continuum.

English Learners

- KCUSD has met the specific needs of English learner students by providing opportunities for integrated and designated ELD in both synchronous and asynchronous instruction
- Teachers will utilize the support of an ELD Instructional Coach in order to ensure the continuity of instruction between in-person instruction and Distance Education and to provide support for English learners
- All English learner students have access to grade-level appropriate materials in addition to learning level materials
- Video tutorials and guides describing how to access translation extensions or applications have been provided in both English and Spanish to parents and students
- Integrated ELD strategies are included in Distance Education weekly lessons plans distributed to students at each school site
- To further support EL students, a Distance Education ELD webpage was developed for teachers. This page contains resources to support the implementation of designated and integrated English language development during asynchronous and synchronous instruction in the domains of reading, listening, speaking and writing
- The staff webpage also includes resources for primary language support including materials for Math and Science.
- KCUSD has also provided support to the parents of English learners. Staff will make calls home to the parents of EL students that showed low engagement during Distance Education to ensure equity and access to resources within the LEA and community

We will provide a parent Distance Education website that includes an extensive collection of resources regarding topics specific to English learners including, home-school connections, technology support, community resources, family literacy, language acquisition programs, and web tools for primary language support. To assist with parent communication, Bilingual Aides and Family Connections Technicians contact families of English learners regularly. Virtual parent workshops will be offered to provide information and support for Distance Education. In addition, practical ways families can support students with language learning at home will be demonstrated.

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

Description	Total Funds	Contributing
In order to maximize connectivity for students and staff, improvements to infrastructure had to be made to provide added range of internet signals to parking lots and access points on school campuses.	\$189,812	No

Description	Total Funds	Contributing
Additional computer devices were purchased to ensure that all students had a usable device to access Distance Education. Over 3,000 internet hotspots were purchased based on parent survey information to provide internet to homes where students did not have connectivity.	\$3,208,000	No
Zoom Education Plan purchased for all certificated and management staff to provide virtual communication tools for the delivery of the synchronous instruction.	\$37,734	No
Technology support for speech specialists and school psychologists to assist in assessments and for the delivery of appropriate services during Distance Education.	\$10,000	No
Speech services contracted through Presence Learning to assist with the delivery of virtual speech services during Distance Education.	\$206,000	No
Technology support for special education teachers to support with the increased need for drafting of IEPs, amendments, delivery of services, assessments, parent engagement and collaboration during the period of Distance Education.	\$40,000	No
Academic test kits purchased for each site to minimize contact between staff members and eliminating the need for sites to share existing kits.	\$50,000	No
Additional PPE for assessments and small group support during Distance Education.	\$50,000	No
Supplemental work hours for special education teachers to plan and collaborate regarding the delivery of services and instruction during Distance Education.	\$100,000	No
Supplemental hours for instructional aides and teachers in preparation for and to support Distance Education.	\$100,000	No
Translation services to ensure communication with parents who do not speak English during Distance Education.	\$25,000	No
Cost of Copiers for supplemental work and packets during 2019-2020 school and in support of and for those students with unexpected connectivity issues.	\$110,000	No
Additional instructional materials and supplies for Distance Education in support of expanded classrooms.	\$341,000	No
Costs associated with legal guidance to ensure compliance with local, state and federal guidelines regarding Distance Education.	\$25,000	No

Description	Total Funds	Contributing
Equitable Services and proportional share of resources provided to private schools in accordance with the CARE Act.	\$106,000	No
Additional professional development in the delivery of Distance Education.	\$100,000	No
Technology support for general education teachers to support with the delivery of synchronous and asynchronous instruction, parent engagement and collaboration during the period of Distance Education.	\$260,000	No
Additional RSP teaching positions to support students with disabilities in the delivery of Distance Education.	\$150,000	No
<p>LCAP 2.7 Instructional Coaches</p> <p>This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students, and is designed to provide on-site, real time professional development for teachers and support staff to increase student achievement by providing Instructional coaches to all sites to support student achievement and teacher instruction. Local and state metrics indicate that unduplicated students perform lower than overall student scores and targeted support for instruction will assist in addressing this gap. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$1,695,086	Yes
<p>LCAP Goal 2.9 Foster Youth liaison</p> <p>A Foster youth liaison will be provided to ensure Foster youth are supported academically and socially. - Social workers salary and benefits - 50%.</p>	\$66,795	Yes
<p>LCAP Goal 2.12 Supplemental Technology</p> <p>Supplemental Technology - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Plans include providing Chromebooks, which include a GPS that will provide Wi-Fi, for students to checkout as needed for completion of homework. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$750,000	Yes
<p>LCAP Goal 3.2 Bilingual Instructional Aides Salaries</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, namely English Learners by providing bilingual instructional aides in the classroom. Decreasing the pupil-staff ratio is particularly beneficial to English Learners who traditionally perform below English Only students. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$1,048,163	Yes

Description	Total Funds	Contributing
<p>LCAP Goal 4.9 School Connections Counselor</p> <p>This action will provide supplemental support for students with disabilities, Foster and Homeless youth through a School Connections program - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. These student groups are recognized as being at risk for experiencing limited academic achievement and limited future economic status, and/or dropping out of school. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, decreased suspension rates, and increased College-Career readiness.</p>	\$150,187	Yes
<p>LCAP Goal 5.12 Bronco Academy</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by continuing KCUSD's intensive support behavior program. This plan will include special education services, behavioral support staff and necessary materials, supplies and equipment. Based on both student and parent surveys, stakeholder input, and the 2019 CA School Dashboard Suspension Rate Indicator, KCUSD will continue to implement a comprehensive behavioral support program in conjunction with the Districtwide Positive Behavior & Intervention Supports. This intensive behavioral support program will offer additional opportunities for relearning school expectations, developing age appropriate social skills, and self-management strategies. Unduplicated students have historically had higher suspension rates and performed below overall rates. It is our expectation that this action will result in increased attendance, decreased suspension rates, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$490,378	Yes
<p>LCAP Goal 5.8 Behavior Intervention Team</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by providing a safe and nurturing environment to support academic achievement and social skills through the Behavior Intervention Team. Local and metrics indicate that unduplicated students often have greater behavioral needs than overall students. This targeted support for behavior will assist in addressing this gap. Stakeholders requested the expansion of the behavior specialist team to support families, students, teachers, and school site staff by helping identify student needs and behavioral interventions. Additionally, as a result of Differentiated Assistance work conducted together with the Fresno County Superintendent's office, this program will continue to focus on supporting students with disabilities in support of increasing attendance, reducing suspensions and increasing student achievement. It is our expectation that this action will result in increased attendance, decreased suspension rates, and increasing CAASPP scores.</p>	\$669,246	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.]

KCUSD will use a variety of strategies to address and recover the learning losses that may have been caused by the COVID-19 educational pause. This will allow teachers to address unfinished learning that may arise naturally as students learn new content so students can move smoothly to and make connections in later grades.

- School sites will administer the computer-based Reading Inventory assessment three time per year to monitor and measure students' Lexile levels
- Students in grades kindergarten, first and second will be assessed on their foundational skills and monitored three time times a year. Students will receive differentiated instruction based on their assessment results
- Written formative and summative assessments will be given to students throughout the modules to assess students writing skills and comprehension of the literature
- Daily formative assessments will be provided to students at the end of each lesson to assess students' understanding of the lesson
- School sites will provide all students with ELA and Math District benchmark assessments to monitor students' progress towards achieving the grade level California State Standards
- KCUSD, in conjunction with school sites will administer Math formative assessments after Math units to determine and support students towards proficiency of the standards. Formative and summative assessments embedded in the research based ELD curriculum will be administered to all English learners to monitor progress towards English proficiency
- KCUSD, in conjunction with site coordinators, will assess English learners' language proficiency in reading, writing, speaking, and listening in order to adapt curriculum as students' language proficiency levels change
- KCUSD has established protocols, in conjunction with school sites, to assess English learners with both the Initial and Summative ELPAC
- School sites will provide program embedded ELD placement assessments for English learners to further assess students' language proficiency. This will allow KCUSD to prioritize and consider the language learning needs of students for both asynchronous and synchronous instruction. This will also serve to inform the appropriate scheduling of individual English learner students

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.]

Continuity of Instruction

- Instructional planning time has been allotted for general and special education staff in order to collaborate and learn from each other

- Teachers are using synchronous, asynchronous and PLC time to gather and review feedback from students regarding their instructional needs and to ensure all students have access to the full curriculum
- Teachers will utilize weekly PLC time to review feedback and make adjustments to their instructional plan in order to meet the instructional needs of all students and provide continuity of instruction
- Teachers will receive Professional Development in the areas of technology, Distance Education and educational resources in order to ensure that continuity of instruction through Distance Education
- All TK-8 teachers will receive Professional Development training through Amplify Science in order to support teachers to facilitate the roll out of the Amplify Science Curriculum
- Teachers will receive Professional Development training in the District's approved digital tools in order to maximize instruction through Distance Education
- District will create and provide training on an approved list of Digital Tools to utilize for Distance Education
- All teachers will utilize the District's guaranteed and viable curriculum for Distance Education
- The District has created Distance Education requirements to ensure continuity of instruction and equitable access throughout all grade levels including serving students with disabilities, serving English learners, serving students with special needs, tracking student attendance and developing a plan for re-engagement for students who are absent from Distance Education for more than three days
- Teachers will utilize the support of Instructional Coaches in order to ensure the continuity of instruction between in-person instruction and Distance Education
- Instructional Coaches will receive Professional Development resources in the area of digital instruction in order to coach teachers in the area Distance Education
- Teachers and administrators will submit requests for instructional support to the Department of Curriculum and Instruction in order to maximize instruction
- Instructional Coaches will deploy to all schools in order to support all teachers in the area of Distance Education
- Teachers will utilize our District assessment calendar in order to assess our students in ELA and Math to gauge any loss of learning and to plan instruction accordingly
- Teachers will review assessment data in PLCs in order to adjust their instruction
- Teachers will follow District-created curriculum pacing guides in order to maintain continuity of instruction throughout the District
- Teachers will use re-teaching days built into the District pacing guide in order to address gaps in learning as identified through assessments and data
- District has created a schedule that exceeds the minimum number of minutes for instruction
- District has created a school calendar that provides 180 days of instruction per year
- The District has implemented a tech support hotline for staff members to be able to utilize Monday through Friday for technological support
- The District has created an Educator's Resources page of Digital Tools that can be utilized to ensure the continuity of instruction
- Establish a common protocol for regular and consistent communication to parents

English Learners

- KCUSD students will participate in daily live instruction on Zoom to increase and accelerate student learning

- Teachers will provide ample opportunities for English learners to receive individual instructional support during and after synchronous learning as a way to provide immediate intervention
- Synchronous and asynchronous lessons will incorporate essential routines to enhance student verbal and written interaction and teacher feedback
- KCUSD will provide differentiated instruction to accommodate the different English language proficiency levels.
- Live instruction on Zoom will focus on explicit instruction of new and reviewed content, while providing scaffolds to support the needs of English learners
- English learners will receive pre- recorded videos of designated and integrated lessons to support synchronous learning.
- KCUSD will incorporate various digital platforms during synchronous and asynchronous learner to engage and address the diverse modes of learning for English learners
- Formal digital assessments will be embedded throughout the school year to monitor student growth and guide synchronous and asynchronous instruction
- School sites will administer the computer based Reading Inventory assessment triennially to monitor and measure students' Lexile levels
- Students in grades kindergarten, first and second will be assessed on their foundational skills and monitored triennially. Students will receive differentiated instruction based on their assessment results
- School sites will administer ELA and Math District benchmark assessments to monitor students' progress towards achieving the grade level California State Standards. Data will be disaggregated by subgroups
- Formative and summative assessments embedded in our research based guaranteed viable ELD curriculum will be administered to English learners
- KCUSD, in conjunction with site coordinators, will assess English learners' language proficiency in reading, writing, speaking, and listening in order to adapt curriculum as students' language proficiency levels change
- KCUSD has established protocols, in conjunction with school sites, to assess English learners with both the Initial and Summative ELPAC
- School sites will provide program embedded ELD placement assessments for English learners to further assess students' language proficiency. This will allow the LEA to prioritize and consider the language learning needs of students' for both asynchronous and synchronous instruction. This will also serve to inform the appropriate scheduling of individual English learner students

Foster and Homeless Youth

In order to support Foster and Homeless Youth, student will receive the same supports all students in the District receive with the additional supports of the Foster Youth/Homeless liaison and Student Connections School Counselor.

- Frequent parent/guardian connection/outreach to assess current living situation, physical and mental health, educational basic needs of Foster and Homeless Youth/families
- Per partnership with Fresno County Superintendent of Schools (FCSS), there are a designated number of Chromebooks/tablets/phones/hotspots available for Foster Youth. Foster/Homeless liaison and Student Connections School Counselor will collaborate to determine students to prioritize and distribute these materials accordingly
- When transportation is an issue, school personnel will ensure that materials are delivered to the student

Special Education

Students with disabilities will continue to receive instruction in accordance with the District's guaranteed and viable curriculum. The following additional supports will be put in place to address learning loss and acceleration:

- Present levels of students will be assessed and support will be put in place to address learning loss and opportunities for acceleration
- Students will receive the same instructional minutes as general education and receive IEP services during Distance Education in accordance with SB 98
- IEP meetings will continue in support of student success and will be conducted through virtual platforms. This will assist in collaboratively addressing any potential learning loss and allow for collaboration on how to best recuperate and mitigate further loss by including the entire IEP team in the discussion
- All IEPs moving forward will document emergency Distance Education services in the event that a similar pandemic or emergency situation arises in the future to mitigate learning loss
- KCUSD has utilized funding to support students with the technology they will need in order to have access to the resources necessary to fulfill their academic and social emotional needs. Through these digital resources, students will be able to have access to increased intervention and support and will be able to increase communication with teachers and support staff
- In order to support students and staff with accurate assessments, KCUSD has purchased additional test kits to support increased efficiency during the pandemic
- Parents will be invited to participate in District wide Special Education "Coffee Hours" to discuss any issues and provide suggestions as to how to better support students with disabilities
- School sites will administer the computer based Reading Inventory assessment triennially to monitor and measure students' Lexile levels
- Students in grades kindergarten, first and second will be assessed on their foundational skills and monitored triennially. Students will receive differentiated instruction based on their assessment results
- School sites will administer ELA and Math District benchmark assessments to monitor students' progress towards achieving the grade level California State Standards. Data will be disaggregated by subgroups
- Formative and summative assessments embedded in our research based guaranteed viable ELD curriculum will be administered to English learners
- The LEA, in conjunction with site coordinators, will assess English learners' language proficiency in reading, writing, speaking, and listening in order to adapt curriculum as students' language proficiency levels change
- The LEA has established protocols, in conjunction with school sites, to assess English learners with both the Initial and Summative ELPAC
- School sites will provide program embedded ELD placement assessments for English learners to further assess students' language proficiency. This will allow the LEA to prioritize and consider the language learning needs of students' for both asynchronous and synchronous instruction. This will also serve to inform the appropriate scheduling of individual English learner students

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 KCUSD’s pupil learning loss strategies will be evaluated through cycles of continuous improvement in collaboration with site and District administrators, teachers and coaches using the most accurate and relevant data available:

- School sites will administer the computer based Reading Inventory assessment triennially to monitor and measure students’ Lexile levels.
- Students in grades kindergarten, first and second will be assessed on their foundational skills and monitored triennially. Students will receive differentiated instruction based on their assessment results.
- School sites will administer ELA and Math District benchmark assessments to monitor students’ progress towards achieving the grade level California State Standards.
- Formative and summative assessments embedded in our research based guaranteed viable curriculum will be administered to all students

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

Description	Total Funds	Contributing
Robust tutoring program to support student in understanding, completing and being successful in their core academic coursework. Collaboration between after school program and mentor teacher at each grade level.	\$500,000	No
During the 2020-2021 school year, KCUSD will operate winter and summer sessions to facilitate recovery of learning loss, credit recovery.	\$500,000	No
Supplemental digital software utilized to facilitate Distance Education.	\$157,000	No
For students with disabilities, KCUSD will provide additional services to help recover learning loss resulting from COVID-19.	\$250,000	No
Site Allocation Special Education CARES funds to help mitigate learning loss	\$200,000	No
Special Education CARES funds allocated for additional learning loss mitigation	\$532,000	No
LCAP Goal 2.4 Instructional Aides Instructional aide positions to support increased academic achievement This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that students from disadvantaged socio-economic backgrounds are twice as likely to be low performers.	\$571,594	Yes

Description	Total Funds	Contributing
<p>Additionally, English Learners may not have adequate support outside of school to rapidly acquire language and core instruction. Reducing pupil-teacher ratio results in improved academic achievement for unduplicated students.</p> <p>It is our expectation that providing instructional aides will result in increasing CAASPP scores.</p>		
<p>LCAP Goal 3.3 Saturday Academy and extended day activities</p> <p>This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students, namely English Learners. Local and state metrics indicate that English Learners perform lower than overall student scores and targeted support for instruction will assist in addressing this gap. This action will provide supplemental opportunities to increase language acquisition as well as student achievement in core subjects (Math, ELA) through Extended Day Intervention and Saturday Academic Language Academy (SALA). - Supplemental opportunities will also be provided to increase language acquisition as well as student achievement in core subjects (Math, ELA) through the Puente a Tecnologia (Bridge to Technology) Project. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that students benefit from increased time to learn in a small group setting and through the use of technology. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$335,305	Yes
<p>LCAP Goal 4.5 GATE</p> <p>GATE - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, providing supplemental experiences and instruction not always available outside of school. Unduplicated students often have limited access to supplemental learning experiences that are able to be provided through the GATE program. It is our expectation that this action will result in increasing CAASPP scores, increase EL performance on CELDT/ELPAC and increased EL reclassification rates.</p>	\$99,280	Yes
<p>LCAP 4.7 Student Transition Program</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students who experience difficulty making the transition from middle school to high school, and from high school to college and/or career by connecting them to the Student Transition Program. This program will target 9th grade unduplicated students, special education students and 12th grade students transitioning to post high school life and to parents.</p> <p>It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates, increased attendance, decreased suspension rates, and increased College-Career readiness for unduplicated students.</p>	\$599,380	Yes

Description	Total Funds	Contributing
<p>LCAP Goal 6.5 Bilingual Community Aides</p> <p>Bilingual Community Aides' salaries and benefits - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students, particularly those from English Learner families and socioeconomically disadvantaged families. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Socioeconomically disadvantaged families and English Learner families often feel disconnected and unsupported by their child's school. Connections with trained parent educators with cultural backgrounds similar to their own or with knowledge of their culture can help to bridge this gap. Bilingual community aides assist parents with communication, advocacy, and understanding of the school system. It is our expectation that this action will result in increased parent engagement, increased attendance, and increased school connectivity for families of unduplicated students.</p>	<p>\$297,928</p>	<p>Yes</p>

Mental Health and Social and Emotional Well-Being

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

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

- Request that the teacher contact the parent to check in on wellness of student
- Request that the family connection technician, community aide, or other appropriate classified staff make a home visit to learn more about the situation
- Engage social and/or emotional support
- Create a plan for weekly follow-up regarding resources for family, for no less than 1 month
- Where necessary involve Child Protective Services

To address the impact of COVID-19, on pupils and staff, the District will:

- Provide 9 school social workers, 3 interns, 6 On-Site Counselors (LCSW), 3 Dept of Behavioral Health counselors, 1 LCSW (RMCHS), approximately 6 mentees (Fresno Pacific and On-Site Counseling)
- Provide 4 Community Youth Ministries (CYM) team counselors/mentors
- Continue after school program supports, to include virtual evening hours for parent access (4:00 p.m. to 7:00 p.m.)
- Continue partnerships with Save the Children to provide educational materials, household items (as available), and to implement the No Kid Hungry grant
- Provide training to staff in Adverse Childhood Experiences (ACEs)
- Train all staff in Suicide Prevention Strategies
- Increase training in resiliency at all grade levels, TK-12, with regular (weekly elementary; monthly high school) guided discussions on building confidence and resiliency to respond with strength
- The following structures have been put into place to provide the necessary social and emotional supports for students

Support for Students

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

Middle School and High School Students

- All Tier 1 students will receive a phone call from a school paraprofessional (e.g., health aide, campus assistant, instructional aide, etc.) to answer questions about their social-emotional well-being in the fall and spring. The questionnaire was developed by the District school psychologists and social workers. School psychologists and social workers will provide an in-service to the paraprofessionals before making the phone calls
- All Tier 2 and Tier 3 students will receive a call from the school psychologist, social worker, or on-site counselor to answer questions about their social-emotional well-being in the fall and spring

K-5 Students

- Social-emotional videos will be provided weekly by the general education teacher. Teachers will follow the District flowchart and refer students to the Student Study Team (SST) if necessary. In a crisis (e.g., suicidal ideation), the teacher will immediately contact an administrator so that the school social worker/school psychologist can reach out to the student and conduct a suicide assessment

Preschool Special Education Students

- All parents will receive a call weekly from the special education teacher and speech and language therapist. The school psychologist will contact the parent a minimum of one time per month

Support for Staff

- The District SEL website will provide tools, resources, and additional information related to social and emotional well-being for staff. The website will be updated at least once a month
- District-wide presentation by a motivational speaker (i.e., Jean Steel) will address social-emotional well-being
- All school employees can be assisted at no cost by calling the District support line. School psychologists and social workers will be available from 8:00 a.m. to 5:00 p.m
- Employee Assistance Program (free counseling via Value Options) is available to all full-time employees
- All teachers will participate in the Kognito suicide prevention training in the fall

Support for Mental Health Professionals

- The District SEL website will provide tools, resources, and additional information related to social and emotional well-being for staff. The website will be updated at least once a month
- District-wide presentation by a motivational speaker (i.e., Jean Steel) will address social-emotional well-being
- Employee Assistance Program (free counseling via Value Options) is available to all full-time employees
- Each mental health professional will have an accountability partner who he/she checks in with monthly
- School psychologists and social workers will engage in professional learning as they collaborate each month (PLC)

Support for Parents

- The District SEL site will provide tools, resources, and additional information related to social, emotional, and behavioral learning. The site will be updated at least once a month.
- Parents will receive a handout with the following information in the fall:

- The District SEL site
- Warning signs parents should be looking for
- How to request social-emotional support from the school psychologist or school social worker

Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from Distance Education and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The District will work to maintain its history of strong attendance and student engagement. In order to do this, teachers and administrators will utilize a uniform attendance verification and monitoring system to ensure accurate reporting of attendance and inform the system of students that need additional re engagement outreach.

- Teachers and secretaries will be trained to implement the state’s 3 methods for students being accurately indicated as present: on-line participation viewable by teacher, work completion, or same day phone contact

Teachers and administrators will document attendance through engagement logs and daily attendance verified through weekly attendance verification protocols.

- Teachers will be supplied with the District’s plan for time-of-day attendance to be taken

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

Tier 1:

- Prior to the start of school, sites will connect with parents and provide outline of expectations for Distance Education and provide support on how to access lessons, utilize parent engagement resources, connect with the District communication platforms and distribute resources that will be required by students
- Teachers and secretaries will be trained to implement the state’s 3 methods for students being accurately indicated as present: on-line participation viewable by teacher, work completion, or same day phone contact.
- Teachers and administrators will document attendance through engagement logs and daily attendance verified through weekly attendance verification protocols
- Elementary sites: Non-teaching staff will make multiple calls (at least 3) throughout the day to re-engage student with on-line instruction
- Family Connection Technician and/or Community Aide send message on District’s parent platform, Parent Square.
- Teacher also to attempt at least 2 calls during asynchronous times, same day of absence
- All re-engagement attempts to be logged by staff

Tier 2:

- Students not engaged 60 % of the week will be contacted:
- High School: counselors or social workers, to warn of danger of no credit due to absences
- Middle School: Social Workers or other assigned CYM mentors to remind students of the negative impact of trying to play “catch up” when they return to campus. Same staff direct students and parents to resource videos and/or Google Classroom to locate assignments
- Elementary: Learning Director to connect with parents by phone. Same staff direct students and parents to resource videos and/or Google Classroom to locate assignments
- All staff making contact with students/parents are strongly advised to watch for signs of social or emotional stressors, which should then be reported to site administrators

Tier 3:

- Students who continue to be disengaged for more than 5 consecutive school days, will receive a home visit
- High School: Utilize Campus Assistants, Transition Team, Counselors, or other appropriate staff
- Middle School: Utilize Campus Assistants, CYM Mentors, Social Workers, or other appropriate staff
- Elementary: Utilize Learning Director in conjunction with On-Site Counselors, CYM mentors, or KCUSD Evening Security
- All staff making contact with students/parents are strongly advised to watch for signs of social or emotional stressors, which should then be reported to site administrators
- Students and parents failing to respond and re-engage will begin the SARB process

School Nutrition

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

Kings Canyon Joint Unified School District is located in both Fresno County and Tulare County. Both counties are currently on the California COVID-19 County Watch List and have been ordered to return to school remotely to start the 2020-2021 School year. Students who are eligible for free or reduced-priced meals in KCUSD will continue to receive meals during the Distance Education period as well as when students are able to return to school in the hybrid return to school model.

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

Distance Education is scheduled to resume August 12, 2020. KCUSD's Food Service Department (FSD) intends to begin serving breakfast and lunch at all sites listed below:

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

Monday - Friday

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

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

Food distribution will be conducted through a "drive-through" method to minimize large gatherings in public areas and maintain safe social distancing. Staff will be wearing face masks and/or face shields and will continue to use gloves, hairnets, barriers and aprons to protect themselves and others. Sanitization is done regularly throughout the day and hand washing is done frequently when changing tasks to prevent cross contamination. Tables/carts will be utilized as barriers when practicable in support of safe social distancing as well as barcodes and scanners to identify students in a hands free manner. Staff will utilize adjoining rooms and cafeterias to minimize staff congregation during meal prep.

Once schools are able to reopen to students under the KCUSD Safe Return to School Plan, meals will be distributed by kitchen staff in cafeterias for all students on campus. In order to ensure safety of students and staff, all personnel will utilize protective equipment at all times

(masks, face shields, gloves, aprons and barriers). In order to ensure maximum safety, meals will be fully plated for "grab and go" pick up by students and students will only touch the plate that they take. Students that have to leave campus can receive a sack lunch. In support of safety protocols, social distancing signage will be visible and compliance will be monitored by cafeteria staff.

Under the KCUSD Safe Return to School Plan, families may elect to remain under Distance Education. Those students will be provided bagged "grab and go" meals for pick up at Reedley High School (Reedley students), Dunlap School (Dunlap students) and Orange Cove High School (Orange Cove students) in "drive-through" pick centers. Staff distributing meals at the "drive-through" locations will utilize protective equipment at all times (masks, face shields, gloves, aprons and barriers).

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

Section	Description	Total Funds	Contributing
School Nutrition	Off set program cost deficit for staff for food distribution and preparation for 2019-2020 and 2020-2021	\$750,000	No
Stakeholder Engagement	Website development to improve communication during Distance Education	\$31,000	No
Mental Health and Social and Emotional Well-Being	Increase in On-Site Counseling	\$200,000	No
Pupil Engagement and Outreach	LCAP Goal 6.5 Family Connections Technicians This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by utilizing Family Connections Technicians to support progress monitoring and parent connections for English Learners. Progress monitoring is an integral and required strategy for academic achievement for EL students, who historically perform at lower rates than students overall in KCUSD. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	\$279,882	Yes
Pupil Engagement and Outreach	LCAP Goal 5.5 CARE Program Provide awareness and support for increased attendance through the Chronic Absentee Recovery Effort - CARE Project. Expenditures include Family Connection liaison salary and benefits, and Family Connection Techs' salaries and benefits- 33% - This action/service is principally directed	\$152,344	Yes

Section	Description	Total Funds	Contributing
	<p>towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. Additionally, the CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent.</p> <p>It is our expectation that this action will result in increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>		
Mental Health and Social and Emotional Well-Being	<p>LCAP Goal 5.7 Social Workers Provide safe and nurturing environment to support academic achievement and social skills Social workers assigned to K-8, 6-8, and 9-12 sites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. . CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with</p>	\$1,282,069	Yes

Section	Description	Total Funds	Contributing
	<p>socioeconomically disadvantaged students 5.9% chronically absent.</p> <p>Input from our stakeholders indicates that students and families appreciate and benefit from the support services of social workers. Research indicates that this support is effective in supporting students with academic achievement and social interactions.</p> <p>It is our expectation that this action will result in increased attendance and decreased suspension rates.</p>		
Mental Health and Social and Emotional Well-Being	<p>LCAP Goal 5.7 ONSITE Counseling - K-5 sites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent. Input from our stakeholders indicates that students and families appreciate and benefit from the support services of social workers. Research indicates that this support is effective in supporting students with academic achievement and social interactions.</p> <p>It is our expectation that this action will result in increased attendance and decreased suspension rates.</p>	\$250,000	Yes
Pupil Engagement and Outreach	<p>LCAP Goal 5.9 Health Coordinator</p> <p>Provide increased access to health services</p> <p>Health Coordinator - serves as liaison between KCUSD and Adventist Health Jefferson School -Based Center - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard data indicates that for the 18/19 school year, 5.5% of students were chronically absent, with socioeconomically disadvantaged students 5.9% chronically absent.</p>	\$98,913	Yes

Section	Description	Total Funds	Contributing
	<p>Socioeconomically disadvantaged students are less likely to have personal physicians or nurse practitioners, or receive necessary referrals to specialists.</p> <p>The District health coordinator serves families of unduplicated students by connecting them with appropriate health agencies, in particular the Adventist Health Center on the site of Jefferson School.</p> <p>It is our expectation that this action will result in increased attendance and increasing CAASPP scores.</p>		
Stakeholder Engagement	<p>LCAP Goal 6.4 Parent Survey</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by ensuring that parents are able to provide input and serve as an advisory group through an annual parent survey. Socioeconomically disadvantaged families often exhibit limited parent education. Parents of English Learners struggle to provide information to support their children in school due to the language barrier. Feedback received from our District-wide parent survey includes requests for a method to simplify the survey - particularly for parents of English Learners and with limited education. It is our expectation that this action will result in increased parent engagement.</p> <p>Empowering families through providing them with an opportunity to voice their suggestions and concerns; Creating channels of communication between home and school; Offering an array of opportunities for families to participate in school planning, leadership and volunteering; Connecting families to in-school and community support mechanisms and resources; Setting high expectations for students, providing high-quality instruction and meeting students' individual learning needs; Providing a welcoming school climate. It is our expectation that this action will result in increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$10,000	Yes
Stakeholder Engagement	LCAP Goal 6.6 School Websites	\$15,000	Yes

Section	Description	Total Funds	Contributing
	<p>Increase parent and family awareness of opportunities through the use of District and school websites - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate.</p> <p>Parent survey results indicate that parents are increasingly aware of their need to access parent education and involvement opportunities to assist their students with academic achievement, as well as support for social-emotional behavior. Providing parent access to District and school site information through our website is an effective best practice for parent communication. It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>		
Stakeholder Engagement	<p>LCAP Goal 6.10 Unified Communication Platform for Parent Communication and Feedback</p> <p>Improve parent awareness of involvement opportunities by providing communication regarding parent involvement opportunities through a District wide unified communication system. This action/service is principally directed towards, and is effective in, increasing or improving services for</p>	\$45,000	Yes

Section	Description	Total Funds	Contributing
	<p>unduplicated students. CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate.</p> <p>Parent survey results indicate that parents are increasingly aware of their need to access parent education and involvement opportunities to assist their students with academic achievement, as well as support for social-emotional behavior. Providing parent access to District and school site information through this unified platform is an effective best practice for parent communication.</p> <p>It is our expectation that this action will result in increased and improved parent engagement.</p>		
Stakeholder Engagement	<p>LCAP Goal 6.10 School to Home Coordinator Home Communication Coordinator to facilitate communication to parents and community. - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research indicates that parents of unduplicated students participate in school engagements at a lower rate than parents of other students.</p> <p>It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$129,274	Yes

Section	Description	Total Funds	Contributing
Stakeholder Engagement	<p>LCAP Goal 6.5 Parent Academy</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students by providing support for District-wide Parent Academy programs at all sites, including child care and interpretation - CA School Dashboard Academic Achievement in ELA results indicate that while students overall are performing 0.9 points below standard, socioeconomically disadvantaged students are performing 5.3 points below standard and English Learners are performing 27.7 points below standard. CA School Dashboard Academic Achievement in Math results indicate that while students overall are performing 29.4 points below standard, socioeconomically disadvantaged students are performing 35.9 points below standard and English Learners are performing 48.9 points below standard. CA School Dashboard Suspension Rate results indicate that while students overall have a 3.1% suspension rate, socioeconomically disadvantaged students have a 3.3% suspension rate, and five other subgroups have a suspension rate higher than the overall rate.</p> <p>The KCUSD Parent Academy supports student achievement through providing opportunities for parents in multiple programs including but not exclusive to: Parenting Partners, Latino Family Literacy Project, and Parent Involvement in Quality Education.</p> <p>It is our expectation that this action will result in increased parent engagement, increased attendance, increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$166,499	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
33.5%	\$26,611,608

Required Descriptions

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

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

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

The "contributing" actions/services are principally directed toward our English learners, low income and Foster students (also known as Unduplicated students) and designed to help KCUSD 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 33.5% using the dollar amount of \$26,611,608. 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 \$ \$26,611,608 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:

- Utilize an outside service to house and organize State Standards and ELD resources while providing intervention support increasing the number of benefited drivers to provide additional transportation hours
- Monitor student achievement and instructional practices through the support of the Data and Accountability Team
- Student academic progress will be monitored, at the District level, to develop equity and access for all students and ensure funds and services are being provided appropriately-Educational Programs Department
- Intervention support will be provided to support student achievement through preschool
- Intervention teachers' salaries and benefits
- Instructional resources
- Materials and supplies for Science professional development for the purpose of implementation of new Science adoption
- Provide supplemental support for academic achievement for students with disabilities through rigorous implementation of state standards at the high school level, including increased monitoring and social-emotional support
- Provide supplemental support for academic achievement for kindergarten students through additional instructional minutes beyond state requirements
- Increase academic achievement for students in rural areas by eliminating grade level combination classes
- Unduplicated students are more likely to struggle with engagement-for multiple reasons including health and nutrition practices, vocabulary development, and mindset. Providing professional development for teachers to meet specific needs of students translates into increased academic achievement. Includes salary and benefits of Coordinator of Curriculum and Instruction
- Designated and Integrated English Language Development
- Purchase of materials and supplies to promote biliteracy and cultural awareness to increase bilingualism among all students while Fostering the strength of English Learners
- ELD Program Specialist will assist principals and teachers with progress monitoring and instructional practice, and provide parent education opportunities to support language acquisition and student achievement
- ELD curriculum and assessments - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Frequent progress monitoring informs instructional decisions
- Utilize student data system to monitor students' progress-Illuminate
- Substitute salary and benefits to support increasing or improving services for unduplicated students through the progress monitoring of students
- Library services
- K-8 college and career readiness
- Provide co-curricular activities to strengthen student engagement Middle School Athletics
- Increase support for Visual and Performing Arts (VAPA) program
- Provide supplemental educational and co-curricular activities to strengthen student engagement through summer school/extended school year.
- Provide a health/nutrition/fitness program primarily for student athletes, but open to all students, to support academic achievement and student engagement
- Career Technical Education opportunities through Valley Regional Occupational Program (ROP)
- Positive Behavior Intervention & Support (PBIS) program at all sites and to include additional campus assistants at three schools (Riverview, Dunlap and Navelencia)
- Provide supplemental support for the expansion of after school programs
- Provide safe and nurturing environment for teen parents to support academic achievement and social skills
- Provide Anti-Bullying assemblies at all sites

- Health Center outreach materials and supplies