



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Knightsen Elementary School District is in a small farming community that has a long history of dedication to our students. The Knightsen Elementary School district consists of two elementary schools serving 605 students in grades TK-8. The first school in our district was founded in 1868. Our community has been a positive force on our campus and in our classrooms and have supported our district for more than 150 years. Because of this, there is a strong sense of community within the Knightsen Elementary School District.

We have very active Parent-Teacher Clubs and School Site Councils at both school sites who provide invaluable support for our students. In the past 30 years, our school has been open to transfer students from other local school districts. Schools within our district are highly sought-after, often with long waiting lists for students to enroll. Currently, 34% of our students come from surrounding districts.

In 2016-2017 The Knightsen School District re-opened Old River Elementary School. The goals of the LCAP unless otherwise noted apply to both schools.

During the 18-19 school year, the District received a new Superintendent as well as restructured the staffing in the business office. As of the 2018-2019 school year the Accounts Payable/Receivable-Payroll, Administrative Assistant/HR position and Data Clerk positions were created to assist with the central office duties. During this consolidation the Knightsen School Board of Education elected to consolidate the Knightsen School Principal and Superintendent into one position. Principal/Superintendent Yurkovich is the first Superintendent hired from outside the district in 30 years.

COVID-19

March 4th, 2020, governor of California, Gavin Newsom, declared a state of emergency to prepare for the spread of covid-19. District administration directed sites to begin preparing for distance learning in the event of potential school closures and directed custodial staff to focus on disinfecting areas of high traffic throughout the district buildings.

On March 13th, 2020, Knightsen Elementary School District made the decision to close schools due to the covid-19 pandemic after consulting with the county superintendent of schools, and the County Department of Public Health and following the executive order of Governor Gavin Newsom.

Knightsen School District then went on a two-week spring break. When school resumed on March 30th, 2020, nutrition services reopened for serving meals at the school sites in neighboring districts. Because of the food services were available in 3 of our surrounding school districts, our very high number of interdistrict transfers and the low number of breakfasts and lunches our district would have needed to provide, we instructed our families to attain these resources within one of our neighboring districts. Learning resources were provided for all students

including those receiving special education, 504, ELD, and RTI services. Employees termed “essential” for the purposes of maintaining District Operations continue to report to work during this time.

On March 19th, 2020, Governor Newsom issued a stay-at-home order. At a regularly scheduled board meeting the board acted to approve a resolution delegating authority to the superintendent to take necessary action to protect students and staff from the spread of covid-19.

Plans were made to distribute Chromebooks to students distance learning began on March 30th, 2020. Meanwhile, in consultation with the county superintendent of schools and the County Department of Public Health, the decision to keep sites physically closed and provide distance learning for the remainder of the school year was made on March 23th.

Meals continue to be provided to families via neighboring school districts, professional development was provided to teachers and district-level staff met regularly though videoconferencing. Additionally, drive-in style graduations ceremonies were conducted for our 8th grade students being promoted to highschool. Packet work distribution and collection "drive thrus" were held each Tuesday throughout the remainder of the 2019-2020 school year. District business continued to the best of its abilities.

The health and safety of our students, staff, and families are of the utmost importance. As COVID-19 continues to change our Collective landscape, our schools and district will work together to leverage resources, share best practices, and advocate for regulatory flexibility. Knightsen Elementary School District is fully committed to working with the parent community and staff to prepare for the reopening of schools for the 2020-2021 school year. In doing so, committees were organized with the purpose of supporting our students, families, and all staff regarding their social emotional well-being, learning needs, safety concerns and the impact of the global pandemic.

This document is a summary of the findings from each of the committees, various surveys from families, teachers and classified staff, and utilizing information and guidance available as of August 30th, 2020. Furthermore, this document has been developed with the input from the County Department of Public Health. These options are subject to change as public health guidelines are updated. It is important to note that the Knightsen Elementary School District may start the school year with Distance Learning and will be prepared to move into a hybrid model once conditions within our community improve and present less of a risk to reopening with strict hygiene protocols and safety measures.

The Learning Continuity and Attendance Plan memorializes the ongoing planning process for the 2020-21 school year. It includes some items that are pending, still in development, and/or being discussed in negotiations with bargaining groups. The plan includes descriptions of how the district is doing the following:

- Addressing gaps in learning
- Conducting meaningful stakeholder engagement
- Maintaining transparency;
- Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness
- Providing access to necessary devices and connectivity for distance learning
- Providing resources and supports to address student and staff mental health and social emotional well-being
- Continuing to provide school meals for students

Stakeholder Engagement

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

During this time of change it was important for the Knightsen Elementary School District to understand the needs of our community. Be on individual School site and teacher surveys, the district gathered information from certificated staff, classified staff, families and students. Certificated staff was nice to solicit feedback in regards to their overall health and well-being as well as the instructional tools utilized during distance learning. Classified staff was surveyed Gathering and put on their concerns and on returning to work. The district surveyed families and students to solicit a feedback on successes, concerns, and needs during pandemic teaching. To follow up surveys were given to collect information on preferences and concerns moving into the 2020-2021 school year.

March 19th Home Technology Survey – Parent Community

April 24th – Distance Learning Survey - Parents

June 22nd – Parent input forum

July 8th Return to School Survey – Parent Community

July 3rd Return to School Survey – Staff

July 22nd – Staff Development Day - Staff

July 27th – Support Staff Development Day – Support Staff

July 30th Child Care Survey – Staff

August 3rd - First Day with Students Survey – Staff

September 8th - Distance Learning 2.0 Survey to Parent Community

September 15th - DRAFT LCP placed on district website for public review and comment

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

During time remote participation is necessary, the district provides a live stream to public hearings. The meetings are streamed through social media Outlets with a link provided on a district website. The public is able to submit a comment prior to the meeting and up to comments time that is then read aloud.

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

In summary, certificated staff share their preferred tools to help guide our professional learning plan and concerns. Classified staff shared their two main concerns as their interest in returning to work along with wanting personal protective equipment as they return. Families and parents shared a highlight of distance pandemic learning as being time together as a family and a concern being a lack of clear expectations and difficulty staying focused in their home environment.

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

Based on stakeholder feedback, the district has created a plan which summarizes the findings from each of the committees and surveys, as well as other committees and safety and pandemic response, utilizing information and guidance provided by the county public health and office of education and the state public health, department of education and governor's office. The plan addresses the needs specified by the various stakeholders.

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.]

At any time and or within 14 days at the county being identified on the California Department of Public Health monitoring list, Knightsen Elementary School District in accordance with California school sector specific guidelines, will conduct distance learning only. Upon the County's removal from the California Department of Public Health monitoring list, or upon the granting of an approved waiver or approved variance, the district may return to in-person learning to include but not limited to small group instruction, intervention, special education, EL support, supporting students transition back to school sites. As allowable by the California Department of Public Health, the district may move to either a blended learning and or an in-person learning framework during the course of the 2020-2021 school year. Below is a description of the actions the district will take to offer classroom-based instruction whenever possible through a blended learning and in-person learning model.

Hybrid Learning overview:

Hybrid Learning provides a means to meet the academic and social emotional needs of our students while still required to maintain health and safety. And preparing today's students for tomorrow's world the Hybrid Learning framework allows the use of various instructional delivery methods as appropriate for the individual student, grade level and subject matter. The district will offer Hybrid Learning designed to leverage technology in order to accelerate, individualise, a learning to a model whereby students attend in-person classes daily and work

remotely the remainder of the day. Student classes will be split into AM and PM cohorts. One cohort is on campus while the other is either participating online or in an asynchronous learning environment.

Hybrid Learning provides a platform for teachers to personalized instruction to meet the individual needs of each student through small group, in-person learning and online instruction. The framework encourages teachers to deliver direct instruction to students at home or lessons that can be paused, repeated or slowed down for student understanding. Additionally, student practice and exploration occurs in the home through various methods.

In class, the teacher works with small groups provide additional targeted instruction and facilitate student discussions. Each Wednesday will be dedicated as time for students to continue to focus on their own learning goals as well as provide time for teacher preparation, staff development and parent/teacher conferencing.

In order to inform instruction and gauge student learning during the course of Hybrid Learning, it is important to consider and solidify a systematic cycle of assessment including initial screening, formative, and summative assessments through the Fast Bridge platform. For data which will lead to meaningful change in student outcomes, teachers and administrators will collaborate to analyze data, identify shifts and changes in instruction in order to best meet student needs. Additionally, teaching and support staff will implement intervention strategies and work with students in small groups to assist in our Response to Intervention. These systems will aid in informing instruction for all students, including those with deep learning needs such as students with disabilities, English language Learners, students placed in foster care, and those experiencing homelessness.

In-Person Learning Overview:

In-person learning is a means to meet the academic and social emotional needs of our students through an on-campus setting. In preparing today's student for tomorrow's world, in-person learning framework allows the district to return to providing targeted efforts to meet the individual academic and social emotional needs of students through a coherent instructional framework with engaging and effective instructional practices that integrates technology to accelerate student learning. In order to inform instruction engage student learning with learning lies due to Future school closures the district will consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes and instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This will aid in informing instruction for all students, including those with unique learning needs such as students with disabilities, English language Learners, students placed in foster care, and those experiencing homelessness.

HYBRID LEARNING IN-PERSON SCHEDULE/FORMAT:

Grades TK-8: students will report to school on their designated days and times as assigned, for in-person Hybrid Learning instruction. On other days and times, students will be engaged in Distance Learning enrichment opportunities aligned with academic goals established by the teacher.

Special Education: Students will report to school on their designated days and times as assigned, for in-person instruction. On other days and times, students will be engaged in an Distance Learning enrichment opportunities aligned with individual goals established in the student's individualized education plan. The teacher is encouraged to meet daily with all students (virtually or in-person) to provide social emotional support and specialized academic instruction. The district will make every effort to increase the number of school days for students in specialized programs were smaller class sizes allow for increased on-campus opportunities while maintaining social distancing guidelines. When possible, relative services (speech, OT, APE, Etc.) will be provided to students in person when the student is on campus for instruction.

HYBRID LEARNING IN-PERSON STUDENT SUPPORT:

Understanding that school closures have impacted the progression of student learning referred to as the COVID-19 slide, the district will take steps to ensure opportunities for intervention and remediation which are available and meaningful to all students, including economically disadvantaged, English Learners, Foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in person 1:1, small groups, virtual meetings or phone calls.

English Language Learners: English Learners will focus on the same breaker as grade-level academic standards that are expected of all students, within a reasonable amount of time. To accomplish this, all English Learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Guiding principles identified in the California English Learner roadmap policy will guide the implementation of Hybrid Learning instruction. The district will provide language instruction services to English Learners through designated and integrated ELD to enable their meaningful participation. During the course of Hybrid Learning these practices may include: a small group in person more remote instruction, tutoring, telephone calls, meetings in person or via a digital platform, and supplemental physical or virtual resources, online assessments for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments to English Learners.

Special education: Students with disabilities are included in all offerings of school education models by using the individualized education plan process to customize educational opportunities and provides necessary. The IEP is the roadmap for each student with a disability and with these challenging and evolving times including covid-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in Hybrid Learning. Students accommodations and modality of learning to allow the greatest access to education should be discussed. The District staff will work with each family and student to determine what free appropriate public education looks like for each student and family during COVID-19 as it may be different from the IEP developed pre COVID-19.S Online or in-person support from a trained Special Education Aide may also be provided.

Homeless and Foster youth: Through the district liaison, the needs of Homeless and Foster youth will continue to be made. Opportunities and programs will be sought out to support the students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, have only intensified as a result of this pandemic. The district will ensure Foster Youth and McKinney-Vento students have equal access to all school activities, whether online or in person.

The district is committed to providing homeless and Foster youth students access to Mental Health Providers to support students approach weight and or on site at school. Students and their caregivers will be provided information resources and or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

Other student populations: consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for additional instruction and support on Wednesdays. Modified schedules may be developed as the needs of students are more clearly identified.

IN-PERSON SCHEDULE/FORMAT:

With schools reopening, the schedule will return to its pre-closure status. Special consideration will be given to providing time for The increased need for intervention and Remediation and providing a safe and healthy learning environment. Staff will Implement as much Social distancing Or staff and students as possible and will limit the sharing of supplies and equipment. Recognizing The extenuating Honorable populations, distance learning or independent study may be offered as needed for those students. Distance learning has been described previously in this document and differs from independent study and so much as there is greater and more regular contact with the teacher, albeit remotely. Independent study is an alternative to classroom instruction, with students assignments and then meeting weekly within a structure to turn in assignment and seek additional guidance.

IN-PERSON STUDENT SUPPORTS:

Understanding school closures have impacted the progression of student learning referred to as the COVID-19 slide, the district will take steps to ensure opportunities or intervention and Remediation that are available and meaningful to all students, Including economically disadvantaged, English Learners, Foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers may use multiple methods of providing instruction to meet student needs such as in person 1:1, small groups, or phone calls intervention. Support from a trained Special Education Aide may also be provided.

English language learners: English Learners will focus on the same rigorous grade level academic standards that are expected of all students, within a reasonable period of time. this, comprehensive and in tar targeted to their proficiency and academic in Pro program program. The will The district instruction services to English and and integrated ELD.

Special education: students with disabilities are included in all offerings of school education models by using the individualized education plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student as well as what accommodations and modality of learning allow the greatest access. The District staff will work with each family and student to determine what free appropriate public education (FAPE) looks like for each student and family during COVID-19 as it may be different from the IEP developed pre COVID-19. Special education teachers will

collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided to students whether on campus or participating in distance learning.

Homeless and Foster youth: through the district liaison, the needs of homeless and Foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by the pandemic. The district will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities. The district is committed to providing homeless and Foster youth student access to Mental Health Providers to support students. Students and their caregivers will be provided with information, resources, and or support or social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environment.

Other student populations: consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for instruction and support.

FULL DISTANCE LEARNING:

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

Description	Total Funds	Contributing
Personal Protective Equipment (masks, face shields, gloves, sneeze guards, etc.)		
Cleaning supplies and equipment		

Distance Learning Program

Continuity of Instruction

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

In the event the local, County, or state guidelines necessitate at the district conducts learning in a distance or remote model, Distance Learning will be offered to a variety of delivery methods as appropriate for individual needs. Distance learning is to include daily live interaction with a certificated employee as per SB 98. Distance Learning opportunities may include video, audio, and or written instruction in which the primary mode of communication between the student and teacher is online interaction, asynchronous video (pre-recorded, asynchronous, or synchronous video using Google meets), and other instruction that relies on computer or communication technology. Distance learning may also include the use of print materials with written or oral feedback.

Daily live interaction with certificated employees and peers for purpose of instruction, progress monitoring, and maintaining school connectedness will be provided to all students. This interaction may take the form of internet or telephonic communication, or by other means permissible and a public order. If daily live interaction is not feasible as part of regular instruction, and alternative plan for frequent live interaction that provides a comparable level of service and school connectedness will be developed.

The district has identified 4 core instructional tools and methods for distance learning. The "Core 4" will be supported through training and professional learning.

4 Core Instructional Tools and Methods:

- 1) Platform for learning: Google classroom with add on components.
- 2) Synchronous learning tools: Google meets
- 3) Asynchronous learning tools: YouTube, Screencastify, Publisher resources online
- 4) Organizational tool: Google Drive

In order to inform instruction and engage student learning during the course of distance learning, it is important to consider and solidify a systematic cycle of Assessments, including initial screenings along with formative and summative assessments. The district uses Fast Bridge for student performance data tracking. For data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs. Implementation of intervention strategies and assess the effectiveness of instructional strategies will be our focus on "problems of practice". This will guide our instruction for all students, including those with unique learning needs such as students with disabilities, English Language Learners, students placed in foster care, and students experiencing homelessness.

Access to Devices and Connectivity

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

All students will be issued a device for distance learning where needed. Free Wi-Fi is accessible in the parking lot of each school. The district has also purchased portable hotspots to loan to families lacking internet connectivity. Families will be asked to contact their respective school office to submit an application to request a hotspot. District and site technology personnel will be available to assist parents and students with access and to help ensure the devices are working properly. The district provides technical support, videos and instruction for families on uses of technology in both English and Spanish via translation/interpretation services.

In addition, the District has been working with families to connect them with low and no-cost internet services since the beginning of the school closure in March. The District has purchased 40 mobile hotspots to support families who have not been able to secure home internet or who lack connectivity.

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.]

Pupil progress will be assessed through daily life interactions, district assessment, teacher created assessments, and a variety of assignments. Student attendance will be recorded in the student information system, impact by assignments and weekly synchronous and asynchronous lessons and contact.

Attendance will be gathered in several different ways:

Daily-Live Interaction,

Pupil and or parent contact

Assignment completion

Assessments

Engagement in the student information system or Google Classroom platforms.

Other means of checking attendance or younger students will be communicated to parents via email or phone and they will require parent partnership.

Participation and communication will occur through:

Email

Telephone

Live video conferencing

Synchronous learning assignments.

Weekly engagement records will include:

Student attendance

Participation

Progress monitoring
Assignment completion
Time value of the assignments.

This time value will be provided through lesson plans and student assignments from each teacher to include at least 180 daily instructional minutes for TK and Kindergarten, 230 minutes for grades 1 through 3, and 240 minutes for grades 4-8. These minutes will be verified by the certificated teacher of record and approved by the school administrator.

English Learners (ELs) must receive both Designated and Integrated English Language Development (ELD), including assessment of English Language Proficiency, support to access curriculum, the ability to reclassify as Fully English Proficient. All English Learners will be provided with daily Designated ELD instruction from the Language Arts teacher via live, synchronous interaction with the classroom teacher via Google Meets, in addition to the daily Integrated ELD within content area classes.

Students who are not performing at grade level, or need support in other areas (ELL, SpEd, Foster Youth, Homeless) will be offered intervention services outside of their regularly scheduled classroom time. This service will be provided via Google Meets or as in person instruction as allowed by Contra Costa Public Health guidelines.

To ensure equity and access, direct instruction will be available to students asynchronously in Google Classroom (e.g. Screencastify, video, etc.)

The District's goal is to have 100% of students participate daily. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments and contacts with students or families. The students' participation will be recorded and regularly communicated to families along with academic progress via Google Gradebook (student account), School Wise Gradebook, Schoolwise Parent Portal.

In order to ensure the minimum instructional minutes have been achieved daily, the time value of student work, both synchronous and asynchronous, provided will be determined and certified to by the regular classroom teacher. The time value of work is the instructional time it would take the average student to complete the work during in-person instruction.

Distance Learning Professional Development

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

Staff will be supported in providing effective teaching and learning in a distance learning environment. Professional learning opportunities may include the use of technology to accelerate or enhance learning, the core four, social and emotional learning, as well as District Insight Focus. Staff will also receive training on using Google classroom, Google meets, screencastify, StemScopes Science, Houghton Mifflin ELA, School Wise Student Information Systems, Fastbridge, and other technology to assist in curriculum presentation.

Prior to the start of school, teachers were brought back for 3 days of professional development regarding specific aspects of distance learning. Included in this time was how to take attendance, protocols for coming onto and leaving campus, contact tracing, lesson delivery, collecting student work on line and in person. Likewise, teachers received professional development on learning objective for students by grade level, essential standards, online student engagement, and checking for understanding. Additional on-going professional development specific to implementing the distance and hybrid learning program will take place throughout the year, after school and on Wednesday.

The District will maintain the current layers of support for teachers with technology needs including district level support for integration of new technology and learning platforms. The district will also provide families with support getting online, accessing and submitting student school work.

District intervention teachers provided professional development to our teaching staff on how to administer Fast Bridge formative assessments to their students across all grade levels. Likewise, general education and special education aides also received training on how to administer the 1:1 portion of the assessment.

In preparation for the 2020-2021 school year several committees worked to address the needs of our students and district. The Reopening Task Force met to confer on the needs of our school sites with the focus on reopening in either a hybrid or distance learning model. Representatives from both labor groups, multiple grade levels, areas of instructional specialty and the Contra Costa Office of Education. A second round of committees were soon to follow as we approached the start of the school year. These committees were more defined in their purpose. They included Educational Technology/Online Delivery, Essential Standards and a Safety Committee.

The District has kept its website and facebook page updated with information and resources about how to access information and contact the school for help. Within these resources, the KESD has focused on ensuring all learners, including students with disabilities and English Learners are provided with support to access this information.

Staff Roles and Responsibilities

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

Teachers responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction during times of distance learning or hybrid learning. Teachers will need to adapt their normally prepared lessons to be completely online lessons that can transition to a hybrid moden when the number of cases begins to decline. Teachers will also be responsible for the evaluation of the instructional time value of student work and tacking of participation in the distance and hybrid learning environments to determine attendance. Instead of Google Classroom management, teachers will need to manage daily live interaction sessions with students via online platform such as Google Meets. In addition, teachers will need to communicate much more with families to assist with social emotional issues and as a part of the District tiered re-engagement strategies for pupils who are absent from distance learning.

Classified employees in general will have flexibility in work times, duties, and scope of work within their job descriptions and contribute to the needs of the school and the district as a whole. This includes working remotely when necessary to support distance learning and the functions of the district.

Special Education Instructional Aides will support instruction within the virtual classroom, in small groups or when necessary, 1:1. They will work in conjunction with certificated staff to provide necessary accommodations for students pushing into the general education classroom, as well as those who are being pulled out for small group instruction and SDC placements.

Bilingual Aides (BIA) will support the instruction on English Language Learners. They will do this by pulling small groups of individuals with like needs and supports. In collaboration with certificated teachers, they will support students assigned to them beyond the students time in the general education classroom. BIA's will also serve as a liaison for our ESL families. They will help promote communication between students/families, their teachers and the school.

All staff will have their responsibilities altered to meet the needs of the students and side. A synchronous and asynchronous lessons will be prepared to support students at home. New accountability requirements will be the completion of a student engagement record along with the already required daily attendance. All employees at here to help and safety protocol.

Other employees may be asked to conduct other job related activities as needed to support the instructional, emotional and safety needs of the students.

Supports for Pupils with Unique Needs

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

Foster Youth, Foster Care, Homeless Students:

The district will support students experiencing homelessness by delivering resources to student's lack transportation to pick them up. Equally important, the district will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in person. The district is committed to providing homeless and foster youth students access to Mental Health Providers to support students virtually and/or on site at schools. Students and their caregivers will be provided with information resources, and/or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environment.

* RTI services will prioritize students who are within the Foster Youth/Care or Homeless demographic.

* Manipulatives and other resources needed will be purchased for at home use for students with unique needs

* Online support from instructional aides will be primarily directed at supporting students with unique needs to help to Personalize instruction

* Foster Youth and Homeless students will be provided school supplies, personal items and other items and services to allow children and youths to participate fully in school activities as to reduce negative impacts of their situation academically, socially, and emotionally.

English Language Learners:

Designated and Integrated instruction in English language development, including assessment of English language proficiency, support to access curriculum, the ability to classify as fully English proficient, and, as applicable, support for dual language learning.

* Online ELA/ELD Core Curriculum

* Bilingual Paraprofessional (BIA) support at each site to assist with support and instruction

* 0.5 FTE Certificated teacher to assist with support and instruction

* Computers and document cameras to assist BIA's in delivering support

* Interpretation/Translation services in English and Spanish district wide to promote communication amongst all stakeholders

English Learners will focus on the same rigorous grade level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English Learners will receive a program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. The district will provide language instruction services to English Learners through designated and integrated ELD to enable their meaningful participation. These practices may include remote instruction, telephone calls, meetings held on digital platforms, supplemental physical or virtual resources, online options for Data Tracking, and documentation of services, support, and accommodations provided, instructional packets, or assigning projects and written assignments to English learners.

Special Education:

Special Education, related services, and any other services required by a pupil's individualized education program will be made available as appropriate with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment. Students with disabilities are included in all offerings at school education models by using the individualized education plan process to customize educational opportunities and provide support when necessary. The IEP is a roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. The District staff will work with each family and student to determine what free appropriate public education looks like for each student and family during COVID-19 as it may be different from the IEP developed COVID-19. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

* Individual check ins and communication through virtual environments with students to support virtual learning and ensure appropriate meaningful access to technology and online curriculum content.

* Use of informal assessment measures to measure present learning status and ongoing progress monitoring through virtual platforms.

* Collaboration between special education teachers and general education teachers on meeting individual student IEP goals through strategies and accommodations in virtual learning environments.

- * Provide print materials and manipulatives to students when necessary for meaningful access to curriculum to meet learning needs.
- * Utilizing Special Education Instructional Aides in virtual environments and ongoing student support in Special Education and General Education.
- * All related personnel supporting students will be made available through teletherapy and pushing into virtual sessions for a whole class, small group, or individual support.
- * Teaches and related personnel collaborating on progress monitoring of students and implementing strategies and accommodations to meet students needs.
- * Conducting virtual IEP meetings to address progress on goals and updating supports, accommodations and services based on individual student learning needs and progress in a distance learning environment.

Other Student Populations:

Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for instruction and support. This man transitional kindergarten as well as kindergarten, and others as identified. Busing accommodation will be provided, as possible for these in person interventions.

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

Description	Total Funds	Contributing
300 Chromebooks will be purchased to ensure all students TK-8 have access to a device connect with teachers and complete assignments and giving equal access to all.		
40 connectivity hotspots will be purchased to insure families have access to the internet.		
Screencastify to be purchased so teachers can record lessons got students can view when absent or review when needed.		
Additional BIA time at Knightsen School to address the number of english language learner students participating in Distance Learning. 1 hour and 30 minutes daily increase		

Description	Total Funds	Contributing
English Learner support staff, programs, and resources		
Special Education support staff, programs, and resources		

Pupil Learning Loss

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

The district will administer reading and math assessments to students in grades 1-8 through Fastbridge and curriculum related assessment tools throughout the school year. These assessments will measure learning loss as a result of COVID-19, as well as help to monitor student progress throughout the school year. Administrators will also work with their leadership teams to develop common formative assessments to measure student learning, particularly in the areas of English language development and Mathematics.

Based on student, teacher, and family results the District will continue to keep assessment close to instruction to provide instantaneous feedback to stakeholders. The need remains for academic data, social-emotional learning (SEL) data, attendance data, and task and assessment completion data. The focus will be on a strong instructional program based on "First Best Instruction" that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Formative and summative assessment data, academic grades will also be reviewed against historical achievement data to inform the overall picture of student progress.

The first few weeks of school in Distance Learning will focus on teachers building relationships with their students and each other due to unforeseen exposure to some type of trauma during the COVID shutdown. Routines for Distance Learning will be emphasized so that there is a sense that their day will have a calm, safe, and predictable rhythm. The district will utilize screener assessments and diagnostic assessments to gauge where students are in terms of their academic trajectory when they return to school.

Both teachers and administration will collaborate to create a system to build a back-to-school foundation that can take place in all classrooms. Lessons will be developed based on essential standards and SEL competencies within our current events that are taking place in our daily lives (COVID-19 and societal events). These lessons may be recorded through the use of Screencastify so all students will have an opportunity to learn throughout the day. Virtual lesson will focus on the engagement techniques so students will want to return the next

day and opportunities for extended learning time and small group instruction will be provided so all student can close their learning gaps. Teachers and support staff will use small group instruction to mitigate extreme losses that may occur with homeless, foster youth, English Learners and other student groups that are in high risk of long-term failure due to school closures.

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.]

Understanding school closures may have impacted the progression of student learning referred to as the COVID-19 slide. The district will take steps to ensure distance learning opportunities are available and meaningful to all students, including economically disadvantaged, English Learners, Foster youth, homeless, and students with disabilities. And supporting students have special populations, teachers may use multiple methods of providing instruction to meet student needs such as in person 1:1, small groups, or phone calls intervention. all online programming and internet content will meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

English learners:

English Learners will focus on the same rigorous grade level academic standards that are expected of all students, within a reasonable period of time. To accomplish this, all English Learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. The Guiding principles identified in the California English Learner roadmap policy will guide the implementation of distance learning instruction. These practices may include remote instruction, telephone calls, meetings held on digital platform, supplemental physical and virtual resources, online options for Data Tracking, and documentation of services, supports and accommodations provided, instructional packets, or assigning projects and written assignments to English learners.

Special Education:

Students with disabilities are included in all offerings of school education models by using the individualized education plan process to customize educational opportunities and provide support when necessary. The IP is a roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with family to jointly determine what is working for each student and distance learning as well as what accommodations and modalities of learning allow the greatest access. The District staff will work with each family and student to determine what free appropriate public education looks like for each student and family during COVID-19 as it may be different from the IEP developed special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction.

Homeless and Foster Youth: Through the District liaison, the needs of homeless and Foster youth will continue to be met. Opportunities and programs will be sought out to support these students. For students currently and formerly in foster care and that have experienced homelessness, existing challenges related to housing, education, employment, income, and how have only been intensified by the pandemic. The district will support students experiencing homelessness by delivering resources to student's lack transportation to pick them up. Equally important, the district will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether online or in person. The district is committed to providing homeless and foster youth students access to Mental Health Providers to support students virtually and/or on site at schools. Students and their caregivers will be provided with information resources, and/or support for social and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environment.

Other Student Populations: Consideration will be given to other student populations and their unique learning needs. Groups of students may need to meet in small groups for instruction and support. This may include transitional kindergarten as well as kindergarten, and others as identified. Busing accommodation will be provided, as possible for these in person interventions.

Teacher will use cycles of assessment to identify and remediate knowledge gaps so all students have a solid foundation before tackling the next challenge in their studies. Distance Learning Surveys will be administered to gauge perceptions about the delivery of instruction during school closures to begin to understand and prioritize how to support every student and create "Professional Development opportunities" for teachers along with building the capacity of parents (Family Engagement trainings) during Distance Learning.

The District will clearly communicate with staff, families and the community concerning how the District will protect the wellbeing and safety of students and staff, in conjunction with how to address the social, emotional and academic needs of students. Parent conference will be held via Google Meets, phone calls, and in person when absolutely necessary to ensure parents are informed of their child's progress. Virtual and in-person classroom walkthroughs will be conducted to provide perspective on supports and effectiveness of Distance Learning instruction.

Low-income, Foster Youth, Foster Care, Homeless Students:

* All actions and strategies are directed at improving outcomes for Low-income, Foster Youth, Foster Care, and Homeless students.

* Technology and access to extend learning beyond the school building and day are ensured by providing a device to each student and Wi-Fi access to families without connectivity to ensure more equitable access to learning, no matter the place or time of day.

English Learner Students:

* English Language Development (ELD) will be measured multiple times throughout the year using diagnostic assessment, benchmarks, formative assessments and summative assessments.

* Essential skill areas (for example, word recognition and decoding, reading comprehension, etc.) will be assessed for learning and English learner students will complete ongoing tasks which will enable students to self-assess and self monitor during learning and keep engagement levels high.

Special Education Students:

* Teachers will provide virtual informal assessment measures to determine students' current levels of academic needs

- * Sp Ed Teachers will engage in bi weekly meeting to address student progress, monitoring and goals
- * Teachers will provide small group or individual intervention based on determined student need
- * Teachers are provided time to collaborate on accommodations and meting student needs based on Individualized Education Plans (IEPs)

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 the services provided to students will be measured through grade level assessments, Fastbridge formative assessments, common and district assessment. These assessments will be administered via pre calendared timeline. In addition to formative and summative assessment data, academic grades will be reviewed against historical achievement to inform the overall picture of student progress.

Data will be analyzed by teachers, administrators, and colleagues working in collaborative groups to reflect on the data, focus on student learning, and interaction with their colleagues on the effective strategies to close the learning gaps among various student and student groups. This includes Foster Youth, EL's and low income students. By sharing student progress amongst and across grade levels, educators take ownership of every child's education and strive using appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures.

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

Description	Total Funds	Contributing
Fastbridge Program and Assessment		
Fundations/Wilson Reading Program		
StemScopes		
Moby Max		
TK Reading Wonders Curriculum		

Mental Health and Social and Emotional Well-Being

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

The district recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher, the teachers will be provided professional development in Social and Emotional learning practices during distance learning. Students in need of additional support will have remote access to school psychologist, administrators and/or outside agencies.

Lessons and activities which promote fun interaction with peers will be shared with teaching staff.

Online book reads from district librarian.

Digital hyperlink platform for outside support and organizations to support social and emotional well being as well as mental health.

Distance learning: rewards and incentives program?

In-Person learning: rewards and incentives program?

Psychologist 1 FTE

Pupil and Family Engagement and Outreach

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

The district is committed to continually fostering a relationship that is built on trust and transparency with our students, their families and our staff. Through clear, consistent, and specific communication from the site and district-levels, the district will utilize personalized and automated email and at times phone call communication methods, the district website, and social media outlets to communicate critical information and ongoing updates with families and the community at large. In accordance with Section 11310 of the title 5 California code of regulations, the district will provide Communications and English and Spanish to meet the needs of its stakeholders.

The district recognizes that because parents may have children enrolled in multiple schools across districts it is vital that the communication protocols, online learning platforms, and expectations are coherent and consistent and engaging for the parents and the community as partners in learning.

Tiered re-engagement strategies:

Tier 1: Site staff will reach out to student and family through phone calls, texts, emails and classroom dojo app.

Tier 2: After 3 days in any given week with no contact (with parents or students) and/or no work turned in by the student, site administrator will reach out to parents to find out what assistance they may need to assist the student in attending and engaging in class lessons.

Tier 3: After 2 weeks of inactivity and/or no communication with parents or students, the administrator will issue a letter regarding the lack of attendance and engagement and follow up with a phone call, home visit or a request to meet.

Tier 4: After 3 weeks of inactivity and/or no communication with parents or students, the site administrator will collaborate with the local law enforcement for a family wellness check.

SARB (Student Attendance Review Board): SARB will activate upon commencing in-person learning both in the Hybrid and Distance Learning models.

School administration and support staff will monitor student engagement and in necessary, attempt to verify contact information, and provide outreach for social/health services as necessary, and when feasible, transition student to full-time in-person instruction.

Outreach from school secretary, BIA aide or other support staff capable of translating will contact the families who have a language barrier. School district nurse and health clerk will have detailed involvement to address medical issues preventing student engagement. A referral to mental health therapists will be made if there are any suspected social-emotional issues or if parent/student has indicated mental health concerns as a barrier.

Our Homeless students face greater challenges for engagement. The role of the teacher and administration will be to monitor and follow up on concerns brought from students, families, teachers, psychologist, and the administration to remove barriers.

Bilingual facilitators, Bilingual Reclassifiers, and EL Program staff will provide specialized outreach for EL's and families of EL's on-top-of general outreach provided by the district to all students.

If face to face or a hybrid model learning takes place this year, typical students monitoring will be in place and regular protocols to reach out to those not attending will occur through the same process as distance learning. The homeroom teacher will monitor attendance and notify the office and administration should any student miss 60% or more of any week.

If attempts to remedy and connect with students and families are not successful, additional steps will be taken to get students engaged in compulsory education through our Student Attendance Review Team (SART) and our Student Attendance Review Board (SARB). All communication will be available in English and Spanish.

The procedures for tiered engagement strategies for pupils who are absent from distance learning

1. Communication through phone calls, email, and home visits to determine resources that may be needed to ensure students engage in compulsory education requirements and reduce the risk of learning loss.
2. Attendance letter sent out after 5 days, requesting a conference with the parent, student, site representative, and Student Services representative. The meeting can be held in-person or via zoom.
3. If attendance continues to not improve, a second letter is sent out after 7 days of absence. Another conference is set up and parents are to sign an attendance contract.
4. Lastly, if those measures fail and student engagement has not improved, a SARB panel will convene to discuss the situation and provide resources to help the parent and student if applicable. Parents who ignore attendance contract habitually could face monetary fines from the District Attorney's office.

School Nutrition

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

The district will be operating under the national school lunch program, National School breakfast program, to provide meals for eligible students whether the learning is in person or distance learning.

Food will be distributed on Wednesdays from 9:45 a.m. to 11:30 am. The meals served will be served as breakfast and lunch in a "grab and go" style format. Because of our size and limited number of meals we distribute, we will have deliveries and distribution once per week. The district will provide each student 5 breakfasts and 5 lunches for the week. Likewise, one day a week distribution will help minimize staff exposure when servicing families. Knightsen school will be the food service distribution site that serves the meals for our district. Food distribution will take place outside the front entry way of our cafeteria. This will continue as long as weather permits outdoor food distribution.

When the district transitions into a hybrid model where students are present on campus, households will be able to pick up meals for that day plus the number of days that students may be off campus in a distance learning format. These meals will also be "grab and go" for AM cohort students. PM cohort students will grab their lunch from the cafeteria and immediately report to their classroom to eat their lunch and follow the appropriate hygiene and social distancing requirement in place at that time. These services are self operated by the Districts Food Service department. These procedures offer essential service support and allow students and their families to maintain social distancing practices.

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

Section	Description	Total Funds	Contributing
School Nutrition	Purchase of a larger milk cooler. Because of our limited numbers, our food vendor is only delivering once per week. The size of our current milk cooler is too small to handle a full week in one shipment.		
Distance Learning Program (Access to Devices and Connectivity)	Purchase of 40 wireless hotspots to provide students and staff working remotely access to the internet. Given our status of distance and hybrid learning, reliable internet access is critical to the educational process.		

Section	Description	Total Funds	Contributing
	Increase student connectivity		
	Outdoor tables were purchased to create outdoor classrooms and work areas for students. With the ability to conduct small cohort classes, intervention and meeting outdoors poses much less risk to contracting COVID 19. State and County Health Department guidance highly recommends that activities be held outside to permit social distancing and avoid recirculated air to reduce the risk of contracting COVID-19		
	Because of the technological requirements our teaching staff must navigate, it was critical to		
	Food Service hours reaching out to families who qualify for free and reduced lunch services.		

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
%	

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.]

Priority access to Chromebooks and hotspot
Personal outreach for Free and Reduces lunch applications
Bilingual aide support at both sites
0.5 FTE Certificated teacher to assist in servine ELD Students
Increase Bilingual Aide support time at KES due to number of students served
Food Service program operational at Knightsen School
Addition of 1.0 FTE School Psychologist compared to the 2019-2020 school year.

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

Additional time added to Bilingual Aide position at Knightsen School. Likewise, additional time added to general education aide time to support Low Income and students Foster Youth.