

# Learning Continuity and Attendance Plan (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.]

Due to COVID-19, Kerman Unified stopped face-to-face instruction as of March 16, 2020. The small farming community, 20 miles west of Fresno, was affected due to the closing of local stores and restaurants. Families living in the most rural areas have limited access to the Internet. Therefore, the District started passing out weekly work packets in addition to providing work via Google Classroom. Breakfast and lunch were available for pick up at two sites in town. District personnel delivered meals to the rural areas each day, along with work packets each week. The All4Youth counseling program continued to make contact with students dealing with social/emotional issues, either by phone or through Google Meets. Teachers made weekly contact with their students. Some students were difficult to contact due to outdated phone numbers. The Child Welfare and Attendance Officer made home visits to ensure students received their work packets. As a result of the struggles observed during the spring, KUSD addressed these issues as they planned for the new school year, especially in terms of providing devices and Internet access to all students. State and federal funds will be used to implement the plan, including supplemental/concentration funds and LLM funds.

## Stakeholder Engagement

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

Kerman Unified created a Distance Learning Committee in April to plan for the 2020-2021 school year. The committee consists of teachers from each school site, academic coaches, certificated union representatives, site administrators, and district administrators. All meetings were held via Google Meets on the following dates: 4/20/2020, 5/4/2020, 5/18/2020, 5/26/2020, 6/2/2020, 6/30/2020, and 7/13/2020. A meeting was held with Classified Employees Union (CSEA) representatives on July 14 to share the plan and request feedback. Additionally, leadership meetings were held on 4/20/2020, 5/4/2020, 5/11/2020, 5/18/2020, 5/26/2020, 6/1/2020, 6/9/2020, 6/30/2020, and 7/2/2020 to

discuss all aspects of the reopening plan. The Assistant Superintendent of Educational Services held several meetings with the academic coaches, the IT department, and the District Nurse to help create the plan. Kerman Unified sent home a parent survey in late June to get feedback. Town Hall meetings were held on the following dates: July 14, July 15, and July 16. All community members were given an opportunity to provide feedback and ask questions regarding the plan to reopen schools in August. The Town Hall meetings could be accessed via the internet or by phone. There was an interpreter available at every meeting. All questions and responses provided by the Superintendent from the town hall meetings were compiled into a written FAQ document, which was available for public viewing on the KUSD website, District Facebook page, and in the local Kerman News. The student meeting was held via Google Meets on Monday, August 10 at 4:00 A Parent Advisory Committee (PAC) meeting was held on August 10 at 5:00 pm and a DELAC meeting was held on August 10 at 6:00 pm. The slide show presentation was sent to the Parent PAC members, the DELAC members, and the students prior to the meeting so that they could compile questions in advance. Printed copies were also available for those who needed them. The Draft of the plan will be posted on the KUSD Website and available in hardcopy format at the District Office and each school site for public comment starting from August 20 until September 1. The public may submit questions or comments by email or in writing. The Plan will be presented at the August 20th board meeting as a Public Hearing item. The final approval for the plan will take place during the September 17 board meeting. The agendas for both meetings will be posted at least 72 hours prior to each meeting.

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

A video of the plans for reopening schools was created by the IT Department, Superintendent, and one of the bilingual elementary principals. Viewing of both the English and Spanish versions of the video was available via the District website and District Facebook page. Stakeholder meetings for parents were held in a Town Hall format after the videos were published so that parents could prepare questions in advance. Parents were invited through Aeries Communication messages, which include a voice message, a text message, and an email. Frequently asked questions (FAQs) from the Town Hall meetings were posted on the District website, the KUSD Facebook page, and in the local Kerman Newspaper, with written responses from the Superintendent. The FAQs were also shared via Aeries Communication (phone, text, and email). All parent meetings were accessible by phone or online. Interpretation services were provided at all meetings.

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

The results of the parent survey indicated that most parents wanted their children back in school. Students also expressed a desire to be back in school during the students' meeting. During the Distance Learning Committee meetings, teachers offered several suggestions regarding how to schedule the students for the hybrid learning model. Other feedback included how meals would be distributed safely, how to ensure the schools were sanitized properly, a plan for those who test positive for COVID-19, a plan for contact tracing, and a plan to ensure the technology will meet the needs of the students, whether there would be face-to-face instruction or distance learning. Technology training for students, staff, and parents were also a concern. During the DELAC meeting, concern was shared regarding the quality of the meals. During the summer the meals were all packaged to ensure safety. Parents expressed a desire for more cooked meals.

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

Based on stakeholder feedback, the hybrid learning plan was developed, whereas the students would attend school two days a week and complete assignments on alternating days. The hybrid learning plan was revised to include Mondays so that students would attend school in person more often (2 days one week, 3 days the next). It was determined that students would be separated into two groups based on home

addresses so that siblings would have the same schedule. It was also determined that the District would provide Chromebooks and/or Internet connection to students who need access. After the Governor's announcement regarding a full return to distance learning, some parents expressed concerns about the inflexibility of the distance learning plan. As a result, the District developed the online home-school program as an option. When the District is able to return to offering the hybrid model, the online home school program will continue to be available for families who are concerned about sending their children to school. The IT Department has created a website with instructional tutorials for students, staff, and parents to address the concerns about technology skills. Based on the feedback from parents regarding food quality, Food Services will be serving more cooked meals.

## 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.]

The following program will be implemented once students are able to return to school with the safety protocols set forth by the Governor: The classroom-based instruction plan provides small groups for the teachers. Students are split into group A and group B, Group A students attend school in person on Wednesdays, Fridays, and every other Monday. Group B students attend school in person on Tuesdays, Thursdays, and every other Monday. This plan was specifically designed to provide extra support for students who have experienced significant learning loss due to the school closures in the 2019-2020 school year while ensuring students and staff are safe at school. Each student will be assessed during the first few days of school to determine their needs (especially in terms of learning loss). The ELPAC results will also be used to determine the needs of English Learners. Teachers will continue to use informal and formal assessments throughout the year to drive instruction. Teachers will utilize Google Classroom to assist students in completing and turning in independent practice assignments during their at-home days. Students who are having difficulty with an assignment while at home have the opportunity to contact a college student (through the Teaching Fellows program) and/or district support staff by phone or online to get the help they need. The small class sizes enable the teacher to work more closely with each student to ensure he/she has the opportunity to recoup student learning loss. Students will be assessed initially to determine learning loss. Formative (teacher observation, informal evaluations, etc.) and summative (standardized) assessments will be implemented for progress monitoring. Students in K-6 will have a designated ELD time using core and supplemental materials. Integrated ELD takes place throughout the day, using Thinking Maps and other strategies. 7-12 grade EL students will have a designated ELD class. If needed, EL students will be given dictionaries to use as a resource, have extra time to complete assignments, and work with a bilingual instructional tutor, either one-on-one or in small groups. In addition, instructional tutors will be working with these students in small groups or one-on-one. Counselors will be on hand to work with students who need some social-emotional support. Teachers will be able to refer students to the site counselor or the All 4 Youth counseling program.

Prior to the start of school, several safety protocols will be set in place, following the guidelines set out by the Center for Disease Control and Prevention, the Fresno County Department of Health, and the California Department of Education. The District Nurse developed protocols to use if/when a student or staff member gets sick. Each classroom will be fogged with the New-Gen Eon Fogger every day. All HVAC filters have been upgraded to the Merv-13 filter, which promotes a healthy breathing environment by filtering out very small particles. Each site will have touch-free hand sanitizers and scanners to take temperatures of everyone who enters the campus. No one will be allowed to enter the campus without going through this screening. The desks will be wiped down between classes (at the secondary level). Masks will be provided as needed to students or staff. The 6-foot social distancing requirement will be in place. The daily schedule will be adjusted to ensure the buses follow the 6-ft social distancing guidelines. Buses will be cleaned before and after each run with the New-Gen Eon Foggers. Students will be required to wear facemasks and hand sanitizer will be provided. There will be staggered meal times for lunch, and students will have various settings in which to eat so as not to violate the 6-foot social distancing guideline.

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

Description	Total Funds	Contributing
<p>SAFE SCHOOL ENVIRONMENT: All classrooms will have masks, hand sanitizer, and disinfectant wipes to support healthy hygiene behaviors. Classes will be fogged every day with the New-Gen Eon foggers. All sites will have temperature scanners and touch-free hand sanitizing stations. Desk plexiglass dividers will be provided to school psychologists and Special Education teachers to be used when testing students one-on-one. These materials will ensure the school is safe for students and staff.</p>	<p>\$153,777.00</p>	<p>No</p>
<p>EXTRA TUTORING SUPPORT: Our English Learner, foster youth, and low-income students have been disproportionately impacted by the disruption to their learning caused by COVID-19. Accordingly, the majority of these students are at increased academic risk. In order to address these academic needs, the district will Kerman Unified will be hiring Teaching Fellows (college students) to provide additional support to students during their "off-site" days. The Teaching Fellows will work with students in the areas of English Language Arts, Math, and ELD. This support will be provided via live interaction online or by phone. Priority will be directed toward students who are in the unduplicated groups to meet their needs in response to the pandemic and support closure of the achievement gap. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	<p>\$514,000.00</p>	<p>Yes</p>

## 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.]

The in-person and online programs offered to KUSD students will be aligned with the California State Standards. There are two online options: distance learning, with live streaming from the KUSD classroom teacher, and an online home-school program (Accelerated Ed for K-5 and Edgenuity for 6-12) which will provide flexibility for families who need it. The home-school online program will be adapted as needed to ensure the same standards that are covered in the distance learning program will be covered in the online curriculum. This continuity will ease the transition for students who move from one program to another during the school year. All grades will have at least four hours of instruction. The daily schedule for K-6 is from 8:30 to 1:30, with small group instruction, tutoring, etc. taking place from 1:30 to 3:30 each day. The 7-12 schedule runs from 8:30 to 2:00 pm, with tutoring, small group instruction, etc. running from 2:00 to 3:45 pm each day. Those families enrolled in the online home-school program have the flexibility to have "school" hours anytime, but the students are expected to spend the same amount of time online as those in the distance learning program.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific examples of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

## 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.]

Devices and hot spots will be provided to all students who need it. Forms were added to registration on the Aeries Parent Portal to determine the technological needs of each student. TK-1 grade teachers will be meeting one-on-one with each student to teach the student how to log in and use the Google programs. An IT staff member has been assigned to each school site to assist students and parents as needed. Students will be strongly encouraged to use District Chromebooks so that students will have access to all of the programs and apps. The District Chromebooks will also provide a filter to ensure online safety. The IT department has created a resource website for parents, students, and staff that includes tutorials on how to use the various programs. Assistance was available during all of the on-site registration events to help parents complete the online registration process. Some families who live in remote areas have the unique circumstance of spotty Internet. The IT Department is aware of this situation and will be working with the families to ensure the hot spots work. If needed, teachers will provide additional support via phone and/or provide paper copies of assignments for the students in this unique situation. If there are situations in which the Internet and connectivity simply do not work consistently, EL students, foster students, low-income students, and/or students with special needs students will be able to come to school to participate in online distance learning using the District's Internet. The students will be placed at their home school sites in small groups of no more than 14, with 2 adults for supervision (as allowed by the State of California and the Health Department). Transportation will be provided as needed.

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools' Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

## Pupil Participation and Progress

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

For students enrolled in the Distance Learning program, the classroom teacher will be informally and formally assessing and monitoring progress on a daily basis during live streaming. The daily schedule consists of four instructional hours, which includes synchronous and asynchronous learning. Students in TK-1 grade will have one-on-one meetings with their teachers prior to and during the first few days of school in order to get to know them and familiarize the students with the Chromebooks. The teachers will also use Illuminate systems (Fastbridge, DNA, Educlimber) and ESGI for kindergarten to routinely assess and monitor pupil progress. Attendance will be taken by the classroom teachers. Those students who are enrolled in the home-school online program will be monitored by the program itself, in addition to the KUSD teacher who is assigned to the student. Students will be expected to attend class daily for the required amount of time, as per the daily schedule. Embedded into the online home-school program are virtual tutors available seven days a week. Teachers and support staff assigned to students will provide additional intervention as appropriate. Saturday Intervention will also be available.

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

consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

## **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.]

Professional development was offered in the spring and summer of 2020 for staff members in the areas of Google Classroom, Google Meets, and other related technology programs. The technology training has been archived for staff access throughout the upcoming school year. Teachers also had the opportunity to attend Thinking Maps training, which includes strategies to better meet the needs of English Learners and students who struggle academically. Teachers assigned to facilitate Accelerated Ed/Edgenuity will receive training before school starts. Special Education teachers will participate in additional professional development on programs such as Moby Max. All teachers had the opportunity to participate in the FCSS two-day training sessions, which offered over 500 workshops on various distance learning topics. These workshops have been archived and are available to teachers throughout the year. Representatives from each school site will join the Illuminate Learning Community and have access to online modules containing more advanced system features. The desired result will be more strategic implementation of progress monitoring and data analysis. Teachers will be participating in ongoing professional development for the new science program. Strategies regarding how to implement the science standards during distance learning will be addressed. The technology, Edgenuity, and Thinking Maps training will be ongoing throughout the school year. The staff members will also receive PD from the school psychologists in the area of how to help students who have social emotional needs. It will include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. In addition to the training by the school psychologists, teachers will complete the suicide prevention training on the Jason Foundation website.

## **Staff Roles and Responsibilities**

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

KUSD has eight academic coaches throughout the sites. These teachers have become Home Educational Learning Program (HELP) coordinators. Each coach will be assigned one or two grade levels to oversee in the Accelerated Ed/Edgenuity program. Library clerks and other classified personnel will provide support at the sites in terms of online student engagement. Instructional tutors will offer extra support during live streaming and during the intervention time. Bilingual paraprofessionals will be available for interpreting. Campus liaisons will work with the child welfare and attendance officer to address any attendance issues, make sure students are getting their breakfast/lunch and "check-in" on students to address any social/emotional issues. Referrals to mental health professionals will be submitted as needed.

## 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.]

Students enrolled in the Distance Learning Plan will receive additional support in a variety of ways. One- to-one support will be provided by teachers and tutors as per the MTSS process. Interventions will be scheduled in the afternoon (after official instructional time).

English learners will be supported through the use of Google Meet extensions, which will allow students to switch to a tutor during a lesson for extra help, then switch back to the teacher. Close captioning will be available to help students follow along with the lesson. The secondary sites will continue to have a designated ELD class in addition to integrated ELD in the other courses. Math and ELA seminar classes will be available at the middle school level to provide extra support for EL students. Elementary classes will continue with designated and integrated ELD. Thinking Maps will be used during integrated ELD lessons.

Students with exceptional needs will receive an online curriculum based on their individual levels. In conjunction with in-class live streaming from the teachers, the teacher and support staff will additionally connect with students virtually either individually or in small groups to deliver instruction to address students' learning losses. Students with IEP or 504 plans will participate in the virtual classrooms with supports, such as homework packets to be delivered. School psychologists and counselors will check-in on students with an IEP or 504 plan. Secondary students with IEP's and 504's will have the opportunity to move from their digital classroom into their resource teacher's digital classrooms as needed. The Unique program and Moby Max, both online support programs, will be used for students in the mild/moderate and moderate/severe Special Day Classes. Multiple measures will be used to demonstrate growth. Assisted technology will be provided as needed. Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Pupils in foster care and those who are experiencing homelessness will receive extra support from the District liaison and site personnel. The liaison will make sure students have the school supplies needed for distance learning. The District liaison will communicate with sites and ensure they have current lists of students. Sites will collaborate with Mental Health to provide direct assistance to students experiencing homelessness or those in the foster care system. These students will also be given priority to participate in the online Saturday Intervention program. Lists of the students have been sent to assistant principals at each site. The assistant principals will regularly be in contact with the students.

KUSD will support students with unique needs who are enrolled in the online learning program (Edgenuity) by providing additional support for the students via the academic coach assigned to him/her. The District foster/homeless liaison will make regular contact with students in foster care and students who are experiencing homeless to ensure they are getting the needed support from the academic coach. The liaison will also make sure that the students' access to technology is working. There is time built into the daily schedule for small group instruction,

which will be provided by teachers and instructional tutors. Students on IEPs or 504 plans will have the support of a case manager, in addition to the assigned academic coach, to ensure goals are met.

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

Description	Total Funds	Contributing
<p>TECHNOLOGY SUPPORT: Our English Learner, foster youth and low-income students most often do not have access to electronic devices or internet access in their home that will allow them to electronically participate in the distance learning program. In order to successfully teach all students using distance learning, it is imperative that everyone has access to the technology needed to actively participate in school..Additional Chromebooks were purchased so that every single student would have equitable access. These Chromebooks are loaded with the necessary apps and extensions, as well as safety filters to ensure students can safely participate in daily lessons. Someof our English Learner, foster youth, and low-income students do not have Internet access. Therefore, hot spots were purchased and provided to all families in need. Each site has IT staff members available to support the students when they have trouble logging on. The District also has additional tech support to trouble shoot any issues that arise. Cameras have been purchased for each classroom so that the teacher can deliver the live streaming lessons effectively This action ensures that all students have equitable access to learning.</p>	<p>\$631,286.14</p>	<p>Yes</p>
<p>ONLINE SUPPORT PROGRAMS: According to CA Dashboard data, our foster, English learner, and low-income students have not demonstrated the academic growth that all students have demonstrated over the past several years. These gaps have most likely been intensified due to the effects of COVID-19. Our district will address this need by implementing a variety of online programs to enhance distance learning. These programs will supplement the core program, be used to initially assess students and provide progress monitoring data, provide enrichment activities, and serve as intervention programs to support the unique needs of English learners, foster students, homeless students, low-income students, and students with special needs. Programs include Accelerated Ed/Edgenuity for families who need more flexibility with the distance learning program. These programs include interactive lessons that can be adjusted to the academic level of the student. Many of them have language support with close captioning, text to speech, and/or translating capabilities. Engaging videos are also part of many of these online programs. Edgenuity will also be used for credit recovery and access to additonal electives at the 9-12 level. Educlimber, Illuminate, DNA, Fastbridge, and</p>	<p>\$243,304.20</p>	<p>Yes</p>

Description	Total Funds	Contributing
<p>ESGI will be used for assessment, intervention, and progress monitoring. These programs will ensure that teachers be kept up-to-date on how students are progressing throughout the year. Thinking Maps will be used to support integrated ELD. Programs such as Moby Max and Unique will provided needed intervention and enrichment for students with special needs. The implementation of these online support programs increases the level of support to close the opportunity and achievement gap by providing additional resources to these student groups.</p>		

## Pupil Learning Loss

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

KUSD teachers were given two additional planning days prior to the start of the school year in order to collaborate with colleagues. Grade levels and departments will review and revise the pacing guides to meet the format of teaching this year and to bring students up to standards due to the learning gap left from last semester. Spiral review has been built into the pacing guides to help address learning loss. Class schedules have been adjusted to include small group and individual academic tutoring. Designated and Integrated ELD will continue at all levels. Teachers will informally assess students daily, while progress monitoring will be done a minimum of two times a month. Benchmarks will take place each quarter.

Students will be assessed when they return to school in August to determine their needs in the areas of math, English language arts, and English language development. Fastbridge and ESGI will be used to assess learning loss and monitor progress throughout the school year. Teachers will review student progress during PLC meetings. Interventions will be in place for those experiencing learning loss. Time has been designated every afternoon for small group and/or one-on-one instruction provided by the teacher and/or instructional bilingual tutors. Each school site will offer online Saturday School Intervention to work with the students with significant learning loss, using a variety of online intervention programs (e.g., Imagine Learning). Teachers will focus on English Language Arts, Mathematics, and ELD. Priority will be given to foster students, English learners, and low-income students.

## Pupil Learning Loss Strategies

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

The actions and strategies KUSD will use to address learning loss and accelerated learning for pupils will include intervention during the daily schedule by instructional tutors, during the after school time allotted for small group instruction and intervention. Thinking maps and Kagan strategies will be used as needed, and instruction will be differentiated. Kerman Middle School will be offering honors classes for accelerated pupils, and Kerman High School will have both honors and AP courses available, in addition to extra courses available through Edgenuity. The District's homeless/foster liaison will work closely with families to ensure they have the needed resources and support. English learners will receive additional support from bilingual tutors. Low-income students will have the opportunity to meet in small groups after the regular instructional day for extra support. Foster and homeless students will be checked on regularly by the district liaison and site personnel to ensure they have all the necessary materials, technology, etc. These students will also be encouraged to (and given the priority to) participate in the after school tutoring and Saturday Intervention program. Pupils with exceptional needs will have extra support from their case managers, who will regularly check in on the students and ensure goals are being met. In addition, the SDC teachers will have extra help from a curriculum support teacher, who will assist with online instruction. Students with social-emotional needs, whether from being new to the country or having COVID-19 related family issues, will be referred to counseling.

## 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.]

Sites will utilize Fastbridge, Educlimber, and ESGI (for kindergarten) to maintain records of progress monitoring to determine the effectiveness of the services. If the data indicates a need for more or different support, the teacher will make the needed adjustments.

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

Description	Total Funds	Contributing
SUPPLEMENTAL INTERVENTION: To best support our unduplicated students who are at most risk of learning loss due to COVID-19, Kerman Unified will provide additional virtual support via a Saturday Intervention program. This supplemental instruction will be provided by certificated teachers to students who show learning gaps, especially in the areas of English Language Arts, Math, and ELD. Teachers will use the Imagine Learning Program as a supplemental resource. This action will help close the achievement gap for those students who have shown learning loss since last spring.	\$102,000.00	Yes
TEACHER PREPARATION: Distance learning is new for the teachers, who need to adjust their lesson plans and teaching approach. In order to support the teachers, the District	\$122,433.41	No

Description	Total Funds	Contributing
provided two extra days for teaching planning and collaboration. This action will ensure that the teachers will be ready for their students on the first day of school.		
SUPPORT FOR SPECIAL EDUCATION TEACHERS: Teachers who work with students with special needs are aware that distance learning will bring additional challenges to themselves and their students. The District has hired a curriculum support teacher to help the teachers meet the unique needs of their students. This action will ensure that the students with special needs will have equitable access to learning as they work toward their IEP goals.	\$6,000.00	No

## 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.]

All students, regardless of the learning program, will have access to mental health support. KUSD works with the All 4 Youth program to provide counseling to students who need it. All 4 Youth is a behavioral health program that provides behavioral health services at the school sites. Each school site also has a counselor who works with students. The site counselor will be meeting with each class to provide support strategies for students to deal with the stresses of COVID-19. The District will utilize community resources available to support the mental health of the students. These include Valley Health Team, Kerman Mental Health Team, and Kingsview. Telehealth, a program in which students can go online and meet virtually with a health professional, will be available for students to access services. In addition to consistent mental health support provided by school counselors and school psychologists, campus liaisons and assistant principals will complete weekly check-ins via phone or in-person (if allowed) with English Learners, low-income students, and/or foster students who are struggling with distance learning; these students will be referred for mental health services as needed. Schools will make individual and group counseling available via virtual meetings using all available Mental Health programs. Students will complete three training sessions throughout the year: "Cyberbullying", "Social Network and Chat Room", and "Appropriate Online Behavior". The 7-12 students will also receive suicide prevention training that includes support from the school counselors and psychologists.

There will be an outreach to disengaged students in order to re-engage them from the child welfare and attendance officer, campus liaisons, School Resource Officers, and counselors. Students identified with learning, behavioral, and/or emotional problems will be referred to counselors. Knowing that our students at the continuation school are some of our most needy, the students will be working with mentors during the year to help with social-emotional issues, academic issues, and goal setting.

With the understanding that staff members are experiencing many new challenges, they will complete the Stress Management course offered through Keenan Safe Schools. Kerman Unified has a school-based health center (Valley Health Team) that can serve staff with social-emotional issues. School psychologists and counselors are always available for staff members if they need to speak with someone.

## 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.]

KUSD has bilingual child welfare and attendance officer who will be closely monitoring the attendance of students, both in the hybrid and online programs. Additionally, KUSD has partnered with Fresno County Superintendent of Schools (FCSS) for the TIP (Truancy Intervention Program) to work with families who have children who are not engaging in learning. Parents will be called and home visits will be made as needed. Kerman Middle School and Kerman High School will assign their campus liaisons to make phone calls and do home visits (if safe). The use of Student Success Team meetings will be scheduled, as well as SART and SARB meetings as needed. Kerman Unified also has two School Resource Officers who will assist with outreach.

The following tiered engagement strategies will be implemented:

1. When a student has not logged on, a classified staff member or site administrator will attempt to make contact with the student.
2. If a student fails to log on for three days, even after contact has been made by the school site, the child welfare and attendance officer will make a home visit to assess the situation. Informal contact with the parent will be made to attempt to remedy the issue.
3. If, after the home visit, the student still fails to attend school, there will be a determination as to whether the student is enrolled in the appropriate program(e.g., if the distance learning program is difficult due to the strict schedule, it may be beneficial to move the student to the online homeschool program that is more flexible.) A change in the program will take place if found appropriate.
4. If the problem persists, a Student Success Team meeting will be held to discuss the issues and develop strategies to improve behavior.
5. The SART/SARB process will begin.

# 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.]

Students who attend the hybrid (in-person) school model will be served breakfast and lunch during the school day. On the off-school days, students may pick up breakfast/lunch at their school site when the District is allowed to have in-person school. Students who live in rural areas will receive their meals at their bus routes. Those students enrolled in the online distance learning program and/or the online home-school program will also have the opportunity to pick up their meals each day from any school site. Those who live in rural areas will pick up their meals from their bus drop off location. Meals will be available Monday through Friday from 1:00 pm to 4:00 pm. Deliveries to the bus routes will begin at 1:00 pm. The later times ensure students will not have to miss instruction in order to pick up meals. The meals served will be more cooked meals, rather than the packaged meals served in the spring and summer. The Child Nutrition Department has taken steps to ensure the health and hygiene of the staff as they prepare meals. Staff complete health screening, including temperature-taking before they can work each day. Surfaces are cleaned thoroughly before and after each meal prep and all staff members wear face masks during work hours.

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

Section	Description	Total Funds	Contributing
School Nutrition	DAILY MEALS: District data shows that our large percentage of low-income students do not have access to nutritious meals on a consistent basis when school is not in session. Additional funds will be spent so that the District can provide breakfast and lunch to each student Monday through Friday so that hunger will not be a factor for the students.	\$675,000.00	No
Pupil Engagement and Outreach	TIP PROGRAM: In order to reach out to students who have difficulty staying engaged during the pandemic, additional supports will be utilized for outreach. The Truancy Intervention Program (TIP) through FCSS will provide a probation officer who will assist the child welfare and attendance officer make	\$17,172.40	No

Section	Description	Total Funds	Contributing
	connections with the disengaged students to bring them back to school (even if it is virtual).		
Mental Health and Social and Emotional Well-Being	COUNSELORS: The social-emotional toll on English Learner, low-income, and foster students since the start of the COVID-19 shutdown has been significant. The referral rate for social-emotional support for our English Learner, low-income, and foster students have significantly increased and are disproportionately high amongst these students. To address these needs, counselors at each site will work with the neediest students in order to help them deal with the additional strains due to the school changes. The counselors and other staff will provide unduplicated youth with increased services in social-emotional supports, connectivity, and ongoing monitoring of success. This action will increase the connectivity and a feeling of belonging so that students' basic needs are met, which will lead to academic and behavioral success.	\$531,574.20	Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.41%	\$13,669,176

### 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.]

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

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

The percentage to increase or improve services has been calculated at 30.41%. using the dollar amount of \$13,669,176. By directing all the supplemental and concentration funding towards actions principally directed to our unduplicated students, KUSD has increased or improved services by at least the percentage calculated above as compared to the services provided to all students. Therefore, our District has demonstrated that it has met the minimum proportionality percentage by expending \$13,669,176 on actions and services mainly directed towards the unduplicated student population. These actions are found in this plan and other plans, such as the 2019-2020 LCAP Plan. In addition to the actions and services described in the plan as "contributing", the following actions contribute towards meeting the increased or improved services requirement: campus liaisons, additional high school counselors, summer school for credit recovery, credit recovery offered during the school year, supplemental instructional materials, instructional tutors, and academic coaches.