

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
Kern High School District	Brandi Ball, Ed.D., Supervising Administrator, Local Control and Accountability Plan (LCAP)	brandi_ball@kernhigh.org (661) 827-3100 ext. 53627

General Information

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

General LEA information

Serving 41,451 students (5.9% African American, 0.6% American Indian or Alaska Native, 2.8% Asian, 67.9% Hispanic or Latino, 1.2% Filipino, 0.3% Pacific Islander, 19.4% White, and 1.1% two or more races) and encompassing approximately 3,500 square miles, the Kern High School District (KHSD) remains the largest 9-12 high school district in the state of California. It is comprised of 18 comprehensive high schools, 5 alternative education schools, 5 Special Education centers, 2 Career and Technical Education (CTE) sites, a blended learning program (Kern Learn), the Bakersfield Adult School, and 1 charter school (Kern Workforce 2000 Academy). The Bakersfield Adult School serves 9,000 annually; over 18,000 students participate in the district's CTE programs; and 466 students are served in the district's charter school.

Following are KHSD percentages of the three “high need” student groups, as selected by the state:

- ✓ English Learners (10.5%)
- ✓ Foster Youth (0.8%)
- ✓ Socioeconomically Disadvantaged (73.6%)

Counting each student once, even if the student meets more than one of these criteria, forms the “unduplicated count.” The KHSD unduplicated count is 71.9%. Following are distinctions that refine the composition of the district's students:

- ✓ The Reclassified Fluent English population is 32.9%.
- ✓ The Homeless population is 0.4%.
- ✓ The Migrant population is 2.2%.
- ✓ 8 of the 18 sites (Arvin, East, Foothill, Golden Valley, Mira Monte, Shafter, South, and West) are comprised of a minimum of 84% unduplicated students.
- ✓ 5 of the 5 alternative education sites (Central Valley, Nueva, Tierra Del Sol, Vista, and Vista West) have an average unduplicated student population of 89.3%.

These figures reflect the level of challenges to be met in order to ensure that all students are successful in school and validate KHSD's commitment to "improve or increase" educational equality regardless of educational environment (distance learning, hybrid or in-person) so that all students graduate from high school prepared to succeed in college and the workforce.

Impact of COVID-19 pandemic

On July 17, 2020, California Governor Newsom announced that schools located in counties on the County Monitoring List may not open to offer in-person instruction until their county is off the list for 14 consecutive days. In accordance with the governor's plan, KHSD will be starting the 2020-21 school year with a distance learning model. Kern County was added to the state's County Monitoring List on July 21, 2020, which includes additional closures to slow the spread of COVID-19. On July 27, 2020, eight counties in the Central Valley, including Kern County, were identified by Governor Newsom as COVID-19 hotspots to receive additional targeted support such as funding to expand disease investigation, contact tracing and quarantine efforts, and the deployment of United Support Teams to support local efforts to reduce COVID-19 transmission. As of August 3, 2020, Kern County had the third highest seven-day average positivity rate of 19.2% and the second highest 14-day average case rate of 428.8 per 100,000 (California Department of Public Health, County Data Chart). As of August 3, 2020, the Kern County Public Health COVID-19 Dashboard reported 20,651 cases of COVID-19 of which 5,752 had recovered and 144 deaths had been reported. Of those testing positive, 56% were of unknown race/ethnicity, 31.6% were Hispanic, 8.5% were White, 2.3% were African American, and 1.4% were Asian. Of those testing positive in Kern County, the largest number were those aged 18-49 (13,086) followed by those aged 50-64 (3,586), those aged 0-17 (2,254), and those aged 65 and older (1,725).

In addition to public health, the COVID-19 pandemic has also taken a toll on the local economy and job market. Based on June 2020 data from California's Employment Development Department (EDD), Kern County's unemployment rate of 17.5% is the sixth highest in the state and surpasses the state average of 15.1%. This is substantially higher than June 2019 California Employment Development Department (EDD) data in which the Kern County unemployment rate was 8.0% and the state average was 4.1%.

Stakeholder Engagement

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

Regular stakeholder engagement remains a high priority for the KHSD, especially in the current pandemic climate. KHSD continues to reach out to the stakeholders in order to foster mutually respectful, supportive, and collaborative environments for on-going and meaningful dialogue that will determine goals and actions to achieve academic success for all students, and to minimize the effect of learning loss. Essential to the success of this effort is the active participation of all stakeholders – parents, students, employee groups (certificated and classified), administrators, and community leaders – to thoughtfully and openly communicate about how to address and overcome the challenges facing us during the pandemic crisis, especially those who are typically underserved and/or at risk, and to provide the necessary means to maximize their learning. KHSD has provided various venues for stakeholders to convene and provide input.

Specific groups that met are listed below:

- ✓ LCAP Advisory Council (July 23, August 13, and August 27)
- ✓ District Parent Advisory Council (July 27, August 17, and August 31)
- ✓ District English Learner Advisory Council (July 27, August 17, and August 31)
- ✓ District African American Parent Advisory Council (July 28 and September 15)
- ✓ District Superintendency (On-going)
- ✓ Principal Advisory Council (On-going)
- ✓ Assistant Principals of Instruction and Administration (On-going)
- ✓ District administrators (On-going)
- ✓ Head Counselors and Counselors (April 15, May 15, and August 20)
- ✓ Foster Youth Liaisons (June 9, June 11, June 12, June 18, June 19, June 22, June 23, June 25, and July 13)
- ✓ Kern High School Teachers Association (KHSTA) (On-going)
- ✓ District Teachers on Special Assignment (TOSA) (On-going): Subject areas include (English, math, science, social science, Advancement Via Individual Determination [AVID], English Language Development [ELD]), Social-Emotional Learning (SEL), Student Outreach, and Parent Education/Outreach
- ✓ District Student Behavior and Supports/Intervention Team (On-going)
- ✓ Summer curriculum teams (June 1-July 31): Art, band, choir, theatre, physical education, Project Lead the Way (PLTW) biomedicine, PLTW engineering, PLTW computer science, math, English, Pre-Access/Access literacy, ELD, science, social studies, French, Spanish, agriculture, media/graphic arts, wood shop, business, photo, video production, independent study, career tech, special education mild/moderate, and special education moderate/severe
- ✓ English Learner Coordinators (August 25)
- ✓ Classified Association (On-going)
- ✓ Special Education Parent/Management Advisory (April 17)
- ✓ Associated Student Body Presidents (April 22)
- ✓ Reimagining Teaching and Learning Academy (July 28-30)
- ✓ KHSD Board Meetings (April 4, May 4, May 20, June 1, June 16, June 29, July 15, August 3, September 8, and September 23)

KHSD continues to engage in on-going collaboration with community organizations and partners to support students both academically and social-emotionally including:

- ✓ Kern County Superintendent of Schools (KCSOS)
- ✓ Feeder school districts
- ✓ Garden Pathways
- ✓ Youth 2 Leaders (Y2L)
- ✓ AmeriCorps
- ✓ Aspire
- ✓ Kern Youth Resiliency Partnership (Mental Health Student Services Act grant)

- ✓ Dream Center
- ✓ iFoster

Additionally, KHSD conducted surveys with various stakeholder groups:

- ✓ KHSD Staff Survey (June 2020): 2,964 responses (1,776 certificated staff, 185 certificated/classified administrators, and 1,003 classified staff)
- ✓ KHSD Parent Survey (July 2020): 10,790 responses (English 10,690, Spanish 100)

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

Prior to the current pandemic climate, KHSD was engaging stakeholders in-person and with live streaming of KHSD Board meetings and LCAP public forums. Beginning in April 2020, while KHSD Board meetings were not physically open to the public, they continued to be live-streamed and recorded; Board meeting live-streams and recordings are available with Spanish translation accessible via YouTube closed-captioning on the [KHSD Board of Trustees YouTube channel](#). Since in-person public comments are not feasible for the protection of our stakeholders at this time, stakeholders are able to submit their public comments prior to meetings via a secure telephone line (833-827-3708) that allows them to record their public comments in English or Spanish. Stakeholders can also submit public comments via email in English and Spanish. Over 500 public comments have been received in the last few months. KHSD Board meetings are publicized by utilizing the KHSD webpage, local television stations, local radio stations, and the local newspaper. All comments are provided to KHSD Board members for review and are grouped by similar themes with a selection being read by Dr. Debbie Thompson, KHSD Chief Communication Officer, at KHSD Board meetings.

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

KHSD stakeholders provided valuable feedback and counsel on the district's planning for the return to school. From the various meetings with KHSD stakeholders held throughout the fourth quarter of the 2019-20 school year and summer months, the following needs were identified, and KHSD has provided courses of action that are expected to address them.

Instruction

- ✓ The majority of parents who responded to the June survey expressed interest in having their students receive at least some instruction in-person, either in a hybrid learning model or a full-time, in-person model.
- ✓ Parents stressed the importance of engagement with students in a distance learning environment, with communication, support, and regular interaction being keys to student success.
- ✓ Teachers expressed frustration with teaching in an online learning environment in the fourth quarter of 2020, including lack of available curriculum and resources.

- ✓ Teachers expressed concerns about distance learning, hybrid learning, and in-person learning, including items pertaining to logistics and scheduling.
- ✓ Teachers shared the need for professional development for distance learning.
- ✓ Staff expressed the need to provide time within the schedule to give academic support to students and allow teachers time for planning and collaboration.

Technology

- ✓ Stakeholders expressed the need to ensure that students and staff have access to devices and connectivity to ensure access to distance learning curriculum through synchronous and asynchronous learning.
- ✓ Parents expressed a need for more than one device in homes in which they have more than one student.

Student Support Services

- ✓ Stakeholders emphasized the need to support student mental health and well-being.
- ✓ Stakeholders expressed the need to provide academic support to students, especially those with the greatest need.
- ✓ Parents expressed the need to resume some programs/outlets that would allow students more normal routines, especially for those students with parents who work outside of the home.
- ✓ Parents emphasized the importance of nutritional services and meal distribution.

Health and Safety

- ✓ The majority of stakeholders expressed the importance of the use of personal protective equipment (PPE), specifically masks, and the need to adhere to physical distancing guidelines. KHSD teachers also noted the need to enforce the use of face masks and physical distancing.
- ✓ Stakeholders shared concerns regarding disinfecting processes on campuses.
- ✓ Stakeholders expressed the need to provide more hand sanitizer throughout campus.
- ✓ Parents cited the need to address nutritional services and meal distribution to protect health and safety.
- ✓ Stakeholders emphasized the need for screening and protocols should a student or staff member test positive for COVID-19.
- ✓ Staff expressed concern about public health regulations not being followed and the availability of disinfecting supplies or PPE.

Parent Support Services

- ✓ Parents expressed interest in KHSD moving forward with parent education opportunities in a virtual format.

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

The overarching theme from all stakeholders was the safety of the students and staff and the ability of all students to thrive academically as well as socially and emotionally in the different learning environments. KHSD whole-heartedly embraced stakeholders' suggestions and comments and the influence of stakeholder input and feedback can be found throughout the KHSD Learning Continuity and Attendance Plan:

- ✓ Continuity of Learning
 - In-Person Instructional Offerings
 - Actions Related to In-Person Instructional Offerings
 - Distance Learning Program
 - Continuity of Instruction
 - Access to Devices and Connectivity
 - Pupil Participation and Progress
 - Distance Learning Professional Development
 - Staff Roles and Responsibilities
 - Supports for Pupils with Unique Needs
 - Actions Related to the Distance Learning Program
 - Pupil Learning Loss
 - Pupil Learning Loss Strategies
 - Effectiveness of Implemented Pupil Learning Loss Strategies
 - Actions to Address Pupil Learning Loss
- ✓ Mental Health and Social and Emotional Well-Being
- ✓ Pupil and Family Engagement and Outreach
- ✓ School Nutrition
- ✓ Additional Actions to Implement the Learning Continuity Plan

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.]

KHSD will begin the 2020-21 school year with a distance learning model which will be reevaluated at the close of the first quarter (October 23, 2020). The decision to begin the school year with a distance learning model is aligned with the Governor's guidelines for the safe reopening of schools as Kern County continues to remain on California's [County Monitoring List](#). If conditions permit at the close of the first quarter, KHSD plans to move to a hybrid learning model with two potential options or in-person instruction. Option A (*see sample schedule below for*

consideration) would divide students into four cohorts, each accounting for approximately 25% of students, in which each cohort would attend classes on campus once a week and participate in distance learning on the remaining four days. Option B (see *sample schedules below for consideration*) would divide students into two cohorts, each accounting for approximately 50% of students, in which each cohort would attend classes on campus twice a week and participate in distance learning on the remaining three days.

Option A

Breakfast TBD	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Period 2	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Period 3	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Period 4	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Lunch	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Period 5	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Period 6	Cohort A	Cohort B	Academic supports	Cohort C	Cohort D
Academic supports	Academic supports	Academic supports	Academic supports	Academic supports	Academic supports

Option B1

Breakfast TBD	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B
Period 2	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B
Period 3	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B
Period 4	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B
Lunch	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B
Period 5	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B
Period 6	Cohort A	Cohort A	Academic supports	Cohort B	Cohort B

Option B2

Breakfast TBD	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B
Period 2	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B
Period 3	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B
Period 4	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B
Lunch	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B
Period 5	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B
Period 6	Cohort A	Cohort B	Academic supports	Cohort A	Cohort B

Identifying and Addressing Student Learning Loss: KHSD continues to work as a professional learning community (PLC) with subject area and/or grade level professional learning teams (PLT) at the district and site levels, collaborating to address the PLC four essential questions—What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Guided by these questions, KHSD PLTs will continue to collaborate to develop and refine common formative assessments (CFA) created under the guidance of Cassandra Erkens to assess and address student learning loss. As literacy and numeracy have been an on-going challenge across the district, KHSD will continue to utilize STAR Renaissance to assess student reading and math levels with students being assessed at least three times annually. Additionally, district and site literacy teams will continue to promote, implement, and refine the literacy plans created under the guidance and support of literacy expert, Dr. Jill Hamilton-Bunch. LAS Links will be utilized to assess EL students in the four domains of speaking, listening, reading, and writing. KHSD district and site EL teams will continue to develop and refine plans created under the guidance of Dr. Luis Cruz to provide support and intervention for ELs to address learning loss and ensure student success. Additionally, KHSD will continue to work with Supporting Inclusive Practices (SIP) to focus on Tier I instruction with Universal Design for Learning (UDL) framework and principles in mind. After scheduled school hours, tutoring services in a variety of subjects will continue to be available at sites, and additional support for specialized academic instruction (SAI) and assessments for students receiving special education services will also be available.

Health and Safety Measures: The health and safety of staff, students, and families is a top priority when returning to a model that includes in-person instruction. When conditions permit and KHSD can move to a model that includes in-person instruction, KHSD will do so with COVID-19 guidance, health, and safety measures in mind. First and foremost, KHSD stresses the importance that staff and students who are sick stay home, except to get medical care, in order to protect others and prevent the spread of disease. Parents should screen students prior to leaving for school and keep students home if they have a fever greater than 100.4 degrees Fahrenheit or any symptoms associated with COVID-19 or have had close contact with someone diagnosed with COVID-19. Symptoms may appear 2-14 days after exposure to the virus. Parents, students, and employees are asked to refer to [CDC Symptoms](#) as the list continues to be updated with more information about COVID-19. Parents, students, and employees are asked to follow [CDC Guidance](#) if symptoms develop. In addition to self-screening at home, KHSD may engage in screening as students enter school, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (to ensure temperatures below are 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

KHSD is implementing many health and safety protocols and protective measures including the following:

- ✓ KHSD schools will determine procedures to ensure physical distancing (6 feet or more) in hallways such as one-way traffic and staggered classroom release. Signage will remind students of CDC guidance such as physical distancing, wearing face coverings, and good hygiene practices. Students in close contact/proximity will be asked to separate. Handwashing stations and sanitizer will be available upon entry to school and throughout campuses, face masks will be issued and required of staff and students, drinking fountains will be disabled, filtered bottle filling stations will be available and sanitized frequently, and lockers will not be used. Access to other common areas such as libraries and Career Centers will be limited.
- ✓ KHSD will implement ventilation and airborne precautions by upgrading filtration systems from MERV 8 to MERV 13 where possible and adding ionization technology in facilities that cannot upgrade to MERV 13. Each evening, all buildings will go through an air purge at maximum outside air flow for at least two hours prior to occupancy the following day. Staff and students will be required to wear face masks, and wellness shields will be installed where public interaction will take place. The district is currently researching UVC technologies that can be installed in HVAC systems to help kill/deactivate any virus particles as they pass through the HVAC system. HVAC systems will be monitored and adjusted to bring in the recommended amount of outside air and to enable the recommended rate of air exchange in each space. HEPA filters will be placed in Health offices. Air scrubbers will be deployed in interior hallways and other spaces with limited air exchange.
- ✓ KHSD will configure classrooms to allow for physical distancing, hand sanitizer will be mounted on the wall at the entry door, and pump sanitizer will be available on teachers' desks. Students and staff will be required to wear face masks. Personal masks will be issued, and disposable masks will be available. Personal protective equipment (PPE) including face shields, goggles, and safety glasses will be available to all staff; face shields will be available for students as needed. The use of shared supplies or equipment will be minimized, and items will be cleaned and disinfected between each use.
- ✓ KHSD will clean and disinfect every evening with a disinfectant on the EPA List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) following [CDC Guidelines](#); 20+ new custodians and substitute custodians have been hired district-wide to ensure that all student desks, teacher desks, and frequently touched surfaces (doorknobs, whiteboards, light switches, etc.) will be cleaned and disinfected; that

hand sanitizer is replenished; and that restrooms are disinfected multiple times during the day. Spray disinfectant and disinfectant wipes will be available to faculty and staff.

- ✓ KHSD transportation will reduce student capacity to maintain physical distancing with students sitting one to a seat, alternating rows on each side to create a zigzag pattern on the bus. If this is not feasible, students will sit one per seat alternating right and left position. Students will be seated from the rear of the bus forward to minimize passing, windows will be opened if weather permits, buses will be cleaned and disinfected between bus runs, and there will be health screening and mandatory training for all transportation staff, including bus drivers. Staff and students will be required to wear face masks at the bus stop, loading and unloading, and while on the bus. Frequently touched surfaces (handrails, grab bars, tops of seats, seat backs, etc.) will be disinfected after each run.
- ✓ Every school will have two lunch periods; staff and students will be required to wear face masks when not eating; wellness shields will be installed at all lunch lines; physical distancing will be required while students are in line and while eating; quick serve pre-packaged meals will be served; and meals will be provided for students at-home on distance learning days. Additionally, KHSD is moving to contactless point of sale for lunch service in which student IDs are scanned.
- ✓ In response to COVID-19 cases, KHSD will take immediate action by isolating the employee/student until they can be transported home or to a healthcare facility; conducting an assessment to determine persons/facilities with risk of exposure; closing off area(s) until cleaning and disinfecting can be completed; advising those who have been in contact to self-quarantine for 14 days, monitor symptoms, and test if necessary; cleaning and disinfecting facilities with risk of exposure; working with Kern County Public Health on tracing and communication with the public; and initiating possible school closure.
- ✓ PPE/Health and safety supplies
 - 3-ply cloth face masks
 - 3-ply surgical face masks
 - Face shields
 - Safety goggles
 - Safety glasses
 - Disposable gloves
 - Hand sanitizer (pump and wall-mounted)
 - Wall-mounted hand sanitizer dispensers
 - Floor stand hand sanitizer dispensers
 - Disinfectant wipes (canister)
 - Clorox 360 machines and disinfectant
 - Bioesque botanical disinfectant
 - Infrared thermometers
 - Isolation gowns
 - Wellness shields
 - MERV 13 filters
 - Ionization bars

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

****Please note that all the actions listed below, except for transportation services for foster youth (FY) and students experiencing homelessness to their school of origin, will be implemented while in a distance learning environment, also.***

Description	Total Funds	Contributing
Comprehensive school sites are allocated 1,002 sections for class size reduction for the 2020-21 school year. Allocation is given proportionately to the sites' Local Control Funding Formula (LCFF) ELs, FY and socioeconomically disadvantaged students.	\$23,547,000.00	Y
Continuation school sites are allocated 11 teaching sections and 20 administrative sections. These sections, both teaching and administrative, are distributed according to need of ELs, FY, and socioeconomically disadvantaged students.	\$915,016.00	Y
KHSD has allocated 150 intervention class sections for students who need additional support in English and math – e.g., Foundations in Math, Pre-Access/Access literacy classes, and Academic Performance classes that support at risk grade 9-12 students. Funds are provided for the purchase of resources and materials for Pre-Access/Access to allow teachers to enhance their ability to meet the literacy needs of their students with most of the funding being used to build and maintain classroom libraries with high-interest books.	\$3,585,000.00	Y
<p>KHSD unduplicated students enter the KHSD on average below grade level in reading and math. In order to improve the reading and math levels of unduplicated students, KHSD will take the following actions:</p> <ul style="list-style-type: none"> ✓ Retain STAR Renaissance and Edmentum contracts to continue to test and monitor the progress of all students in all grades, 9-12, and all incoming grade 9 students (current grade 8). The STAR Renaissance test diagnoses reading and math levels, as well as provide on-going assessment for appropriate and effective instructional intervention. ✓ Edmentum will specifically be used in math courses to fill gaps in students' math knowledge so they will be successful in meeting the California math standards. The implementation of Edmentum will increase unduplicated students' math performance. 	\$482,301.00	Y
<p>KHSD will continue to provide professional development for certificated and classified staff, focusing on the California Standards for Teaching Profession and the following six interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> ✓ Engaging and Supporting All Students in Learning ✓ Creating and Maintaining Effective Environments for Student Learning ✓ Understanding and Organizing Subject Matter for Student Learning ✓ Planning Instruction and Designing Learning Experiences for All Students ✓ Assessing Students for Learning ✓ Developing as a Professional Educator 	\$2,306,650.00	Y

<p>KHSD will fund professional development related to the implementation of distance learning, including the use of technology resources and tools.</p> <p>This action will provide guideposts for KHSD teachers from summer planning teams, pre-service, in-service and beyond. The action is being provided on an LEA-wide basis and will benefit all students, with emphasis on our low-income, ELs, and FY.</p>		
<p>KHSD will continue to provide certificated and classified support staff for ELs, including:</p> <ul style="list-style-type: none"> ✓ District EL Administrator ✓ Site EL Coordinators ✓ District and Site Bilingual Technicians (BT) ✓ Instructional Aides (IA) ✓ Bilingual Instructional Aides (BIA) <p>Supports and services provided to ELs include:</p> <ul style="list-style-type: none"> ✓ Overseeing EL instruction at their school sites ✓ Coordinating EL services to enhance the quality to students and parents ✓ Monitoring academic progress of EL students ✓ Determining appropriate interventions for students performing below expectation ✓ Maintaining proper alignment of curriculum ✓ Ensuring instructional practices that result in reclassification ✓ Providing and maintaining on-going literacy/language support ✓ District- and site-level EL Task Forces 	\$4,187,074.00	Y
<p>KHSD will continue to fund college and career readiness learning opportunities and supports for students, including:</p> <ul style="list-style-type: none"> ✓ Maintaining the Career Choices freshman course that provides career exploration, long-term educational and career planning, and dual enrollment opportunities. ✓ Providing Naviance, a college/career readiness program to be used as a complementary resource to the Career Choices program and to be integrated into the 9-12 curriculum. All sophomores will have the option of taking a pre-college assessment. ✓ Maintaining Career Technical Education (CTE) programs at the Regional Occupation Center (ROC), the new Career Technical Education Center (CTEC) and CTE pathways at school sites to guide students into career pathways that will lead them into college and/or career and allow them to complete courses and/or a degree in a timely and efficient manner. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry-specific. Many of these courses are articulated with the local colleges and university and often offer dual enrollment credit to students. 	\$14,769,893.00	Y

<ul style="list-style-type: none"> ✓ Providing funding at continuation sites to maintain Quest for Success, a career-development program that includes work experience for the student. ✓ Maintaining District Counselor to promote and oversee the “increase and improvement” of services to unduplicated students. 		
KHSD will continue to provide transportation services for FY and students experiencing homelessness at their school of origin.	\$249,789.00	Y
<p>KHSD will provide EL intervention classes during summer school to maximize transition and reclassification rates for ELs. To further meet the needs of at risk youth, particularly EL, FY, and low income, additional summer school sections will be allocated to provide appropriate intervention and support and will be distributed proportionately per the sites’ unduplicated count. The following priority needs will determine where additional sections may be allocated with priority registration being given to unduplicated pupils.</p> <ul style="list-style-type: none"> ✓ Credit recovery ✓ Literacy, math, and STEM intervention and support ✓ Academic “bridge” courses that acclimate and orient incoming, at risk 9th graders A-G completion and promotion (supporting “C” and at risk students through intervention in order for them to complete the next level of learning, particularly in math and science) in order to close the existing achievement gaps ✓ Academic intervention and support for academic advancement – e.g., preparing students to enroll and successfully complete Advanced Placement and dual enrollment courses 	\$689,000.00	Y
KHSD will prepare and implement health and safety protocols and protective measures, including the procurement of equipment and supplies, for a safe transition back to an in-person learning environment.	\$6,220,525.00	N

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.]

As of June 1, 2020, KHSD made the transition to Canvas to provide distance learning for summer school. KHSD has purchased 45,000 Canvas licenses to utilize the learning management system to provide distance learning to students at the start of the 2020-21 school year on August 24, 2020 and through the first quarter (October 23, 2020). The decision to begin the school year with a distance learning model is aligned with the Governor’s guidelines for the safe reopening of schools as Kern County continues to remain on California’s [County Monitoring List](#). As the first quarter ends, KHSD will reevaluate to determine next steps, with plans to move to a hybrid learning model or in-person instruction should health conditions permit at that time. While in the distance learning model, KHSD comprehensive sites will utilize 90-minute blocks with three classes meeting daily on a rotating basis; and an extra ten minutes will be added to the second block daily for announcements

and sharing any other important school information (*see schedules below*). While zero and eighth periods are not included on the schedules below, they will meet daily with zero period meeting 7:05 a.m. to 7:50 a.m. and eighth period meeting 3:10 p.m. to 3:55 p.m.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Period 1	Period 4/5	Period 1	Period 4/5	Period 1
9:40-11:20	Period 2	Period 6	Period 2	Period 6	Period 2
11:30-1:00	Period 3	Period 7	Period 3	Period 7	Period 3
1:00-1:30	LUNCH				
1:30-3:00	Academic Collaboration and Student Support				

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:30	Period 4/5	Period 1	Period 4/5	Period 1	Period 4/5
9:40-11:20	Period 6	Period 2	Period 6	Period 2	Period 6
11:30-1:00	Period 7	Period 3	Period 7	Period 3	Period 7
1:00-1:30	LUNCH				
1:30-3:00	Academic Collaboration and Student Support				

While in the distance learning model, KHSD continuation sites will utilize the following schedule:

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:20	Period 1	Period 4	Period 1	Period 4	Period 1
10:30-12:20	Period 2	Period 5	Period 2	Period 5	Period 2
12:30-1:00	LUNCH				
1:00-2:00	Period 3	Period 3	Period 3	Period 3	Period 3
2:00-3:30	Academic Collaboration and Student Support				

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:20	Period 4	Period 1	Period 4	Period 1	Period 4
10:30-12:20	Period 5	Period 2	Period 5	Period 2	Period 5
12:30-1:00	LUNCH				
1:00-2:00	Period 3	Period 3	Period 3	Period 3	Period 3
2:00-3:30	Academic Collaboration and Student Support				

The daily scheduled academic collaboration time may include, but is not limited to the following:

- ✓ Planning instruction and/or services for synchronous and asynchronous learning
- ✓ Collaboration amongst colleagues
- ✓ Monitoring student progress and activity and providing academic support
- ✓ Gathering formative and summative assessments
- ✓ Participating in professional development and staff meetings (i.e., PLT, PLC, department staff)
- ✓ Participating in Individualized Education Program (IEP) and 504 meetings

While in the distance learning model, ROC and CTEC will utilize the following schedule:

Student Daily Schedule

Week 1 8:00-1:00				
Monday AM Session	Tuesday PM Session	Wednesday AM Session	Thursday PM Session	Friday AM Session

Week 2 8:00-1:00				
Monday PM Session	Tuesday AM Session	Wednesday PM Session	Thursday AM Session	Friday PM Session

Evening Student Schedule

Week 1 (begins 9/1) 5:30 p.m.-8:30 p.m.		
Tuesday	Wednesday	Thursday

During the summer, KHSD teacher teams created over 150 common courses in Canvas, the newly adopted learning management system (LMS), that are guided by the Canvas Course Evaluation Checklist and aligned with approved KHSD courses of study to provide high-quality distance learning to students. Special Education teachers participated on the summer teams for English, math, science, social studies, Pre-Access/Access literacy, and ELD to ensure that courses built in Canvas were created using the Universal Design for Learning (UDL) framework in which accommodations are built into the distance learning courses. In the distance learning model, KHSD teachers will have daily interaction with students to teach, monitor student progress, and maintain personal connections with students. Students will engage with classes virtually in 90-minute blocks Monday-Friday for instruction and support to complete class assignments. Students will be provided an opportunity to pick-up lunch at all KHSD school sites and academic support will be available for all students at the end of the scheduled school day.

To support teachers in the distance learning model, KHSD is purchasing webcams for teachers to allow them to interact with their students while delivering standards-based instruction in a virtual environment. KHSD teachers utilize Google Apps and Microsoft Teams to interact with their students, and KHSD has purchased 2,000 Zoom licenses to provide an additional option for teachers to engage with students remotely. KHSD has integrated Microsoft Teams with the district's student information system (Synergy) so that teachers have prebuilt class rosters for video conferencing. Zoom has also been integrated with Synergy to allow teachers to more easily connect with students enrolled in their classes.

To support students, parents, and teachers in the distance learning model, KHSD will continue to offer the informational technology hotline (1-833-827-2855) that was created in the spring of 2020; it is staffed weekdays 8:00 a.m. to 4:00 p.m. to provide technical support in English and Spanish. KHSD also provides technical support via [email](#) for those wishing to reach out at any time of day. KHSD created a [digital resources webpage](#) which provides a variety of resources and links to important technology resources including Canvas, Google Apps, and Microsoft Teams.

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.]

KHSD is committed to provide the technology tools, curriculum and professional development for students and staff to be successful in a distance learning environment. The goal is to provide a seamless transition from distance learning to hybrid learning and eventually the return to an in-person learning environment. KHSD has worked continuously over the last few months to provide access, devices and connectivity for its staff, students, and stakeholders. KHSD recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement a high-quality distance learning environment. KHSD has purchased Chromebooks with a large screen and webcam for its teaching staff to help facilitate a seamless transition to distance learning. KHSD has transitioned into a single sign-in for Canvas, Google and office.com. The KHSD website has been updated to include a [KHSD Digital Resources](#) page which provides staff, students and stakeholders a central location for distance learning resources and has enhanced the staff and student webpages to reflect distance learning resources.

Student hotspots were allocated to school sites based on their number of unduplicated students and students with unique needs; sites with higher percentages of unduplicated students and students with unique needs were provided more hotspots to distribute to students. School sites communicated with families about the distribution of Chromebooks and/or hotspots through a variety of means including automated all-calls, school websites, and social media. While most sites did not have a need to prioritize Chromebook access, KHSD staff contacted families of ELs, FY, students experiencing homelessness, and students with disabilities to ensure that school sites provided access to students with unique needs.

Student Technology Tools:

- ✓ 43,000 Chromebooks available immediately
- ✓ Approximately 5,400 additional Chromebooks ordered and received
- ✓ Approximately 4,800 additional Chromebooks have been ordered with an anticipated January 2021 arrival
- ✓ 5,945 hotspots available immediately
- ✓ 3,000 additional hotspots ordered (due to arrive September 2020)
- ✓ Rosetta Stone language program licenses for level 1 and 2 English Learners (EL)
- ✓ Headphones with microphones for EL students

Staff Technology Tools:

- ✓ Chromebooks with large screens ordered
- ✓ Approximately 2,500 webcams ordered and received
- ✓ Canvas Learning Management System (LMS)
- ✓ 150 KHSD courses for Canvas LMS
- ✓ EduPoint integration of Synergy with Canvas
- ✓ Google Apps for Educators
- ✓ ZOOM (integrated with Synergy)
- ✓ Microsoft Teams
- ✓ Screencastify
- ✓ Khan Academy
- ✓ Quizlet
- ✓ Edmentum
- ✓ Turnitin
- ✓ Desmos
- ✓ Flipgrid

Student and Staff Technology Tools:

- ✓ Single sign-in for devices, Canvas, Google, and office.com
- ✓ Informational Technology technical support
 - Call 1-833-827-2855
 - [Email](#)
 - Since spring 2020, KHSD Informational and Technology technical support have fielded 8,603 emails, 1,746 calls and 4,556 help desk requests.
- ✓ Student and staff email access

Student, Staff, and Stakeholder Technology Tools:

- ✓ [KHSD Digital Resources](#)
- ✓ [KHSD Parent Resources](#)
- ✓ [School site webpages](#)
- ✓ [StudentVUE](#)
- ✓ [ParentVUE](#)
- ✓ [Canvas](#)

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.]

KHSD recognizes the importance of student engagement in their learning whether they are in the classroom or in a virtual setting. To ensure student engagement, attendance will be taken based on their daily interactions in the online environment and/or in-person when transitioning to a hybrid or in-person learning model. The days a student is receiving his/her instruction in a distance learning environment, his/her attendance is based on daily interactions or time value of work completed for that day as determined by the teacher. Documenting daily participation may be met through live interaction or virtual assignments; it may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils, parents or guardians. While daily participation is used to track attendance and ensure engagement by all students in learning activities, students should participate in scheduled daily live interactions to engage with their teacher and peers. In addition to daily attendance, teachers will maintain Daily Engagement Reports (DER) for each student in synchronous and asynchronous learning with a daily ungraded assignment ("Student Engagement") in the Synergy grade book using the following designated notations:

- ✓ 0: Student is not engaged in synchronous or asynchronous instruction
- ✓ 1: Student is engaged in synchronous instruction only
- ✓ 2: Student is engaged in asynchronous instruction only
- ✓ 3: Student is engaged in both synchronous and asynchronous instruction

DERs will be used to ensure that students are not only connecting with the school but are also engaged in the daily activities. Using the information documented through DERs, attendance and grades, teachers are able to quickly intervene and direct students to the appropriate interventions and supports for reengagement.

Physical attendance is required on the days in which a student is receiving in-person instruction. Parents of students who have not demonstrated engagement/attendance will receive an automated daily call informing them of their student's lack of engagement/attendance and providing school site contact information to excuse the absence and/or assistance if needed.

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.]

KHSD recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement high-quality distance learning. KHSD has purchased Chromebooks with a large screen, some having tablet ability to support math and science, and webcams for their teaching staff to help facilitate a seamless transition to distance learning. KHSD has transitioned into a single sign-in for Canvas, Google, Illuminate, Apex, office.com, and other software products. KHSD added a [KHSD Digital Resources](#) page to the district website. It provides staff, students and stakeholders a central location for distance learning resources with training videos for staff, students, and parents and has enhanced the staff and student webpages to reflect distance learning resources. KHSD Informational Technology staff includes 27 on-site Information Services and Technology (IST) Support Technicians, 10 District IST Support Technicians, 3 System Application Specialists, and 7 Developer Analysts. The entire Informational and Technology department are all working towards providing technical support and resources for staff, students and stakeholders. In spring 2020, an Informational Technology Technical Support hotline (1-833-827-2855) and [email](#) were established to provide support to students, staff, and stakeholders for technical issues and questions. Since the inception of this service, KHSD Informational Technology has served 14,905 students, staff, and parents/families. In addition to the aforementioned support and resources, KHSD staff has access to the following support and technology tools:

- ✓ District Canvas Resource Teacher (two periods)
- ✓ Full-time district resource teachers (English, math, science, social science, ELD, AVID)
- ✓ [Document translation](#) (English to Spanish)
- ✓ Synergy (student information system)
- ✓ [Canvas](#) (integrated with Synergy)
- ✓ Google Apps for Educators
- ✓ ZOOM (integrated with Synergy and Canvas)
- ✓ Microsoft Teams
- ✓ [Microsoft Office 365](#)
- ✓ [Turnitin](#)
- ✓ [STAR Renaissance](#)
- ✓ [EBSCO Databases](#)
- ✓ [Apex](#) (upgraded to unlimited licenses)
- ✓ Rosetta Stone (ELD 1 and 2)

- ✓ Gizmos (science)
- ✓ [TCL: History Alive](#) (social studies)
- ✓ [Naviance](#)
- ✓ [Edmentum](#) (math)
- ✓ [Khan Academy](#) (math)
- ✓ [Desmos](#) (math)
- ✓ Screencastify
- ✓ [Quizlet](#)
- ✓ [Flipgrid](#)
- ✓ [Anchor](#)
- ✓ [Safari Montage](#)

To support staff in their growth as professionals, KHSD offers a wide array of professional development options throughout the school year and has added offerings to assist staff with the transition to distance learning. Available professional development opportunities, webinars, and tutorials include:

- ✓ Canvas training and live 24/7 support
- ✓ Apex training
- ✓ Distance learning training and office hours with Dr. Allison Evans
- ✓ KCSOS Reimagining Teaching and Learning Academy
- ✓ KHSD Canvas course showcase
- ✓ KHSD Canvas course orientations
- ✓ [KCSOS Canvas trainings](#) on YouTube
- ✓ [KCSOS Edu App trainings](#) on YouTube (Zoom, YouTube, G Suite, etc.)
- ✓ Canvas resources and help section
- ✓ Canvas training portal
- ✓ [Google Apps](#)
- ✓ [Microsoft Teams](#)
- ✓ [Turnitin](#)
- ✓ [Desmos](#)
- ✓ [Screencastify](#)
- ✓ [Flipgrid](#)

Staff Roles and Responsibilities

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

As KHSD will begin the 2020-21 school year in a distance learning environment, staff roles and responsibilities will adapt to the learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. In many cases, staff will continue to perform their duties to assist students and families and/or address students' academic and social-emotional needs remotely by telephone and/or through district approved online platforms including Microsoft Teams, Google Hangout/Meet, and Zoom; however, some staff roles may be modified to address the needs of school sites. Human Resources will continue to work with school sites and employees throughout the year to address questions and changes as they arise.

As defined in SB98, section 34, distance learning provided by KHSD staff will include daily live interaction with students and adaptive lessons for pupils with unique needs, including ELs and students receiving special education services. All instructions, assignments, and learning materials will be posted in Canvas and teachers will be in their Canvas courses daily. Teachers will post a weekly update with an overview of the learning objectives and expectations. Site administrators have access to Canvas in a digital school to allow them to “walk the halls” to provide accountability and support for students and staff. Teachers will take attendance daily as described in the *Pupil Participation and Progress* section of this plan. Teachers will conduct a daily check-in with students and will provide intervention for students who are not engaging online through communication with parents (phone call, email, etc.), communication with counselors, and communication with intervention staff for additional support. Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) will continue to provide support to students while participating in distance learning, including providing small group academic support and check-ins with ELD students who have become disengaged from learning. KHSD staff will be available via email and other online platforms including Canvas, Google Hangout/Meet, Zoom, and Microsoft Teams. Typically, emails will receive a response within 24 hours.

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.]

In a distance learning and hybrid environment, KHSD has ensured that time has been built into the schedule for regular academic support for students, in particular when students are participating in distance learning. Additionally, Instructional Services will provide regularly scheduled online tutoring in a variety of academic subject areas with college tutors for all students in need of academic support. In an in-person learning environment, in addition to the intervention and support provided within the regular classroom setting, school sites provide tutoring to students in a variety of subjects.

ELs will be monitored academically (progress grades, grade checks, teacher outreach, etc.) by site EL Coordinators to ensure academic success in a distance learning environment. ELs who are not making progress will be referred to the designated counselor for a parent

conference to discuss ways to improve academic performance. To support ELs in a distance learning environment, Immersive Reader has been implemented in Canvas to allow students to access the content in their primary language. ELs will be provided headsets to assist students with listening to academic content in their primary language and to record responses when practicing their English skills. Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) will be utilized to provide support to ELs while they are participating in asynchronous learning and to check-in on ELs who have disengaged from distance learning.

The KHSD Special Education Department ensures that the health and safety needs of special education students are considered during this time. The unique requirements of students with disabilities require communication with parents and guardians regarding specific student needs. As students participate in the distance learning plan, Case Carriers will review the options and strategies most appropriate for the student to address progress on goals and needed supports. Using LEA models and the IEP process to provide an offer of Free Appropriate Public Education (FAPE) under Individuals with Disabilities Education Act (IDEA), students with disabilities will receive services through a distance learning model. All students with IEPs are provided the option of at-home devices as an offer of FAPE, including assistive technology devices and/or services as dictated by a student's individual needs. Teletherapy is utilized as an option for student services. After scheduled school hours, additional support for specialized academic instruction (SAI) and assessments will be available. Additional curriculum has been purchased for moderate/severe population and vocational education programs.

KHSD continues to offer Gifted and Talented Education (GATE), Advanced Placement (AP), honors, dual enrollment, and career technical education (CTE) classes whether students are engaged in a distance learning, hybrid, or in-person learning environment. KHSD continues to expand our partnerships with local colleges and universities to increase opportunities for students to earn college credit while in high school. For the 2020-21 school year, 140 freshmen and approximately 325 sophomores through seniors have been selected to participate in the Early College Program that KHSD has established with the local community college, Bakersfield College. Freshmen who participate in the program all four years will have the opportunity to earn an Associate Degree while in high school, and sophomore through senior students in the program will be able to take general education classes toward a degree. Additionally, approximately 2,500 KHSD students are currently scheduled to participate in a dual enrollment class for fall 2020, which provides them the opportunity to earn both high school and college credit. KHSD will work with Bakersfield College to provide workshops for the application/enrollment process and have already hosted several during the summer. In planning for distance learning, KHSD was intentional in aligning schedules for comprehensive and continuation sites with those at ROC and CTEC to allow students to participate in CTE programs without scheduling conflicts.

Summer outreach was conducted with FY and students experiencing homelessness to determine technology, school supplies, and any other needs, provide community referrals, and determine current eligibility for McKinney-Vento. Summer teams comprised of counselors, the District Student Outreach Liaison, and the District Foster Youth and McKinney-Vento Liaison designed virtual field trips and lessons for FY and students experiencing homelessness to introduce students to local resources and post-secondary options. KHSD continues to work with local community partners including Y2L and KCSOS. Y2L provides mentoring through regular meetings, check-ins, and tutoring to FY and students experiencing homelessness; these services continue remotely with students while in a distance learning model. In partnering with KCSOS, training, awareness, the referral process, and resources for McKinney-Vento are provided online for families and staff. KHSD continues to partner with the Dream Center and iFoster to provide students resources and support, including securing technology for eligible FY. KHSD staff

will continue to conduct targeted outreach to FY and students experiencing homelessness throughout the school year to monitor academic progress and refer to Tier II/III services as needed for mental health services.

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

****Please note that all the actions listed below will be implemented while in an in-person learning environment, also.***

Description	Total Funds	Contributing
<p>KHSD will provide technology resources and tools for all students and staff to be successful in a distance learning environment. KHSD will continue to strengthen the technology infrastructure and provide devices to support and enhance learning through internet connectivity, devices, and programs that promote student engagement. This action may include the following sub-actions:</p> <ul style="list-style-type: none"> ✓ Replacing server equipment, switches, and other hardware ✓ Increasing device access and connectivity ✓ Supporting Science, Technology, Engineering, and Math (STEM) classes ✓ Supporting the use of instructional technologies ✓ Expanding bandwidth to support a robust network ✓ Procuring Software (Canvas, Zoom, Exploring Learning Gizmos, turnitin.com, etc.) and integration ✓ Providing eBooks 	\$21,774,806.00	Y
<p>KHSD funded summer curriculum teams in art, band, choir, theatre, physical education, Project Lead the Way (PLTW) biomedicine, PLTW engineering, PLTW computer science, math, English, Pre-Access/Access literacy, ELD, science, social studies, French, Spanish, agriculture, media/graphic arts, wood shop, business, photo, video production, independent study, career tech, special education mild/moderate, and special education moderate/severe.</p>	\$2,030,714.00	Y
<p>KHSD will retain district TOSAs in English, math, science, social science, English language development (ELD), and AVID. TOSAs will continue to provide academic and professional development for first- and second-year teachers as well as veteran teachers.</p> <p>TOSAs will also provide needed professional development to teachers who support unduplicated students in order to close the achievement gap.</p>	\$834,924.00	Y
<p>KHSD will provide Apex software and licenses for credit recovery, a-g completion, academic advancement and/or intervention/enrichment. The funding will be principally directed to unduplicated pupils to increase their success.</p>	\$300,000.00	Y
<p>KHSD will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. The district will continue to fund an operational budget and</p>	\$160,000.00	Y

Software Technician to provide district-wide professional development and specific trainings on the use of technology and software programs.		
<p>KHSD will maintain existing multi-tiered systems of support (MTSS), including personnel, professional development and supplies for the 2020-21 school year. MTSS personnel include:</p> <ul style="list-style-type: none"> ✓ 25 School Social Workers ✓ 15 Nurses with an additional 5 to be hired ✓ 24 Interventionists ✓ 8 Substance Abuse Specialists ✓ 6 administrative staff ✓ 6 TOSAs ✓ 1 Resource Counselor for Social Emotional Learning/Restorative Practices ✓ 1 Behavior Analyst ✓ 25 School Psychologists (Special Education) ✓ 22 Mental Health Clinicians (Special Education) <p>MTSS personnel support Tier I, II and III efforts through progress monitoring, student case management, professional development and implementation of evidence-based interventions. These also couple intervention and supports alongside student discipline. Assignments will continue to be based on-site readiness for systems alignment and consideration given to LCFF percentage and the Tiered Fidelity Inventory (TFI), an evaluation tool to gauge MTSS progress and readiness for tiered support and interventions.</p>	\$21,897,482.00	Y
<p>KHSD will continue to support the following leadership and mentoring programs, principally serving at risk youth:</p> <ul style="list-style-type: none"> ✓ AmeriCorps ✓ Y2L (FY and students experiencing homelessness) ✓ Latinx mentoring (LISTOS and PODER) ✓ African American mentoring (Project BEST and YWEL) ✓ Garden Pathways/Sons & Brothers and Sisterhood Rising ✓ Aspire/New Vision ✓ Cal-SOAP <p>KHSD will continue to maintain District Student Liaison to promote and oversee the “increase and improvement” of services to unduplicated students.</p>	\$1,598,251.00	Y

<p>KHSD will continue to maintain District Foster Youth and Homeless Liaison to promote and oversee the “increase and improvement” of services to unduplicated students. Continue to provide supports and services to FY and students experiencing homelessness including:</p> <ul style="list-style-type: none"> ✓ Reviewing AB 167 graduation contracts for approval ✓ Providing referrals for counseling services ✓ Providing referrals for food, medical and dental (students experiencing homelessness) ✓ Connecting students with community resources and partners ✓ Providing passes for public transportation ✓ Providing necessary school supplies to be successful ✓ Providing necessary clothing and toiletries for school (students experiencing homelessness) ✓ Providing district-wide field trips (when field trips resume) <p>Additional duties and responsibilities of the District Foster Youth and Homeless Liaison to help with providing supports and services to students include:</p> <ul style="list-style-type: none"> ✓ Working closely with community partners and participating in the following regular meetings: <ul style="list-style-type: none"> *Education Liaison at Foster Youth Services *Group Home Coalition *Dream Center *iFoster *Foster Family Agency Consortium *Department of Human Services *Child Family Team *KCSOS *Y2L ✓ Holding quarterly meetings with designated FY counselors from each school site ✓ Coordinating district-wide field trips for FY (when field trips resume) ✓ Coordinating Youth Empowering Success! (YES!) Program ✓ Arranging transportation to school of origin ✓ Identifying educational rights holders and appoint surrogates, as needed ✓ Providing in-service to school employees about FY legislation ✓ Providing In-service to school employees about McKinney-Vento 	\$642,755.00	Y
---	--------------	---

Pupil Learning Loss

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

KHSD staff will utilize the STAR Renaissance reading and math assessments online to measure students' learning status in English language arts and mathematics. The first assessment window for STAR Renaissance reading and math assessments will be August 24 through September 17, 2020, and teachers will have access to students' results upon completion of the assessments to assist with addressing student learning loss. Students will take the STAR Renaissance reading and math assessments at least three times throughout the school year with five district-wide assessment windows for sites to select. KHSD staff will utilize LAS Links to measure students' learning status in English Language Development (ELD), to assess learning loss in terms of language and to identify learning gaps in all four domains (speaking, listening, reading, writing). The first assessment window for LAS Links will be September 9 through September 30, 2020, and students will be reassessed using LAS links in May 2021. LAS Links is used as a progress monitoring tool and it is utilized as a placement assessment for incoming EL students. Teachers will be provided language reports generated by LAS Links results at the close of the assessment window to assist with addressing student learning loss.

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 ELs; low-income; FY; pupils with exceptional needs; and pupils experiencing homelessness.]

KHSD staff continues to collaborate to address student learning loss and accelerate learning progress for students. KHSD continues to work as a PLC with subject area and/or grade level PLTs at the district and site levels collaborating to address the PLC four essential questions—What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it? Guided by these questions, KHSD PLTs will continue to collaborate to develop and refine common formative assessments (CFAs) created under the guidance of Cassandra Erkens to assess and address student learning loss. TOSAs for English, ELD, math, science, social studies, AVID, and Canvas will continue to provide support and guidance to teachers and PLTs as they navigate the distance learning environment and simultaneously address learning loss and accelerating learning progress. As literacy and numeracy have been an on-going challenge across the district, KHSD will continue to utilize STAR Renaissance to assess student reading and math levels with students being assessed at least three times annually. Additionally, district and site literacy teams will continue to promote, implement, and refine the literacy plans created under the guidance and support of literacy expert, Dr. Jill Hamilton-Bunch. The district also subscribes to Edmentum which can be used to fill learning loss gaps in math. With the expansion of Apex to all KHSD students, teachers can use modules/units to provide intervention and/or enrichment to students in a variety of subjects.

Canvas courses have been designed to include prerequisite skill activities and review units. Students needing extra support due to learning loss can be assigned additional assignments through Canvas. In a distance learning and hybrid environment, KHSD has been intentional in ensuring that time has been built into the schedule for regular academic support for students, in particular when students are participating in distance learning. Additionally, Instructional Services will provide regularly scheduled online tutoring in a variety of academic subject areas, with college tutors for all students in need of academic support. In an in-person learning environment, in addition to the intervention and support provided within the regular classroom setting, school sites provide tutoring to students in a variety of subjects. After scheduled school hours, tutoring services in a variety of subjects will continue to be available at sites for students in need of additional support.

KHSD's vision of success for ELs mirrors California's vision, "English learners fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages," whether in an in-person, hybrid or distance learning environment. With the ELD standards in mind, a summer ELD team focused on integrating ELD curriculum into a Canvas format in which all four language domains (speaking, listening, reading, writing) are emphasized in every unit to lessen the learning loss of our EL students. ELD Canvas courses were designed with increased rigor, including level four depth of knowledge questions and English Language Proficiency Assessments for California (ELPAC) Moments to meet the language demands of the ELPAC. KHSD will continue to use the Jane Schaffer Writing Program within the ELD curriculum and provide professional development for teachers to emphasize writing across the core using this method. KHSD district and site EL teams will continue to develop and refine plans created under the guidance of Dr. Luis Cruz to provide support and intervention for ELs to address learning loss and ensure student success. ELs will be monitored academically (progress grades, grade checks, teacher outreach, etc.) by site EL Coordinators to ensure academic success in a distance learning environment. ELs who are not making progress will be referred to the designated counselor for a parent conference to discuss ways to improve academic performance. To support ELs in a distance learning environment, Immersive Reader has been implemented in Canvas to allow students to access the content in their primary language and the Rosetta Stone program will be provided to ELD 1 and 2 students to help mitigate learning loss, especially for speaking and listening skills. Professional development will be provided to enhance support for students. ELs will be provided headsets to assist students with listening to academic content in their primary language and to record responses when practicing their English skills. Instructional Assistants (IA) and Bilingual Instructional Assistants (BIA) will be utilized to provide support to ELs while they are participating in asynchronous learning and to check-in on ELs who have disengaged from distance learning. Additionally, ELD 1 students will continue to be enrolled in two periods of designated ELD to support and accelerate academic language acquisition.

The unique requirements of students with disabilities requires communication with parents and guardians regarding specific student needs. As students participate in the distance learning plan, Case Carriers will review the options and strategies most appropriate for the student to address progress on goals and needed supports. Using LEA models and the IEP process to provide an offer of FAPE under IDEA, students with disabilities will receive services through a distance learning model. All students with IEPs are provided the option of at-home devices as an offer of FAPE, including assistive technology. Teletherapy is utilized as an option for student services. After scheduled school hours, additional support for specialized academic instruction (SAI) and assessments will be available. KHSD will continue to work with Supporting Inclusive Practices (SIP) to focus on Tier I instruction with Universal Design for Learning (UDL) framework and principles in mind and additional curriculum has been purchased for moderate/severe population and vocational education programs.

KHSD continues to offer Gifted and Talented Education (GATE), Advanced Placement (AP), honors, dual enrollment, and career technical education (CTE) classes whether students are engaged in a distance learning, hybrid, or in-person learning environment. KHSD continues to expand our partnerships with local colleges and universities to increase opportunities for students to earn college credit while in high school. For the 2020-21 school year, 140 freshmen and approximately 325 sophomores through seniors have been selected to participate in the Early College Program that KHSD has established with the local community college, Bakersfield College. Freshmen who participate in the program all four years will have the opportunity to earn an Associate Degree while in high school, and sophomore through senior students in the program will be able to take general education classes toward a degree. Additionally, approximately 2,500 KHSD students are currently scheduled to participate in a dual enrollment class for fall 2020 which provides them the opportunity to earn both high school and college credit. KHSD will work with Bakersfield College to provide workshops for the application/enrollment process and have already hosted several during the summer.

KHSD continues to work with local community partners including Y2L and KCSOS. Y2L provides mentoring through regular meetings, check-check-ins and tutoring to FY and students experiencing homelessness; these services continue remotely with students while in a distance learning model. In partnering with KCSOS, training, awareness, the referral process, and resources for McKinney-Vento are provided online for families and staff. KHSD continues to partner with the Dream Center and iFoster to provide students resources and support. KHSD staff will continue to conduct targeted outreach to FY and students experiencing homelessness throughout the school year to monitor academic progress.

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.]

KHSD staff will monitor the effectiveness of services and supports provided to address learning loss throughout the school year through STAR Renaissance data, formative assessments, summative assessments, and qualitative/anecdotal data. Data collected will be used by teachers to collaborate with colleagues, drive instruction, and determine student needs in terms of intervention and/or enrichment. Modifications will be made as needed based on the quantitative and qualitative data collected.

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

Description	Total Funds	Contributing
KHSD will provide Teacher-Librarians at each site. Teacher-Librarians reinforce the school's instructional framework by providing support to the core curriculum through complementary and supplementary resources and services. KHSD will continue to support expanded learning opportunities by providing funding to keep each site's library open after hours and on Saturdays to support academic progress for all students and particularly for those students who may not have Internet access at home. When it is not feasible for the library to be open (i.e., in a distance learning model), school sites can continue to support students through virtual means using district approved platforms (Microsoft Teams, Google Hangout/Meet,	\$2,940,535.00	Y

Zoom, etc.) individually or in small groups. Funding allocation will be based on the number of unduplicated students at the school sites. Additionally, college tutors will be hired to provide tutoring for all comprehensive and continuation sites virtually and in person when possible.		
<p>KHSD will retain district Education Options Administrator who coordinates truancy prevention programs with KCSOS, Bakersfield Police Department, and other agencies that address chronic absenteeism. This position also conducts all School Attendance Review Boards (SARBs), coordinates all truancy prevention and dropout recovery, and conducts parent intervention meetings at various school sites. The district will facilitate truancy-prevention programs/practices at KHSD comprehensive and continuation sites, assessing needs and focusing on the needs of highest at risk students first.</p> <p>KHSD will continue to provide 4 district PBIS-MTSS Intervention Specialists to work with the Education Options Administrator. Actions will include the following sub-actions:</p> <ul style="list-style-type: none"> ✓ Reinforce truancy-prevention efforts districtwide by supporting district and schoolwide efforts to reduce truancy. ✓ Support programs and strategies to reduce chronic absenteeism. ✓ Provide truancy intervention to the most chronically absent. ✓ Participate in SARB. ✓ Lead parenting meetings and classes. ✓ Implement dropout recovery and prevention strategies. 	\$796,496.00	Y
<p>KHSD will provide additional support at school sites for truancy prevention, intervention for chronic absenteeism, positive behavioral interventions, MTSS, restorative practices, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> ✓ 3 Administrative sections per site (54 sections total) ✓ Classified sections, maintain current FTE, 4.375 total 	\$1,581,449.00	Y
KHSD will continue to provide 11 full-time counselors and 2 part-time counselors to “increase and improve” services to unduplicated students. Focus of services may include caseload reduction for general student support services but will remain within the guidelines for the sites’ counseling programs and PBIS-MTSS implementation, specific for co-facilitation of Tiers II and III interventions within the mentioned PBIS-MTSS, and FY and EL support.	\$1,776,568.00	Y
KHSD will continue to maintain Community Specialists (as per 2013- 2014 staffing level) at school sites to provide outreach to unduplicated students and their families. Community Specialists work with Guidance Counselors, Tier I PBIS-MTSS site teams, and other intervention staff to provide appropriate services to	\$1,311,229.00	Y

students – e.g., identifying at risk students, working with truancy-prevention staff at school sites to retain and/or re-enroll students, assisting with PBIS-MTSS implementation strategies, and supporting MTSS.		
KHSD will fund summer outreach and counseling hours to retain or recover at risk students.	\$578,656.00	Y
<ul style="list-style-type: none"> ✓ Determine students with the greatest intervention needs ✓ Provide graduation options for 5th year seniors 		

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.]

As we begin the 2020-2021 school year with distance learning, our intent will be to bridge gaps related to learning loss and deploy advanced student support structures when applicable. KHSD’s Student Behavior and Supports department is ready to undertake the challenges of distance learning, hybrid learning and eventually transitioning back to an in-person learning environment. The Student Behavior and Support department consists of Nurses (15), with an additional 5 to be hired, Interventionists (24), Substance Abuse Interventionists (8), School Social Workers (25), administrative staff (6), PBIS-MTSS TOSAs (6), Resource Counselor for Social Emotional Learning/Restorative Practices (1), Behavior Analyst (1), and support staff working relentlessly with their stakeholders to enhance and support a comprehensive, multifaceted, and integrated school-community intervention for staff and students.

Mental health and social and emotional well-being of pupils and staff

KHSD will monitor the mental health and social-emotional well-being of their students and staff by:

- ✓ Working to address possible learning loss and intense social-emotional learning (SEL) /mental health needs that students will have upon return (i.e. anxiety, depression, grief, social-emotional needs, aggression, apathy, substance abuse, coping skills, bio-psychosocial needs, etc.)
- ✓ Working to deploy assets for relief and support, as needed, working closely with site administration, interagency community partners, and teaching/counseling leadership to ascertain student and/or staff need for intervention and support so that we can respond in a timely and appropriate fashion.
- ✓ Creating hybrid and modified scheduling as needed for “distance supports” and planning for in-person student supports in accordance with CDC and public health guidance for students/families to access as needed
- ✓ Maintaining the anonymous reporting system Sprigeo for all students and staff to use for each school site.

All KHSD school sites have access to School Psychologists, School Social Workers, School Guidance Counselors, and School Mental Health Clinicians. These mental health professionals and counselors work with students, families, staff, and interagency partners to assess and

support mental health challenges that may arise, and work to address possible barriers to student learning. Services may include individual counseling, family counseling, group counseling/skills groups, suicide prevention/intervention services, crisis intervention services, case management/progress monitoring, school social work services, and/or referral to community partners.

TOSA

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Provide virtual (via district-approved platforms)/in-person (as appropriate and when applicable) support to Tier 1 teams and individual teachers
- ✓ Provide virtual (via district-approved platforms)/in-person (as appropriate and when applicable) site coaching
- ✓ Assist in adapting Tier 1 Supports to virtual (via district-approved platforms)/in-person (as appropriate and when applicable) to staff
- ✓ Conduct virtual (via district-approved platforms)/in-person (as appropriate and when applicable) professional development (Restorative Practices Day 1, SEL 101, SEL 2.0, Get Curious Not Furious, New Teacher CTE Canvas Module, and Trauma Informed Care)
- ✓ Create resources on the Canvas platform; provide and create resources that address current SEL needs related to issues with distance learning and/or stresses of pandemic
- ✓ Develop Week of Welcome SEL virtual activities/lessons on Canvas that school sites can use.
- ✓ Support sites virtual (via district-approved platforms)/in-person (as appropriate and when applicable) with Restorative Practices, including guidance around Virtual Circles

Interventionist

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Provide virtual (via district-approved platforms)/in-person (as appropriate and when applicable) one-on-one and group services to students using Google Suite Apps and Microsoft Teams
- ✓ Review referrals made by staff, student, or parent via online request form. These will be reviewed during (via district-approved platforms)/in-person (as appropriate and when applicable) Tier II and III team meetings.
- ✓ Provide virtual groups using Google Suite Apps and Microsoft Teams / in-person groups (via district approved platforms as appropriate and when applicable)

- ✓ Provide on-going online/in-person (as appropriate and when applicable) development, coaching
- ✓ Create an online resources guide
- ✓ Establish online expectations to keep students engaged and proactive in intervention groups
- ✓ Conduct assessments (pre and post) via Microsoft Teams, online, or phone using Google Voice, and in-person (as appropriate and when applicable)
- ✓ Provide on-going digital intervention curriculum/lessons and resource folder
- ✓ Complete fidelity checks for all evidence-based intervention/small groups via Microsoft Teams
- ✓ Provide professional development on engagement strategies for online (via district approved platforms)/in-person (as appropriate and when applicable) groups

Nurses

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Attend IEPs/504s virtually (via district-approved platforms)/in-person (as appropriate and when applicable)
- ✓ Work on student health care plans/present levels
- ✓ Update/develop school health policies and plan to return to school
- ✓ Educate staff on COVID-19 infection control measures virtually (via district-approved platforms)/in-person (as appropriate and when applicable)
- ✓ Hold virtual (via district-approved platforms) office hours
- ✓ Assist schools with immunization compliance
- ✓ Train staff and provide orientations for new nurses/health care staff
- ✓ Connect students and families to community resources
- ✓ Work with counselors assisting students in crisis

Social Workers

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Provide virtual (via district-approved platforms)/in-person (as appropriate and when applicable) one-on-one and group services to students using Google Suite Apps and Microsoft Teams
- ✓ Review referrals made by staff, student, or parent via online request form. These will be reviewed during Tier II and III team meetings virtual/in-person (as appropriate and when applicable)

- ✓ Participate in Student Support Teams (SST) and follow-up SSTs virtually using Microsoft Teams or in-person (as appropriate and when applicable)
- ✓ Direct services to students to fulfill intervention recommendations from SST and Tier III support plans via Microsoft Teams or phone using Google Voice
- ✓ Complete crisis assessments and community linkage to resources via Microsoft Teams/in-person (as appropriate and when applicable)
- ✓ Complete progress monitoring and case management via Google Docs
- ✓ Continue to present Trauma Informed Care presentation to new staff via Microsoft Teams
- ✓ Complete fidelity checks for Tier II small groups via Microsoft Teams

Substance Abuse Specialist

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Meet with groups virtually (via district-approved platforms)/in-person (as appropriate and when applicable) with no more than 8 students
- ✓ Follow-up virtually (via district-approved platforms)/in-person (as appropriate and when applicable) with students who have received services in the past
- ✓ Review referrals by staff, student, or parent via online referral form
- ✓ Provide essential material/curriculum for each student participating in the group
- ✓ Provide on-going progress monitoring for all students

Tier III Wrap Team

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Provide support/assistance for staff in identification of students in need of Wrap supports
- ✓ Use current Wrap referrals in virtual (via district-approved platforms)/in-person (as appropriate and when applicable) process
- ✓ Establish frequent contact with school staff, probation and other agencies via telephone, or virtually (via district-approved platforms)/in-person (as appropriate and when applicable)
- ✓ Create a Canvas-based hub for students and families to access more Wrap resources
- ✓ Conduct virtual meetings with students via telephone or district approved virtual platforms/ in-person (as appropriate and when applicable)
- ✓ Administer Child Adolescent Needs and Strengths (CANS) assessment by phone call or virtual meeting (via district-approved platforms)/in-person (as appropriate and when applicable)

- ✓ Manage Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) to address home-based behavior impeding learning: BIP will be managed virtually (via district-approved platforms)/in-person (as appropriate and when applicable)

Professional Development

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ Restorative Practices Day 1
- ✓ Social Emotional Learning (SEL) 101
- ✓ Social Emotional Learning 2.0
- ✓ Get Curious Not Furious
- ✓ Trauma Informed Care
- ✓ Implicit Bias
- ✓ Equity Workshops
- ✓ Youth Mental Health
- ✓ Training for parents and staff for online learning and support
- ✓ Aggression Replacement Training (ART)
- ✓ Canvas SEL lessons

Staff Mental Health and Well-Being

Distance Learning → Hybrid → In-Person Learning Environment

- ✓ BREATHTaking/Mindfulness workshops
- ✓ MDLive to speak with a mental health professional (\$5 co-pay waived during pandemic)
- ✓ Employee Assistance Program (EAP) offers zero co-pays for first six visits with a mental health professional
- ✓ [KHSD Empower website](#)
- ✓ Employee wellness survey
- ✓ Wellness videos
- ✓ Regular wellness newsletters with resources
- ✓ Weekly fitness classes
- ✓ Virtual wellness challenges
- ✓ Question and Answer with medical professionals via online webinars

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 is not engaging in instruction and is at risk of learning loss.]

In an in-person classroom environment, the teacher is able to visually verify student attendance and engagement in their classroom. In this setting, teachers will mark a student “present” or “absent” following traditional attendance guidelines. In a distance learning environment, KHSD will be utilizing the Canvas program as the platform for delivery of high-quality education in which teachers will be able to observe if students are present and engaged. For a distance learning environment, a student’s attendance is based on their daily interactions or their time value of the work they have completed for that day as determined by their teacher. All students should interact daily with each scheduled class via Canvas (the district’s learning management system) and/or video conferencing. Students should log into their classes daily during their scheduled class time to participate in teacher-led synchronous instructional activities. If a student is unable to log into the synchronous distance learning scheduled class, other interactions (email, phone calls, virtual meetings, etc.) can represent the student’s engagement for their daily learning and be used to document daily attendance. Attendance can also be monitored by using features in Canvas: last login, discussions, chat, or other daily submissions. In accordance with Education Code, distance learning attendance follows the same rules as on-campus attendance and absences must be cleared within 72 hours. If students are not participating and engaging in their classes, teachers, counselors, and/or intervention staff will conduct outreach and/or provide supports/resources for students and parents by telephone, email, and/or district approved online platforms, such as Microsoft Teams, Google Meet/Hangouts, and Zoom.

Early intervention is key to managing a student’s connectedness with their learning. If a student misses more than three school days or 60 percent of the instructional days in a school week there has to be verification of current contact information, daily notification to parents/guardians of absences, a plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction (*Ed. Code 43504*).

Students who miss instructional days need to be contacted immediately to make sure that they are not missing instructional time due to a lack of at-home connectivity or other barriers that prevent the student from staying engaged.

Truancy staff at the school will need to make contact with the students and family to see what is preventing the student from attending. If the school site supports are unable to make contact with the family, the next step is to send the student to the district truancy team for a home visit in an attempt to make contact with the student and parent/guardian. Depending on the response from the student, tiered intervention will be needed to re-engage the student.

Steps for Interventions

- ✓ Automated daily all-call
- ✓ Student contact through email, discussion, other means
- ✓ Parent/Student phone call
- ✓ Attendance letters mailed home
- ✓ Parent/Student conference
- ✓ School site truancy if the student is not logging in and parent/student cannot be reached
- ✓ School site Interventionist if the student is not completing work and lacks engagement
- ✓ District truancy team if the student cannot be located

Truancy Step Letters (for in class attendance)

It is very important to communicate with our parents/guardians in a timely manner using multiple methods of communication. Truancy letters are only based on unexcused absences that occur in a classroom setting; therefore, the notification triggers have been reduced to account for only a couple of days of possible in-class attendance a week:

STEP I - 3 Truant Events	STEP letter is mailed home to notify student and parent. Student is classified as a Truant.
STEP II - 7 Truant Events	STEP letter is mailed home to notify student and parent. School site is encouraged to begin intervention strategies.
STEP III - 13 Truant Events	STEP letter is mailed home to notify student and parent. A meeting is scheduled with student, parent and school site staff to discuss barriers to attendance. Student is classified as habitually truant and should be referred to school site's Tier 2 team for review.
STEP 4 - 18 Truant Events	STEP letter is mailed home to notify student and parent. A SART meeting is scheduled with student, parent and school site staff to discuss barriers to attendance. Student is classified as habitually truant and should be referred to school site's Tier 2 team for review.
STEP 5 - 3 Truant Events after STEP 4	SARB - Student is referred to the Student Attendance Review Board at the District Office

Non-Engagement Letters (for distance learning)

It is very important to communicate with our parents/guardians in a timely manner using multiple methods of communication. Notification letters for students not engaged in distance learning are intended to bring awareness to parents/guardians that their students are missing out on instructional time when they are not engaged in online learning or are not logging in consistently.

Level 1 - 3 Non-Engagement Events	Non-Engagement letter is mailed home to notify student and parent.
Level 2 - 7 Non-Engagement Events	Non-Engagement letter is mailed home to notify student and parent. School site is encouraged to begin intervention strategies.
Level 3 - 13 Non-Engagement Events	Non-Engagement letter is mailed home to notify student and parent. A meeting is scheduled with student, parent and school site staff to discuss barriers to online engagement and student should be referred to school site's Tier 2 team for review.
Level 4 - 18 Non-Engagement Events	Non-Engagement letter is mailed home to notify student and parent. A SART meeting is scheduled with student, parent and school site staff to discuss barriers to online engagement. Student should be referred to school site's Tier 2 team for review.

*All communication to parents and guardians complies with *California Education Code (EC) section 48985* that states that when 15 percent or more of the students enrolled in a public school speak a single primary language other than English, a school is required to send home parental notification in both languages and the non-English Language.

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.]

When the school year resumes, the District is committed to providing nutritious meals to all students regardless of the instructional learning model. During the first phase of distance learning, the District will provide curbside drive-through meal distribution at all its comprehensive high schools. In addition, meals will also be served at Nueva Continuation High School in Lamont. The district will expand our drive-through meal service to additional curb-to-curb services for Special Education students and other pick-up locations. In an effort to reach those in our community who have travel obstacles to the local high school, meals will be delivered to homes of Special Education students with transportation service in their IEP. Satellite distribution sites will also be in outlying rural areas and densely populated areas with a high percentage of low-income students. Meals will be served daily, Monday – Friday, from 1:00 p.m. to 2:30pm, which is at the end of the morning block of classes. Each student will receive a breakfast and lunch, with the majority of sites also serving a snack and dinner.

Nutrition employees will continue to prepare food following very strict food and safety procedures required by the United States Department of Agriculture (USDA), Occupational Safety and Health Administration (OSHA), and the Kern County Department of Public Health (KCDPH). Some of the standard procedures and new protocols used in our cafeterias include:

- ✓ Standard operating procedures for food safety and sanitation
- ✓ Nutrition service staff wear face coverings in the kitchen and serving lines
- ✓ Health screening for employees
- ✓ Mandatory training for food service workers
- ✓ No visitors allowed in kitchen or kitchen office

When students return to campus in a hybrid or in-person model, the following procedures and protocols will be in place to ensure the health and safety of students and staff:

- ✓ Physical distancing for staff and students
- ✓ Schools will use at least two lunch periods
- ✓ Distributed lines throughout the campus
- ✓ Outdoor spaces will be utilized for serving and eating when possible
- ✓ Touchless hand sanitizer stations at each serving line
- ✓ Contactless point of sale (ID cards will be scanned)
- ✓ Plexiglass shield at point of sale
- ✓ Quick serve pre-packaged items
- ✓ Hygiene and social distancing signage and decals
- ✓ Tables sanitized between lunches
- ✓ Handwashing stations placed throughout the campus

- ✓ Washing hands or using sanitizer encouraged before and after eating
- ✓ Meals provided to students present at school and those learning from home

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

Section	Description	Total Funds	Contributing
In-Person Learning Program Offerings and Distance Learning Program	KHSD will retain the Kern High School Induction Program (KHIP), which helps prepare teachers to meet the challenges that face first- and second-year teachers.	\$950,000.00	Y
Mental Health and Social and Emotional Well-Being	Continue to allocate 1.5 months of time for 18 Deans of Students to focus on PBIS-MTSS implementation at their school site. Work will include building MTSS – e.g., facilitating implementation of Student Study Teams (SST), coordinating services to establish tiers of intervention, and working with district to ensure “significant disproportionality” corrective measures are met.	\$356,851.00	Y
Stakeholder Engagement	<p>KHSD will maintain 18 Parent & Family Centers that are designed to provide KHSD Parents/Guardians with opportunities for parent education, school leadership, and volunteerism. Parent & Family Centers create collaborative opportunities between teachers, administrators, school personnel and community members to support students and their families. They are designed to provide parents and families with skills, support, and knowledge on an array of modules and topics:</p> <ul style="list-style-type: none"> ✓ Support and monitor students’ academic success ✓ Use technology to support student learning ✓ Learn how to promote positive behaviors in the home and at school ✓ Become an active volunteer/parent leader for KHSD ✓ Learn how to navigate school, district, and community services and resources ✓ Promote communication and collaboration between parents and school sites 	\$1,456,755.00	Y

	Continue to maintain district Parent Education Liaison to promote and oversee the “increase and improvement” of services to unduplicated students.		
Stakeholder Engagement	Provide funding at individual school sites for parent workshops such as Parent Institute for Quality Education (PIQE), Parent Project, Teen Project, Juntos, enrichment and outreach projects, college visit field trips for students and parents, and other supportive measures to enhance parent and family engagement and student outreach.	\$346,370.00	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.14%	\$82,071,270

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.]

KHSD’s 2019-20 enrollment of unduplicated students was 71.9%, with 8 of the 18 comprehensive sites at 84% or higher and 89% or higher for 4 of the 5 continuation sites. The high unduplicated student count districtwide means students who are at risk and living below the poverty line attend all schools; hence, targeted funding has been used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level. A large expenditure of funding has been allocated for class size reduction (\$23,547,000), a principal need continually expressed by all KHSD stakeholders. This accounts for 1,002 class sections in addition to the regular enrollment formula for 2020-2021. Nearly \$3 million has been allocated to maintain intervention courses (150 sections) for students who need additional support, especially in English and math classes (Foundations in Math, Pre-Access/Access literacy, and Academic Performance), for at risk students in grades 9 -12. The Pre-Access/Access literacy courses provide targeted support and intervention to EL students who reclassify and to students reading below the 6th grade Instructional Reading Level (IRL). KHSD has allocated \$21,774,806 for technology resources and tools to address inequities in access to devices and connectivity, especially for FY, ELs, and low-income students while in a distance learning

environment. To provide support to EL students, \$4,187,074 has been allocated to retain support staff, including primary language support across learning models (distance learning, hybrid, in-person). A significant amount (over \$13 million) of the district's allocation was directed to broadening CTE, including expanding CTE pathways, the Regional Occupational Center (ROC) and the addition of the Career Technical Education Center (CTEC), which opened its doors fall 2020. District stakeholders specifically spoke to the need for increasing CTE courses in order to balance college readiness with career readiness. A significant amount of funding (over \$14 million) has been allocated to implement and sustain the multi-tiered system of supports of PBIS-MTSS to meet the social-emotional needs of students. Further support for FY, EL, and low-income students is provided through targeted leadership and mentoring programs (\$1,598,251) with a designated District Student Liaison to oversee the increase and improvement of services to unduplicated students. Additionally, the District Foster Youth and Homeless Liaison promotes and oversees services and supports specific to FY and students experiencing homelessness (\$642,755). Though many of the aforementioned expenditures benefit all students in KHSD, they are specifically targeted for the underserved and/or at risk populations based on identified areas of need with priority access to these services being given to students with unique needs.

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

KHSD has set into place an array of supports for FY, EL, and low-income students in an in-person learning environment with research-based practices that improve and increase the outcomes of our students. These supports have been re-examined and modified to meet the demands in a distance learning environment. All actions and expenditures marked as increased and improved services have been carefully analyzed to ensure the continued viability of these services to our students. These services total \$111,594,364; \$29,523,094 more than the increased apportionment based on the enrollment of FY, ELs, and low-income students for the increase or improvement of services of \$82,071,270. Actions that are marked with an asterisk (*) below indicate the action will be implemented in all learning environments (distance learning, hybrid, in-person) as appropriate based on the CDC and Public Health guidelines.

In-Person Instructional Actions

- *Class size reduction: \$23,547,000
- *Continuation sites sections: \$915,016
- * Intervention sections and resources/materials: \$3,585,000
- * STAR Renaissance and Edmentum: \$482,301
- * Professional development: \$2,306,650
- * EL support and personnel: \$4,187,074
- * College and career readiness: \$14,769,893
- Transportation for FY and students experiencing homelessness: \$249,789
- * Summer EL and intervention sections \$689,000

Distance Learning Actions

- * Technology: \$21,774,806
- * Summer teams: \$2,030,714
- * Subject area TOSAs: \$834,924
- * Apex: \$300,000
- * IST technology and operational budget: \$160,000
- * MTSS: \$21,897,482
- * Mentoring programs: \$1,598,251
- * Foster Youth and Homeless Liaison: \$642,755

Pupil Learning Loss

- * Extended library hours and college tutors: \$2,940,535
- * Education Options staff: \$796,496
- * Administrative and classified sections: \$1,581,449
- * Intervention Counselors: \$1,776,568
- * Community Specialists: \$1,311,229
- * Summer outreach: \$578,656

Additional Actions

- * Kern High Induction Program (KHIP): \$950,000
- * Deans: \$356,851
- * Parent Centers: \$1,456,755
- * Parent Education: \$346,370

Key Terminology for Remote Instruction:

Asynchronous - Class interactions happen via online platform without real time interaction. Students independently engage in class materials and complete work at their own pace, typically within a given timeframe, often using online discussion boards to drive student-to-student engagement.

Distance Learning- Distance learning means instruction in which the student and teachers are in different locations and students are under the general supervision of a certificated employee. Distance learning may include, but is not limited to, all of the following:

- ✓ Interaction, instructions, and check-ins between teachers and students through the use of a computer or other communications technology.
- ✓ Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- ✓ The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.

Live Interaction- Education Code Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers.

Synchronous - Class interactions happen in real time, at the same time. Students virtually attend class together via video conference, livestream, or chat. Effective remote instruction requires a blend of synchronous contact and asynchronous study/work.

Note: *Asynchronous* instruction works best for deep learning, whereas *synchronous* instruction is essential for maintaining relationships.

Hyperlink URLs Included Throughout the Plan:

Hyperlink URLs	Page/s	Hyperlink URLs	Page/s
Anchor: https://anchor.fm/	20	KHSD Board of Trustees YouTube channel: https://www.youtube.com/channel/UCzfJMLaOcdkxYJ65HXP2g3g	4
Apex (upgraded to unlimited licenses): https://www.apexvs.com/ApexUI/default.aspx	19	KHSD Digital Resources: https://sites.google.com/kernhigh.org/khsddigitalresources/home	16, 18, 19
Canvas: https://kernhigh.instructure.com/	18, 19	KHSD Empower website: https://www.khsdempower.org/	34
CDC Guidance: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html	9	KHSD Parent Resources: https://www.kernhigh.org/apps/pages/parentresources	18
CDC Guidelines: https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html	9	KHSD School Websites: https://www.kernhigh.org/apps/pages/schoolwebsites	18
CDC Symptoms: https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html	9	KHSD Tech Support email: studentsupport@kernhigh.org	16, 17, 19
County Monitoring List: https://covid19.ca.gov/roadmap-counties/#track-data	6, 13	Microsoft Office 365: office.com	19
Desmos (math): https://www.desmos.com/	19	Microsoft Teams (tutorial): https://sites.google.com/kernhigh.org/khsddigitalresources/google-apps?authuser=0	20
Desmos (tutorial): https://sites.google.com/kernhigh.org/khsddigitalresources/third-party-apps/desmos?authuser=0	20	Naviance: https://www.kernhigh.org/apps/pages/index.jsp?uREC_ID=623329&type=d&pREC_ID=113141	20
Document translation (English to Spanish): https://docs.google.com/forms/d/1rRulHbSTa2Z_qsvMLvWj7-H_gnZOG4zSIAESAva2nkQ/viewform?ts=5dae2344&edit_requested=true	19	ParentVUE: https://connect.kernhigh.org/PXP2_Login.aspx	18
EBSCO Databases: http://search.ebscohost.com/	19	Quizlet: https://quizlet.com	20

Edmentum (math): https://sites.google.com/kernhigh.org/khsddigitalresources/third-party-apps/edmentum?authuser=0	20	Safari Montage: http://safari.kernhigh.org/SAFARI/montage/login/login.php	20
Flipgrid: https://info.flipgrid.com/	19	Screencastify (tutorial): https://sites.google.com/kernhigh.org/khsddigitalresources/third-party-apps/screencastify?authuser=0	20
Flipgrid (tutorial): https://sites.google.com/kernhigh.org/khsddigitalresources/third-party-apps/flipgrid?authuser=0	20	STAR Renaissance: https://global-zone05.renaissance-go.com/welcomeportal/276151	19
Google Apps (tutorial): https://sites.google.com/kernhigh.org/khsddigitalresources/google-apps?authuser=0	20	StudentVUE: https://connect.kernhigh.org/PXP2_Login.aspx	18
KCSOS Canvas trainings: https://www.youtube.com/playlist?reload=9&list=PLYqtpMLI0Y-pjVL25u2kkfan2e0DmuMa9	20	TCI: History Alive (social studies): https://student.teachtc.com/student/sign_in	20
KCSOS EduAPP trainings: https://www.youtube.com/playlist?list=PLYqtpMLI0Y-pBaZDEuhllww6WbtvNmels	20	Turnitin: https://www.turnitin.com/	19
Khan Academy (math): https://www.khanacademy.org/	20	Turnitin (tutorial): https://sites.google.com/kernhigh.org/khsddigitalresources/third-party-apps/turnitin-com?authuser=0	20