

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Immediately following the decision to discontinue having students on our school campuses in March 2019, Kelseyville USD moved to a blended model of traditional packet-based instruction and online instruction. With initial data estimating that 40% of our students/families did not have access to broadband Wi-Fi, KVUSD teachers designed and implemented packet-based instruction for all students in grades K-12 for the first three weeks of the school closures. During this initial time, school-based staff made regular contact with students and families. After a week of Spring Break, it became clear that the Shelter in Place order would be ongoing and our teachers began online instruction using Zoom, Google Meets, and Google Classroom. For families without sufficient internet access, instructional packets containing the same material being taught online were distributed for an additional four weeks. During this time, a decision was reached by all school districts in Lake County that students would not be returning to school sites for the remainder of the school year. As the school closure progressed, more teachers began to offer online lessons one or two times each week per class. Another significant change districtwide was a substantial increase in communication with our stakeholders regarding our response to this unprecedented time through our website, Facebook pages, emails, text messages and automated phone calls in both English and Spanish.

Special Education service providers pivoted to providing services online and via telephone. IEP meetings were held online and through phone calls to make the necessary changes to individual student’s IEPs. Special Education staff have worked diligently to provide students and families with the support they need to address the modified IEP goals.

Our Information Technology department repurposed Chromebooks from school sites to provide students and families with devices for accessing online instruction. IT Helpdesk requests regarding all aspects of online instruction increased dramatically and our IT staff implemented rigorous PPE measures when handling Chromebooks and other personal computing devices. Additionally, all onsite maintenance and repair to IT infrastructure and staff computing devices has been conducted after normal business hours to limit person to person interactions with staff.

The KVUSD Maintenance staff implemented weekly deep cleaning of school sites and district departments to combat the spread of COVID 19. Deep cleaning schedules are announced in advance and sites staff are asked not to be present for 24 hours after deep cleaning has been completed.

With the discontinuance of home to school transportation, our transportation department worked to ensure that we are prepared for safe social distancing measures on our buses once home to school transportation is resumed.

After the 2019-20 school year concluded, the KVUSD Management Team met weekly to plan for the reopening of schools on September 8, 2020. The district also met multiple times with the Kelseyville Unified Teachers Association and the California School Employees Association, working collaboratively to ensure a successful startup to the new school year. Along with the other five school districts in Lake County, KVUSD is implementing a Four Phase approach to how we open our schools.

Phase One: Full Distance Learning

In Phase One, the vast majority of KVUSD students will be engaged in both synchronous and asynchronous learning at home. Teachers will utilize Google Classroom and Google Meets as the main platform for instruction. Students will engage in daily live interactions with both their teachers and fellow students. Instructional plans will ensure that the minimum instructional minute requirements are met (Kindergarten (180 minutes), Grades 1-3, (230 minutes), Grades 4-12 (240 minutes).

Phase Two: Hybrid Learning

In Phase Two, students will engage in a combination of in-person instruction and asynchronous virtual instruction. The purpose of the Hybrid Model is to keep students in smaller cohorts, thereby reducing the number of student to student and student to staff interactions on any one day. Although the student schedules may vary from school site to school site, all students will come to school at least one day per week during the Hybrid Model.

Phase Three: In-Person Instruction with Protocols

In Phase Three, all students will return to school for in-person instruction every school day. Phase Three also calls for the implementation of a wide variety of safety protocols including safe social distancing, facial coverings, hand washing, hand sanitizer stations, daily wellness check for all staff, daily temperature checks for all staff and students, and rigorous deep disinfecting all classrooms, offices, and common areas and surfaces.

Phase Four: In-Person Instruction without Protocols

In Phase Four, COVID 19 safety protocols would no longer be required for In-Person Instruction

Note: As we move through the phases, parents and guardians will have the option of continuing Distance Learning regardless of whichever phase we are in. Kelseyville USD will begin the schoolyear in Phase One: Distance Learning.

Like many other rural communities in California, the COVID-19 pandemic has had a devastating impact on both the economic and social-emotional health of our community. Many of our parents/guardians had to choose between staying at home with their children or maintaining their employment. Lake County is the poorest county in California and as such, many of our families do not have the economic resources for

full-time childcare while we engage in Distance Learning. As students were unable to participate with in-person instruction in classrooms during the Spring, and despite our best efforts to provide a robust distance learning experience for our students and families, it is clear that our students experienced varying degrees of learning loss. We also acknowledge the stress placed upon families and the negative impact this stress, along with a lack of social interactions with their peers, had on students' social wellbeing, emotional wellness, and physical health.

Stakeholder Engagement

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

During the Summer of 2020, KVUSD sent weekly written updates to our stakeholders in English and Spanish. The content of these updates focused on the districts planning and decision-making processes for the startup of school on September 8, 2020 and included descriptions of options parents would have regarding the method of instructional delivery including in-person instruction at their school site, distance learning through their school site, independent study through their school site, or transferring to Kelseyville Learning Academy (home school). We also sent our surveys in early June asking the following questions of parents and staff.

How supported have you felt by your school during the school closure?

How satisfied are you with communication between yourself and KVUSD, your school, and your teacher(s)?

Do you have access to a device (laptop, Chromebook, tablet)

Do you have internet access (Wi-Fi) you can use for online learning on a daily basis?

Tell us about the amount of school work you have been assigned.

Tell us about the difficulty level of your class assignments.

Tell us how your teacher(s) have helped you with your assignments.

Please tell us whether the majority of your schoolwork was online, packet-based, or a combination of online and packet-based.

As we prepare for how and when KVUSD can reopen our schools in September, we are looking at implementing a variety of safety measures to ensure the health and well being of our students, staff, and community. These measures include a focus on safe social distancing, facial coverings, hand washing, and hand sanitizer stations. If KVUSD has these precautions in place, please tell us your overall comfort level in returning to school in September.

If directed by public health officials to limit the number of students that attend school on any given day, please tell us your comfort level in a school schedule where students attend school less than five days per week?

When we return to school in September, which of the following would be your preference (Traditional Full-Day School, Hybrid School, Full-Time Distance Learning)?

Please provide us with any additional feedback you may have regarding your experiences with distance learning and returning to school in September.

In addition, a similar survey was sent to our certificated and classified staff.

Weekly Management Team meetings were held throughout the Summer to continuously refine and deepen our planning for the startup of school. Several of these meetings were held in conjunction with Kelseyville Unified Teachers Association and of local California School Employees Association leadership teams as we collectively and collaboratively addressed the myriad of challenges we faced on the road to school startup.

Virtual Town Hall Meetings were held for all stakeholders in August with English language meetings held on August 12 and 19, and a Spanish language meeting on August 13. Communication with stakeholders regarding the decision-making process for moving from one phase to another was discussed during the Town Hall meetings. For example, KVUSD will analyze all relevant data and make an announcement on Friday, September 18 as to the any phase change to be enacted on Monday October 5. Each month, stakeholders will be given a two-week notice as to any phase change.

Finally, the following is a letter sent to our stakeholders by our Superintendent, Dave McQueen on September 8, 2020.

Putting Students First

By Dave McQueen, KVUSD Superintendent

In This Together

Just when you think things can't get any stranger, 2020 does it again. During the long Labor Day weekend, I received notification that in response to an historic heatwave forecast for Northern California, PG&E was planning to have rolling blackouts in our area beginning on September 8, the first day of school via distance learning. I think Kelseyville Unified School District (KVUSD) Assistant Superintendent Tim Gill had the best response. He said, "Wow, now we just need a meteor strike in the middle of the lake."

We are living in crazy times—a pandemic, political upheaval, wildfires, heatwaves, lightning storms, and air that’s smokey enough to choke a horse. Sheesh. But hey, we’re still here, so let’s help each other through this.

When it comes to education, I’m doing everything I can to get students back in the classroom safely. On September 18, KVUSD will determine whether we can meet the State guidelines to safely transition into the hybrid learning model (a blend of in-person and distance learning). If so, we’ll give everyone two weeks’ notice to prepare. That means the earliest we’ll be back to in-person instruction with a modified (hybrid) schedule is October 5. We’re all crossing our fingers that we can make this happen.

Until then, I recognize that you, as parents, are carrying a triple burden as you help your children: 1. Assisting with academics, 2. Figuring out technology so kids can attend class, and 3. Supporting them as they experience the emotional toll of isolation. And you are doing this while trying to provide for your family’s economic well-being. It’s a heavy load.

So, here’s my message to all parents: keep asking your school for what you need, and we’ll do everything we can to provide it. Clearly, schools have some limitations, but we also have a lot of resources to help. At KVUSD, we continue to provide free meals for all Kelseyville students, as well as access to technology that includes hotspots, wifi via school parking lots, and Chromebooks, plus school-sponsored technical support via helpdesk@kvusd.org.

As a reminder, students can only return to the classroom when Lake County and individual school districts meet State requirements, and those requirements sometimes change based on updated statutes or additional information about the virus and how it spreads. At KVUSD, we post the most recent information about State guidelines and school plans on our district website (kvusd.org) and Facebook page (facebook.com/kelseyvilleunifiedschoolsdistrict).

Just so you know, each school district is required to follow State guidelines, but the decision about when to move from one model to the next, such as distance learning to limited in-person instruction, is up to each district. Because things can change rapidly, it is important that your student's school has your most up-to-date contact information. At KVUSD, we send urgent updates via phone calls ("robocalls"), texts, and emails. For regular updates, we only send texts and emails.

As I said, I know things are tough. Let's all stay strong for our community and most especially for our children. Kids don't deserve to go to school via a computer screen. They don't deserve to be scared of a virus they can't see. They don't deserve to breathe smoky air or be evacuated from their homes because of wildfires. As adults, it's up to us to remain as calm as we can. Our children look to us for guidance, about how to feel and how to behave. Let's show them that we can handle tough times by banding together and supporting each other and helping our neighbors. Let's work together, take things one day at a time, and stay as healthy as possible. We will get through this unprecedented time as we stay calm and work together in seeing that our students are taken care of academically and emotionally throughout this upcoming year.

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

The Town Hall meetings were held via Zoom. Newsletters, emails, texts, and robocall messages in English and Spanish invited all stakeholders to participate in the Town Halls. An example of the summer communications sent to stakeholders can be found here (<https://www.kvUSD.org/District/138734-Reopening-Plans-Fall-2020.html>).

In addition, regular meetings of the KVUSD Board of Education have been conducted via Zoom beginning with the April 21 meeting. Invitations and instructions for participating in our virtual board meetings are emailed to all stakeholders and are available on the district web site (<https://kvUSD.org/District/>).

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

An FAQ document was produced from the questions and feedback received at the Town Halls and was sent to all district and family emails and is currently available on the district website (<https://kvUSD.org/District/138766-Frequently-Asked-Questions.html>).

Results of the parent/student and staff surveys are summarized below.

Parent/Student respondents: 512 (approx. 35% response rate)

Staff respondents: 122 (approx. 75% response rate)

- 85% of parents, students, and staff felt somewhat supported or very supported during Spring 2020 Distance Learning.
- 83% of parents, students, and staff were somewhat satisfied or very satisfied with KVUSD communication during Spring 2020 Distance Learning.
- 90% of students have internet access and a device for accessing the internet at home.
- 95% of staff have internet access and a device for accessing the internet at home.
- 45% of parents and students felt that too much schoolwork was assigned during Spring 2020 Distance Learning. 47% felt that the amount of schoolwork assigned was just right.
- 61% of parents and students felt the difficulty level of the schoolwork assigned was just right while 32% felt that it was too difficult.
- 51% of parents and students felt that their teacher gave sufficient instruction for completing assign schoolwork.
- 44% of parents reported that their teacher primarily assigned online schoolwork, 22% reported packet-based work, and 34% reported a combination of online and packet-based work.
- 71% of parents/students and 84% of staff reported they were very comfortable or moderately comfortable with returning to school with COVID-19 safety protocols in place.
- 55% of parents/students and 52% of staff preferred to start school in a traditional full day with in-person instruction.

Regular meetings with Kelseyville Unified Teachers Association and California School Employees Association Leadership Teams provide input to the district on safe working conditions during COVID-19, flexibility in workplace location (home office versus school site) and working outside of classification (Ex. Bus Drivers working with Maintenance staff during Phase One – Distance Learning).

Feedback from parent, students, and staff varied greatly on how KVUSD should start the 2020-21 school year. One common theme however was the desire of parents to have valid and rigorous educational options for how they engage with school. We heard from many parents who described the challenges they face with employment, childcare, healthcare, and other aspects of the COVID-19 pandemic.

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

The KVUSD 2020-21 Learning Continuity and Attendance Plan has been influenced by specific stakeholder input in the following ways:

Educational Options

Input from our KVUSD families has been consistent in asking for choices in how students can attend school during the COVID-19 pandemic. As such, KVUSD is providing families with the following educational options while we are in Phase One – Full Distance Learning:

- Distance Learning with daily live interaction with a teacher
- Independent Study through your regular school site
- Kelseyville Learning Academy Independent Study Homeschool

As we move through the phases toward In-Person learning, families will have the options of keeping their students in either Independent Study at their regular school site or Kelseyville Learning Academy.

Safety Protocols for In-Person Instruction

Input from KVUSD families was clear in their concern for safety when students come to school for in-person instruction. The following safety protocols will be in place for in-person instruction as directed by the Lake County Department of Public Health:

- 1. All activities are consistent with and will adjust to changing applicable state and local Public Health orders.*
- 2. Health and safety practices and protocols are in place, including hand washing, appropriate face coverings, and access to essential protective equipment.*
- 3. Training is provided to all staff and students reinforcing the importance of health and safety practices and protocols.*
- 4. A single point of contact will be established and identified at each school site to direct questions or concerns around practices, protocols, or potential exposure. This person will also serve as a liaison to Public Health.*
- 5. Plans are implemented for intensified cleaning and disinfecting, including training for staff and access to cleaning supplies and essential protective equipment, and regular disinfecting of frequently touched surfaces.*
- 6. Health screening for students and staff are conducted daily for symptoms and history of exposure (links: [Daily Health Screening for Students](#) and [Daily Health Screening for Staff](#)).*
- 7. Staff and students who are sick are expected to stay home.*
- 8. Schools and districts will cooperate with Public Health to support testing strategies to mitigate*

transmission of COVID-19.

9. Protocols, actions and template communications are in place for the following COVID-19 related scenarios (Back to School Protocols):

a. A student or staff member either exhibits COVID-19 symptoms, answers yes to a health screening question or has a temp of 100.4 or above.

b. A family member or someone in close contact with a student or staff member test positive for COVID-19.

c. A student or staff member tests positive for COVID-19.

d. d. A student or staff member tests negative for COVID-19 after any of the reasons scenarios a, b or c.

10. Where practicable, physical distancing of six feet is maintained between adults and students; four to six feet distance is permissible between students within a classroom or instructional area where requirements herein are in practice.

11. For elementary schools, stable classroom cohorts (up to standard class size at each respective grade level) are maintained throughout each school day, and through each quarter or semester, with an assigned primary cohort teacher, and systems are in place to prevent the mixing of classroom cohorts.

12. For middle and high schools, larger cohorts made up of students from more than one classroom may be arranged as long as accurate attendance data for students and adults is maintained on a daily basis while avoiding school wide mixing of students and staff.

13. Where practicable, desks are arranged facing forward to minimize face to face proximity between students.

14. School staff are permitted to visit and instruct more than one classroom cohort, strictly following physical distancing and face covering protocols, and must document/record visits to classrooms that are not identified as their primary classroom cohort.

15. Routes for entry and exit to the campus will be designated for each classroom cohort, using as

many entrances/exits as feasible.

16. Schedules for arrivals, recess and lunch will be strategically coordinated to prevent mixing of classroom cohorts.

17. Congregate movement through hallways will be minimized as much as practicable.

18. Large gatherings (i.e., school assemblies) are currently prohibited.

19. The use of outdoor space for instructional purposes is maximized, shared, and coordinated to ensure students remain in their cohort.

20. Use of shared playground equipment will be limited in favor of physical activities that require less contact with surfaces, and shared equipment will be cleaned between uses.

21. Use of non-classroom space for instruction such as gymnasiums and multi-use rooms should be considered to support physical distancing with cleaning between uses.

22. Meals will be served in classrooms or outside instead of cafeterias or dining rooms with individually plated, boxed, or bagged meals as much as practicable.

23. Routines and schedules will be developed to enable students and staff to regularly wash their hands at staggered intervals.

24. All staff as well as all students TK-12th grade are required to wear face coverings while in the classroom and on campus, unless there is a medical or behavioral contraindication.

25. Training will be provided for staff and students on proper use of face coverings which will include instruction to minimize touching of face coverings.

26. Sharing of supplies, manipulatives, toys, sports equipment, and other learning and recreational materials will be limited and each student will have separate individually labeled boxes or cubbies.

27. Sharing of electronic devices, clothing, books and other games or learning aides will be avoided as much as practicable.

28. Use of privacy boards or clear screens will be considered as much as practicable.

29. Busses will be disinfected multiple times each day, as feasible. Seating will be limited to two students per seat, with masks and windows open. If a student is not able to wear a mask other

means of social distancing will be implemented.

30. Non-essential visitors, including parent volunteers will be limited and essential workers will be required to adhere to all health and safety guidelines.

31. A School Site-Specific Protection Plan outlining the above measures is completed, posted and shared with all stakeholders and updated as state and local Public Health guidance dictates.

Timing of Live Virtual Instruction

To the greatest extent practicable, start times and schedules for virtual live instruction will be staggered by grade span. Feedback from families on surveys and during our Town Hall meetings indicated concern regarding the capacity for multiple students in a household to participate in virtual live instruction sessions. Concerns were expressed regarding internet connectivity, number of household devices, and supervision of students during live instruction. In response to these concerns, KVUSD school site administrators worked together to stagger virtual live instruction schedules to minimize common instruction times.

High School Students

A variety of concerns were expressed in surveys and Town Hall meetings regarding high school students. The following is a summary of our responses to these concerns.

4x4 Block Schedule

In response to input from our high school families related to distance learning experiences in the Spring, Kelseyville High School is implementing the 4x4 Block schedule. In the 4x4 Block schedule, students take four classes per semester for a total of 8 classes for the year. Each semester long class is equivalent to a year long class in the traditional seven-period high school schedule. Benefits of implementing the 4x4 Block schedule during the COVID-19 pandemic are as follows:

- Reduces the number of classes taken during a distance learning semester.
- Reduces the number of virtual live instruction sessions each day.
- Increases the number of classes over a year-long period from seven to eight, providing more flexibility in scheduling.
- Reduces the number of student cohorts when we return to in-person instruction.
- Aligns Dual Enrollment schedule to the Mendocino Community College Schedule.
- Continues to allow for Advanced Placement classes.

The Amount of School Work and the Level of Rigor During Distance Learning

It is clear from input received from stakeholders that KVUSD students and families experienced different levels of both school work assigned and in the level of rigor in the assigned work. As such, KVUSD teachers and administrators worked over the summer months to bring

greater alignment across grade levels and subject areas. By identifying the time-value of asynchronous tasks and assignments, adhering to the distance-learning, hybrid, and in-person instruction schedules, and accounting for student attendance and engagement, families should experience a more consistent educational experience than was experienced in the Spring of 2020.

Tutoring, One-on-One Assistance

Much of the input received from students and families related the concern that tutoring and one-on-one assistance for students is lacking during distance learning. As such, KVUSD will implement the following measures during the 2020-21 school year.

- Distance learning schedules for Kelseyville Elementary, Riviera Elementary, Mountain Vista Middle School, and Kelseyville High School include daily “Office Hours” for students to receive extra assistance from their teacher.
- KVUSD has contracted with Lake County Office of Education for four Americorps members to provide distance learning support, with priority given for English Learner students, in student’s homes when practicable.
- After-school tutoring will be available for all students once we return to in-person instruction in Phase Three and Four.

Technology Support

In response to input from stakeholders regarding the need for assistance with technology and connectivity issues, our families now have direct access to the KVUSD Tech Help desk. KVUSD has also contracted with Lake County Office of Education for four Americorps members to provide tech support in homes, including Spanish language support.

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.]

During Phase One – Distance Learning, KVUSD is providing classroom-based instruction for our students of greatest need. We are serving Special Education, ELD, Homeless, Foster Youth, and Low-Income students on campus for in-person instruction two days a week to receive small group, intensive instruction from Special Education, ELD, Intervention, and General Education teachers. All students with active IEPs are offered in-person instruction 1-2 days per week.

During Phase Two, Hybrid Learning, all students not enrolled in Kelseyville Learning Academy or Independent Study through their school site will be on campus for in-person instruction one or two days per week depending upon school site.

During Phases Three and Four, all students not enrolled in Kelseyville Learning Academy or Independent Study through their school site will be on campus everyday for in-person instruction.

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

Description	Total Funds	Contributing
Sanitization and Personal Protection Equipment and Supplies – This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by implementing COVID-19 safety protocols for small-group, cohort-based, in-person instruction on school campuses for our students of greatest need.	\$479,775	Y
Additional Transportation – Home to School transportation is provided for students of greatest need who receive small-group, cohort-based, in-person instruction on school campuses for our students. This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by providing Home to School transportation that meets safety protocols as directed by the Lake County Department of Public Health	\$90,000	Y
School Nutrition – The KVUSD Food Services department has hired additional staff and individual serving packaging materials to provide safe meals that continue to meet state and federal requirements for school meals, including meals for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness who are receiving small-group, cohort-based, in-person instruction on school campuses.	\$61,601	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.]

Kelseyville High School

Teachers are teaching four classes in a traditional block schedule. They teach 50 minutes of Live Instruction through Google Meet each day for each of the four classes. Teachers are available for office hours one hour before school starts each day and one hour and forty-five minutes at the end of each day for office hours. During their office hours, the teachers have the time to address additional specific learning objectives and needs with students and parents. Teachers are teaching to the same rigorous standards whether the instruction is delivered through Distance Learning or In Person Learning. Each student is completing a full year's work and learning in one semester's time. The curriculum and resources are identical in each mode of delivery. Google Classroom is being used exclusively for each method of delivery as well. If we return to full In-Person Instruction for all students we will continue to use the entire Google platform so that we can maintain continuity for our students and they have a smooth transition regardless of the method of delivery.

Mountain Vista Middle School

In order to maintain small cohorts of students, MVMS transitioned from a period-based day to self-contained classrooms for the 2020-21 school year. Teachers in grade-level Professional Learning Communities are working collaboratively to plan units of instruction; agreeing to teach the same standards at the same time while implementing our board adopted curriculum. All students who needed a device were loaned a school Chromebook. Students without internet access at home were provided with hotspots to ensure connectivity for online learning. Prior to the start of the school year, teachers met with each parent/student in their class prior to ensure the students knew how to access their online classrooms and provided students with all the required supplies/materials/textbooks. Regardless of Phase, MVMS students will remain in self-contained classrooms for the duration of the 2020-21 school year, maintaining the continuity of instruction.

Kelseyville Elementary and Riviera Elementary Schools

Each day teachers are providing the minimum required instructional minutes (Kindergarten, 180 minutes, Grades 1-3, 230 minutes, Grades 4-5, 240 minutes) through a combination of synchronous and asynchronous learning activities that include daily live teacher/student and student/student interaction. Teachers start their day live with their students providing Social Emotional Learning for 30 minutes. Students then progress to independent PE before rejoining their class for ELA, Math, and Elective time. Every family needing devices for distance learning were given Chromebooks and Hotspots to connect. The curriculum is sent home to support learning. K-2 are providing grade-level appropriate packets to support instruction time (Synchronous and Asynchronous learning). 3rd-5th grade assignments are delivered via Google Classroom. Regardless of Phase, all KVUSD elementary school students will remain in self-contained classrooms for the duration of the 2020-21 school year, maintaining the continuity of instruction.

Ed Donaldson High School

Students at Ed Donaldson Continuation High School met with their teacher prior to the start of the school year and were assigned a course of study through the online program Odysseyware designed to make progress toward on-time graduation. Students in need were given a Chromebook and Wi-Fi hotspot to ensure connectivity for their online courses. Each school day starts with a live Google Meets for students to check in with their teacher and interact with their peers. Students in need of one-on-one assistance can contact their teacher via Google Meets or by phone. Regardless of Phase, all EDHS students will remain in individualized courses of study via Odysseyware for the duration of the 2020-21 school year, maintaining the continuity of instruction.

Kelseyville Learning Academy

KLA continues to operate under the guidelines of an Alternative School of Choice, Independent Study Home School Program. Students and families met with their teacher to sign the Independent Study Homeschool contract, receive curriculum materials and courses of study. Families in need of devices and wifi connectivity were given Chromebooks and Hotspots. Regardless of Phase, all KLA students will continue to meet the requirements of their individualized courses of study for the duration of the 2020-21 school year, maintaining the continuity of instruction.

Students Transferring Between Regular Education School Sites and Independent Study Programs

KVUSD recognizes the need to provide educational options for students and families during the COVID-19 pandemic. We also recognize that, as the pandemic evolves through the school year, local conditions could result in multiple changes in the Phases described above. In order to maintain, to the greatest extent possible, continuity of instruction throughout the school year, we are asking our families not to

request a change in school site placement, regardless of phase changes, until the end of the first trimester (November 27) for grades K-5, and the end of the first semester (January 29) for grades 6-12. However, we will allow families to request changes between In-Person Instruction and Independent Study within the same school.

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.]

Every family was contacted prior to the start of the school year to determine their connectivity needs. KVUSD purchased 397 wifi hotspots (including data plans) and repurposed a sufficient number of Chromebooks to meet the connectivity needs of our families. For a very few number of families who live in isolated locations where broadband internet is unavailable and hotspots do not deliver the required connectivity, we have offered packet-based instruction through our independent study programs.

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.]

KVUSD will assess pupil progress through a variety of measures including daily attendance, student participation/engagement, traditional formative and summative assessments, and the NWEA MAP. Below is an example of our distance learning schedules. This example, for our two elementary schools, shows the schedule for each day that includes both synchronous and asynchronous instructional times.

	A	B	C	D	E	F
1	2020-2021 ELEMENTARY SCHOOL DISTANCE LEARNING MASTER SCHEDULE					
2		Monday	Tuesday	Wednesday	Thursday	Friday
3	8:30 - 9:00	Online live lesson #1 (Calendar/Community Building)	Online live: Attendance & Review Days Lessons	Online live lesson #1 (Calendar/Community Building)	Online live: Attendance & Review Days Lessons	Online live lesson #1 (Calendar/Community Building)
4	9:00 - 9:30	Independent PE	Office time for General Assistance	Independent PE	Office time for General Assistance	Independent PE
5	9:30 - 10:00	Online live lesson #2 (ELA)	Small Group Support EL/Intervention	Online live lesson #2 (ELA)	Small Group Support EL/Intervention	Online live lesson #2 (ELA)
6	10:00 - 10:30	Independent practice offline		Independent practice offline		Independent practice offline
7	10:30-11:00	Online live lesson #3 (Math)	Tutoring/Office Hour for Math	Online live lesson #3 (Math)	Tutoring/Office Hour for Math	Online live lesson #3 (Math)
8	11:00 - 11:30	Independent practice offline		Independent practice offline		Independent practice offline
9	11:30 - 12:30	LUNCH				
10	12:30 - 1:00	Online live lesson #4 (Elective)	Tutoring/Office Hour for ELA	Online live lesson #4 (Elective)	Tutoring/Office Hour for ELA	Online live lesson #4 (Elective)
11	1:00 - 1:30	Independent practice offline		Independent practice offline		Independent practice offline
12	1:30 - 2:00	Teachers connect with Absent Students				
13	2:00 - 3:00	PLC/Grade level meetings				
14						
15	Online Live With Teacher			8:00 - 8:30 teacher prep		
16	Offline Independent Practice			2:00 - 3:00 PLC/Grade level collaboration		
17	Teacher Available for Support					
18						Updated 7/29/20

The time-value of asynchronous instructional time is determined by each teacher. The Weekly Instructional Plan, completed by each teacher for each week of instruction, along with the Distance Learning schedule developed by each school site, accounts for the time-value of both synchronous and asynchronous instructional time. Pupil participation/engagement will be assessed on a rubric each day with a participation code given as follows:

- 100 – No participation
- 200 – In-Person Instruction
- 300 – Student or Parent/Guardian Contact

400 – Assignment Completed/Assessment Taken
500 – Other

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.]

During the Summer of 2020, all KVUSD teachers were offered a \$500 stipend for completing the Google Certified Educator – Level one Training. As of the time of this writing, approximately 30 of 94 teachers had completed the training. In addition, the KVUSD Information Technology Department responded to hundreds of Help Desk requests from teachers during the pre-service and first week of school, responding within 24 hours to ensure, to the greatest extent practicable, teachers had the support the needed to start the school year with Google Classroom, Google Meets, and a variety of other online platforms and Google extensions like eSpark, Read 180, and Screencastify. All certificated teachers were provided with new laptop computers with virtual meeting capabilities (microphone, video camera).

Staff Roles and Responsibilities

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

The COVID-19 pandemic has had an impact on both certificated and classified staff across all departments in the district. Regardless of job title, all staff are asked to perform duties that are brand new or outside of their classification. Examples of this are as follows:

- Certificated teachers have begun the schoolyear teaching virtually through Google Classroom and Google Meets.
- School administrators are managing a school with very students actually on site and are monitoring instruction by conducting virtual walk-throughs of Google Meets classrooms.
- All district employees are asked to respond to a Google Forms Wellness surveys each day before reporting to work.
- School office staff are asked to take the temperature of all visitors who enter the school site.
- Bus drivers are assisting custodial and maintenance staff in disinfecting classrooms, school offices, and other district facilities.

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.]

KVUSD will support pupils with unique needs in the following ways:

- Special Education students will receive in-person instruction in small groups 1-2 days per week as described in their IEPs.
- Special education case managers will consult with all service providers for their pupils and modify IEPs to address the mode and method of service delivery.
- IEP services for KVUSD students will be provided via live and/or remote instruction as indicated on the student's IEP.
- ELD students will receive either in-person or virtual instruction in small groups in addition to their general education program.
- Both initial and annual English Language Acquisition will be assessed in-person with safety protocols in place.
- Pupils in foster care and pupils experiencing homelessness have been provided with devices and hotspots.
- Administrators will ensure on-going progress monitoring and appropriate services for pupils in foster care and pupils experiencing homelessness.
- Americorps members will make home visits to support pupils with unique needs with priority given to Spanish speaking families in need of technology support, foster youth, homeless, and low-income families.

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

Description	Total Funds	Contributing
<p>Distance Learning Instructional Support Systems</p> <ul style="list-style-type: none"> - KVUSD has contracted with Lake County Office of Education for four AmeriCorps Members to support distance learning through home visits for tech support. This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by providing in-home tech support for families of English Learners. - KVUSD continues to implement the AVID program with four sections at KHS to promote career and college readiness, serving predominantly unduplicated students in grades 9-12. Schoolwide implementation of AVID for Grades K-8 continues with a focus on organization strategies for distance learning students in grades 3-8. MVMS will continue to implement the AVID Excel program MVMS focusing on College and Career Readiness for Long-term English Learners. This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by fostering a college-going college for students for first-generation college students. - KVUSD has purchased the TurnItIn program, an online plagiarism checker for students at Kelseyville High School. This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by providing in-home tech support for families of English Learners by ensuring the originality of student written work for students experiencing distance learning for the first time. TurnItIn is a common application used by both online charter schools and colleges and universities. 	\$70,598	Y

Description	Total Funds	Contributing
Devices, Hotspots, Tech Tools, Upgrades - Includes internet ready devices, power supplies, wifi hotspots with data plans, and Optical Pens required for full access to distance learning for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness.	\$260,996	Y
Professional Learning - KVUSD teachers were offered a \$500 stipend for completing the Google Certified Educator – Level One training	\$53,000	N
KVUSD Welcome Center – Although this program was originally cut from the 2020-21 budget, KVUSD brought the program back to assist the families of Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness in understanding the student registration process and the options available for beginning the school year.	\$24,803	Y
Family Engagement – KVUSD purchased the full upgraded version of Zoom to give us the ability to hold Town Hall Meetings. This action, along with supplying devices and wifi hotspots, contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by ensuring our families have access to virtual district Town Hall Meetings and Board Meetings.	\$4,741	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.]

KVUSD recognizes that learning loss due to COVID-19 is a massive challenge that we will be addressing for years to come. In the short term, KVUSD will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including measuring learning status English Language Arts, English Language Development, and Mathematics in the following ways:

- KVUSD will utilize the NWEA MAP to assess student learning in ELA and Mathematics, to track their progress over the year, and to identify students below grade level or in need of additional instructional support or intervention.
- KVUSD students who have experienced substantial learning loss will participate in small groups of students together online for tutoring or further instruction.
- KVUSD English Learners will take their annual ELPAC as early as possible as allowable by ETS to provide data for placement in additional interventions or after school programs.
- Kelseyville High School is offering two additional ELD classes and two additional support classes for mathematics, providing students who have experienced learning loss support options in the 4x4 Block Schedule.
- In Phase One and Two, school schedules are designed with time built in to the schedule for small group or individualized instruction for pupils experiencing learning loss.

- In Phase Three and Four, an extensive afterschool program will be in place for extended learning opportunities for students who have experienced learning loss.
- In Phase 3 and 4, all IEP students will be given classroom-based assessments to monitor progress toward their current goals.

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.]

KVUSD will implement the following strategies to address learning loss and accelerate learning progress for pupils:

- In the initial part of the school year, as we begin in Distance Learning mode, teachers will have a focus on Social Emotional Learning activities. We believe this will be particularly effective with students who have experienced learning loss and who are in need of rebuilding their confidence in themselves as learners.
- Small group and One-on-One instruction for Low-Income, Foster Youth, and students experiencing homelessness.
- Americorps members will make home visits to support pupils with unique needs with priority given to Spanish speaking families in need of technology support, foster youth, homeless, and low-income families.
- Small group ELD instruction utilizing the ELD components of our board approved curriculum and Read 180.
- Extra ELD and Support classes at Kelseyville High School.
- Schoolwide AVID strategies (Organization, Note-taking, Academic Language Development).

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.]

KVUSD will measure the effectiveness of the services or supports provided to address learning loss in the following ways:

- The use of NWEA MAP to measure progress toward grade level standards.
- The use of ELPAC scores to measure progress toward English Language Acquisition.
- Local formative and summative assessments to measure progress toward grade level standards for all students.
- IEP update meetings to assess the progress made toward IEP goals.
- CAASPP scores (if available).
- Student, Parent, and Staff surveys to assess the effectiveness of Distance Learning, including services and supports for English Learners, Foster Youth, Homeless students, and Low-Income students.

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

Description	Total Funds	Contributing
Supplemental Instructional and Assessment Materials – Includes the NWEA MAP benchmark assessment system and additional consumable instructional materials required for an increase in student enrollment. This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by ensuring that district teachers have both the student data required to design effective Learning Loss instructional programs and sufficient instructional materials to implement the programs.	\$180,181	Y
Speech Language Pathologist Program – KVUSD purchased the CoughDrop program and accompanying devices to provide virtual Speech Language support as required by student IEPs. This action contributes to increasing or improving services for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness by providing our students of greatest need with current virtual speech and language support during Distance Learning.	\$19,500	Y
After School Program – Upon the advent of Phase 3, KVUSD will implement a robust and comprehensive after-school learning program designed predominately for Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness.	\$170,000	Y

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.]

KVUSD will monitor and support mental health and social and emotional well-being of pupils and staff during the school year in the following ways:

- KVUSD employs one middle school and two high school counselors to monitor and support the mental health and social and emotional well-being of pupils.
- KVUSD utilizes the Gaggle program to monitor our KVUSD Google domain for student and staff mental health and social and emotional well-being warning signs.
- KVUSD hosts both Lake County Healthy Start and Region 2 Migrant Education on our MVMS campus.
- All KVUSD staff will complete Kognito suicide prevention and emotional trauma training by October 31, 2020.

- The KVUSD Suicide Prevention Committee is developing protocols and materials for a campaign to add additional support and resources for all students and staff affected by COVID-19.
- All KVUSD staff will complete a variety of online trainings through our insurance provider Keenan and Associates. Required trainings include Bullying, Mandated Reporting, and Sexual Harassment.
- K-8 Teachers will incorporate Social Emotional Learning activities each day of instruction.
- Kelseyville High School counselors are scheduling open appointment blocks in their calendars for students to self-schedule meetings.
- KHS is providing students with mental health resources via google classroom, updated monthly.
- KHS counselors are sending out monthly Emotional Check-In Google Forms to both students and staff.

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.]

In compliance with Education Code 43504(f), KVUSD will implement the following procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week.

Tier One

Each day a student is absent from Distance Learning (Engagement Code 100) the school will notify the parent/guardian of the student absence and determine the reasons for the absence. If applicable, the school will work with the parent/guardian to resolve the issues that led to the absence including tech support if needed.

Tier Two

When a student is absent from Distance Learning (Engagement Code 100) for more than three schooldays or 60 percent of the instructional days in a school week, the school will notify the parent/guardian of the student absences and determine the reasons for the absences. If applicable, the school will work with the parent/guardian to resolve the issues that led to the absences including tech support if needed. In addition, the school will verify current contact information for each enrolled pupil, and consider whether the family needs to be connected with health and social services as necessary. The district will begin the SARB process once a student is absent for three days.

Tier Three

When a student is absent from Distance Learning (Engagement Code 100) for more than three schooldays or 60 percent of the instructional days in a school week for two or more weeks, the school will notify the parent/guardian of the student absences and determine the reasons for the absences. If applicable, the school will work with the parent/guardian to resolve the issues that led to the absences including tech support if needed. In addition, the school will verify current contact information for each enrolled pupil, and consider whether the family

needs to be connected with health and social services as necessary. The district will continue to implement the SARB process and will consider transitioning the pupil to full-time in-person instruction where feasible.

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.]

With the onset of distance learning districtwide on March 16, 2020, our Food Service staff have been preparing more than 600 meals per day for families to pick up at Kelseyville High School, every school day, from 11:30 AM – 12:30 PM. These meals include lunch and breakfast for the following day. In addition, for those families that are unable to travel to Kelseyville HS for meal pick-up, our Food Services staff are making home deliveries. Other changes in Food Service operations involved increased diligence in sanitizing work surfaces in the KHS kitchen facility and practicing safe PPE and other preventive measures when engaging with our families. Meal pick-up procedures include a request for families to wear masks and observe a safe 6-foot distance between themselves and others while waiting in line for pick-up.

With the beginning of the 2020-21 school year, KVUSD Food Services are serving meals at 2 sites, Kelseyville High School and Riviera Elementary School, from 11:30 to 12:30, Monday through Friday. We also continue to make daily home deliveries. To the greatest extent possible, we are meeting daily nutritional requirements and everything is pre-packaged for safety. As KVUSD moves through the various phases, we will provide both pick-up and delivery services for students who are still engaged in distance learning.

All of our students eat for free as we are a Provision 2 school district. In addition, we will continue to operate under Seamless Summer through December 2020, allowing us to feed any child 18 and under, regardless of enrollment status.

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

Section	Description	Total Funds	Contributing
NA			

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
22.86%	\$3,247,224

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.]

Student enrollment on the first day of school for the 2020-21 school year was 1,810 students. Approximately 70% of these students qualify under one or more designations in the unduplicated count formula (Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness). Although the vast majority of actions and services provided for students and families are offered to all students, KVUSD gives priority to our Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness in two ways.

The first method for prioritizing our Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness is to give students within these designations priority in participation in the program. Examples of actions and services for this Learning Continuity and Attendance Plan that apply this prioritization include:

- District provided devices and hotspots.
- Participation in the AVID program.
- Participation in After School Programs.
- AmeriCorps Members making home visits to provide Tech Support for Spanish Speaking families.

The second method for prioritizing our Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness is to give priority to actions and services that have the greatest impact on Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness. Examples of actions and services for this Learning Continuity and Attendance Plan that apply this prioritization include:

- Sanitization and PPE for In-Person instruction during Distance Learning Phase One.
- Adding home to school transportation routes for In-Person instruction during Distance Learning Phase One.
- Providing home delivery of meals during Distance Learning Phase One.
- Reopening the Family Welcome Center.

- Purchasing a district wide Zoom license to better engage with families.
- Implementing the NWEA MAP to identify students who have experienced the greatest learning loss.
- Implementing In-Person Intervention programs during Distance Learning Phase One for those students identified to have experienced the greatest learning loss.

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

Although it is difficult to quantify what is meant by a percentage increase in an action or service, KVUSD believes we provide our Low-Income, English Learner, Foster Youth, and Students Experiencing Homelessness with an educational program that exceeds what is considered a base-level of program by at least 22.86%. The following are examples:

- Participation in the AVID program at Kelseyville High School provides English Learner, Foster Youth, and Students Experiencing Homelessness with an additional adult advocate in their educational journey. Each AVID teacher provides counseling and guidance for each of their AVID students, increasing the AVID students' access to counseling services by at least 22.86%.
- English Learner, Foster Youth, and Students Experiencing Homelessness who participate in an after-school program increase their instructional minutes by more than 22.86%. For example, a middle school student who receives 240 minutes of instruction each day who participates in a 90-minute after school program increases their instructional minutes by 37.5%.
- Spanish speaking families who may have received 30 minutes of tech support from the KVUSD IT Department who also receive an additional 30 minutes of in-home tech support from an AmeriCorps member see a 100% increase in tech support during distance learning.
- Families who may have one internet ready device in their home who receive a second device from KVUSD see an increase in devices of 100%.
- K-5 English Learner, Foster Youth, and Students Experiencing Homelessness who participate in small-group, cohort-based, in-person, reading intervention sessions 30 minutes in length increase their total reading instructional minutes from 60 minutes to 90 minutes, a 50% increase in instructional minutes.