



## 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.]

Kings River Union Elementary School (KRUE) is a single site school district serving 397 transitional kindergarten through eighth grade students in northern Tulare County. With a 93% socioeconomically disadvantaged population, the impacts of the Covid-19 pandemic have been severe. With KRUE immediately shutting down in March of 2020, our instructional staff, facilities staff, food services staff, support staff, and administrative team remained on campus and began the task of educating and supporting our students in a new and unusual way. With parents losing employment or being forced to quit their jobs to provide care for their children or other family members, food insecurity became one of the most immediate needs. With the social interaction of school suddenly pulled away, contact from staff became crucial. Instructional materials, personalized for each child by their teacher, were delivered to our school community from March to June. KRUE was unable to transition to online virtual instruction in the spring because of the very limited access to internet connectivity by the majority of our students and families. Our school psychologist and two social workers supported communication with the most at risk students/families and broadened this service to others as need was identified. The instructional and support staff spent countless hours on the phones and utilizing email to build communication and stay connected to students and families. Our food service staff began daily delivery of meals, both lunch and breakfast, to the London community center where over 200 children participated daily.

It has been 5 months since the start of this varied existence and it has not gotten easier but everyone has settled into a more comfortable pattern of daily routines and procedures. The economic uncertainty remains a stark reality for many of our families. The fear and direct impact of COVID-19 on their lives remains real for families and staff. KRUE has worked diligently to collect input and feedback from all stakeholders to address these fears through creating plans that address these fears while meeting all recommended local, state, and federal guidelines to provide a safe environment, access to meals, access to technology, and access to learning.

The KRUE staff have been directly affected with additional responsibilities being assigned to adequately cover the many required tasks to provide for students remotely. Furthermore, the COVID-19 pandemic has taken an emotional toll on the staff as they adjust to a completely unfamiliar manner in which to accomplish their jobs, interact with students, and maintain theirs and others safety. As the new school year approached, it became apparent that the declining enrollment anticipated would be even greater than projected due to the Covid-19 pandemic. To date, Kings River Union enrollment has declined by 24 students as families have moved due to economic impacts or they have sought an alternative educational option for their children to better meet their individual circumstances.

## Stakeholder Engagement

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

Kings River Union has employed various methods to remain connected to parents and solicit feedback about all aspects of education and services for the regular school year and for these unique circumstances created by the COVID-19 pandemic. The first open solicitation of input was during the March emergency board meeting when the Board of Education made a decision to close the school site for in person learning. Throughout the school closure, KRUE continued to solicit feedback from parents formally and informally. In June 2020, a formal google survey was pushed out to all families asking for feedback on possible return to school plans for the fall. All information, communication, and surveys, have been made available in both English and Spanish. Then, the entire Kings River Union Staff participated in a meeting on June 4, 2020 to gather input, ideas, and any possible apprehension on every possible scenario for re-opening the school. All of this input was then utilized by the KRUE planning committee comprised of management, classified and certificated staff during the months of June and July to work on the development of the plan for Kings River Union.

At all times, the KRUE planning committee utilized all of the local, state and federal guidance documents to draft the plan that would address all possible manners in which students could engage in learning during the 2020-2021 school year:

- Model A, All students and staff on campus in a traditional learning format with safety guidelines be implemented.
- Model B, Blended Program, students engage in learning both in person(2 days a week) and in distance learning(3 days a week) following a modified daily schedule.
- Model C, Distance Learning for ALL students, the school campus is closed.

The KRUE plan was publicly reviewed at a series of board meetings during the summer and public comment was collected. Additionally, individual phone calls were then made to each KRUE family in English and Spanish, soliciting preferences for return plans, preferred days on Model B, and busing needs for 2020-2021. Furthermore, there have been a series of meetings with staff members, parents, and advisory groups during August and September to gather the latest opinion on distance learning, challenges and successes, most pressing needs, and current opinion on returning to in person instruction.

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

Kings River Union has utilized Zoom meetings to provide for remote participation in all public meetings and public hearings. Parents and school staff were invited to participate through text and voice messaging, in English and Spanish, and provided an opportunity to speak publicly either through a personal comment or pre-written statement to be read at all of the meetings. A school employee has been available to provide translation in Spanish at all of the parent meetings.

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

**KRUE Parents/Families:** After two surveys, continued communication through text and voice messaging, as well as personal communications, parents overwhelmingly desire the return of their children to campus in a safe manner. The essential agricultural workers in the KRUE community continue to lose paychecks as they stay home to supervise the distance learning of their children. The education levels of families and the insecurity of providing support for instructional content remains a concern of many. The poor internet connectivity from any provider in the community was highlighted as a concern for most families. Additionally, the complexity of the various software programs being utilized has been challenging for many households

**Staff:** Concerned for the learning loss of students who continued to be away from daily instruction, as well as, the social emotional toll of being away from peers for extended periods of time. Additionally, there was also concern for safety protocols on campus when groups of any size began to return. Teachers were concerned about the demands on their time to prepare high quality distance learning instruction, grading, and new attendance documentation. Some staff also anxious about all students returning to school and that all safety guidelines are followed to promote a safe and healthy environment for everyone.

**School Board Meetings:** The public has been encouraging the Board of Trustees to support in school options for learning, as much as possible. The public wanted to be sure that no families or students would be penalized via the Student Attendance Review Board process during Distance Learning because of the intermittent and weak internet connectivity issues that are occurring for multiple families. Additionally, there was appreciation expressed for the school district's transparency during the process.

School Site Council/English Learner Advisory Committee: The members of both advisory committees were in support of the actions and plans that have been developed and implemented by the KRUE staff. The ELAC members wanted to be sure that all English Learners would be receiving specialized support from their teachers to be able to access curriculum content. The SSC parent members noted that more frequent teacher to parent communication would be beneficial for most families to help parents remain informed and enable them to support their children.

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

In response to all stakeholders, KRUE developed return plans for students, all of which emphasize the continued learning of all students and the optimal safety for all persons:

- Model A, All students and staff on campus in a traditional learning format with safety guidelines be implemented. {When allowable based on local health data}
- Model B, Blended Program, students engage in learning both in person(2 days a week) and in distance learning(3 days a week) with a modified daily schedule. {When allowable based on local health data}
- Model C, Distance Learning for ALL students, the school campus is closed.
- Small Cohort Return for a limited number of students, while the remaining student body operates under Model C.
- Pursue a TK-6 Elementary School Waiver for students to return to the campus.
- Distance Learning will remain an option for families even when all students are able to return to in-person learning, based on parent input and requests.
- A common platform is being utilized by all grade levels, Google Classroom, and a common format to assist parents with navigation so that they can more easily support their children.
- Hallways have been re-routed throughout campus to become one-way, counter clockwise, to mitigate the close passing of others.
- Increased sanitization of all high traffic and common surfaces
- Supplies and materials were procured to help create a safer environment for staff and visitors. This includes thermometers, new signage promoting safe practices, additional cleaning equipment and materials, and ample supplies of masks/face shields for students and staff.
- 400 iPads, laptops and Chromebooks have been distributed along with a hotspot internet device for every student. Parents came to orientation appointments to receive the devices, directions for connectivity, and expectations for at home participation, along with other supplies needed to be successful at home.
- Students have been placed into cohorts that include family members in anticipation of the return to Plan B. Bus routes have been developed following strict social distance guidelines.
- School Social workers, Academic Counselor, and Instructional Aides are available daily for personal help with connectivity and access issues.
- In response to the needs of the instructional staff, the start of school was pushed back to August 24, 2020 when it became evident that our return would start under Model C, all Distance Learning. Six additional days were provided to staff for the preparation and training necessary to teach completely online. Training took place on Google classroom, Zoom, MathiaX, Zearn, Freckle, SeeSaw, Thrively, Amira, Lexia, Mystery Science, StemScopes and Writable so that teachers would be able to plan providing content remotely to all students.

# 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.]

Kings River Union will offer in-person instruction when the local, state, and federal agencies deem it safe to do so. When this time arrives, KRUE will follow all safety guidelines and procedures as outlines in their return to school models.

Kings River Union will begin the school year under Model C: Campus Closed/Distance Learning for ALL. Teachers will provide daily live instruction to their students utilizing various forms of technology. Teachers, classified staff, administration, social worker, school psychologist, academic counselor, Response to Intervention Teachers, Licensed Vocational Nurse, administration, and all other support staff will be working together to ensure students needs, both academically and socially, are being addressed. This will be accomplished through live whole class zoom instruction and meetings, small group or individualized instruction, emails, phone calls, and home visits (following all required protocols and securing parental permission).

All students will be assessed at the beginning of the school year using a variety of tools to establish baselines and then compare to previous levels, in order to establish learning goals and priorities for each student. Students who are new to Kings River Union and are English Learners will be assessed with the Initial ELPAC State Assessment. This will done in person, by individual appointment. KRUE will also be using a variety of programs in both English Language Arts and Math, that remediate and individualize instruction based on the students academic needs to support each learner. Some of the direct instruction lessons will be recorded and posted in the Google classroom for students to access at a later time to reinforce and support learning.

KRUE is preparing under provisions provided by local and state guidance, to immediately bring back small cohorts of students for on campus, specialized support and individualized instruction. These students will participate in the online instruction of their classroom teachers, as well as, the special services determined by their IEP. These students will follow the attendance and bus model developed specifically for Model B. Aides will be assigned for supervision of online classroom instruction. Following the return of these students, KRUE will prepare to bring additional cohorts of homeless and foster youth, English Learners and students without reliable access to the internet.

KRUE hopes to be able to transfer to Model B, a blended program of both in-person (2 days a week) and distance learning(3 days a week) for all students as soon as it is deemed safe to do so. This is a combination of in-school and online learning where students will practice physical distancing and come to school in smaller groups(cohorts). Each family will be assigned to a cohort and attend school on specified days then participate in distance learning the other days of the week. During this blended model of academic learning, all students will participate in online distance learning on Monday of each week. All students would be provided direct instruction every day under this model.

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

Description	Total Funds	Contributing
Personal protective equipment for students & staff	\$8,119	No
Desk shields, other physical barriers, and school signage promoting safe practices	\$23,572	No
Certificated Instructional Staff (teachers)	\$2,208,321	Yes

## **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 goal of KRUE is a return to in person instruction for all students. All instructional staff at Kings River Union is clearly outlining all assignments in Google classroom so that students can access the work each day regardless of their physical location. Student live interaction with their teacher and peers is provided daily through Zoom classroom instruction (both whole class and small group), emails, home visits and technology help on campus. Rigorous, standards based lesson plans continue to provide a full curriculum that include core content(ELA, Math, Social Science, Science) as well as social emotional learning, physical education, music, art, GATE, RTI and special services. Students have completed a learning loss assessment and teachers have scheduled assessments throughout each trimester to continue to measure academic growth. Instructional Aides have been assigned across the grade levels and participate in Zoom classes to assist with any student needing help.

Parents were given the option of at home online learning every day or having their children in school as much as possible. Even when students will be "at school as much as possible" students may only be in school two days a week with the other three day being distance learning, or all five days being distance learning when the school is following Model C. Regardless of the option chosen or mandated by the local agencies in response to COVID-19 data, KRUE will support all students whenever they are engaged in Distance Learning. When transitions may be necessary between instructional models, parents will be notified through the usual school communication methods as

soon as possible after a decision is made. If possible, transitions will occur on the first day of the school week but if directed to close down in-school activities, it will be done so as quickly as possible.

- Zoom used to deliver daily lessons live to students with their peers to promote social interaction and simulate a regular classroom environment
- Grade level content standards will be utilized at all times with an emphasis on the Essential Standards to promote a deeper level of learning
- Google Classroom utilized for lesson assignments and student work submission
- District Assessments Administered: AMath, AReader, SAEBERS, Grade Level Benchmarks, Developmental Reading Assessment
- Intervention support for students by staff through Zoom and/or by phone
- Integrated and Designated supports for English Language Learners
- Individualized Educational Services for students with an identified IEP or 504 plan
- Translation support for our families will be provided through our Spanish speaking staff

## **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.]

400 iPads, laptops and Chromebooks have been distributed along with hotspot internet devices for every student. Every student also received headphones with a microphone, school supplies, and a backpack to assist them in being fully prepared for distance learning. A parent for every student came to orientation appointments to receive the devices, directions for connectivity, and expectations for at home participation.

An academic counselor, school social workers, instructional aides and other staff have provided on site and phone assistance daily to all families experiencing difficulty with this new learning model. The school has developed a shared technology support document to log every interaction pertaining to technology or connectivity; the document is used for documenting technology issues but also to assist in making additional technology decisions as a district.

The Academic Counselor is creating "How To" technology training videos based on the most frequent technology help calls. These videos are being sent to all parents for easy access through our communication platform in a text and they are then uploaded on to the Kings River Union YouTube channel for future reference. Teachers have also placed the help videos on their Google Classroom homepages so that older students can use them to troubleshoot technology issues.



## 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.]

Every KRUE teacher is providing their students with a daily work schedule which shows what will be covered in each subject and Google classroom. See Saw and Illuminate hold all assessments and results utilized by teachers to track progress of each student. Grades are kept in either Illuminate and work is assigned and collected weekly in these platforms.

Teachers are maintaining logs of instructional minutes and assignments in a district created document, submitted weekly with the attendance registers. These assignments designate synchronous and asynchronous learning by minutes. District grade level content pacing guides are being followed and detailed lesson plans are submitted weekly, reviewed in Ed Caliber software. Attendance and engagement are tracked in our Student Information System, Aeries. Teachers will be required to ensure they are meeting the required instructional minutes daily:

TK-K: 180 minutes

1st-3rd: 230 minutes

4th-8th: 240 minutes

## 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.]

KRUE instructional staff was provided six additional days of professional development and planning time prior to the opening of the 2020-2021 school year. Training took place on Google classroom, Zoom, MathiaX, Zearn, Freckle, SeeSaw, Thrively, Amira, Lexia, Mystery Science, StemScopes and Writable to support teachers and ensure that they would be able to leverage these tools to provide a rigorous and engaging distance learning environment for ALL students.

All instructional staff will have access to all of the Professional Development offerings that the Tulare County Office of Education(TCOE) offers throughout the year, as well as, access to individualized support from TCOE content specialists.

Additionally, all staff participated in several COVID-19 trainings to provide them with basic knowledge on safety, transmission, and sanitization. Throughout the year, the staff will also participate in wellness trainings to provide self care during this stressful time.



## Staff Roles and Responsibilities

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

KRUE is a small school district and a single site. Many of the roles and responsibilities have remained unchanged during this pandemic but daily procedures and practices have shifted dramatically to ensure for everyone's health and safety.

Instructional Aides have been reassigned from primary grades to all grade levels. Instructional Aides make daily calls to parents and students who request help.

An academic counselor has been brought on part time to assist families and students transition to remote learning. Gate, Band, Music, Physical Education and RTI have been rearranged to fit within the daily schedule set out by each grade level, ensuring that all students continue to have access to these additional classes.

Cafeteria employees have added the delivery of meals to the community to their daily schedule.

Maintenance staff have adjusted their schedules to handle the daily sanitizing and extra cleaning necessary for a complete response to the Covid-19 pandemic.

## 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.]

KRUE continues to support all of its students during distance learning, including students with unique needs, English Learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. English Learners are supported with designated and integrated instruction while engaged in distance learning just as they would be when in the classroom. To support families whose first language is not English, a bilingual instructional aide and the bilingual academic counselor are assigned to work with the teachers to support school to home communication. Students with exceptional needs continue to receive all service minutes as required in their IEP, along with the regular support they receive from their general education classroom teachers. Pupils in foster care or are experiencing homelessness are specifically targeted to be contacted by the Vice Principal, school psychologist, school social worker, licensed vocational nurse, and academic counselor who will provide additional support as needed based on the interactions. When appropriate, students will still be referred to the Student Study Team (SST) to determine if additional support, procedures, or interventions would be beneficial for them. This group of students will be prioritized to return to in-person learning, as soon as it is deemed safe by the approving agencies.

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

Description	Total Funds	Contributing
KRU School Social Worker Tulare County Office of Education Mental Wellness Triage Grant - Social Worker	\$56,000	Yes
KRUE Staff Training: Six Additional days of professional development and instructional planning time for all teachers and instructional aides to properly prepare for the school year, distance learning, and to increase knowledge to be able to better serve ALL students	\$65,225	Yes
Virtual Platforms purchased to support Distance Learning and the learning of ALL students	\$44,859	Yes
Additional Chromebooks, Ipads, hot spots, headphones, and other support materials to provide educational access to ALL students	\$129,500	Yes
KRUE Music Teacher to providing increased music instruction to all grade levels to support a complete, robust curricular experience for all students	\$24,500	Yes
Teachers will have access to ongoing professional development and curricular content coaching to support successful distance learning instruction	\$35,000	Yes

## 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.]

Teachers have collaborated to work towards teaching with greater emphasis on the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students have been assessed within the first three weeks of school, using measures comparable to their March 2020 learning levels, in all core subjects including ELA, ELD and Mathematics. Initial ELPAC testing is scheduled to begin September 14 with students being brought to school for individual appointments to mitigate the spread of Covid-19. Teachers are entering the comparative scores for all assessments in the Illuminate system for learning loss analysis. The EduClimber system within the district Illuminate system will be utilized to create individual learning profiles for each student using their assessment history across content areas, attendance history, grades, and other factors to provide individualized responses to meet each student's needs. English Learners will be supported by their classroom teachers with Designated and Integrated lessons, as well as by Instructional Aides following the plans provided by the teacher. Students with IEPs will be supported by their classroom teacher, Instructional Aides, and the Special Education teacher to monitor their growth toward their individual goals. All students will be reassessed at regular intervals to evaluate growth and to help identify new or ongoing areas that indicate learning loss or below grade level performance.

## 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.]

93% of Kings River Union students are low-income and over half of the students are English Learners; therefore the actions and strategies the District uses to address learning loss and accelerate learning progress for pupils are always targeted toward the special needs of these populations. The Vice Principal, school social worker, and other support personnel are assigned to regularly check in on all foster youth or pupils that are experiencing homelessness to ensure that their learning needs are being prioritized and addressed at school and in the home. All of the pupils with exceptional needs are assigned to a regular education teacher but they also receive the support of a Resource Specialist (RSP teacher), trained instructional aides, school psychologist, and additional resources or support provided through the SELPA team to help mitigate any learning loss for these students.

Students identified as English Learners, homeless, foster youth and students with exceptional needs have been identified and are being prioritized for a return to school using the state's small cohort return plan. In addition, these students will also be prioritized for RTI, individual intervention, and after school tutoring based on the severity of their learning loss. In addition to direct teacher support, the students will be utilizing software programs (i.e.. Lexia, Amira) to accelerate and remediate their learning. Instructional support staff will be focused on supporting at-risk students in small groups, as directed by the classroom teacher.

During the course of daily instruction, the teachers make modifications to lessons to support the individual needs of learners. The data collected both formally and informally by teachers will be used to reteach material to the whole group or to provide small group support to specific students in focused areas of learning. Students in the afterschool program receive additional support to complete independent assignments. The academic counselor is available in the late afternoon hours by phone to support struggling students with their work.

## 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.]

Students will be assessed on a regular basis, as well as daily connections and check-ins on their learning progress will be determined by their teacher. Communication between all staff that are supporting students will be frequent and at regular intervals. Data used to place students in intervention and/or afterschool tutoring will be continually collected and compared at the progress report and trimester dates for measure of effectiveness. Internal monitoring documents are being maintained and reviewed on a regular basis by school support personnel. The Accountability and Assessment Coordinator will be creating reports at regular intervals to compare the current status of learning for all students and grade levels to past individual and grade level data. The administrative team will be meeting regular to review all levels of data to determine if any adjustments or modifications need to be made to the instructional day, intervention offerings, or other programs that directly support student learning.

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

Description	Total Funds	Contributing
Part-Time Response to Intervention teachers working with students who have experienced learning loss.	\$40,000	Yes
Instructional Aides working with students who have experienced learning loss, especially those who are foster youth, homeless, low-income, and/or English Learners	\$87,000	Yes
School psychologist on campus and available to support students and identify any needs related to learning or learning loss	\$112,000	Yes
Part-Time Academic Counselor added to support students with learning loss and in all academic challenges related to the transition to distance learning	\$25,200	Yes

# Mental Health and Social and Emotional Well-Being

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

The first level of monitoring mental health and social and emotional well-being of our pupils is through the daily live interaction that teachers have with their students. Just as this daily interaction in a live classroom provides insight into how our students are doing, talking to them via Zoom or other methods gives the staff a basis for understanding how each student is doing emotionally. Follow up phone calls will be made by the teacher, instructional aides, social workers, academic counselor, licensed vocational nurse, or administration based on recommendations from the teachers. KRUE has implemented the schoolwide use of Thrively, a social emotional learning (SEL) platform, to assist students and staff address the impacts of Covid-19 in all areas of their lives. Students TK-8 will be guided through this SEL program to help them discover their strengths and abilities amidst a global pandemic, after the teachers have done so for themselves. This program allows school staff to monitor the perceived stability of students and respond quickly to any concerns expressed.

KRUE benefits from the services of the following mental health professionals for the direct support of students and families:

School Psychologist, 3.5 days per week

School Social Worker, Mental Wellness Triage Grant, 3 days per week

Academic Counselor, part time, 5 days per week (approximately 15-20 hours)

Licensed Vocational Nurse, 6 hours a day, 5 days a week

All staff participated in mandatory training related to Covid-19 as well as training in managing stress and anxiety related to the pandemic. All staff also participated in Suicide Prevention Training, as well as the Mandated Child Abuse Reporter Training, to help know and identify any signs that students might display during this very stressful time.

There are additional opportunities for students to participate in virtual group sessions related to a variety of topics (art, GATE, music, ballet, etc). It is our goal that these additional offerings will help to keep students engaged and provide them an expressive outlet.

Kings River Union will continue to celebrate student successes through our traditional Student of the Month, Pioneer Pride, and Trimester Assembly award programs that recognize students.

# Pupil and Family Engagement and Outreach

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

The first tier of response is the daily taking of attendance by every teacher in the classroom. All teachers have engagement strategies embedded in their daily lesson plans and track daily connections made both synchronously and asynchronously. Students who are not in attendance are contacted, on that day, in an effort to help get them engaged or determine what barriers might be preventing them from engaging in the daily learning.

Students who are not distance learning engaged are those that are not participating in the Zoom meeting and/or also not completing the online assignments. The attendance clerk/school secretary will program the school system to send an automated phone notification to parents or guardians to inform them of the absence each day. On a weekly basis, or sooner if needed, a report will be generated utilizing our student information system (AERIES) to determine which students have been absent from distance learning for more than three school days or 60% of the instructional days in a school week. Based on this report, the school social worker or academic counselor will initiate communication with parents in effort to review attendance expectations, determine if there are any barriers to full participation, and explain the School Attendance Review Board (SARB) process. All of these contacts will be documented within a shared student support document to enable the entire KRUE student support team access and information to best serve the student and family. The goal always being engaged participation in learning for each and every student.

If a pattern of non-engagement in distance learning emerges for a particular student or family, the school social worker will make a home visit (following all appropriate social distancing/health guidelines). The visit will be focused on reviewing the expectations for engaged learning, identifying barriers to learning and attendance, connecting the family/student with any necessary resources, and reviewing the next steps in the SARB process. It is possible that formal SARB paperwork will be served to the parent/guardian during the home visit. If all attempts to contact parent/guardian fail, the District will consult with the Sheriff's Department and/or Child Protective Services to assist in conducting a wellness check. If parents fail to respond to these efforts and student attendance/engagement does not improve, the District will initiate the full SARB process which can result in a referral to the District Attorney.

Additionally, KRUE has launched a YouTube channel that is being populated with help videos on software programs, technology troubleshooting, and tips for successful learning in the home environment. All of these videos are recorded in English and Spanish and families are alerted each time a new video is available on the channel.

# 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.]

Kings River Union Elementary School District participates in the Community Eligibility Provision (CEP) program for schools participating in the National School Lunch and School Breakfast Programs. Thus we are able to provide healthy breakfasts and lunches each day at no charge for all students enrolled in school. Meal service will be provided by Kings River Union Elementary School or a School Food Authority (SFA) authorized by the California Department Of Education (CDE) Nutrition Services Division (NSD) by way of Interagency Agreement SNP-09. Nutritionally adequate individually packaged meals are provided under the Community Eligibility Provision (CEP) to all students during distance learning periods by remote site meal service wherein meals are prepared and packaged and delivered for distribution at a central community location where a majority of students reside from 11:30 a.m. to 12:15 p.m., and also available for pick up at the school site during the same time period. Distance learning meal packages will include both Breakfast and Lunch.

During periods of in person instruction, individually packed breakfasts will be served in the classrooms and lunch meals will be served to students at the end of the modified instructional day to be consumed at home. In the event of a combination of in person instruction and distance learning, students will be provided meals for the period of time they are not physically in school on the last day of the in person school week. (Up to 3 days of meals). If a transition from in person instruction back to distance learning is required for any reason, meals will immediately transition to the remote feeding model. During all of these situations, any students who have chosen the distance learning only option will be provided meals through pick up options, as long as it is allowed under the reimbursement guidelines from both the federal and state agencies.



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

Section	Description	Total Funds	Contributing
N/A	School Licensed Vocational Nurse to communicate with families on all health and wellness issues to support the overall wellbeing of students	\$87,000	Yes
Pupil Learning Loss	After school program to support the learning needs of the students after the regular instructional day and to provide safe and healthy activities for students to engage in virtually	\$15,000	Yes
In-Person Instructional Offerings	Additional sanitizing equipment and products to sanitize the school site	\$6,482	No
In-Person Instructional Offerings	Additional custodial staff for increased frequency of sanitizing the campus	\$28,000	No

# 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
37.80%	\$1,176,520

## 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.]

Kings River Union has considered the need of the unduplicated students (foster youth, English Learners, and low-income student in all areas of the Learning Continuity and Attendance Plan and most especially in the following areas:

**Distance Learning Program:**

- \*the purchase of specific instructional tools that support effective first best instruction, as well as, differentiation of curriculum for unduplicated students
- \*providing devices and hot spots to support the unduplicated student in accessing distance learning
- \*specific instructional resources to provide effective Designated and Integrated English Language Development
- \*designated support for foster and homeless students through monitoring by the school social worker and academic counselor
- \*additional school supplies for students to use at home

**Pupil Learning Loss:**

- \*individualized and small group instruction for unduplicated students
- \*differentiated academic support for English Learners
- \*additional funding to provide tutoring for unduplicated students
- \*delivery of specific professional learning opportunities that focused on research-based strategies to support unduplicated students
- \*provision of specific instructional tools to support intervening for unduplicated students

**Mental Health and Social Emotional Well-Being:**

- \*school social workers to provide support for unduplicated students
- \*additional school psychologist time to provide support for unduplicated students

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

For the 2020-2021 school year, 92% of Kings River Union students are unduplicated including low income, foster youth, and English Learner pupils. With an understanding of the needs for our unduplicated students, supplemental funding has been deployed mostly in an LEA wide approach. The specific needs of the unduplicated student groups have helped to shape the design of all programs throughout the district and ensure the academic achievement of these students. The planned expenditures have been designed to be primarily focused on the unduplicated students to provide the additional support needed.