

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Ernest Kimme Charter Academy for Independent Learning (KCAIL) is a blended learning charter school in Vacaville, CA. KCAIL offers two educational pathways to meet the needs of diverse learners. Kimme Academy College Readiness Pathway serves students in grades 7-12 under Principal, Lois Chancellor. In this pathway, students meet with their Personal Learning Plan (PLP) teacher weekly to turn in/review homework, take tests, and receive assignments for the following week. Classes that are held on campus are taught by subject matter credentialed teachers. Students can also participate in Maker Space, online courses, and more to enrich their education experience. Students are able to learn at their own pace while still receiving guidance and assistance from trained teachers and other staff. Kimme Work Readiness and Alternative Pathway (WRAP) serves students in grades 10-12 that are primarily credit deficient, under Principal Ami Blackstone. Students in this pathway are provided a hybrid learning environment that not only covers core content standards but also career exploration. This is done utilizing aspects of Big Picture Learning (Advisory, job shadowing, internship), on site classes taught by subject matter credentialed teachers, and online courses through Odysseyware. Both pathways support students in completing the number of credits required for graduation by Vacaville Unified School District and a KCAIL diploma is awarded to graduating students. In addition to the Covid challenge this year, ours was a county suffering consequences of the LNU Lightning Complex fires. Many of our students and staff were evacuated, lost power and some lost their homes. This has added a layer of trauma and challenge to our distance learning and support plan at KCAIL.

### Transition to Virtual Learning

On March 16, 2020, VUSD temporarily suspended in-person instruction and moved immediately to a virtual learning model. During the quick transition, Chromebooks and paper packets were distributed to students and a dedicated virtual learning program was created to support students, parents and teachers with appropriate materials and instructional plans. Professional development and resources were provided to teachers. At the same time, students had access to free meals and mental-health services. Students in foster care and homeless students were provided individualized resources and support. Our teachers, staff, administrators, students, parents and community worked

collaboratively to maintain instruction through the end of the 2019-2020 school year. We knew that closing school sites and district buildings in VUSD was essential to flattening the curve of COVID-19 infections.

In addition to site based plans, communication, strategies for support, and outreach, as a district dependent charter school, KCAIL enjoys the outreach and support from our district services.

On July, 17, 2020, Gov. Gavin Newsom handed down guidelines ordering schools statewide and in Solano County to stay closed in counties on the state's COVID-19 watch list. The Virtual Learning program offered to students for the start of the 2020-2021 school year will differ from the distance learning program offered at the end of last school year. This Virtual Learning program, as described in this Learning Continuity and Attendance Plan, has been structured to address the impacts on the District and community due to the COVID-19 pandemic and will align with Senate Bill (SB) 98, which clearly articulates expectations for virtual learning. These expectations include: Access for pupils connectivity and devices to participate in learning and to complete assignments; daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness; content aligned to grade level/ subject standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction; supports to address the needs of pupils who are not performing at grade level or grasping subject matter, or need support in other areas; implementation of appropriate accommodations and specialized instruction necessary for students with exceptional needs to access services listed in their individualized education program in a virtual learning environment; and designated and integrated English language development for English learners.

In developing the Learning Continuity and Attendance Plan, VUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and Economically Distressed Students. VUSD worked to identify and reduce barriers impacting students who are English Learners (EL). The most recent Summative English Proficiency Assessment for California (ELPAC) and data compiled from formative assessment of student learning during 2019-2020 Virtual Learning were analyzed. These sources were used to assess individual student needs during the 2020-2021 school year. The District provided training to teachers on designated ELD, which is where ELs receive language proficiency instruction to support reclassification using the adopted materials. Teachers received tools, resources and professional development to address how they can support EL access to all content areas using integrated ELD standards and methods. Ongoing communication, in multiple languages, will occur with families and caregivers to provide training and support.

VUSD, in conjunction with the Solano County Special Education Local Plan Area (SELPA) works collaboratively with all parents and partners to ensure the needs of Special Education students are integrated into the Learning Continuity and Attendance Plan. Specific supports will be provided to address Virtual Learning and In-Person Learning (when face-to-face instruction resumes). Special Education teachers and service providers received professional development to ensure Individualized Education Plans (IEPs) are implemented. Special Educator paraprofessionals received training on means of supporting students with Virtual Learning. Continuity of learning will be considered as we

# Stakeholder Engagement

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

Public meetings to address Distance Learning were held at the district office. All were welcome to join in person with social distancing, or via Zoom connection online or on phones.

Surveys: Distributed parent and staff surveys that went out via email and text messages. Hard copies of the surveys were also distributed at sites where parents picked up meals. The surveys requested feedback regarding future plans for reopening schools as well as needs and concerns related to Distance Learning.

## Efforts to Solicit Stakeholder Feedback

The District took steps to inform and collect feedback from and consult with stakeholders, including parents, students, teachers, principals, administrators, other school personnel, local bargaining units, and members of the public. Feedback was gathered through public communication methods, including emails, website, social media, videos, surveys, focus groups and subcommittees, and via public hearings. VUSD also consulted with the Parent Advisory Committee and the English Learner PAC Parent Advisory Committee. In most instances, surveys and committee meetings were conducted electronically, in compliance with the Shelter in Place Order.

In an effort to increase feedback opportunities, VUSD made direct contact with students, families, educators and other stakeholders who do not have internet access or speak another language. One such example is that hard copies of surveys were distributed to students and families who participated in our summer feeding program. Telephone calls were placed to parents by district and site administrators and other personnel, some of whom are bilingual. Mailings were generated to those without a working telephone number on record.

In May 2020, the District formed a Transition Task Force consisting of over 100 District and school site staff members to form the "return to school" work group. The Task Force focused on bringing options to the Board of Education for reopening schools. Further examining the issues were four subcommittees focused on elementary education, secondary education, site safety, and community and communication. Over a six-week period of time these groups reviewed information from the Public Health Department, Center for Disease Control, and California Department of Education resources, along with considering input from stakeholder groups, to make recommendations about returning to school to the Superintendent and Board of Trustees.

Stakeholder group input was collected from a variety of methods, including parent surveys, certificated staff surveys, and classified staff surveys. The purpose of the surveys was to gather information on virtual learning, site safety, and on return-to-school models.

The parent surveys were distributed to parents in English and Spanish through school email accounts and text messages. The parent surveys were also posted on social media platforms (in English and Spanish) and the district website. Hard copies of the surveys were given to parents at sites in which student meals were provided. The staff surveys were distributed through email and district portals.

## Survey Responses

The parent surveys sought input on preferences regarding traditional in-person instruction, virtual learning, or a hybrid of both. Approximately 50-60% wanted school to open for 100% daily face-to face instruction. The surveys also asked what conditions or ideas the district should consider. The high priority concerns were ensuring devices and connectivity for Virtual Learning, using consistent technology platforms from class to class and school to school, providing parent training in use of technology platforms, and to ensure daily interaction with teachers.

The level of response was encouraging. In the first parent survey 4,623 parents answered questions. The second survey yielded responses from 5,839 parents and on the third survey 6,048 parents answered questions. Overall, 80% or more of families responded to the surveys.

Stakeholder Group	Date	Survey Focus	Total Responses
Parents	05/22/20	School Reopening and Virtual Learning Needs	4,623
Parents	06/27/20	School Reopening and Virtual Learning Needs	5,839
Parents	08/05/20	Technology Needs	6,048
Kimme Parents		reporting Distance Learning/Technology needs:	135
Teachers	05/01/20	Virtual Learning Concerns and Needs	200
Kimme Teacher			26
Certificated Staff	05/20/20	School Reopening and Instructional Settings	502

Parents  
05/22/20  
School Reopening and Virtual Learning Needs  
4,623

Parents  
06/27/20  
School Reopening and Virtual Learning Needs  
5,839

Parents  
08/05/20  
Technology Needs  
6,048  
Kimme Parents reporting Distance Learning/Technology needs:  
135

Teachers  
05/01/20  
Virtual Learning Concerns and Needs  
200  
Kimme Teacher 26

Certificated Staff  
05/20/20  
School Reopening and Instructional Settings  
502

Certificated Staff  
08/03/20  
Use of COVID-19 Funds  
500  
Kimme Charter 26

The Vacaville Teachers Association has worked in concert with the district.  
KCAIL site VTA and District VTA representatives have acted as liaison between site staff and district to create an MOU for distance learning.

#### Parent Emails and Phone Calls

All district departments logged and recorded parent emails and phone calls regarding Distance Learning and Schools Reopening. All correspondences were responded to, recorded and reviewed for patterns. Site personnel connected with each Kimme family and staff member to assess needs for starting school.

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

Zoom links published on the Vacaville Unified School District web page allowed for remote connection and/or participation in public hearings.  
Board Meetings- Regular and Special Board Meetings that Addressed Reopening Schools and Learning Continuity:  
May 28th - Via Zoom Reopening Schools Committee Report  
June 20th - Special Board Meeting (Saturday, 9:00 AM- 3:00 PM) Re-opening Schools, Update from Public Health and Legal Counsel  
Review of State Orders  
From March to May Board meetings were conducted via Zoom  
Since May we conduct Board meetings in-person with a Zoom option. The in-person Board meetings follow all precautions - face coverings, 6 feet of distance, plastic separators on the dais and around the speaker podium. Masks and sanitizer is also provided.

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

District personnel worked through the summer gathering information from staff and families regarding distance learning and technology.  
Teachers and families communicated technology needs in order to access high quality distance learning.  
A Student/Parent Guide to Distance Learning was created and distributed to families.  
50-60% of parents wanted their students back in school, on campus, full time  
Over 2,000 parent comments were categorized and reviewed. Common issues were:  
Ensuring devices and connectivity for Distance Learning  
Similar technology platforms from class to class and school to school

Parent training in use of technology platforms  
Daily interaction with teachers

This data was disaggregated by specific stakeholder groups, including English Learners, Special Education, Title 1 School Site Councils, and homeless/foster youth. The stakeholder feedback from these groups did not differ from most responses. Parents of students with disabilities expressed a very strong desire to return to in-person services.

Family feedback includes the following themes:

1. Importance of daily teacher interactions with students
2. A desire for more "instruction" and not simply assignments during distance learning
3. Consistent schedules
4. Concerns for health and safety
5. Desire for an in-person option the 2020-2021 school year
6. Consistency in the use of technology platforms that are used

Staff feedback includes the following themes:

1. Training to provide virtual instruction
2. Means of developing face-to-face connections and social emotional learning in a virtual learning delivery.
3. Providing students with more opportunities for mental health services and having mental health clinicians develop lessons and provide teacher support.
4. Desire to start the year with hybrid and virtual learning options.

Parents on ELAC and DELAC expressed an additional interest and need in the following areas:

1. Individual contact - parent to teacher or student to teacher
2. How to support virtual learning when parents are working
3. Consistency in virtual learning schedules among grade levels
4. Students have necessary tools and materials and internet access
5. Technology support
6. Technology training in Spanish
7. Tutoring supports
8. More direction from teachers to parents so they know how to help at home to create a effective learning environment

The District's Learning Continuity and Attendance Plan has been significantly influenced by the specific stakeholder input received throughout the summer months. Key takeaways from stakeholder surveys and committee feedback include the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers (c) more resources for parents to support their students learning and use of technology (d) support for students who struggle and or have experienced learning loss.

Here are some of the implementations found within the District's Learning Continuity and Attendance Plan :

1. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous, targeted, and asynchronous instruction for a total minimum number of instructional minutes per day.
2. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. There is also an option for teachers to record lessons to provide students the option of participating in recorded instruction later.
3. An emphasis on assistance for parents and caregivers in supporting their own students' learning. This is accomplished through communication from teachers to students and families and by offering training and resources. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals.
4. A focus on greater support to students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout.

At KCAIL, parent, student, teacher surveys regarding technology needs offered data for the distribution of Chromebooks and information on WiFi availability influence the plan to provide devices for sale or loan to students. Reduced cost WiFi plans and free school parking lot wifi are available to families without internet. Chromebooks are available at a nominal cost (\$40) or may be checked out from the school site for student use. Our Multi-tiered system of supports is engaged in outreach and assessment for students' social emotional and academic needs.

# 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.]

Because Solano County is on the Covid Monitor list, KCAIL opened this fall with 100% distance learning. A regular class schedule was provided to each KCAIL student, offering live virtual classes and Personal Learning Plan/Advisory meetings and academic support sessions for learning loss mitigation. Students who did not have online access were provided with information regarding reduced cost WiFi plans and free school parking lot WiFi for student use and hot spots. Chromebooks were distributed to every student - either through sale at a nominal fee (\$40) or loan from the school site.

Live virtual Q and A sessions follow each class period and live virtual intervention sessions for science and math and office hours for other subjects are available for all students.

Gap data is collected by teachers and weekly staff collaborative time focuses on student achievement and gap learning.

Learning Loss Mitigation funding provided teachers and students with technology to provide high quality classroom and personal learning plan/advisory meetings.

In-person instruction will occur when it is safe to do so and will balance safety and liability issues with providing educational opportunities for students and child care options for parents. The district has adopted a 4 phased approach that is related to the Governor's 4 phases of reopening the state.

Phase 1 is full distance learning.

Phase 2 brings students back one to two days per week to meet with their Personal Learning Plan/Advisory teacher with distance learning the remainder of the week.

Phase 3 brings 50% of the students back at any one time. Students will attend school 2-3 days a week for no more than four hours and no class capacity larger than 14 students, and virtually learn the remainder of the time.

Transition to Phase 4 increases the learning time for students. Phase 4 is a complete reopening of our schools for full days, including activities, recess and assemblies.

This phased approach allows schools to maximize face to face learning with the flexibility to toggle between phases as the Governor announces different plans.

In each of these phases, intervention for learning loss will be incorporated into the times when students are not in their core instruction.



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

Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>• Provision of laptops to students and staff,</li> <li>• Stipend for tech support at each pathway campus</li> <li>• Hot spots for students without internet</li> <li>• Support technology for distance learning such as provision of microphone headsets to staff for higher quality provision of instruction, drawing tablets for teachers of science and math to enable screen sharing of "chalk board work" during virtual classes.</li> <li>• Learning gap assessment tools and curriculum</li> <li>• Professional development for staff</li> <li>• Virtual Office Hours</li> <li>• Q and A sessions and Intervention periods provide feedback for gap learning support</li> </ul>	<p>\$8,094</p>	<p>No</p>
<ul style="list-style-type: none"> <li>• Hot spots for students without internet</li> <li>• Learning gap assessment tools and curriculum</li> <li>• Q and A sessions, Office Hours, and Intervention periods provide feedback for gap learning support</li> <li>• Specific outreach to families of English Learners, Low Income Families, Foster Youth, Homeless and students with special needs, to ensure connectivity and access to the curriculum.</li> </ul>	<p>\$1,776</p>	<p>Yes</p>

# Distance Learning Program

## Continuity of Instruction

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

KCAIL offers a full course load to all students, utilizing a semester system program. The rest of the district is working on a 3 class quarter system. This allows in-district transfer of students to the alternative pathways without learning loss as KCAIL is able to match and add courses to complete the student schedule. Utilizing Google Classroom and Odysseyware, district approved and adopted curriculum is available to all students. Students are required to participate in daily engagement with credentialed subject and Advisory/Personal Learning Plan teachers. Follow up with disengaged students begins with teachers, moves then to counselor, and finally is addressed by administration. Specific outreach to families of English Learners, Foster Youth and Homeless ensured access to the curriculum for our unduplicated pupils.

## 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.]

Chromebooks are available to every student on loan or for purchase at a nominal fee (\$40). Free parking lot WiFi is available at five school sites throughout the city, including Kimme WRAP. Reduced WiFi home connectivity plan information was made available to all families. Based on the governor's order to begin the year in a distance learning mode, along with the phased plans, KCAIL is prepared to deliver quality curriculum and instruction in any phase of the instructional plan. District and site provided hot spots are also available to students in rural areas and students from low-income households, foster and homeless youth, who cannot connect to local wifi. Hotspots are provided to students in rural areas without adequate connectivity.

Beginning in May and through August 6, the District team sold Chromebooks to families who were interested in having one for each school age child in the family. In July, a survey was sent to all families regarding access to technology. Questions included student's access to devices and family access to connectivity. The survey was conducted in both English and Spanish and over 6000 surveys were completed. This information provided the District with names, email addresses and needs of every student. Beginning in early August, staff contacted families who filled out the survey with specific needs to address them. The team will also contact every family that did not fill out the survey to determine their technology needs as well.

The governing board voted to commit to nine weeks of distance learning to ensure schools are not jumping into and out of in person instruction. In the distance learning phase, daily, live instruction through zoom will be supplemented with asynchronous learning to ensure quality instruction is being provided. KCAIL is prepared to extend distance learning should it be necessary to continue.

A extra duty technology position will be added at each pathway campus to troubleshoot and support families in accessing technology for distance learning

## **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.]

Students will be provided instruction daily with a combination of live (synchronous) targeted instruction, and independent (asynchronous) learning. Teachers will ensure the live activities and time value of assigned independent work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes will be delivered live. Site administrators will verify that teacher-developed daily instructional schedules provide for live and independent instruction.

KCAIL follows regularly scheduled class periods for live virtual learning and Personal Learning Plan/Advisory meetings. Classroom attendance will be taken by teachers in Aeries. Zoom interaction between students includes question and answer with teachers and break-out room engagement. Zoom attendance reports allow for tracking student participation and engagement. Participation in independent, asynchronous work, online courses, and study time will be measured by the quantity and quality of student work to calculate time value attendance by the Personal Learning Plan/Advisory teachers.

Teachers will utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which virtual learning is provided. Instructional time for virtual learning will be calculated based on the time value of live (synchronous) and/or independent (asynchronous) assignments made and certified by the teacher. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between KCAIL staff and pupils or parents or guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day.

A weekly engagement record will be completed by the teacher(s) for each pupil documenting live or independent instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re- engagement strategies, described later in this plan, for students who do not participate for three or more days.

A monthly attendance report is submitted to the district.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development opportunities are provided to all staff through the Vacaville Unified School district and at KCAIL through staff collaboration and general staff meetings. The district technology department issued a list of proposed topics for staff development and welcomed any and all staff to request additional virtual workshops on topics of interest and need in order to provide high quality distance

learning. To encourage participation, teachers working outside their duty calendar may earn credits or hourly compensation for participation in district Professional Development.

1. Administrators, teachers, classified staff and substitutes were provided with virtual professional development sessions titled "Tech Fest" (August 4 & 5) delivered both in a synchronous and asynchronous model. Sessions were delivered by district coordinators and administrators and Solano County Office of Education. Approximately 450 classified staff participated. Some of the sessions pertained to navigating platforms such as Zoom, Google Classroom, Schoology, and Clever. Others sought solutions to adapting lessons designed for classroom instruction to virtual learning. Specific development was provided for special education teachers and paraprofessionals.
2. All teachers were provided with an additional two days of professional development.(August 10 & 11). KCAIL funded these days through the Low Performing Student Block Grant.
3. Digital learning platforms will support students who have experienced significant learning loss due to school closures. This would include at-risk students, English learners, foster youth, low income and students with special needs.
4. As the school year progresses, it will be useful to assess the effectiveness of various programs and methods - to see what is working and what needs to improve. A comprehensive professional needs survey will be provided to administrators, teachers and classified staff in order to re-prioritize professional learning needs. This data will help identify future professional learning opportunities so that they may be provided by district coordinators and administrators.
5. Continued professional development will support our MTSS implementation at schools. In this manner MTSS provides a systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports that will guide first instructional practices as well as interventions for students in need.
6. Continued professional development will be provided in the areas of reading and math screening using Renaissance Learning STAR and in the area of elementary science instruction.
7. Coaches and Coordinators will support teachers in short and long term lesson planning using best instructional practices based on data analysis, both quantitative and qualitative.
8. A comprehensive Distance Learning website is designed to support families and facilitate instruction. This has been launched and is complete with resources and materials, parent instructional documents and videos.
9. Specific guidance was provided addressing the delivery of designated and integrated ELD through synchronous, targeted, and asynchronous instruction.
10. Additional guidance was provided in secondary course offerings to support Long-Term English learners.

11. Teachers supporting Newcomer students were provided professional development opportunities to build upon their Novice Level of English proficiency and to facilitate access of content area instruction.
13. District Education Specialists and service providers were provided guidance in how to effectively conduct an IEP meeting using Zoom.
14. Workshops will be available to families to assist them in supporting their children academically and socially-emotionally, both during online learning and in hybrid learning when in person instruction resumes.
15. Additional professional development and coaching will be provided for both online and hybrid instruction in the areas of social-emotional learning and supports.

## **Staff Roles and Responsibilities**

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

KCAIL has no staff whose roles were repurposed due to COVID-19. However, KCAIL does have staff who will work from home, or in combination from home and at site due to childcare and high risk issues. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. KCAIL opened school with a Virtual Learning model. Staff will be working at their assigned school site or from an off-site location. KCAIL is preparing for the return to school sites. Safety is of utmost importance for students and staff.

The following personal protective equipment (PPE) will be provided:

1. Disposable face masks for staff and students
2. Cloth face masks for staff and students
3. Face shields for staff members
4. Touchless thermometers
5. Outdoor hand washing stations
6. Hand sanitizer in each classroom
7. Plexiglass shield in school offices and portable plexiglass partitions for each teacher
8. High-quality air filters being installed or HEPA air purifiers in health offices
9. Visual markers and signage

Additionally, KCAIL will implement the following conditions at the school site:

1. Hand hygiene and frequent hand washing
2. Physical Distancing
3. Air Ventilation and Circulation

4. Outdoor learning areas
5. Disinfecting surfaces

In order to ensure the safety of all staff, with some staff working from their work site, health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these safety measures by conducting health screening and by supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and PPE will be provided to employees.

Following are the key changes to roles and responsibilities of staff.

1. Custodial Staff: These staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent 'touch-point' cleanings throughout the day will be part of the daily routine.
2. Technology Staff: Short of a 'traditional' in-person school day, the district technology team of 6 computer technicians and 3 digital coordinators roles will be shifted to provide additional device and software support for teachers utilizing technological methods in lieu of in-person methods of teaching. For example, support for online meeting/learning platforms will be in higher demand than classroom equipment (projector/board) supports. Further, parents of students participating in online activities will require additional support from our technology staff.
3. A site-based tech contact at each KCAIL pathway is available to support staff, parents and students.

## 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.]

The Vacaville Unified School District (VUSD) serves a ethnically, linguistically and socio-economically diverse student population. At KCAIL, our student population mirrors that of the VUSD, though with much smaller numbers of students. English learners, foster youth students and students experiencing homelessness comprise 7% of our student body collectively. Our low-income population is roughly 42% of KCAIL students. Throughout the duration of COVID-19 school closures in the spring, staff was proactive in providing access to instruction and materials in support of student learning.

As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. Counselors and Mental Health Clinicians are tasked with outreach to assist pupils with unique needs, especially homeless and foster youth. Spanish speaking KCAIL staff connected with families of English Learners who will receive appropriate academic instruction in language acquisition instruction targeted to their proficiency level.

District program coordinators will help site administrators at school sites implement progress monitoring of current EL students and Redesignated English Proficient (RFEP) students.

District staff will ensure teachers have access for translation services. Translation of resources for families is ongoing as we update information for families.

Special Education staff connected with students served under IEPs. Individualized Education Program (IEP) special education services and supports will be provided to the maximum extent possible. Individually created plans will be designed to provide IEP aligned services. New and scheduled revisions to IEPs will reflect the requirements in SB98 to include a description of how special education and related services, supplementary aids and services, transition services, and extended school year services will be provided under emergency conditions. IEP teams will take into account public health orders when including the new descriptions of how services, aids, transition services, etc. will be provided during emergency conditions. IEP services for students at KCAIL will be provided via live, virtual instruction and pre-recorded videos as appropriate to IEP goals. All specialized academic instruction (SAi ) minutes will be provided under the direction of an SAi teacher. The number of SAi minutes a student receives will be tracked on a summary log.

The Student Attendance and Welfare department in conjunction with site personnel will be providing services to ensure specific student populations are engaged in school. Students in foster placement and students that are homeless have historically had interruptions in their education. Coordination of the monitoring of these groups will be initiated by the second week of school to implement a tiered intervention system at each school site. The Foster and Homeless Youth Liaison will provide additional oversight and support to the students and their families. Immediate intervention by the school site administrator and the Foster and Homeless Youth Liaison once attendance and synchronous /asynchronous participation documented by the teacher begins to decline.

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

Description	Total Funds	Contributing
<p>Advisors, counselors, Mental Health Clinician to provide follow up support to unduplicated student populations. Our MHC will hold virtual "lunch bunch" social gatherings for students under the supervision of this adult.</p> <p>Extra duty pay for tech troubleshooters at each pathway provides outreach to families who need support with connectivity and the utilization of distance learning methods to access the curriculum.</p> <p>Purchase of additional chromebooks and chromecarts for student use.</p>	<p>\$12,792</p>	<p>No</p>

Description	Total Funds	Contributing
<p>EL student support at Kimme Academy is infused into the curriculum and students are served through bilingual Personal Learning Plan teachers. Designated ELD/Eng support for RFEP offered daily at Kimme WRAP.</p> <p>Specific outreach to Foster and Homeless Youth and support for Special Education students continues.</p>	\$2,808	Yes

## Pupil Learning Loss

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

Pupil learning loss will be assessed through intervention and support sessions to address gaps in core learning. Teachers of core subjects will be responsible for addressing the needs of specific students and communicating with each student's learning team regarding learning gaps. Intervention teachers will provide extra support using gap curriculum through online resources such as Khan academy, EdPuzzle, Kahoot, Duolingo, and supplementary lessons in Google Classroom and Odysseyware. Students have access to curricular experts during regularly scheduled Intervention periods.

District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.

Teachers and administrators will receive ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.

KCAIL has an established Multi-tiered System of Support (MTSS). It is this framework that will be used and expanded upon to address the learning loss associated with pandemic. The components of the systems will be adapted to identify students experiencing learning gaps in a virtual learning model. The District will provide guidance to school sites in support of intervention, mitigating gaps and accelerating learning.



## Pupil Learning Loss Strategies

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

The primary means of addressing learning loss and accelerating learning for pupils will be the multi-tiered instruction delivered through synchronous and targeted instructional time. Anticipated procedural planning will be in place for when in-person and small group instruction is available once again under COVID 19 guidelines. Priority will be given to students with specialized needs. Variable credit opportunities are afforded so that students can accelerate and participate in self-monitoring. Intervention times and office hours for staff are established to support learners and review content material from previous quarter. Advisors, counselors, Mental Health Clinician to provide follow up support to unduplicated student populations. EL student support at Kimme Academy is infused into the curriculum and students are served through bilingual Personal Learning Plan teachers. Designated ELD/Eng support for RFEP offered daily at Kimme WRAP, devices and connectivity are available at little to no cost for all families, with the provision of hot spots to low income families, homeless and foster youth. RSP teacher support and Study Skills class address the needs of our Special Education students within the Learning Team. KCAIL will utilize the Multi-tiered System of Supports as diagnostic tools and CDE approved diagnostic resources to measure learning loss.

Appropriate ELD instructional strategies are delivered both during synchronous, targeted, and asynchronous learning.

KCAIL Special Education students' academic performance is measured on a regular basis. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations. Special Education teachers, Service Providers, and School Psychologists will collaborate with General Education staff to address any potential learning loss. Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and mathematics in order to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

Early intervention is especially critical for our low-income, foster and homeless youth, since conditions at home may be unstable or disrupted due to the pandemic. Interventions may be delivered at a distance without one-to-one contact, which traditionally has more impact. School sites will generate a list of students that did not have a consistent pattern of attendance/engagement during the previous school year (before the school closures) to determine if students within these identified groups are still enrolled and are exhibiting behaviors that are causing poor attendance and engagement patterns.

## 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.]

The effectiveness of Learning Loss strategies will be measured through grades, credit completion and attendance, in addition to teacher, parent and student feedback regarding their access to and mastery of the curriculum standards. Staff will monitor ongoing progress to identify and address specific areas of need and appropriate supports for each identified student.

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

Description	Total Funds	Contributing
Staff training for and utilization of Gap Assessment tools to provide direct support for targeted intervention based on student data analysis.	\$1,840	No
Staff training for and utilization of Gap Assessment tools to provide direct support for targeted intervention based on student data analysis for English Learners, Low income, Foster and Homeless Youth and those with unique needs.	\$176	Yes

## Mental Health and Social and Emotional Well-Being

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

The COVID-19 pandemic has a significant impact on students and their families, educators and the school mental health workforce. Addressing the mental health impact on students, parents, teachers, and school personnel has become more important than ever before. As the school year begins, VUSD has a goal of creating a sense of well-being and safety that supports staff and student mental health. Counseling services will continue to be available from highly skilled licensed mental health clinicians and clinical interns supervised by clinical supervisors. VUSD and YSS are working collaboratively to secure additional clinical interns to support students.

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. The lessons were created by the VUSD mental health clinicians.

Small group social-emotional supports will be provided, as needed. KCAL will review data, provide more targeted school-level support as needed, and refer individuals that may need higher levels of support and intervention.

Tiered supports for mental health promotion, awareness, and supports are outlined below

Tier 1: Universal Mental Health Promotion and Awareness Strategies

Mental health staff provides strategies to all students and staff regardless of risk or protective factors related to mental health. Intended to

foster positive social, emotional, and behavioral skills and well-being of all students.

#### Tier 2: Targeted Strategies

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize as referral sources to identify students in need of supportive interventions and provide support and linkages.

#### Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. The goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness. Since schools have closed, children have lost the safety net provided by caring teachers, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

\*Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.

\*Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.

\*Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.

\*Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

\*Identify children and families who need additional support: Connect families and students to resources.

\*Report signs of child abuse/neglect consistent with mandated reporter obligations. Professional development that will be made available to staff includes:

\*Social-emotional supports for students and adults.

\*Recognizing signs of crisis and trauma in students and adults.

\*Trauma-Informed Strategies for Educators, Staff, and Administrators during COVID-19 .

The Employee Assistance Program provides ongoing support including social-emotional and mental health as part of employees' benefits plan.

At KCAIL, Mental Health Clinician, counselor, and advisors will be conducting weekly check ins with students. Students are able to request meetings virtually in order to address their concerns. MHC and Counselor conduct weekly Social Emotional Learning opportunities available to students and staff. Mental Health Clinician and Counselor provide annual staff training on supporting the needs of students who have experienced trauma. Crisis support is available immediately. Students with known mental health issues receive outreach and support through the MHC.

District and site distribution of wellness supports in our community are offered to all families. Social Emotional Learning curricular supports have been added to our curriculum and our Personal Learning Plan/Advisory teachers check in with each student at least weekly.

Upward Bound will offer academic support and free tutoring to all students, with outreach to those with unique needs.

A Better Way will offer social-emotional support for all students who apply.

Efforts have increased as KCAIL has learned of families who have suffered loss and evacuation due to LNU Lightning Complex fires in Solano and surrounding counties.

## **Pupil and Family Engagement and Outreach**

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

Weekly advisory sessions and Personal Learning Plan meetings will be the first tier of re-engaging students who have been absent from virtual instruction. This includes outreach to students and to parents. The student support team will be the next level of intervention which will include meetings with families and home visits to further address barriers to regular attendance.

Spanish speaking families will be supported with both onsite staff as well as district level staff that are fluent in the language. Email communications as well as automated texts/phone calls are available to families in both English and Spanish.

Principals will respond to ongoing parent and student survey results during recorded video messages on a regular basis through our "State of the School Address".

Tiered response through KCAIL Action Plan will address will or skill issues for students who are not engaging in instruction to mitigate learning loss.

Drive through book and materials distribution included a Parent/Student Guide to Distance learning with resources and contact information for supports.

The core expectations for each stakeholder group for attendance/engagement in the VUSD are:

\*Students and Families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

\*Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

\*Administrators: Monitor attendance/engagement. Ensure that attendance and engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

\*Student Re-engagement Liaisons: Monitor attendance/engagement, work with students, families, and administrators, make home visits and contacts with the goal of student re-engagement.

Throughout the virtual learning program, the school site staff and Student Attendance and Welfare department will attempt to contact every student and family that is not attending or engaged. This contact includes connecting students and families to resources (child nutrition services, technology, etc.) and supporting re-engagement with the learning process. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of trauma for some students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or disengaged. Social isolation has increased lack of connectedness and belonging. Staffs outreach will make an effort to reestablish and maintain the vital connection to each and every student.

The Student Attendance and Welfare Department will conduct home visits for all students who remain 'unreachable.'

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS). This process will be in full operation by the second week of the school year.

#### Tier 1 Universals

School to contact family to provide information and support. Students and families will be supported holistically. The school will work with the student and family to identify and find solutions to attendance/engagement barriers and challenges.

#### Tier 2 Targeted Strategies

School will contact family to provide information and support, and develop a plan to improve attendance/engagement. For students that are identified as chronically absent, schools will work with students and parents to establish re-engagement strategies. Goals will be established to re-engage students, connect with families, and to reunite a student with his/her teacher in order to engage in online learning. Student attendance/engagement will be regularly monitored.

#### Tier 3 Intensive Strategies

Student Attendance and Welfare and/or site administrators will contact family to provide information and support, and develop a plan to improve attendance/engagement.  
Alternate learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan.

## 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.]

As a dependent charter, KCAIL student meal service is provided by the Vacaville Unified School District. Online and paper applications are available and advertised to families via multiple "back to school" correspondences from both district and site. KCAIL solicits information from parents regarding their free lunch needs. Lunches are delivered daily to campus during regular school sessions. During distance learning, breakfast and lunch are provided to families at eleven schools in the district, utilizing proper PPE and social distancing. The VUSD is currently providing outreach to all families regarding meal service and KCAIL will continue that outreach to the school population specifically. KCAIL also plans to work with the local chapter of "68 Hours of Hunger" organization to provide weekend groceries to families in need.

The role of the school district in child nutrition was not lessened as a result of the pandemic. Rather, from the very onset of the pandemic, nutrition has been a highly visible and important function of the District.

The Child Nutrition Department remains committed to providing our students with fresh, healthy, and delicious food prepared from scratch as much as possible. The challenges are in meeting this essential need while maintaining safe practices in preparation, distribution, and consumption. Child Nutrition has adapted its meal service to fit with the full-time virtual learning model and continue feeding our students in the most efficient manner possible. Meals prepared will be lunch and breakfast for the next morning. If we aren't able to feed under universal feeding, we will collect rosters for each class and note which students received meals.

Safety concerns mean we will not be overcrowding kitchens with staff, but will maintain social distance to the fullest possible extent. We have considered the geographic proximity of closed sites to open sites to mitigate any issues with access and/or transportation. When the virtual learning model transitions to in-person instruction, meals will be provided to all students in either a socially distanced eating location or given to the students "to go" in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria. The district will provide applications in person and online and conduct significant outreach to encourage families to apply. All students who qualify for reduced cost or free meals will be provided each meal at no charge. Online payment will be available for students that do not qualify for free meals.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Staff job re-purposing during full distance learning to support families and staff in communication, connectivity and data collection.	No Cost	Yes
Distance Learning Program (Distance Learning Professional Development)			
Distance Learning Program (Staff Roles and Responsibilities)			
Distance Learning Program (Supports for Pupils with Unique Needs)			

**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
8.16%	\$239,081

## 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.]

Although the number of English Learners, Foster and Homeless Youth, and Special Education students are low, at Kimme Charter, the need is great. KCAIL considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. It is recognized that foster youth, English learners, and low-income students are especially challenged as a result of disruptions due to the COVID-19 pandemic and the lightning fires in Solano County. Consequently, it has been an emphasis of the District to pay special attention to these groups to provide continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. Family outreach/survey for connectivity (chromebooks, wifi hot spots, reduced rate internet, free breakfast and lunch). All KCAIL students have connectivity and chromebook availability in order to access curriculum during full distance learning. Additional counseling, EL, site Learning Support Coordinator and district learning support personnel to serve students with unique needs. KCAIL has increased or improved services in proportion to funds generated on the bases of the number and concentration of unduplicated pupils under the local control funding formula pursuant to Ed Code Sections 2574, 2575, 42238.02 and 42238.03 in the 2020-21 fiscal year pursuant to the regulations adopted by the state board pursuant to Ed Code Section 42238.07. KCAIL is backfilling the unfunded COLA and amount we would have received for our supplement grant funding (\$5,523) to support student learning, provide mental health services, provide targeted intervention, staff professional development, support student nutrition and student and staff technology for distance learning. These supports are detailed in the actions section below.

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

There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students by at least 18.6% principally directed to our students with unique needs. These actions include:

Devices and Connectivity



The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through the Foster and Homeless Youth Liaison and the Department of Student Attendance and Welfare to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

#### Directors, Coordinators and Digital Specialists

The directors, coordinators and digital specialists within the Educational Services Department provide a range of professional development and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Specific training on Universal Design for Learning (UDL) practices are occurring for teachers, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of ELD as well as differentiated instruction for students with disabilities and other learning needs. KCAIL Learning Support and Resource teachers provide outreach and additional support to families of students with unique needs.

#### Child Nutrition Services and Supplies

This action was implemented during school closures and throughout the summer across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. The pandemic's impact on employment and the resulting loss of income has made this an issue for more VUSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

#### Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Teachers in cohort grade levels and departments are now collaborating via Zoom with colleagues across the district in addition to site teams. Some focus areas include Universal Design for Learning (UDL), ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

#### Multi-tiered Systems of Support and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff with the skills to establish and maintain a positive classroom/school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career,

and life. While a positive classroom/school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have experiences with the impacts of a negative classroom/school climate and culture. Foster youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results showed, connectedness during distance learning is challenging. The MTSS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

### Mental Health Supports

This action, in non-pandemic times, represents another of the district's efforts to provide mental health services to VUSD students, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to mental health services, this action is a critical support. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure.

Although our numbers of English Learners, Foster and Homeless Youth, and Special Education students are low, the need is great. Our greatest population facing unique needs are those from low-income families. Therefore, support staff at KCAIL have increased to include 2 full time academic counselors, a 0.45 FTE Mental Health Clinician, 1.4 FTE Special Education teacher and a 0.2 ELD teacher, and a 0.2 FTE Learning Support Coordinator, funded through General Base sources.

### Staff Home Visits

It is recognized that foster youth, English learners, and low-income students will be especially challenged with aspects of virtual learning. The district EL Coordinators and Foster and Homeless Youth Liaison are conducting home visits to students to provide needed instructional

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

1. Foster Youth Services
2. Homeless Youth Services
3. English Learner Services
4. Teacher Professional Development Time
5. District Curriculum Coordinators

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the English Learner Department (serving English Learners), Homeless Services (serving Homeless Youth).

Actions described in this plan that are primarily directed towards unduplicated pupils to increase services include:

1. Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed

towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots and hubs on an as-needed basis. Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots or learning hubs on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

2. Equipment for Child Nutrition: These actions were needed to provide meals to students in a virtual learning environment. This is principally directed towards students who did not already have access to meals during the school day in the home and are designated as low income, Foster students, and homeless students.
3. Expanding Student Engagement: This action will provide support to reengage students who are experiencing barriers with school attendance or engagement. This is principally directed towards homeless, foster, and students with specialized needs who may struggle accessing and participation in virtual learning .

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

1. Stipends for teachers to provide tech support: This action is to provide site level support and find solutions for students and families who are experiencing problems with accessing daily instruction.
2. Virtual social emotional programs: This action is to help promote students' social and emotional competence and health and well-being in a virtual learning environment.
3. Purchasing new learning platforms: This action is to allow for students to have access to virtual individualized targeted support and interventions to mitigate leaning loss.
4. Staff Professional Development: This action is focused on providing professional development to staff on social-emotional wellness, mental health, and COVID-19 related trauma.
5. Hiring additional teachers and/or increasing on site staff FTE to mitigate learning loss and to allow for catch up learning.

In addition to the services and allocation identified above, an additional allocation of \$5,523 in one-time federal and state funding is being used to address this year's unfunded cost-of-living-adjustment in order to support student learning, provide mental health services, extend instructional time, provide targeted intervention, support student nutrition, provide professional development, and provide student and staff technology for distance learning. These supports have been described in the sections above.