

# 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.]

The unprecedented COVID-19 pandemic has significantly affected the vast, rural community that the Keppel Union School District (KUSD) proudly serves, which includes the far eastern parts of the city of Palmdale, and the immediate suburbs of Littlerock, Pearblossom, Sun Village, Llano, and Lake Los Angeles. The unexpected loss of our superintendent on March 6, 2020 and the closure of schools the following week due to COVID-19 has left a significant impact on the physical, emotional, social and educational needs of our students, staff, and community.

The transitions in leadership to find permanency and stability, compounded with the immediate closures of our schools has left our community in a state of grief and mourning, causing significant stress and trauma amongst our students, families, and the community as a whole. The COVID-19 pandemic has also resulted in increased isolation due to the physical and social separation from the classroom and school community. To help support the mental health and well-being of our community, KUSD has partnered with Familias Unidas, to provide access to a bilingual licensed clinical social worker, and to provide a multi-tiered system of mental health and well-being for our students, families and staff. Familias Unidas will also provide parent and staff engagement workshops, community engagement presentations, and group and individualized therapy to students, families, and staff. This additional tier of mental health and wellness support will help to address the needs of a community experiencing high levels of stress and trauma from

the disruption of our daily lives and worries about the physical health of oneself and others to promote staff wellness and prevent burnout, compassion fatigue, and secondary traumatic stress. KUSD plans to work collaboratively with Familias Unidas and the bilingual licensed clinical social worker to reduce the stigma associated with accessing mental health services and therapy for our students, families and staff, which will help to reduce cultural barriers of entry towards promoting well-being within our Keppel community.

Students, families, and staff have come together within the Keppel family and taken on new roles due to the school closures. Parents, guardians, and caregivers; already co-partners with our teachers and schools, have found themselves in the new role of instructional support during distance learning. School bus drivers, whose routes have been put on hold, are supporting our school sites to distribute Chromebooks, Hotspots, and instructional materials during our child nutrition pick up times to ensure that our students and families stay virtually connected during a time of physical and social disconnection. District and school site administrators are providing cross-departmental support to ensure continuity of instruction and to ensure that the instructional leadership team is meeting the needs of our students, families, and staff.

In the 2019-2020 school year, KUSD had an estimated enrollment of 2,828 students. With the start of the 2020-2021 school year, the district experienced a decrease in enrollment to approximately 2,600 students. KUSD has framed this decrease in enrollment as an opportunity to improve our community outreach and to implement creative and innovative communication plans to ensure that our students and families know that our district actively seeks our stakeholders' input and that our schools are working diligently with our Los Angeles County Office of Education to be able to safely reopen our classroom doors to students and staff.

The impacts of the COVID-19 pandemic have been disproportionately large on our unduplicated population of students and families that were already experiencing inequitable outcomes in the KUSD system. Our unduplicated population of students qualifying for Free/Reduced Meals, English Language Learners and Foster Youth make up over 80% of our student demographic. Over 28% of our students speak a language other than English in their homes, primarily Spanish. In recent years, the KUSD has been identified by the state for Differentiated Assistance based upon the performance of these student groups on the California School Dashboard in the areas of achievement, attendance, and suspension. KUSD plans to collectively work with our Differentiated Assistance team of district and site administrators and teachers, in collaboration with our Special Education Plan team to ensure that our unduplicated student population has equitable access to rigorous and engaging distance learning, hybrid, and in-person instruction.

The Keppel Union School District's mission is *to seek education, strive for excellence, and aspire to greatness*. We sustain a vision for providing and maintaining a positive environment where children acquire the basic reasoning skills to be successful learners and productive contributing citizens. Further, the Keppel Union School District conveys the following commitment: Children are the focus of

our professional leadership. We will use informed decision-making that reflects community needs in encouraging continuous improvement for the total child. Our shared vision for student and family success will be “Opening Doors to Infinite Possibilities.”

In presenting plans to the public and Board of Trustees, staff have noted that significant improvement was needed in instructional coherence and consistency prior to COVID-19. With the additional challenges that distance learning brings, the needs for coherence, consistency, and continuity in our instructional programs is even greater. As part of “Opening Doors to Infinite Possibilities” for our students, staff, and families, we have set the following expectation that parents/guardians, students, and the community should have for distance learning implementation.

**1. Consistent, Direct Live Instruction for Every Student.**

All students have access to daily direct live instruction and recorded learning materials.

**2. Access and Availability**

Students and families have access to teachers outside of direct, live instruction through office hours or virtually scheduled meetings.

**3. Coherence in Learning and Delivery**

Google Classroom is the selected learning management system to ensure coherence in instruction and learning for all students.

**4. Collaboration**

Meaningful collaboration time amongst teachers, principals and colleagues across grade levels to stay connected and focused on improving student achievement based on student data and need.

**5. Professional Development and Support for Educators**

Professional development for all educators, both certificated and classified staff, to deliver high-quality instruction on the district’s learning management system, Google Classroom and participation in learning engaging pedagogical techniques using the “Conscious Classroom” to further support coherence throughout our instructional programs.

**6. Appropriate Supports for Students Receiving Special Education**

Ensuring students with exceptionalities receive equitable access to all learning opportunities through scaffolding and differentiating support as needed and as referenced on the student’s Individualized Education Program (IEP).

**7. Targeted Student Support and Intervention**

Differentiated supports available for students needing additional multi-tiered instruction and/or social emotional support.

**8. Communication and Feedback**

Consistent communication to students and parents on learning goals and student progress, including weekly parent/teacher communication and daily office hours to maintain communication and community outreach.

## **9. Assessment and Accountability**

Beginning, middle, and end of year benchmark assessments with progress monitoring to help teachers, students, and families understand and address learning loss, learning difficulty, and potential learning disability.

## **10. Support for English Learners**

Designated and integrated instruction in English Language Development including assessment of progress toward language proficiency and target support to access curriculum.

Communicating these expectations to students and families aligns with KUSD's mission *to seek education, strive for excellence, and aspire to greatness*, while empowering stakeholders to hold the district accountable for providing consistent and coherent rigorous instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and the design of creative and innovative modes of instruction and professional development during this pandemic have presented infinite possibilities for thinking differently to improve student achievement.

# Stakeholder Engagement

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

## **KUSD's Stakeholder Engagement**

The KUSD's stakeholder engagement plan regarding distance learning and planning for the 2020-2021 school year has been on-going since the beginning of the school closures and with the immediate transition into distance learning. Parent communication was the priority of all departments within the KUSD family community and an all hands on deck model was implemented. Classified, certificated, and district and school site administrators collectively reached out to parents through letters, emails, phone calls and virtual meetings.

Teachers contacted each student's family through a survey to determine their immediate internet, technology (device), and other support needs. This survey data was collected and analyzed at the school site level to determine the quantity of Chromebooks, Tablets and Hotspots needed to be purchased by the district to ensure that students would be able to begin the 2020-2021 school year with equitable access to technology, internet, and essential community resources. This information also provided the district with an opportunity to reach out to students and families and get them reconnected with the school during the pandemic. School principals, teachers, and support personnel worked on closing the communication and connectivity gap through phone calls, letters, emails and home visits to connect students and families with essential nutrition, instruction, and mental health and well-being resources during the school closures.

In preparation for online distance learning, several stakeholder meetings were held to solicit feedback regarding the Distance Learning Plan. Stakeholder meetings were held with certificated and classified employees, parents, and community members through a virtual platform to gain a better understanding of what KUSD could do to improve the online distance learning instructional program and supports available to students. The lens and voices of our stakeholder group helped to inform and guide the development of the Distance Learning Plan for the 2020-2021 school year. To ensure equitable participation of all stakeholder groups, families that lacked technology or connectivity were able to participate in these focus groups through phone calls or by providing written input.

The District also utilized Blackboard Connect, an all-call system, to send out important messages to families in both English and Spanish. Parents also had an opportunity to provide additional feedback through an online survey about the Distance Learning Plan.

Teachers also participated in online surveys about what worked, what didn't work, and could be improved as it relates to our KUSD Distance Learning Plan. A summary of stakeholder survey results were presented to the Board of Trustees.

During the 2019-2020 transition into virtual learning, special education teachers, related service providers, and principals met with the Director of Special Education weekly for a virtual meeting with each school site team to ensure that our students with exceptionalities were receiving high quality services and support during the pandemic. This provided school site teams with the opportunity to connect with colleagues, share best practices, and ask questions. In addition, all special education staff members were encouraged to participate in the LACOE Level Alike calls within their specific role (Preschool, Psychologist, Mild/Moderate, etc.). Staff members were then able to bring back best practices and learning from other districts to share during the weekly school site meeting.

KUSD offered universal support for seeking stakeholder input through a shared Google document that allowed staff to pose questions to different departments and collectively view the response. Certificated, classified, and community members were also encouraged to call or email any KUSD staff member at any time and would receive a response to their inquiry.

Listening to and reflecting on the diverse voices of all of our stakeholder groups enabled KUSD to develop a comprehensive Distance Learning Plan that provided equitable access to student learning, incorporated best practices, and helped to mitigate student learning loss through the implementation of benchmark, formative, and summative assessments for the 2020-2021 school year.

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

Stakeholders had options to participate remotely in public meetings and the district's public hearings. KUSD witnessed a significant increase in the engagement and participation of all stakeholders due to the ease of access using the Google Meet platform, which allowed stakeholders to participate via video conferencing or through calling into the meeting. Stakeholders also had the opportunity to email the superintendent's secretary to provide written input.

Public attendees at district meetings are able to listen to presentations and discussions and participate or provide public comment.

Keppel families, staff, and community members will be informed about the upcoming public hearing through email, Board Agenda, Peachjar communication, phone calls, and a public notice on the Keppel Union School District website.

To ensure that all stakeholders have the opportunity to provide input on the Learning Continuity and Attendance Plan (LCAP), the plan has been displayed on the District website for public commentary. A Google Form is being utilized to record public input. The District

has also sent phone messages informing families that the LCAP is available for view and input on the District website. In addition, paper copies are made available by request.

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

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning, hybrid, and in-person instruction.

A purposeful sampling of highly engaged parents from each school site were selected to participate in a Google Forms survey to provide the district with responses to three questions:

1. What are some successes that were experienced with online distance learning?
2. What, if any, struggles were experienced during online distance learning?
3. What types of training or support might teachers need in order to make online distance learning a more successful experience during the 2020-2021 school year?

Results of that survey can be found [here](#).

All parents were sent a survey on the reopening of schools in both [English](#) and [Spanish](#). The English survey received a total of 236 responses. The Spanish survey collected 76 responses. These surveys were sent out per family, representing about a fourth of the district's student population. Parents were asked to provide information about their children and the school site they attended and to share other demographic data. A sample of questions pertaining to the 2020-2021 school year are listed below:

- What distance learning model parents preferred
- Whether parents would need a device, hotspot or both when instruction began in the fall
- In which areas did the parents feel most and least comfortable supporting their children at home
- If parents would need childcare support in the Fall
- What worried parents the most about schools reopening

The District also provided a [Parent's Guide](#) to accompany the Distance Learning Plan in order to help parents with questions they may have about online distance learning.

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

Specific stakeholder received throughout the spring and summer months, along with directives from state and local authorities has significantly influenced multiple components of the district's Learning Continuity and Attendance Plan.

The overarching themes emerging from the parent surveys administered in the spring and informational stakeholder forums were specifically focused on the need to provide: (a) daily live synchronous instruction, (b) increased social connection, (c) technology support for families, (d) and better communication around the district's health and safety plan. This input was reiterated across all the parent/community surveys and informational meetings and influenced the following aspects of the district's plan:

- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day, as well as designated family engagement time and academic support.
- Development of Social Emotional Learning (SEL) time is designated in the minimum minutes of the Distance Learning Plan. KUSD teachers are integrating Second Step curriculum, focusing on belonging, universal themes of emotional support and well-being. Each KUSD school site has an assigned counselor. Counselors are facilitating individual direct services, and social groups to create school connection.
- To support parents and caregivers in supporting students' academic and behavioral needs, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. To encourage communication, the district has included a 55 minute block designated for family outreach. This time is designed to provide parents and caretakers support in accessing class content, an opportunity to review rubrics and assignments, and to address issues that may be creating barriers to student participation and learning. This communication is seen as a critical support for students and families, providing key information and addressing individual needs to enhance student success.

A recurring theme across teacher and parent/guardian/caregiver groups was the need for additional parent/guardian/caregiver technology and connectivity resources and support around technology.

- In response to the feedback that parents/guardians need access to technology and connectivity, the district purchased and continues to purchase additional technology and hotspots to ensure that all students and families stay connected to the school's distance learning plan, communication, and community resources.
- To provide increased universal support around technology, students, families and staff have direct access to live technology support through a designated technology aide at each school site.

- Parents, guardians and caregivers also expressed the desire to reduce the variations of digital platforms that were being used to deliver online instruction in the spring. The universal support is that all teachers use the learning management system, Google Classroom and our self-contained special education classroom utilize the Presence Learning Platform. To increase engagement amongst our students with disabilities, the district will purchase additional Presence Learning Platform access to ensure coherence throughout the special education department. Presence Learning provides free multilingual technology support and office hours for parents and teachers.

Professional development plans for certificated and classified staff were based on stakeholder feedback and input.

- Professional development plans include Conscious Classroom Team, which focused on virtual class engagement, Google Suite training, and lesson plan collaboration across school sites.
- Additional professional development plans will focus on using benchmark, formative, and summative assessments to inform lesson planning, intervention, and differentiated instruction, which help to ensure that teachers, parents, and Student Success Teams are able to identify and differentiate amongst learning loss, learning difficulty, and possible learning disability using a Response to Intervention and Multi-Tiered Systems of Support framework.
- The Consortium on Reading Excellence in Education, an evidence-based online reading academy will help to support special education teachers to implement interventions aligned to students’ literacy needs and provide frequent progress monitoring based on students’ response to intervention.

## 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.]

Bringing students safely back to school campuses and into classrooms for in-person instruction is a priority for many stakeholders and is acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students disproportionately impacted by school closures.

At the July 21, 2020 special board meeting, the transitional reopening of schools learning models were presented and discussed by board members, executive cabinet and the superintendent. At the August 6, 2020 board meeting, the distance learning model was presented to the board of trustees. The KUSD announced the 2020-2021 school year would begin in a distance learning model as

current health conditions did not permit delivery of in-person instruction. KUSD continues to work on preparing for a blended, hybrid model of instruction to bring students back when it is safe with the appropriate personal protective equipment and resources for students, families, and staff.

When it is deemed safe to offer in-person instruction, students and families will be provided with the timeline and plan to transition from a distance learning to a blended, hybrid learning model. The transitional instructional delivery models can be found [here](#).

KUSD provided staff and community members with a [Guidance for Reopening of Schools, 2020-2021](#) which provided additional insights and information on the instructional delivery models and other considerations for students safe return to schools.

**Blended Hybrid Learning Model**

KUSD will continue to align decision-making to public health guidance at the state and county level. The information in this section is the district’s future plan for bringing students back to schools, while meeting the health, safety and learning needs of students. Students participating in the blending learning model would receive part of their instruction each week at their school sites.

The sample blended learning schedule is below:

Cohort A	Cohort B
<b>Monday &amp; Tuesday:</b> School Site	<b>Monday &amp; Tuesday:</b> Distance Learning (Synchronous)
<p><b>Wednesday:</b> Distance Learning (Asynchronous) Instruction</p> <ul style="list-style-type: none"> <li>● <b>Health and Safety:</b> This non-student day at the school sites will allow for custodial staff to thoroughly disinfect and sanitize classrooms and school sites between cohorts.</li> <li>● <b>Learning Loss and Intervention:</b> This will also provide an opportunity for students to engage in multi-tiered systems of response, response to intervention activities and progress monitoring to continuously measure learning loss and growth.</li> <li>● <b>In-Person Assessments:</b> In-person assessments will be continue to be safely provided following state and county guidelines for social and physical distance to ensure students with disabilities and students suspected of a learning disability are able to be assessed and received services and supports need to provide access and progress in the general education curriculum,</li> </ul>	
<b>Thursday &amp; Friday:</b> Distance Learning (Synchronous)	<b>Thursday &amp; Friday:</b> School Site

## Cohorts

Cohorting is a strategy to prevent the spread of COVID-19 by limiting crossover contact by groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Cohorting helps to decrease opportunities for exposure and transmission, break the chain of transmission, reduce contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

## Multiple Measures of Assessments

KUSD will assess student progress through the implementation of multiple measures of assessments, including benchmark assessments, formative assessments during instruction and summative assessments. The district will continue to administer virtual iReady English Language Arts and Mathematics each trimester.

- **Developmentally Appropriate Preschool Assessments:** Preschool students will continue to participate in the Desired Results Developmental Profile.
- **Easy Progress Monitoring, ESGI Assessment Tool:** Kindergarten academic baseline and progress monitoring data is collected using the Easy Progress Monitoring, ESGI assessment tool.
- **Reading Assessments:** To accurately and comprehensively monitor student learning loss, KUSD will introduce the Consortium on Reading Excellence in Education (CORE) grade level literacy profiles for all students in grades kindergarten through eighth grade as a universal screener at the beginning, middle, and end of the school year. KUSD special education teachers will participate in online reading academies to be able to further support the implementation of these formative and summative assessments and progress monitoring based on student need. This will help to address and differentiate amongst learning loss, learning difficulty, and learning disability.
- **Writing and Spelling Assessments:** Words Their Way will be another tool to support students' spelling and writing needs, which aligns with the district's identified areas of focus under both Differentiated Assistance and identified for targeted review for Special Education, which are academic achievement in English Language Arts and Mathematics.
- **Mathematics Assessments:** Mastery of word problems and critical thinking skills are a major component of Common Core mathematics. The KUSD will also seek support in increasing students' reading and mathematics fluency through the usage of interactive learning programs, Reading Rangers and V-Math Live, which have an online learning and instructional component with the main overarching goal of regular progress monitoring. Our special education teachers will have access to an additional tool, Reading A to Z and RAZ-Kids, which further focuses on providing literacy-based activities based on students' independent

levels. KUSD's investments in additional monitoring tools in multiple learning modalities will offer increased support to students and their families during distance learning and the transition back to reopening schools stronger together.

Consistent and effective formative assessment practices will enable teachers to be able to maximize synchronous instructional minutes to meet collective and individual student needs. Progress monitoring frequency determined by student data will help teachers to determine whether preview or reteach is needed before moving forward with new instructional concepts. It also helps teachers differentiate and scaffold instruction to support students individual needs. The implementation of multiple measures of assessments as a universal support for all students throughout the district will help to ensure that we are providing support determined by students' learning loss, learning difficulty, or the need to look into a potential learning disability.

### **Response to Trauma**

The entire Keppel community has been affected by the stress and trauma resulting from the COVID-19 pandemic. In response to the input received from our stakeholder groups and KUSD's recognition that our community needs to provide more opportunities for social interactions amongst students, parents, and staff members, the district has prioritized the need to provide multi-tiered systems of mental health and wellness support for all students, families, and staff within our community. In partnership with Families Unidas and our bilingual licensed clinical social worker, KUSD will work together to reduce the cultural stigma associated with accessing mental health and wellness counseling and other services.

Throughout the pandemic and school closures, KUSD has continued to offer multi-tiered systems of support to address the social emotional needs of our students, families, and staff and will continue to provide these supports and resources throughout the transition back into the reopening of schools. Some examples of universal support offered to students, in response to trauma, have included teachers sharing social emotional strategies around coping and resilience with students as they adjust to a new normal of frequent changes to learning and have less opportunities to socialize with peers, play, and just be kids.

KUSD's six site-based school counselors continue to provide social emotional learning support through the district adopted, evidence-based programs Second Step and Zones of Regulation. The district plans to offer the Second Step curriculum throughout the district to all students, preschool through eighth grades. Our school counselors have gone above and beyond to provide normalcy for our students and have provided multiple access points for students to self-refer for support, access wellness activities and engage in group or individual therapy through the creation of an interactive Google Classroom that is reminiscent of their office spaces on campus with a customized Bitmoji of themselves and a link to their virtual office space. Tier II interventions include Social Emotional Learning

groups, such as Circle of Friends and other needs-based groups age and grade level appropriate. Tier three supports include individual counseling to students who express fears, loss, anxiety, and or signs of depression.

District counselors and psychologists provide staff and parent training focused on supporting children experiencing anxiety and other mental health related issues during the pandemic, as well as emergency response protocols. The addition of a licensed clinical social worker will help to provide additional intensive individual and group therapy and social and emotional support to our students and families, in addition to our staff, such as our counselors, psychologists, and administrators that have provided emotional support to all stakeholders throughout the pandemic.

## **Health and Safety**

The health and safety of our students, families, and staff is the top priority when making the decision to physically reopen school campuses for our students, staff, and others. KUSD will continue to follow and implement the Center for Disease Control (CDC), California Department of Education (CDE) recommendations for reopening schools, such as ensuring all students and staff wear cloth face coverings or shields while at school or on a bus, and maintain 6 feet of physical distancing during school activities. The district plans to follow the CDE Health and Safety checklist for re-opening schools and has currently implemented the following protocols:

- Daily self-reported symptoms screening by staff
- Temperature checks at district sites and school buses upon entry
- Participation in districtwide Target Solutions COVID-19 awareness and safety training modules

KUSD will limit nonessential physical visits on campus to mitigate the spread of COVID-19. Parent and community organizations will be encouraged to meet virtually to promote social interactions while decreasing physical interactions.

## **Classroom Cleaning**

The Director of Maintenance and Operations has worked closely with the principals at each school site to ensure that all classrooms being used by staff members will be sanitized on a daily basis.

In-person testing rooms are cleaned and sanitized after each usage and customized plexiglass barriers have been created to ensure physical distancing between staff and individual students for assessment purposes.

## **Training**

Multilingual signage with visual supports to indicate 6-foot physical distancing objectives will be posted throughout school sites and district facilities. Visual reminders and cues to address hygiene practices will be posted to promote handwashing with soap for at least 20 seconds and the usage of paper towels to dry hands thoroughly.

All staff have received and completed COVID-19 training modules for the 2020-2021 school year with the following learning objectives:

- COVID-19 Best Practices
- Legal Requirements
- Health and Safety Protocols

In planning for the reopening of schools, teachers and students will discuss the new health and safety expectations being implemented to mitigate COVID-19. Developmentally appropriate health and safety videos and social stories around COVID-19 will be shared with students to ease stress and worry in preparation for returning to school.

In addition to the cleaning and disinfecting that will be done each evening by custodial staff, teachers and staff will also be provided with cleaning supplies to clean their desks and other items as needed.

## **Personal Protective Equipment**

In preparation for the reopening of schools, KUSD began procuring personal protective equipment and sanitization supplies, such as disposable surgical masks, cloth face coverings, and disposable gloves for students, visitors, and staff. The district plans to provide training to students and staff on the proper use, removal, and washing of cloth face coverings. Protective plexiglass barriers have been installed at workstations when physical arrangement does not allow for sufficient physical distancing.

The Maintenance and Operations department inventoried the placement of all handwashing and hydration stations and hand sanitizer dispensers to ensure that students and staff would have access to frequent handwashing and sanitizing and clean drinking water. To ensure clean air circulation, HVAC unit filters are routinely replaced.

Custodial staff routinely disinfect classrooms, chairs, door handles, tabletops, workstations, and communal areas at school sites and district facilities.

## Physical Distancing

Planning for physical distancing at school facilities and on school buses will require a combination of visual signage, floor markers and physical barriers to limit the physical distance between students. The Director of Transportation will be providing visual seat bands to indicate certain seats are closed and school bus drivers will be provided with training on creating seating plans that prevent students from walking past each other.

Classroom furniture and layouts will also be rearranged to ensure a 6-foot distance between students and plexi-glass study carrels will be provided for each student to mitigate the spread of respiratory droplets. The blended learning model also provides physical distancing by limiting the numbers of students on campus each week by cohorts.

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

Description	Total Funds	Contributing
<p><b>Thermal Screening Devices</b>            Student &amp; staff temperature screening device to be used at entrances of schools and office areas. An increase in infrared thermometers will enable teachers and support staff to frequently check students' temperatures throughout the day and throughout transitions from outdoor to indoor activities. This will help to mitigate the spread of COVID. (11 devices)</p>	\$27,500	N
<p><b>Personal Protective Equipment</b>            Disposable gloves; Child and Adult Sizes            Disposable gloves will ensure that students and staff have access to the outdoor playground equipment areas to ensure access to physical and socially-distanced interactions on the playground apparatus to promote physical movement and exercise. Disposable gloves, combined with frequent sanitization of the playground</p>	\$448,974	N

<p>apparatus will allow students to have dsecaily access to recess activities to promote physical and emotional well-being.</p> <p>Proper sanitization of rooms now and during the hybrid model. Items needed include: disinfectant chemicals, spray bottles, rags, disinfectant wipes, gloves, (kids &amp; adults)masks (Kids &amp; adults), gowns, booties, shields, hand sanitizer refills, soap refills, (6 month supply). Disposable Face Masks, Cloth Face Masks, Face Shields with Fabric Drape; Increased supplies of soap and sanitizer that is greater than 60% alcohol. Personal protective equipment for students and staff will ensure equitable access to in-person instruction and on-site communication by minimizing the spread of respiratory droplets while on samplus. Socio-economic status and the ability to purchase face covering should not restrict students, staff, or families from access to the school site and meaningful instruction. The additional purchase of these materials will help to mitigate the spread of COVID-19 and ensure that student, staff, and family’s health needs are at the forefront of our planning to bring students back to classrooms safely.</p>		
<p><b>Personal Protective Equipment</b></p> <p>Plexi-Glass Work Carrels for students and staff</p> <p>Plexi-Glass work carrels for students and staff will promote social and physical distancing of 6 feet apart while allowing students to be in the physical classroom settings in safe proximity to peers and staff in designated cohorts.</p>	\$120,000	N
<p><b>Carpet Shampoo Machines</b></p> <p>Replace, missing, old and worn out shampoo machines to clean carpets in the classrooms and help sanitize for students (6 machines)</p>	\$33,000	N
<p><b>Disinfecting Backpacks</b></p> <p>25 disinfecting sprayers</p>	\$19,000	
<p><b>Air Purifiers (HVAC Filters)</b></p> <p>20 portable air purifiers with replaceable filters</p>	\$40,000	N

<b>Handwashing Stations</b> To have these stations around campus and outside to allow students to frequently wash their hands. (11 stations)	\$9,000	N
<b>Hydration Stations</b> To have portable hydration stations around campuses to better serve the students (12 fountains)	\$36,000	
<b>Shade Structure</b> Install shade structure inside the kinder playground at Daisy Gibson School to protect the students from UV's.	\$23,692	N
<b>Hand Sanitizer Dispensers</b> Having a hand sanitizer dispenser in every classroom, office and hallway	\$1,000	N
<b>Delivery Truck</b> Buy a larger delivery truck to deliver cleaning supplies & equipment to all sites. Replace small & high mileage delivery truck.	\$55,000	N
<b>Maintenance Truck</b> Replace older, high mileage truck with newer used truck so the department can serve the buildings, staff & students more efficiently.	\$20,000	N
<b>Technology Van</b> Buy a technology vehicle to replace existing high mileage vehicle.	\$20,000	N
<b>Floor Scrubbers</b> These scrubbers will be used to clean non-carpeted areas at school sites to better sanitize & clean areas daily for students & staff. 6 scrubbers	\$9,000	N
<b>Security Gates</b> Install security gates at front entrances of school sites to protect the students & staff during this time (2 gates)	\$44,000	N

<b>Replace Key System</b> Replace failing key system at P/B School and rekey all locks to secure the campus for the staff & students	\$13,000	N
<b>Security Systems</b> Install security camera & alarm systems at school sites; Lake LA, Daisy Gibson, Pearblossom, Keppel Academy, Alpine and Antelope schools. To assure the schools remain safe during this time. (6 systems)	\$180,000	N
<b>Bus Surveillance Equipment</b> AZ Bus Sales Equipment for whole fleet plus installation/only 12 buses	\$47,026.43	N
<b>Visual School Bus Bands for Safe Seating</b> Bands to help students visually see which seats are available	\$4,500	N

## Distance Learning Plan

### 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.]

KUSD will provide staff and community members with access to the Council of Great City Schools (CGCS) [Addressing Unfinished Learning After COVID-19 School Closures \(June 2020\) report](#) as a reference point for implementing the six overarching principles for supporting students with unfinished learning to ensure continuity of instruction, equitable access to curriculum and instructional resources and continuity of instruction throughout the transition of instructional delivery models.

In planning for the reopening of schools and future instruction, KUSD will focus on the six overarching principles for supporting students with unfinished learning:

1. Stick to grade level content and instructional rigor

2. Focus on the depth of instruction, rather than the pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust interventions based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences.

### Curriculum Specialists

To provide students with access to the full curriculum in both distance and in-person learning, KUSD has identified a need to hire curriculum specialists (previously intervention teachers) to help support the intervention needs of all students and to support teachers with educational technology and planning needs. Fully credentialed curriculum specialists will also support teachers to differentiate instruction and intervention to meet the needs of our Foster Youth, Homeless Youth, English Language Learners and students with disabilities.

### Instructional Minutes

Students will receive a minimum of 180-240 minutes of instruction per day, which shall include both scheduled synchronous and asynchronous instruction.

- TK-K students will receive 180 minimum instructional minutes per day.
- Grades 1-8 will receive a minimum of 240 minutes of instruction and support per day, which shall include both scheduled synchronous and asynchronous instruction.

Grade Levels	Minimum Number of Instructional Minutes Per Day		
	Synchronous	Asynchronous	Total
TK	125	55	180
K	130	50	180

1-3	160	80	240
4-8	160	80	240

Curriculum specialists and teacher collaboration time will allow for teachers to meet virtually and discuss students’ learning needs to develop small group or individual intervention sessions based on student needs to support learning loss mitigation.

### **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.]

As KUSD begins the 2020-2021 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity is imperative. The technology gaps identified at the outset of school closures deepened the district’s understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. KUSD’s efforts to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have sufficient connectivity to engage in distance learning.

Parent advisory committee members have shared parents’ stress in relation to connectivity and attendance tracking and the limited connectivity within households that have multiple students needing to sign on simultaneously. Some parents reported needing to use their prepaid cell phones and data to enable students to have access to distance learning, which have put financial strains on their sole devices for communication. Understanding the needs of our community has influenced the district’s plan for ensuring equitable access to technology and connectivity. The district has connected 446 families with their school sites through the purchase of wi-fi hotspots and will continue to purchase additional technology and hotspots to ensure that all students are connected to schools.

From a social and emotional perspective, KUSD will be more sensitive to the on-going connectivity needs of our students and families and will continue to work on expediting the arrival of devices and hotspots while also being flexible with the presentation of instructional lessons and providing opportunities for parents and students to access additional asynchronous lessons.

Another identified technology and connectivity need is ensuring that once all students receive needed technology and hotspots, our instructional aides and essential workers also receive portable technology devices to provide support with small group and individual instruction and to work remotely, as needed.

### **Technology Support**

KUSD has also recognized the need to provide technology support to our parents on the learning platforms and software to ensure students are able to log into their virtual learning sessions. Each school has a designated technology aide to provide support for parents and students. Supporting the increase in demand for technology support to bridge the digital divide, KUSD found a need for a manager in technology services to help support our technology departmental team on a larger scale and to ensure coherence throughout distance learning and the transition back into in-person. KUSD has invested heavily in growing our supply of devices and hotspots and replacing our connectivity frameworks within the district to decrease disruptions in learning due to poor connectivity and to ensure the upkeep and availability of devices.

Multilingual technology support is also available to parents whose children use the Presence Learning platform for instruction. Many of our students with disabilities engage in virtual learning using this differentiated platform for both assessment and instruction. Presence Learning also provides free technological support office hours to our special education teachers, school psychologists and counselors, and speech and language pathologists.

### **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.]

KUSD will assess student progress through the implementation of additional benchmark assessments and through observation during instruction.

### **Benchmark Assessments**

Within the new system of digitized learning, there is a need for the district to be able to assess and understand students' progress within the designated grade level curriculum, identify gaps in instruction due school closures and decreased instruction time and be

able to effectively and appropriately provide evidence-based interventions in order to better understand and identify student learning loss, learning difficulty and potential learning disability.

In developing and presenting a plan to measure progress for our students with special needs within our stakeholder engagement meetings, principals also recognized that all teachers needed access to multiple measures of assessments and needed to be able to participate in professional development to ensure that assessments were once implemented in person and now implemented virtually and with fidelity. The main focus areas of these benchmark and formative assessments focus on key foundational areas for students in kindergarten through eighth grades: literacy, written expression, and mathematics fluency.

### **Pupil Participation**

Pupil participation will be determined based on multiple measures of student attendance and engagement in learning. Measures will include participation in live synchronous instruction, submission of assignments to the teacher, and other forms of contact and communication with the teacher. Teachers will document attendance and engagement in the AERIES Student Information System each day and session. For distance learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for school each day. This includes verification of participation as well as a record of student assignment and progress. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided with the minimum threshold of minutes through synchronous and asynchronous instruction.

### **Time Value of Work**

Teachers will be responsible for assigning the time value of assignments given in their respective classrooms. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

### **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.]

KUSD will provide robust professional development opportunities and resources that support staff in implementing the distancing learning program described throughout this plan. These will include, but are not limited to, opportunities and resources such as Google Education certification, online reading academies, and the district benchmark assessments.

All staff will have access to participating in meaningful professional development focused on social and emotional learning and self-care through our partnership with Familias Unidas to help alleviate teacher and instructional aide stress levels and to provide support that is customized to meet the needs of the individual and school sites.

Universal access to ongoing training and professional development throughout the school year to support achievement of school goals with the School Plan for Student Achievement (SPSA) will continue on topics that include iReady, iRead, Read 180, System 44, Go Math, National Geographic Reach For Reading, Aeries, and SST Online.

KUSD will also provide teachers with training around the California Standards for the Teacher Profession that focus on the effective implementation of distance learning. These trainings will include:

- Distance Learning Best Practices
- Virtual Lesson Design
- Virtual Lesson Delivery
- Time Management in a Virtual Classroom
- Parent Engagement, Classroom Management in the Digital Classroom
- Assessment in a Virtual Classroom
- Implications of Distance Learning on the IEP process
- Special Education in a Digital Learning World

Additional professional development will include continued opportunities to participate in the KUSD and USC Reading Certification Program to help support our students' literacy needs and learning loss throughout distance learning. Materials and substitute coverage will continue to be provided to support our staff to support our students and increase our English Language Arts achievement scores, which are directly aligned to KUSD's identified areas of need for Differentiated Assistance and within our Special Education Plan (SEP).

Investing in an inaugural cohort of Keppel Union School District Renaissance Instructional Leaders for the 2020-2021 and 2021-2022 school years that are able to support the continuum of distance learning to in-person instruction with the shared vision and focus of "Opening Doors to Infinite Possibilities," KUSD will also set aside professional development funding for universal access for all KUSD staff to participate in departmentally aligned professional development academies with the commitment of the staff members to successfully complete the professional development academy and with the support of the direct supervisor and superintendent for participation in on-going professional development activities over \$1,200.

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key changes to roles and responsibilities of staff, organized by area.

### Attendance and Engagement

Within distance learning and blended models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their physical presence or absence at the school site. In distance learning, teachers monitor students' attendance and engagement during synchronous instruction, submission of assignments, and other communication and participation as measured by teacher observation and data. Teachers are also responsible for maintaining a weekly record documenting a student's synchronous and asynchronous engagement each day.

The Student Support Services Office will continue to provide support with attendance in a distance learning context. Teachers will initially report attendance concerns to their site principals and after school site outreach has been unsuccessful, additional support will be provided by the Student Support Services Office, school counselors or our bilingual licensed clinical social worker.

### Special Education and Student Support Services

All staff supporting students with disabilities will continue performing the responsibilities within their position, with modifications to reflect the distance learning context:

- **Program Specialist (Temporary):** The hiring of a temporary program specialist (contingent upon funding) will support teachers with the set-up and completion of virtual IEP meetings, Google Classroom, differentiated supports, and will provide additional support to principals with compliance at the school site level and will help provide support with the district's Special Education Plan (SEP).
- **Social Worker:** the bilingual licensed clinical social worker will work collaboratively with school site teams and the student support services office to schedule consultation and counseling sessions with students, families, and staff. These sessions will be conducted virtually or by phone.
- **Instructional Aides** our instructional aides will be more systematically used to support individual students than they were used during the spring closures. Classroom instructional aides and instructional aides assigned to work with individual students will assist students during distance learning and help the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in virtual breakout rooms, and as appropriate, during targeted synchronous instruction.

### Transportation

Our transportation department and team's primary role of bringing children to and from school was quickly and immediately put on hold since the school closures in the spring. The 18 person team quickly shifted from driver to custodial, clerical, and other support as needed throughout the district. The flexibility of the transportation department to provide support as needed has helped to ensure the health and safety of our staff during school closures.

## **Additional Staff Expectations for Distance Learning**

### **Teachers**

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Virtual Back to School Night
- Create Google Classrooms giving school site administrators access to observe and provide feedback under virtual teaching conditions
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments

### **Curriculum Specialists**

- Will provide professional learning, coaching, and support to teachers and administrators on distance learning
- Be available to support teachers and school administrators with using distance learning tools throughout the day

### **School Site Administrators**

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Support teachers and staff to implement district programs.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a Google Classroom for teachers to share information and support teachers with this learning management system.
- Ensure that support staff, co-teachers, and instructional aides can work as co-teachers in Google Classroom.

## **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.]

KUSD believes that the additional supports required to address the impacts of COVID-19 need to be viewed through an equity lens. Ensuring equitable access to a high quality, inclusive distance learning program means that students receive differentiated support to

meet their individual needs. Throughout this LCAP, there has been a focus on providing training and support to ensure that teachers, parents, and other staff are able to understand how learning loss, learning difficulty, and potential learning disability presents in students during distance learning. Virtual student success team (SST) meetings will continue to be offered to students that may need intervention support to help mitigate learning loss. District school psychologists and curriculum specialists can also provide additional support to meet the learning and social emotional needs of our students with unique needs.

### **Homeless and At-Promise Youth**

Distance learning supports specific to homeless and at-promise youth include a McKinney-Vento liaison. This staff member works with families and students to ensure that they have the resources needed for school. The district's McKinney-Vento liaison works collaboratively with our school counselors to actively provide outreach to all students, with a focus on At-Promise Youth. Parents are contacted to determine student needs, including connectivity and access to student materials. Counselor outreach occurs predominantly through Google Meets counseling sessions, as well as daily check-ins through phone calls. Counselors also provide weekly and/or bi-weekly check-ins with students and foster parents via phone or email. For families that are difficult to reach via phone or online, counselors and principals conduct home visits to offer support.

The District in partnership with community support, have organized outreach throughout spring and fall distance learning for all families. Events include backpacks, school supplies, pantry events, and health and safety kits giveaways for our homeless and at-promise youth.

The Student Support Services Office serves as an information hub, assisting families with community resource information, such as shelter, housing, food, clothing, and health. In addition, counselors refer families to appropriate community agencies and services based on identified needs.

### **English Language Learners**

English learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Transitional kindergarten to third grade students receive 45 minutes of daily, synchronous designated ELD instruction. Students in 4th-8th grades receive 30 minutes of daily, synchronous designated ELD instruction.

For integrated ELD, English Language Learners will receive regular instruction during core learning activities. Integrated ELD lessons support English Language Learners to access and engage with the language of the core lesson.

## Students with Disabilities

Pupils with exceptional needs will be provided with asynchronous and synchronous instruction. Supplemental online and tangible activities have been created to provide multi-modal support to students. Small group and individualized instruction is being provided by our instructional aides virtually under the supervision of our special education teaching staff. Formal assessment rooms have been created to ensure that students requiring individual assessments for special education eligibility or services are able to be safely assessed and their IEP meetings held. Safety protocols for assessment have been provided to our school psychologists and acknowledgement forms must be signed by parents prior to assessments being initiated. Our teams have regular check in calls and emails with parents and students. Teachers have received training in providing engaging, virtual instruction to students and through instructional round observations, students with disabilities have been observed actively engaging in instruction and communicating with each other via the chat function and demonstrating turn-taking by speaking on camera using the audio button. Teachers have provided parents with an instructional schedule to ensure continuity and routine for students. Many of our special education teachers have opted into teaching from their classroom, which provides additional comfort and routine to our students that benefit from visual supports, schedules, and routines.

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

Description	Total Funds	Contributing
<b>Samsung Galaxy Chromebooks</b> 100 instructional aides need access to technology to support our teachers, students, and parents to provide distance learning instruction and on-going communication.	\$79,900	Y
<b>Teachers Pay Teachers</b> Six School Site Subscription will allow teachers to have immediate access to teacher-created Distance Learning and Common Core Aligned supplementary resources to prepare work packets and materials.	\$60,000	N
<b>Headsets for Distance Learning</b> Primary Grades will receive headphones (PreK-6) 2,000 Students	\$92,900	Y

<b>Headsets for Distance Learning</b> Grades 7-8 will receive earbuds 600 Students	\$7,000	Y
<b>Student Chromebooks</b> Replace older & outdated chrome books with newer & more efficient chrome books for the students. (500 chromebooks)	\$125,000	N
<b>Hotspots</b> To address connectivity needs of the community, the purchase of 600 additional hotspots will ensure that all students are able to access and engage in the distance learning program.	\$150,000	N
<b>Data Infrastructure System</b> Replace outdated and in some areas, non-functioning cables, devices and technology with all new data Cat cable, switches, access points and other items, allowing for better connectivity & faster streaming for student devices.	\$215,000	Y
<b>Technology Network Switches</b> Replace older network switches to new Cisco 48 port Network Switches, which will allow for faster data streaming and better connectivity in classrooms for Students for LLA, D/G, Alpine, P/B & K/A. (29 switches)	\$101,500	N
<b>Routing Technology</b> 3DEZR Routing (1yr Subscription) This technology will help assess the actual amount of students needing transportation and optimize bus routes/stops with a focus on safety first, individual route timing, vehicle capacities, preferred student ride times and other district policies relative to transportation.	\$6,388	N

## 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.]

KUSD will measure students' learning levels through the regular administration of benchmark assessments at the beginning, middle, and end of year. New supplemental assessments will be added to the district assessment library to ensure frequent progress monitoring, appropriate interventions are implemented and students' response to intervention is measured to determine and differentiate between learning loss, learning difficulty, and potential learning disabilities. Teacher collaboration time will also support these efforts through the discussion of student access, attendance, and engagement with instructions activities presented in various learning modalities. Curriculum specialists will also be able to assist in aligning students' individual learning needs with intervention plans.

## Pupil Learning Loss Strategies

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

The primary actions and strategies that the district 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 will be through a multi-tiered system of supports and tiered instructional delivery during synchronous instructional time. The strategies at each tier of instruction are:

**Tier I:** All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on keys skills and concepts that are most critical for the respective grade level/content area. Curriculum specialists will assist and guide teachers with pacing guides and differentiated lesson planning to ensure equitable access to learning modalities.

**Tier II:** Supports will be provided primarily through synchronous, small group instruction that is targeted to identify student needs. Teachers will engage in ongoing assessment of learning loss and each student's individual learning needs. This will support teachers in being able to schedule small group or individual instruction to provide additional support to students.

**Tier III:** Students who require more intensive support will be provided access to differentiated instruction, curriculum and resources and one to one instruction with individual sessions. Tier III instructional support may be provided in a co-teaching model or by the curriculum specialist, as appropriate and based on student need.

The focus of small group and individual instruction will be on key prerequisite skills, preview and re-teach on key concepts, and differentiated and scaffolded instructional support to provide multi-modal production of instruction. While the implementation of small

group and individual instruction will enable staff to deliver targeted support to all students, these sessions will be of particular importance in addressing learning loss for English Language Learners, low-income students, foster youth, students with exceptional needs and homeless youth. The frequent progress monitoring of students' specific learning needs will help to ensure that our response to intervention and multi-tiered systems of support are fluid programs with data to support entry, monitoring and exit/graduation from the program or a need for additional support.

During the summer months, KUSD implemented synchronous, asynchronous, and packet based summer school and Extended School Year (ESY) programs for students to support learning loss and recoupment of previously taught grade level concepts.

With the transition from KUSD's summer programs to the start of the 2020-2021 school year, a full distance learning model with incorporated expectations and elements were developed, which includes:

- Use of Google Classroom as the Learning Management System
- Conscious Classroom Training for all certificated and classified staff to support student engagement and participation
- Daily, live synchronous instruction
- Accommodations, services, and supports for students with IEPs and English Language Learners
- Office hours and daily communication time interval for teacher communication with students and families
- Professional Development on Google Education

## 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 and supports provided to address learning loss will be measured by the implementation of benchmark, formative and summative assessments at the beginning, middle and end of the year, with daily to weekly progress monitoring, as needed and as determined by student data. Through an analysis of the assessment results for students, teachers and school sites will be able to determine interventions and supports needed to support students' learning loss.

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

Description	Total Funds	Contributing
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<p><b>Consortium on Reading Excellence in Education, Online Reading Academy</b> will help support teachers to progress monitor literacy growth to increase and maintain academic achievement for 30 special education teachers, psychologists, and speech and language pathologists and 110 general education teachers and staff.</p>	\$65,000	Y
<p><b>Consortium on Reading Excellence in Education; CORE Sourcebook Package; Assessing Reading Multiple Measures &amp; Teaching Reading Sourcebook</b> This book is in alignment with the proposed professional development to help support literacy growth in a virtual environment and to provide teachers with progress monitoring tools and lesson plan activities to support small group literacy instruction for 140 teachers, administrators and staff.</p>	\$20,000	Y
<p><b>Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction, 7th edition</b> This resource provides a hands-on, developmentally-driven approach to word study that illustrates how to integrate and teach phonics, vocabulary, and spelling skills to all students. Guided by an informed interpretation of spelling errors and other literacy behaviors, Words Their Way offers a systematic, teacher-directed, child-centered plan for the study of words from kindergarten to high school. The keys to this research-based approach are knowing your students' literacy progress, organizing for instruction, and implementing word study.</p>	\$12,000	Y
<p><i>Reading Rangers</i> is an online practice solution for K–5 students:</p> <ul style="list-style-type: none"> <li>● Designed to strengthen foundational reading skills</li> <li>● Improve vocabulary acquisition</li> <li>● Increase fluency resulting in improved comprehension</li> </ul> <p>Students go on engaging journeys with Dewey the Librarian to environments that are as exciting as they are different to practice and strengthen reading skills. Teachers can be confident their students are benefitting from meaningful online reading practice. <i>Reading Rangers</i> content follows universal scope and sequence that can be used with any reading or intervention program.</p>	\$100,000	Y
<p><a href="#"><u>VMath Live: Online Math Engagement Software with Instructional Lessons</u></a> <i>Vmath</i>® is an ESSA Strong, supplemental math intervention that complements core instruction by targeting and reinforcing the challenging grade-level concepts students need most. Grades 2–8. <i>Vmath Live</i>® offers students engaging activities to master at their own pace in a motivating online environment for the skills-building practice of <i>Vmath</i> modules and lessons. Grades K–8.</p>	\$100,000	Y
<p><b>Presence Learning Virtual Platform:</b> Special Education Departmental Access;</p>	\$248,400	N

<p>Speech and Language Pathologists; Psychologists, Teachers, Occupational Therapists, Physical Therapists and Instructional Aides</p> <p>Providing districtwide access to one platform will allow coherence in learning for students. This platform also offers departmental office hours and multilingual support for our parents, and staff.</p>		
<p><b>Virtual Assessment Scoring System for Special Education Related Service Providers</b></p> <p>Distance learning has changed the way our related service providers, such as speech and language pathologists, occupational therapists and physical therapists assess and score assessments. These assessments are now being administered virtually and these providers needed access to a virtual assessment and scoring platform.</p>	\$10,000	N
<p><b>Curriculum Specialists (6)</b></p> <p>The support of six curriculum specialists, previously intervention teachers, will provide direct technological support to our teachers, administrators and staff to enhance and improve our distance learning program for students.</p>	\$720,000	N
<p><b>Program Specialist - Special Education</b></p> <p>The function of the addition of a temporary (fund dependent) program specialist will be to provide additional compliance and virtual IEP support to special education teachers and administrators. The program will also help to support the district’s compliant-based Special Education Plan (SEP) team with providing support to increase student achievement and engagement.</p>	\$120,000	Y
<p><b>Professional Development</b></p> <p>Additional professional development will include continued opportunities to participate in the KUSD and USC Reading Certification Program to help support our students’ literacy needs and learning loss throughout distance learning. Materials and substitute coverage will continue to be provided to support our staff to support our students and increase our English Language Arts achievement scores, which are directly aligned to KUSD’s identified areas of need for Differentiated Assistance and within our Special Education Plan (SEP).</p> <p>Investing in an inaugural cohort of Keppel Union School District Renaissance Instructional Leaders for the 2020-2021 and 2021-2022 school years that are able to support the continuum of distance learning to in-person instruction with the shared vision and focus of “Opening Doors to Infinite Possibilities,” KUSD will also set aside professional development funding for universal access for all KUSD staff to participate in departmentally aligned professional development academies with the commitment of the staff members to successfully complete the professional development academy and</p>	\$26,999.57	Y

with the support of the direct supervisor and superintendent for participation in on-going professional development activities.		
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## **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.]

### **Social and Emotional Well-Being**

To effectively support the social and emotional well-being of students and staff during the school year, the district will offer monthly workshops and group and individual therapy for students, families and staff through the partnership with Familias Unidas. The multi-tiered systems of support offered throughout the district will be shared on our district website and with further dissemination of the community resources offered through the home to school connection with teachers and staff at the school site and district levels.

### **Professional Development**

The district will monitor and the mental health and social and emotional well-being during the school year by participating in professional development for trauma-informed practices and counseling services and other support and training offered through the Antelope Valley Special Education Local Planning Area (SELPA) to best ensure we are aware of the unique needs of our community that are occurring due to the COVID-19 pandemic. The SELPA also provides evidence-based practice training, resources, and webinars available to parents and staff that are accessible through their website. The school psychologist team, alongside the Director of Special Education, have scheduled training for our certificated and classified teammates to support mental health and trauma, and to promote self-care. Our school psychologists provide counseling services through the Presence Learning platform and make phone calls to check in with students and parents.

### **Mental Health and Trauma**

Partnering with Familias Unidas will provide the KUSD students, families, and staff with access to a licensed clinical social worker worker, who will help to provide access to multi-tiered systems of support to promote the health and well-being of our community. The district will work in collaboration with Familias Unidas to develop guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. The guidance will focus on: mental health wellness, coping and resilience, and healing before, during and after a crisis. Since the closure of schools, children have had less access to caring teachers, nurses, support staff, counselors and other personnel. This guidance will emphasize the collective role of educators in helping to mitigate the negative impact of traumatic events and stress.



A multi-tiered system of support for mental health promotion, awareness and supports are outlined in the table below:

TIER	STRATEGIES AND SUPPORTS
<p><b>Tier I: Universal Supports</b></p> <ul style="list-style-type: none"> <li>● Accessible to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students and staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Trauma-responsive school system</li> <li>● Routine check in's with students and staff</li> <li>● Culturally responsive techniques</li> <li>● Sport 2 Suicide Prevention Training</li> <li>● Group and Individual Access to Social Worker</li> <li>● Mindfulness and self-care activities</li> <li>● Circle of Friends Groups</li> </ul>
<p><b>Tier II: Targeted Strategies</b></p> <ul style="list-style-type: none"> <li>● Targeted mental health practices and systems for students and staff who need more support than is universally provided.</li> <li>● Focus on supporting students who may be at risk of developing more serious concerns in academics, behavior, or other social emotional connections.</li> <li>● Student self-referral</li> <li>● Parent or staff referral</li> </ul>	<ul style="list-style-type: none"> <li>● Check-in/ Check-out</li> <li>● Social Skills Groups: self-regulation, self-management, and other universally reinforced and taught SEL skills</li> <li>● Connection to community-based services</li> <li>● Monthly groups and workshops for students, families, and staff by Familias Unidas</li> <li>● School-based individual and group counseling (in person or virtually) for students and caregivers</li> <li>● Mentoring</li> <li>● Professional development and learning for staff and caregivers</li> </ul>
<p><b>Tier III: Intensive Strategies</b></p> <ul style="list-style-type: none"> <li>● Individualized support to improve a student's academic, behavior or social outcomes</li> <li>● Goal is to to enhance a student's quality of life by increasing adaptive skills and</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to community-based services</li> <li>● Suicide Risk Assessment and Safety Planning</li> <li>● Crisis Intervention</li> <li>● Behavior Contract Support</li> <li>● Special Education Support</li> </ul>

These multi-tiered supports are implemented through joint collaboration between Student Support Services and Special Education departments to serve all students, families and staff throughout the district. Staff include six school site counselors, four school

psychologists and one social worker. These staff work to integrate all services for students and families by framing behavioral, mental health, and social services within the context of school and learning.

## **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.]

Students in Grades 5-8 were administered the California Healthy Kids Survey. The survey provides data to assist schools in fostering a positive school climate, engagement of students in learning, prevention of student health-risk behaviors, and promotion of positive youth development and well-being. An analysis of the data in the California Healthy Kids Survey suggested that the District's LCAP should continue to implement actions that support student engagement in school, promote a sense of belonging and connectedness to the school, maintain student safety and health, promote academic motivation and achievement, and the PBIS positive disciplinary environment. (KUSD LCAP, 2017-2020)

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class are essential to ensuring students are able to learn and thrive in any environment. During a time of frequently changing public health regulations, flexibility is needed as schools transition from distance learning to hybrid instruction to in-person instruction and students need to have strong and meaningful connections with their teachers, peers, and community members.

The district's attendance and engagement plan takes into consideration all of the recommendations and guidance from federal, state, and county public health and local county office of education, as well as the requirements outlined in Senate Bill 98. Using the KUSD's Distance Learning Plan as guidance, the district has created a plan to monitor student attendance and engagement and provide support to students, families, and school sites as needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the school closures in the spring, teachers monitored and logged communication with families and student participation. Moving forward the district has set grade level schedules with minimum required instructional minutes by content area and plan to ensure active engagement and participation through: student participation with camera turned out and responses through verbal or written

expression, reflective and constructive thinking and reasoning skills as evidenced by students' thoughtful responses and participation to presented activities, and social emotional connection with peers and teacher when presented with different modalities of teaching.

### **Monitoring Engagement**

The three components of engagement will be monitoring and assessed through qualitative and quantitative observation and student work samples, such as participation in online discussions verbally and through the chat function, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities, as available. The district is committed to using multiple measures to determine whether students are engaged to maximize their academic, social, and emotional progress. Monitoring student engagement is a collective responsibility. In the spring, engagement was viewed primarily as a student and family responsibility. Moving forward, teachers, principals, district administrators, and staff throughout the district have the shared responsibility of ensuring student engagement.

The expectations for each stakeholder group for monitoring attendance/engagement are:

- **Students and families:** Students will attend and engage daily with their teachers and report absence for any virtual session or school day to the school's main office.
- **Teachers:** Teachers will document attendance and engagement every school for each scheduled class session, regardless of the instructional delivery model. (i.e., distance, hybrid)
- **Principals:** Principals will monitor attendance and engagement, work with teachers and families, and provide tiered interventions when necessary.
- **Attendance/Student Support Services:** The student support services offices will help to monitor attendance and engagement, work with teachers and families, and provide attendance support interventions as appropriate.

### **Outreach**

Throughout the spring school closures, the Student Support Services Office, District Office, made efforts to contact every student family that was not attending or engaged. The contact included letters, phone calls, emails and ensuring that students and families had access to school resources, such as nutrition service and technology to support reengagement with the learning process. Principals and school site staff engaged in home visits and this additional tier of home to school connection helped to re-engage many students and families disconnected due to distance, transportation or connectivity challenges. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or disengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff outreach efforts have continued throughout the summer with phone calls, postcards, and website updates, and will continue throughout the pandemic and return to school with the goal of reestablishing and maintaining meaningful connections with each and every student.

Through the partnership with Familias Unidas, KUSD will reach out to parents to offer additional opportunities for connectedness and belonging. This organization will provide additional tiered support through virtual mental health and wellness workshops and parent training to help students and families re-engage with schools during distance learning and throughout the school year.

### **Tiered Reengagement**

Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered Systems of Supports (MTSS) framework:

#### **TIER I: Students attend school regularly.**

- Positive relationships, engaging school climate, clear and consistent communication between schools and families.

#### **TIER II: Students who attend/engage moderately.**

- Phone calls home, informational flyers, training with technology
- Ensure access to device for distance learning
- Teachers may refer to the principal for additional support and communication.

#### **TIER III: Students attend 40% or less of the time.**

- Referral to student support services office for attendance support
- Action plan created with student and family
- Referral to social worker and Familias Unidas to connect with community resources and support
- School Attendance and Review Team (SART) meeting

#### **TIER IV: Unreachable students: No contact or engagement.**

- Home visits
- Referral to social worker and Familias Unidas to connect with community resources and support

### **Additional Resources and Outreach Efforts**

Multiple resources and supports have been implemented since the school closures for families enrolling in the district. Online enrollment forms are available on the district website and through a new web-based application. Parents have the option of contactless drop off enrollment packets at the Student Support Services Office or in-person drop off, ensuring all public health measures are practiced by staff and visitors. Web-enabled phone systems have been installed at the Student Support Services Office which transcribe and email voicemail messages to the recipient.

An additional district effort to build relationships and engage both students and families are home visits and parent workshops, access to group and individual therapy sessions with our social worker. Our partnership with Familias Unidas will enable us to provide services, support and engagement to our students, families and staff on a monthly basis.

## 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.]

Nutrition Services will continue implementing key procedures developed during the spring school closures and through the summer months to ensure safe and effective meal delivery services. These include breakfast and lunch drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, and now use of masks for community and staff required by state county health orders.

When KUSD moves to a hybrid learning program, the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Meals will be served in the classroom as part of the Breakfast in the Classroom program or outdoors, as appropriate, to maintain physical distancing and to ensure the safety of our students and staff. Meal times will be staggered to ensure disinfection and sanitization between meal times.

Nutrition Services will continue to offer curbside pick-up on the days students participate in remote learning.

In planning for the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the pandemic context. Teachers will be provided with contactless digital daily rosters to check off students receiving a reimbursable meal. These rosters will be forwarded to the Nutrition Services office daily after every meal period. Kitchen managers will review the rosters and enter the student identification numbers into the point of sale system for auditing purposes.

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

Section	Description	Total Funds	Contributing
School Nutrition	<p><b>Nutrition Services and Supplies</b>            Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, personal protective equipment, salary/benefits, and mileage.</p>	\$800,000	Y
Mental Health and Social Emotional Well-Being	<p><b>Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)</b>            The district’s PBIS and SEL teams are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the high stress and traumatic events of COVID-19, school closures, and the loss of our superintendent. Virtual professional learning is being provided to increase connectedness and belonging and address trauma.</p>	\$30,000	Y
Mental Health and Social Emotional Well-Being	<p><b>Second Step: Districtwide Social and Emotional Curriculum</b>  <a href="#">Second Step SEL Early Learning</a> Classroom Kits  <a href="#">Second Step SEL K–5 Bundle</a> with Principal Toolkit  <a href="#">Second Step Middle School Program</a> Schoolwide License; 5-year Subscription</p>	\$81,000	Y
Mental Health and Social Emotional Well-Being	<p><b>Nurse, LVN, Health Clerks, and Social Worker</b>            The nurse and Social Worker will play key roles in the district’s efforts to educate the community about COVID-19, support contact tracing, and engage in outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will help to maintain existing staffing and support and provide critical health information, referrals and support, but will lead the district’s efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.</p>	\$396,000	Y

Pupil and Family Engagement and Outreach	<b>District Parent Resource Center</b> The Student Support Services will continue to work closely with the Bilingual District Parent Liaison and the District Parent Resource Center to promote outreach and make contact with difficult to reach students. They will also continue to develop and implement a range of parent capacity-building workshops and provide resources and support to parents during distance learning.	\$200,000	Y
Technology	<b>Technology Manager</b> To compliment the 3 person I.T. Team and give working leadership to the District team, operating at a higher level of support, giving assistance to the ever-growing teaching technology needs of the student classrooms.	\$80,000	N
Multiple Areas	<b>Technology Materials and Services for Staff to Work Remotely</b> Includes computers and headsets to enable staff to support the implementation of district programs remotely. 25 Laptops to be purchased for all Staff working from home to have a District Laptop	\$25,000	N
Multiple Areas	<b>Mitigation of COVID-19 and Operational Support</b> Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at school sites and district facilities. These actions support efforts in Maintenance and Operations, Health Services, Student Support Services, and School Sites.	\$250,000	N
Multiple Areas	<b>Familias Unidas Social and Emotional Support for the Community</b> Monthly parent and staff workshops, and group and individual counseling services to support the social emotional needs of parents and staff. All workshops and therapy sessions offered in English and Spanish. Customized workshops are available to help support the unique needs of our stakeholder groups. Provide support and training to school counselors and school psychologists to avoid compassion fatigue. This additional support will also work closely with our student support services team to help destigmatize mental health and wellness services for our diverse population, which will help to create entry points for accessing these services. <ul style="list-style-type: none"> <li>● Monthly workshops focused on:</li> <li>● Domestic Violence</li> <li>● Individual and Group Therapy Sessions</li> <li>● Children's Therapy</li> <li>● Domestic Violence Awareness Groups (Separated for Women and Men)</li> </ul>	\$200,000	Y

	<ul style="list-style-type: none"> <li>● Parenting Classes</li> <li>● Sexual Abuse Awareness</li> <li>● Anger Management</li> <li>● Co-Parenting for Divorced Separated Parents</li> <li>● Parenting Class for Blended Families</li> <li>● Grief and Loss Counseling</li> <li>● Self-Defense Classes for Women</li> <li>● Self-Defense Classes for Minors</li> <li>● Anti-Bullying</li> <li>● Suicide Prevention Awareness</li> <li>● Conflict Resolution Groups</li> </ul>		
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**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
34.67%	\$7,174,783

**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.]

There are several actions that are both (a) being implemented district wide and (b) increasing or improving services for unduplicated students.

These actions include:

**Devices and Connectivity**

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access to technology and internet at home. The district purchased and distributed

computers to any student in need and will continue to distribute devices to incoming students and any continuing students who still need a device until the district is able to ensure that one device is available per student. Targeted outreach is occurring through the Student Support Services for Homeless Youth and At-Promise students to help connect students back to the school sites and the Keppel Community. Wi-Fi hotspots are also being provided on an as needed basis.

### **Curriculum Specialists**

Curriculum Specialists (previously Intervention Teachers) provide a range of professional development, including coaching, and providing virtual learning support throughout the district. Their recent work has focused in a number of areas that specifically targeted at supporting the needs of unduplicated students. As distance learning continues for the 2020-2021 school year, the district has communicated the expectation that engaging, rigorous and high-quality will take place virtually and this will require significant coaching and support. The Curriculum Specialists will be key leaders in this effort.

### **Nutrition Services and Supplies**

This action was implemented during school closures and throughout the summer across the entire district, but primarily intended to provide food access to students and families facing food insecurity. Many KUSD students and families already faced food insecurity prior to COVID-19. The pandemic's impact on employment and the resulting loss of income has made this a need for many Keppel families and community members. Implementation of this action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operation level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

### **Counselors**

Providing counseling services is intended to provide all students, in particular unduplicated students, who are historically less likely to self-advocate or have advocates at home with increased access to self-regulation strategies, trauma-informed practices and restorative justice.

### **Teacher Collaboration Time**

Teacher collaboration time intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Language Learners, Foster Youth, Students with Disabilities and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Focus areas in this plan include Multi-Tiered Systems of Support, Benchmark, Formative and Summative Assessments to help teachers to differentiate amongst learning loss, learning difficulty and potential learning disability. These focus areas will also help teachers to group students by need and provide individual synchronous instructional intervention support more effectively. Collaboration time with colleagues will

help to build upon and focus on these focused efforts. All of these focus areas are specifically aimed at addressing learning loss and accelerating growth for students demonstrating the most need.

### **Enrollment Center**

While the enrollment center at the Student Support Services Office serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services for the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-Income students and English Language Learners. This enrollment center helps to ensure a more efficient enrollment process to help place students into schools. The enrollment center, during school closures, is supporting the overall district efforts to plan for re-opening in a hybrid model and ensuring that students who are entering the district during the COVID-19 pandemic are appropriately placed and connected to their school.

### **Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)**

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to build resilience during stressful and traumatic times. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups that have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school culture and climate. Foster Youth, Homeless Youth, Students with Disabilities and students of color in particular experience higher rates of discipline and lower attendance. English Language Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate. In the 2019-2020 school year, KUSD was identified as needing Differentiated Assistance for the suspension of students with disabilities and suspension of African American students. The implementation of PBIS and SEL with fidelity will support a decrease in student suspensions in alignment with the district wide initiative of restorative practices.

### **Nurse and Social Worker**

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the KUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for students that are low-income, Foster Youth, and Homeless Youth, they may not always have regular access to health services, including counseling and mental health services. This action is a critical support to our Keppel students, families, and community. Providing preventative health services and rapidly responding when needs are identified increases the ability for more students to attend school more often. With attendance playing a crucial role in academic success, this action is viewed as a direct support of addressing the impact of trauma caused during the

pandemic or exacerbated by the conditions of school closure. The impacts and trauma of COVID-19 are having a disproportionate impact on specific student groups, including unduplicated students.

### **Bilingual Parent Resource Liaison and Parent Resource Center**

The District Parent Resource Center implements a range of engagement opportunities, including the Keppel Family Academy and the Parent Institute for Quality Education (PIQE). These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who would benefit from increased parent/guardian participation and engagement. These programs provide parents/guardians with the skills and encouragement to take on leadership roles within their school community, engage in leadership committees for parents of English Language Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops, events, and resources by the District Parent Resource Center establishes a safe and welcoming space for parents to connect with peers and staff interested in actively and authentically participating in improvising school and district outcomes.

### **Home Visits**

Home visits help to build positive relationships and empower parents/caregivers who may not have transportation or access to participate in school programs during school closures and throughout the school year. Through parent and teacher communication, site administrators, school psychologists and counselors may make home visits to ensure equitable access to communication and instructional resources during school closures and distance learning. This also provides additional support to ensure the well-being of students and their families throughout the pandemic and is an opportunity to strengthen the home to school connection.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase of improvement to unduplicated students include:

- Foster Youth Services
- Homeless Services
- Intervention Teachers, Reading Specialists to Educational Technology and Curriculum Specialists
- School Counselors
- Teacher Collaboration Time
- Professional Learning Communities

- Enrollment Center
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Nurse and Social Worker
- Bilingual Parent Resource Liaison and District Parent Resource Center
- Home Visits
- Expanded Learning Programs

Of these actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth) and Homeless Services (serving Homeless Youth).

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- **Home Visits:** Home visits help to build positive relationships and empower parents/caregivers who may not have transportation or access to participate in school programs during school closures and throughout the school year. Through parent and teacher communication, site administrators, school psychologists and counselors may make home visits to ensure equitable access to communication and instructional resources during school closures and distance learning. This also provides additional support to ensure the well-being of students and their families throughout the pandemic and is an opportunity to strengthen the home to school connection.
- **Expanded Learning Programs:** The expanded learning programs, which include extended day/year opportunities to support low income, English learners and reclassified students, and foster youth include increased instruction for all grade levels (K-8) as well increasing opportunities for providing additional support for English learners before and after school and summer through the funding of ASES utilizing a contracted services, "RISE".
- **Computers, Hot Spots and Additional Technology to Support Distance Learning:** This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed toward students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is primarily directed toward students who did not already have a device and would not be able to obtain a device on their own.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- **Curriculum Specialists:** Fully credentialed and trained curriculum specialists will focus on providing educational technology, English Language Arts, and Mathematics support to teachers and students. These staff, while serving all schools and students, also have the stated responsibility to serve English Language Learners as a primary part of their position. The Curriculum Specialists (previously referred to as Intervention Teachers), as a whole also direct effort sites that have demonstrated need, including those needs relevant to unduplicated student groups.
- **District Parent Resource Center:** The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.

Actions described in this plan that represent an increase in service above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, include:

- **Counselors:** A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to provide social, emotional, and behavioral support to low income and foster students in need of specialized counseling services.
- **Nurse and Social Worker:** These staff provide critical support that is of particular importance in a district with high percentages of low-income families such as KUSD. Youth in low-income communities suffer a higher than average rate of chronic disease and often have challenges accessing healthcare. Nursing and social worker services, while available to all, are primarily intended to meet the needs of youth that experience greater health challenges and have higher exposure to trauma. This includes multiple groups in our unduplicated student groups.

Actions described in this plan that are implemented district-wide with the intent to principally benefit unduplicated students include:

- **Enrollment Center at Student Support Services:** At the enrollment center at the Student Support Services Office, the Director of Support Services reviews and analyzes the Los Angeles County Office of Education and Department of Children and Family Services data on a regular basis to monitor the enrollment of foster youth in the District to ensure the district records are consistent with this data. The Director of Support Services and Community Liaison participate in planning meetings in the Antelope Valley related to the implementation of appropriate services for foster youth. The student support services office helps connect students and families with access to a range of resources including mental health supports, attendance intervention, and

suicide risk / response to intervention. While all students have access to these resources, similar to our nurse and social worker described above, these support services are intended to primarily benefit unduplicated students and other vulnerable youth.

- **Teacher Collaboration Time:** This weekly time is provided to certificated staff to collaborate on ways to meet the needs of unduplicated pupils. This extra time (1 hour a week) enables teachers to collaborate and diagnose student needs. A form was co-created with teachers to capture the work of the teachers to address academic needs.

Other actions and services that continue to be provided as an increase or improvement to unduplicated students include:

- Early Childhood Education: Contribution to State Preschool Programs
- Licensed Clinical Social Worker
- School Psychologists
- Class Size Reduction
- Wellness Center
- Experiential Learning
- Agricultural Program
- Advancement Via Individual Determination (AVID)
- Science, Technology, Engineering and Mathematics (STEM)
- Visual and Performing Arts Opportunities
- Gifted and Talented Education (GATE)
- School site funds to be allocated through the School Plan for Student Achievement (SPSA)