

# 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.]

In response to the COVID-19 pandemic, all Lake County School Districts, including Konocti Unified School District, transitioned to a distance learning model on March 13<sup>th</sup>, 2020. Following Lake County Public Health guidelines and restrictions, Konocti Unified remained closed to in-person instruction and continued distance learning through the remainder of the 2019-20 school year. Spring sports were cancelled, graduation was done virtually and students from Kindergarten to 12<sup>th</sup> grade missed the opportunity to connect in-person with peers, teachers, counselors, principals or mentors after March 10<sup>th</sup>. The District and community have been deeply impacted by the uncertainty, social isolation, economic strain, and health and safety concerns surrounding COVID-19 which has put a strain on many. During this adversity, school and community leaders have come together to address the innumerable challenges that have surfaced. Meal service pick up, academic summer program, staff professional development, chromebook issuance for all students, transition to online Google classrooms, memorandums of understanding with union groups, planning supports for special education students, have all had to be navigated in a short time frame, all while emphasizing safety for all stakeholders. The work has been endless and exhausting, but continues to be fueled by the District’s pursuit to offer quality first instruction to all students and ensure all students are engaged and learning.

## Stakeholder Engagement

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

The Konocti Unified School District has sought input and feedback across multiple stakeholder groups in collecting data that have been used in planning and decision making.

### Community and Parents –

The district worked with parents and the community in the Spring to plan alternative recognitions and celebrations for the graduating class of 2020. As a result, student banners were displayed on street light poles throughout the city commemorating graduates. Additionally,

graduates participated in a virtual video ceremony that previewed on graduation night. Emergency responders across the county partnered with the school district and PTO to set up a drive thru diploma and gift bag station.

Parent and community input was sought via an online survey beginning on July 10<sup>th</sup>. In addition to asking how many students in the household, and which school their student attended, families were asked to choose the setting they would prefer for their child to start school in August, either traditional (face to face) instruction, or teacher-led distance learning. Families also had an open ended question in which they could share ideas, concerns, and/or questions. A majority of the entries focused on questions about what the safety protocol would look like if kids came back to an in-person program. There were also several questions regarding special education students and students with medical conditions in which parents wanted more information about protections for their students.

A virtual DELAC meeting was held on July 9, 2020 and streamed to the public on Facebook Live, in which the COVID-19 report was reviewed and participants had the opportunity to ask questions and provide feedback. Minutes from the meeting, including stakeholder input were taken.

### **District Staff –**

This summer, the superintendent scheduled a collaborative Zoom meeting with approximately 25 district stakeholders, including certificated and classified staff that represented a broad cross section of roles including, elementary teachers, secondary teachers, counselors, maintenance, technology, paraprofessionals, bus drivers and after school site lead staff. Five different proposals for starting school were provided and staff broke out into smaller groups to discuss the pros and cons of each. The data was then collected and organized by the teacher union group. On July 16<sup>th</sup>, the superintendent held collaboration meetings to discuss planning for the start of the school year in which the results of the data were shared with KEA (Teacher’s Union), CSEA (Classified’s Union) and the district’s management team.

### **Union Groups –**

The district has met regularly with both certificated and classified union groups. The unions have met with the district to write memorandums of understanding (MOUs) that address the effects of new legislation that has been passed in response to COVID-19. Additionally, the groups have come together to discuss the complexities of interpreting past policies and agreements through the lens of a COVID-19 impacted world.

The superintendent has scheduled on-going meetings, through the summer and into the start of the school year, with the union groups to share information and seek input.

### **Partners and County –**

Throughout the pandemic, the district has maintained regularly scheduled meetings with Lake Country Public Health and Lake County Office of Education. These partners have provided updates and data that have been imperative in planning.

### **Looking forward –**

The District will devise a system of stakeholder outreach and input that includes:

- Electronic surveys and communication using internet links, website, social media and Google forms

- Telephone communication using text, phone calls and survey links

- Paper forms, surveys and communication using mail and district sites pick up/drop off (i.e. – during meal pick up)

Meetings (virtual and when safe, in-person) including staff meetings, site council meetings, DELAC meetings and board meetings

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

Starting on March 18<sup>th</sup>, Konocti Unified School District began offering remote viewing of public meeting and public hearings via Facebook Live. Meeting announcements and agendas are posted on Friday prior to the Wednesday board meetings on the district website. An announcement is posted on Facebook and the district website prior to the meeting announcing the date, time and reference to the agenda. The district has created a form for remote participation that the public can fill out prior to or during a board meeting. Public comments are read aloud to the board of trustees during the public comment agenda item. The public may also send messages via Facebook during an agenda item to make comments or ask questions. Only comments and questions pertaining to that specific board agenda item are shared.

The procedure for remote participation is outlined in the public form and states:

REGULAR MEETING OF Konocti Unified School District Board of Trustees, 9430B Lake Street, Lower Lake, CA 95457. On March 12, 2020, Governor Newsom issued Executive Order N-25-20, which allows Board members to attend Board meetings telephonically (remotely). Please be advised that some, or all, of the Board Members may attend this meeting telephonically. Furthermore, on March 17, 2020, Governor Newsom issued Executive Order N-29-20, which waives the mandate of public, in-person accessibility to Board meetings provided there are other means for the public to participate.

Effective immediately and continuing only during the period in which state or local public health officials have imposed or recommended social distancing measures, the Konocti Unified School District meetings will be viewable only via livestreaming. Balancing the health risks associated with COVID-19, while appreciating the public's right to conduct the people's business in a transparent and open manner, the School Board of Trustees wants you to know that you can submit your comments and questions in writing for Board of Trustee consideration by sending them to the Executive Assistant, Mary Ann Doud at [mary.ann.doud@konoctiusd.org](mailto:mary.ann.doud@konoctiusd.org). You can also visit our [konoctiusd.org](http://konoctiusd.org) website and submit written comments through our comments form at:

<https://forms.gle/stHgUnUpRJADf3jj7>

Please be advised that comments will only be taken during the Public Comment portion of the agenda for Non-Agenda Items and for Agenda Items during the consideration of that item. Members of the public are asked to indicate whether their comments are Non-Agenda Public Comment or the Agenda Item Number they are submitting public comment on. The length of the written comment should be no more than three minutes which is customarily allowed for verbal comments and is approximately 400 words. If your emailed comment is received prior to 5:00 p.m. on the day of the board meeting date, it will be provided to the Trustees, and made publicly available under Public Comment. Every effort will be made to read emails and comments received after that time, but the District cannot guarantee such comments will be read during the meeting, although they will still be included in the administrative record.

This meeting, and any future meetings while under a declared emergency, will not be viewable in person. You may view the meeting live on Facebook through the Konocti Unified School District page. The District will use sound discretion and make reasonable efforts to adhere as closely as reasonably possible to the provisions of the Brown Act, and other applicable local laws regulating the conduct of public meetings, in order to maximize transparency and provide the public access to their meetings.

Individuals who require special assistance or a disability-related modification or accommodation to participate in this meeting, or who have a disability and wish to request an alternative format for the agenda, meeting notice, agenda packet or other writings that may be distributed at the meeting, should contact Mary Ann Doud by 12 noon on the day of the board meeting at [mary.ann.doud@konoctiusd.org](mailto:mary.ann.doud@konoctiusd.org). Notification before the meeting will enable the District to make reasonable arrangements to ensure accessibility to this meeting, the materials related to it, and your ability to comment.

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

Prioritizing safety for Students and Staff – specific comments include, but are not limited to:

From Parents and Community -

- Students should not be put in danger of the virus.
- Temperature checks would be great with the amount of students we have.
- Reopen schools when it is safe for children not convenient for adults. Children first
- I do not want my children going to school during the pandemic. This is not safe.
- Maybe all students should be met at the door with hand sanitizer and a temp reader. After their temp is taken they are giving a pump of sanitizer and then can go to their designated seat. All while wearing masks.
- We need to keep the kids safe!

Stakeholders asked for options for student to return – specific comments include, but are not limited to:

From Parents and Community -

- I believe there should be a third learning option. Consider allowing students to do both on-campus and distance learning. Kids need social interaction and although the current times don't allow for normal interaction I believe one to two days a week on campus is just as important for their development as the education they are going to school for in the first place.
- Hybrid learning is what I want.
- Well I thought maybe a morning and afternoon classes might help break up all the kids there at once.
- Maybe do 2 half days with a teacher and 3 days distance learning. My 5 yr old will not be able to wear a mask all day.
- If children are allowed to be in school with mask requirements, I request that they be allowed to have maskless breaks. Having had to wear a mask all day, I cannot express how good it felt to remove the mask and breathe in fresh air.
- I believe the online option should be the only option because of COVID19
- School should be reopened and resume classes as normal. And never should have been closed.
- I feel distance learning is best at this time due to the high rise of COVID
- Kids need to be in school. Home schooling is too much for most parents

From Classified and Certificated Staff -

For a hybrid program in which 50% of students are allowed on campus the comments were:

- they are getting direct instruction.
- days together for science for labs and directive teaching
- less time for exposure

- less time for holes in teaching.
- middle of the week prep.
- time to clean classrooms

For a hybrid program in which 25% of students are allowed on campus the comments were:

- All classes are divided into four equal groups: one for each day Monday through Thursday, plus one day of teacher prep.
- All teachers provide each group with one day of direct instruction and support, and four days of assignments to complete at home.

For a hybrid program with an AM/PM schedule the comments were:

- All classes are divided into two or four equal groups: meet two to four times each week Monday through Thursday, plus one day of teacher prep.
- All teachers provide each group with one half day of direct instruction and support, and assignments to complete at home.

Stakeholders value the importance of social and emotional connection for students – specific comments include, but are not limited to:

From Parents and Community -

- All of the kids need an environment that is normal, so they feel comfortable and safe to learn. Our kids need school to learn and socialize. Traditional schooling is the only way.
- They need interaction with other students since in the work force they need those building blocks. This is a time to make friends and memories that will carry on when they get out of school.
- I understand teachers are concerned about their health and the risks that face to face instructions brings with it, but I don't feel that distance learning will give my children the best education. I feel that my children learn better when in an actual classroom and it would be detrimental to their mental well-being to not have social interaction with kids their age.
- My daughter needs to go back to school, at home she is isolated from any other kids since none live nearby about her age. She is starving for social interaction

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

A four phase plan for re-opening schools was developed that considered the guidelines set in place by Lake County Public Health as well as the input from stakeholders.

Families were offered the opportunity to select one of three educational programs for their child for the 2020-21 school year. The options included:

- A. Four Phase Plan Full Year (phase determined by COVID-19 status, safety considerations, and health agency recommendation)
- B. Distance Learning Full Year (Through June 2021)
- C. Distance Learning Half Year (Through December 2020)

## 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.]

Konocti Unified entered the start of the school year in distance learning phase I. The distance learning phase I incorporated the four key components of the SB 98, chapter 24.5 including a) daily live interaction b) challenging and equivalent instruction c) interventions for selected and targeted student populations such as but not limited to English Language learners, and d) provide connectivity with devices. While in distance learning phase I, the district will bring back small cohorts of students for classroom-based instruction that meet all safety protocol. The district has identified highly at-risk students that would greatly benefit from in-person instruction including moderate to severe special education students and students enrolled in the alternative education programs. These students will return to classroom based instruction, following the grade span distance learning instructional minutes per day for five days each week.

Students returning in-person will have access to several support staff for academic and social emotional interventions. Students needs will be assessed and students may be supported with Academic Intervention Assistance, Counseling, Mental Health Therapy and or additional language and tutorial supports.

For in-person programs, a strict safety and cleaning protocol will be in place. Daily health checks, clear safety signage, capacity limits in rooms and Personal Protective Equipment, including masks will be provided. Additionally, designated bathrooms will be identified and cleaned every 2 hours and each night rooms will be deep cleaned and fogged.

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

Description	Total Funds	Contributing
Covid Cleaning Supplies, PPE, Plexiglas Partitions, Social Distancing Signage	1,241,380	Y

# Distance Learning Program

## Continuity of Instruction

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

Konocti developed a four phase reopening plan for schools. Depending on the County data related to COVID-19, Konocti responds with the appropriate corresponding phase, in order to manage the safety of staff and students while continuing with the delivery of quality instruction and access to a guaranteed curriculum. Phase 1 is distance and digital remote instruction and learning. Phase 2 is a hybrid of distance learning and face to face classroom instruction. Phase 3 is face to face classroom instruction with the appropriate safety protocols in place. Phase 4 is the return of face to face classroom instruction in the traditional pre-COVID-19 environment.

Konocti uses a research-proven instructional model as the viable way to deliver good instruction whether face to face classroom instruction, distance and digital remote learning, or a blend of the two phases. The quality first instructional model includes four key components: a) academic interaction, b) teacher and student clarity, c) provided effective feedback and d) lesson design. In any setting, the virtual classroom or the traditional classroom, these four key components can be embedded into daily and quality instruction. Furthermore, the instructional materials, both the piloted materials, the district adopted materials, and the state adopted materials, were purchased digitally for every student and distributed to every student. The students have access to the same caliber of instructional resources whether in hard print form or in the digital version.

## 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.]

In anticipation of offering distance learning to start the 2020-21 school year, the technology department of Konocti Unified began collecting all existing chromebook devices issued to classrooms in order to upgrade, tag and clean as needed. The district purchased an additional 1200 chromebook devices in February and received a donation from Lenovo of another 500 chromebooks in preparation for school. A chromebook issuance plan was developed for all sites that included a system for families to check out chromebooks at the beginning of the year. A technology user agreement was created, stations for checkout that followed COVID-19 safety protocols were implemented and school staff were trained on how to issue and track chromebook devices issued to students. Schools scheduled orientations before the start of school to issue devices to families and ensure each family was trained on how to power up and log onto a device.

Parents were asked during the orientation whether they had limited or no internet service and this information was documented. Kajeet SmartSpot WiFi devices were purchased and have subsequently been issued to families in need of connectivity to engage in the daily instruction.

Some families live in remote rural areas that have very limited or no WiFi service. The district has identified the most common problematic areas and is working jointly with the Lake County Office of Education (LCOE) to establish learning hubs in which WiFi broadband is supplied

to select locations for students to come to and connect. The learning hubs will be staffed by both LCOE and KUSD staff to ensure students are able to log on and provide tutorial support when they are not engaged in synchronous instruction.

Additionally, the district has purchased external WiFi transmitters that are positioned at the front of each school and transmit a secure WiFi signal to the public. The WiFi access points were shared during the school orientations when chromebooks were issued, and are available to those who need to park in a school parking lot or on school grounds to download school work online.

## **Pupil Participation and Progress**

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

The Konocti Unified School District developed a feasible assessment calendar for the 2020-2021 school year that transcends all phases of school opening. Academically, Konocti Unified set a goal to ensure over 50% of the students' reach grade level in reading. Therefore, three times in the school year, staff will assess and monitor the growth and achievement of students reading levels using the Star Renaissance Program. In addition, two times a year, the staff will assess and evaluate student growth and achievement of student in reading and writing by administering the Language Arts Interim Assessment Blocks (IABs). As well as the language arts goals, Konocti Unified set a goal in math, ensuring another 10% of the students or more reach grade level in math. To monitor this growth and achievement, staff administer the math Interim Assessment Blocks (IABs) two times a year. Furthermore, at the high school level, staff will administer, per semester, the finals both as a pre-assessment and then as the post assessment. Staff and students can monitor growth and achievement per course, social science, language arts, math, and science.

The Student Services Department conferred with the California Department of Education(CDE), participated in multiple webinars led by CDE and consulted with other school districts to develop a manageable attendance and accountability system, compliant with SB98. In order to measure participation and time value of pupil work, the district followed the guidelines set under SB98 and developed a weekly engagement report consisting of three components. The three components include, Daily Attendance Accounting in Aeries, Grade Book Tracking of Assignments and at Time Value Certification sheet that tracks subject, synchronous activities, asynchronous activities and time value (minutes). The district then provided online training to certificated staff on taking attendance and tracking weekly engagement.

The District Educational Services Department will collect student assessment data and prepare periodic reports that can be shared with the public and board of trustees at scheduled board meetings.

## **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.]

In the efforts to prepare staff for distance and digital learning, there was a three-day training in June called Tech Boot Camp. The tech camp training covered such topics as navigating and using Google drive and Google Apps; setting up a Google Classroom, designing a virtual

classroom using Google Slides, and using videos as a direct instruction tool to embed into the Google Classroom or Virtual Google Slide Classroom.

During the summer and near the start of school, Konocti Unified offered quality first instruction foundation training to every certificated staff, including most classroom para professionals. The foundation training will be further supported with two on site support days. During the support days, the consultant models a quality lesson either in the face to face classroom or in the virtual classroom.

A week prior to the first day of school with the students, Konocti Unified developed and delivered a week filled of professional development, collaboration and planning. The daily training sessions were divided into two ½ day sessions, one for the K -7 audience and one for high school audience, 8<sup>th</sup> – 12<sup>th</sup> grade. Each day of the week a different training topic was covered. The training topics were: a) building one's knowledge and skill in technology, particularly Google, b) using the digital instructional materials, and c) delivering quality first instruction both for a face to face classroom setting and in a virtual classroom setting.

The other half of the day, staff could collaborate in teams to put the new learning into instructional plans. Staff could also use the remaining hours to process and plan for effective instructional delivery on a virtual classroom setting.

After the first week of school, Konocti Unified offered a two-hour training for substitute teachers. The training session taught the substitute teachers how to join and navigate a Google Classroom as well as how to start and lead a Google Meets session. The Google Meets platform is the daily live session where the teacher lead instruction happens. The Google Classroom is where the assignments and activities are housed. The training also let substitute teachers explore Google Drive and Google tools such as Docs, Forms, and Slides. In practicing with these tools, the substitute teachers can design social emotional and academic activities, entering a classroom that much more prepared to serve the students for the day.

## **Staff Roles and Responsibilities**

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

The HR department has worked to develop an interactive process that allows for supervisors, managers, and administrators to meet with employees, review their work duties and schedules. Through these meetings, employees can give input on working remotely through telework or adjusting their work environment when applicable. Some employees are not able to telecommute or work remotely and depending on qualifications may be able to apply for FMLA or FFCRA leave.

The interactive process is also used to identify alternative work for employees or to adjust an employee's work duties to meet needs that arise for distance learning and COVID-19 issues. Staff roles include utilizing employees to support food preparation and delivery, monitor and maintain check points for health and temperature checks, administering COVID-19 periodic tests to staff, establishing a temporary staff health & safety training coordinator position, assigning staff to supervise and assist students at learning hubs, reassigning staff to contact students daily to check in, engage and note needed interventions and identify staff to support staff and students with technology help desk support. The district anticipates that other needs will arise through the course of the year and that staff and the district must be flexible to work together and problem solve them.

**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 LEA across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The learning schedules for all four phases include an established yet flexible amount of intervention time per day, thirty minutes or more, to provide targeted instruction to students with special and unique academic and social-emotional needs such as, but not limited to, pupils in foster care and who are experiencing homelessness.

The learning schedules for all four phases also include a verified amount of time, thirty minutes or more, designated for targeted English Language Development. The designated English Language Development (ELD) time reflects the EL intervention offered during face to face traditional classroom setting, pre COVID-19.

The special education department, teachers and service providers have been working collaboratively with parents on providing the opportunity for face-to-face instruction on a daily basis for our SDC-SH, ED and students who receive specialized services. SDS-SH students are receiving 3 hours of face to face instruction with the remaining daily hours being virtually supported. All service providers are continuing to give services via virtual platform or face to face with parent agreement per IEP goals.

School sites are working with students who are homeless as they are identified. Individualized intervention are offered to address issues including no electricity, no refrigeration, no connectivity. Supports for homeless students have included, issuing two chromebooks and WiFi SmartSpots to a single student (one to take and one to stay at school to recharge). Students can then exchange devices as needed to have a charged device. Some homeless students are provided an option to pick up meals daily, rather than in 5 day meal bags, since refrigeration of food is problematic. Homeless students and foster students are given priority for enrollment for After School program services, which includes an in-person option.

The district will be generating list of Foster Youth and providing to school site student service teams. Schools will monitor Foster Youth progress in both attendance and academics and develop check ins for at risk youth based on the data.

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

Description	Total Funds	Contributing
Wifi Hotspots, 1 to 1 devices for students and teachers, online education program subscriptions	3,686,130	Y

**Pupil Learning Loss**

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

The district will assess pupils periodically based on the annual assessment calendar, to monitor progress in English Language Arts and Math. Staff will assess and monitor the growth and achievement of students' reading levels using the Star Renaissance Program. In addition, two times a year, the staff will assess and evaluate student growth and achievement of student in reading and writing by administering the Language Arts Interim Assessment Blocks (IABs). To monitor growth and achievement in Math, staff will administer the math Interim Assessment Blocks (IABs) two times a year. Furthermore, at the high school level, staff will administer, per semester, the finals both as a pre-assessment and then as the post assessment. Staff and students can monitor growth and achievement per course, social science, language arts, math, and science.

**Konocti Assessments Schedule for 2020-2021**

<b>The Assessments</b>	<b>Date Range</b>	<b>Action Steps/Timeline</b>
* Renaissance	The month of September	<p>Analyze the results the third or fourth collaboration in September (in the staff meeting)</p> <p>Record the grade level and school data</p>
Pre-test (Pre-course test in Big Ideas per grade level) K -8	Pre-test in the month of August	<p>Hold onto the results for intersession and the academic intervention response</p> <p>Organize the results into a spreadsheet (standard – question – student and their results per question, per standard, and overall</p>
*IAB in Math and IAB in ELA (grades 3 – 12)	October 12 – October 25	<p>Analyze results on the third or fourth Thursday of October.</p> <p>Record the grade level and school data</p>

*Early Lit and common writing prompt		
*District common Math (K -2)		
HS Finals per content area given as pre-test and post test per sesmetre	First week of September  During Finals week	
*English Language Learner assessment in oral language (K -7)	November 4 – November 13	Analyze the results for the trimester grading period
*Renaissance	2 weeks in December or 2 weeks in January	Analyze the Renaissance results, the IAB results and the discipline results by the 3rd Thursday of January.

\*Implement the 2020-2021 school year

No indicator means it is an area we are striving to implement by the 2021-2022 school year.

For English Language Development, ELL students are being assessed using the ELPAC test. New students to the school district and system will be assessed in the first 30 days of enrollment. Based on assessment data, students are then placed in appropriate ELD support classes.

## 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.]

Konocti teachers monitor student progress through Aeries gradebook and attendance notes. Students that fall behind in attendance are identified for tiered system support in order to re-engage in learning. Students that fall behind or need support with academics are provided an intervention that is built into the educational schedule and provided by a certificated teacher. The learning schedules for all four phases include an established yet flexible amount of intervention time per day, thirty minutes or more, to provide targeted instruction to students with special and unique academic and social-emotional needs such as, but not limited to pupils in foster care and who are experiencing homelessness.

The learning schedules for all four phases also include a verified amount of time, thirty minutes or more, designated for targeted English Language Development. The designated English Language Development (ELD) time reflects the EL intervention offered during face to face traditional classroom setting, pre COVID-19.

ASES programs will offer support to students in need. Priority enrollment goes to Homeless and Foster Youth that may have challenges with engaging due to not having a good learning environment in which to do distance learning. ASES will provide a safe classroom that students can log onto their google classrooms, have a secure internet connection, desk, chair and electricity from which to work. Staff from the ASES program will be available to assist during the teacher led instruction time to make sure students are logged in and have connectivity. During asynchronous instruction and after the instructional day, staff may offer tutoring and homework support to students.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

Student engagement is tracked using Aeries gradebook, attendance, attendance notes, and a Time Value Document. Documentation allows teachers, curriculum coaches, academic counselors, AIA, and other staff to monitor students' progress and monitor supports provided. Weekly attendance reports are monitored on a weekly basis and academics reports are monitored on a bi-weekly basis. Once students are identified as in need of supports the Site Student Service Team provides contacts and supports as needed.

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

Description	Total Funds	Contributing
As the district develops interventions to address pupil learning loss, specific actions and costs will be determined.	TBD	[Y/N]
	[\$ 0.00]	[Y/N]

# 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.]

Daily synchronous interaction is scheduled for each student and a tiered system of support is implemented if the student is not participating daily. The teachers and staff are monitoring daily interaction and providing outreach to individuals that need support. Outreach is documented and support are provided as needed. Ripple Effects is a research based online social emotional tool that is offered district wide to support students' needs. Some staff have been trained in Zones of Regulation, which is a research based programs to support the social emotional needs of at risk students.

The District intends to provide professional development to both classified and certificated staff in the future focusing on Social Emotional Well-Being that will be an important component as a Multi Tiered System of Support (MTSS) model is developed and implemented at Konocti Unified School District.

Each school site has an academic counselor and an academic intervention assistant to support students as well as access to an ERHMS counselor for the students with Tier 3 needs. The school site is regularly monitoring students' needs and referring them to the appropriate support team.

Staff is provided with a free 24/7 crisis access line and mental health services through Anthem Blue Cross.

# 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.]

Konocti Unified is using a three tiered re-engagement process for students who are absent from distance learning. The tiered support system identifies students' needs and provides supports to re-engage the student in distance learning. The students are moved up the tiered system until they have engaged in distance learning.

In **Tier One**, all students are receiving a positive, engaging learning environment with social emotional learning built into their daily schedule. Students receive daily live interaction with teachers and supports as documented in the learning schedule. If a student is not engaged in synchronous or asynchronous work for a day, a school staff member (i.e. teacher, classified support, attendance clerk, bilingual liaison) initiates outreach to the student or family via phone call, or other daily live interaction and identifies the needs to start engagement of distance learning. Students are monitored by daily attendance and weekly attendance reports. Staff is documenting needs in Aeries data base.

During orientation staff identified families with internet needs. Some families live in remote rural areas that have very limited or no WiFi service. The district has identified the most common problematic areas and is working jointly with the Lake County Office of Education (LCOE) to establish learning hubs in which WiFi broadband is supplied to select locations for students to come to and connect. The learning hubs will be staffed by both LCOE and KUSD staff to ensure students are able to log on and provide tutorial support when they are not engaged in synchronous instruction.

Additionally, the district has purchased external WiFi transmitters that are positioned at the front of each school and transmit a secure WiFi signal to the public. The WiFi access points were shared during the school orientations when chromebooks were issued, and area available to those who need to park in a school parking lot or school grounds to download school work online.

In **Tier Two**, students that have not engaged in synchronous or asynchronous daily learning for two or more days a week are referred by the teacher to the Site Student Service Team. The Site Student Service Team is created by the principal or assistant principal at each site to ensure student outreach and supports are provided to students to prevent student learning loss. The Site Student Service Team provides outreach to the families, including home visits. The site team will identify the students' needs including but not limited to daily check in/check out, Parent meetings, tech support, bilingual support, peer support (buddy system), SART, counseling, social services, mental health needs, medical needs, special education, technology support, etc. Students are monitored by weekly attendance report, Site Students Service Team and attendance clerk.

Students that have not engaged 60% or more through the week are recommended to **Tier Three** by site administration. In tier three the District Student Service Department identifies students and outreach is made via phone, or other daily live interaction, including home visits by an SRO. Services are identified and provided which may include but are not limited to SART, ERHMS counselors, SRO, Healthy Start, Mental Health, Adventist Health, Social Services, SPED, etc.

In order to ensure we are communicating effectively with parents in their home language, we share our public documents in both Spanish and English. Additionally, each school site has Spanish speaking Bilingual Family Liaisons that are spending their time calling families to follow up and make sure families are engaging in school daily and when there are issues or concerns, they are taking notes and referring students to school intervention supports.

## 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.]

Konocti Unified is providing nutritionally adequate meals to all enrolled pupils in the district. Due to being a CEP district, meals are provided to all students at no charge. Meals are offered on Wednesday and include 5 days worth of breakfasts and lunches. The District is providing 9 separate locations for pick up, and two separate serving times to ensure adequate availability. For students attending in-person programs, food service staff provide meals daily for the small cohorts to take back to their classrooms. Food Service staff have been trained on safety practices related to preparing and serving meals and additional personal protective equipment (PPE) had been purchased for food service, including plexiglass screens.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## 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
23%	CRF apportionment allocated based on Supplemental & Concentration = \$2,781,227

### 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.]

As Konocti Unified developed plans for distance learning, the needs of foster youth, English learners, and low-income students were considered first. As we bring students back to campus with all safety protocols in place, Special Education, Homeless/Foster Youth, EL students will be the first students to receive services and interventions. We have prioritized in-person programs for these subgroups because an in-person program is the most effective means of building positive relationships, supporting quality first instruction. At-risk student benefit from structure and positive relationships.

Some families live in remote rural areas that have very limited or no WiFi service. The district has identified the most common problematic areas and is working jointly with the Lake County Office of Education (LCOE) to establish learning hubs in which WiFi broadband is supplied

to select locations for students to come to and connect. The learning hubs will be staffed by both LCOE and KUSD staff to ensure students are able to log on and provide tutorial support when they are not engaged in synchronous instruction. This intervention was devised to ensure connectivity for student so there is continuity, routine and consistency ensure for the learning program.

The district considered that low income families may not have connectivity to engage in distance learning. To address this, the district purchased Kajeet WiFi SmartSpots with paid data service and is issuing them to identified families in need at no charge. The intervention of offering individual WiFi Smartspots is intended to address low income families that do not have the financial means to pay for internet service that allows them to be connected.

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

As previously mentioned in this Learning Continuity and Attendance Plan, the following services and program have been offered to our Low income, English Learners and Foster Youth:

- Issuance of free WiFi hotspots
- Priority enrollment in After School Programs
- Tracking Foster Youth and conducting regular grade checks and check ins
- Directing Bilingual Family Liaisons to call Spanish speaking families to check-in, reengage and assign interventions as needed
- Offering additional counseling or therapy time to unduplicated students that are high risk
- Offering additional technology device options for homeless that do not have electricity
- Offering modified meal plans for homeless that do not have refrigeration