



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.]

Serving over 700 students each year, Kern Workforce 2000 Academy (Workforce) was established in 1995 to serve the most at risk and low socio-economic high school students that reside in Kern County. The main goal of Workforce is to provide a high school education program for students who are at risk of dropping out of high school.

Workforce is a district charter and contracts with the Kern High School District (KHSD) for school operational services. The contract services include facilities, business services, student information services, classrooms, teachers, counselors, clerical support, campus security, equipment, library/media resources, computer hardware, software, and general administrative services.

Workforce is made up of the following student groups:

- English Learners (11%)
- Foster Youth (0.9%)
- Socioeconomically Disadvantaged (89.4%)
- The homeless population (0.4%)

Counting each of these students only once, even if the student meets more than one of these criteria, forms the “unduplicated count”. The KHSD unduplicated count is 71.9%. The Workforce unduplicated count is 89.4%.

- In addition, the following distinctions refine the composition of the Workforce's students:
- Reclassified Fluent English (46.5%)
- Migrant (0.7%)

These figures reflect the level of challenge to be met in order to ensure that all students are successful in school and support the percentage of supplemental/concentration funding to be used in order to “improve or increase” services so that all students graduate from high school, prepared to succeed in college and the workforce.

Students who choose to enroll in Workforce may do so at any one of six Workforce sites located on KHSD comprehensive high school campuses (Arvin High School, Bakersfield High School, East Bakersfield High School, Foothill High School, South High School and West High School) between the hours of 2:45 pm and 9:45 pm four days per week and occasional Fridays to ensure the 64,800 instructional minutes of attendance requirement is met. Each student is enrolled in 4 classes of 180 minutes each, two classes per day, Monday/Wednesday and Tuesday/Thursday. Sessions one through four are each 9 weeks long, and the 5th session is 5 weeks long. In session 5, students enroll in two classes, for 180 minutes and attend those two classes Monday-Thursday for 20 days. Each course in each session is comprised of 60 hours of instructional time.

Impact of COVID-19 pandemic:

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 17, 2020, 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. 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% are 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 and Workforce, in order to foster mutually respectful, supportive, and collaborative environments for ongoing and meaningful dialogue that will determine goals and actions to achieve academic success for all students.. KHSD and Workforce continue 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 and Workforce have provided various venues for stakeholders to convene and provide input.

All Workforce certificated and classified staff are contracted from KHSD staff. The Learning Continuity and Attendance Plan (LCP) process utilized a variety of opportunities for input from our stakeholders in the LCP process. An invitation via e-mail was sent to 2019-20 Kern Workforce 2000 Academy staff members in the spring of 2020 and students participated in an on-line survey during that same period.

Community and stakeholder feedback on the Local Control and Accountability Plan was gathered in a spring Parent Engagement Meeting at all 6 Workforce satellite campuses. This feedback was also used to inform decisions and priorities in the LCP.

In addition, a survey specifically focused on the LCP sought this input of all parents/gaurdians of 2020-21 students who were enrolled in Session 1 at the time of the survey. Surveys were communicated in both English and Spanish. A link to the survey was mailed home, texted to available phone numbers and then individual calls were made to over 100 households who had not yet responded to the link. Feedback to the survey was collected from these households by Workforce staff over the phone in early August 2020.

Community /Stakeholders Engagement Meetings:

Essential to the success of this effort is the active participation of all stakeholders – parents, students, employee groups (certificated and classified), administrators, industry partners, and community leaders – to thoughtfully and openly communicate about how to address and overcome the challenges facing students today, especially those who are typically under-served and/or at risk, and to provide the necessary means to maximize their learning.

Over the course of the 2019-20 school year, KHSD and Workforce have provided various public venues for stakeholders to convene and provide input. Specific groups that met are listed below:

Kern Workforce Governing Board Council (Monthly)

District Student Advisory Council (Quarterly)

District Parent Advisory Council (Semiannual)

District English Learner Advisory Council (Quarterly)

Workforce Site Parent Meetings (2 times a year at each of the 6 sites)

Workforce Website (<https://workforce.kernhigh.org>)

Annual Parent, Student, Certificated, and Classified Staff Surveys on School Climate and Instructional Program

*Specific groups that met are listed below:

- Workforce Governance Council (ongoing)
- Workforce Site Coordinators (ongoing)
- Workforce School Site English Learner Advisory Council (ELAC) (August 27)
- Workforce Certificated Faculty (August 4)
- Workforce Classified Intervention Team (August 7)
- 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 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 area (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
- Classified Association (On-going)
- Special Education Parent/Management Advisory (April 17)

- 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)
- Workforce and 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)
 - District Comprehensive Sites
- Additionally, Workforce and the KHSD conducted surveys with various stakeholder groups:
- Workforce Parent Survey (Aug 2020): 127 responses (English 102, Spanish 25)
 - Workforce staff members spent over 25 hours making phone calls to Workforce parents and guardians soliciting their input regarding distance learning, health and safety and other topics related to the continuity plan. Parents who had not completed the online survey, answered the survey questions over the phone.
 - KHSD Staff Survey (June 2020): 2,964 responses (1,776 certificated staff, 185 certificate/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 are not physically open to the public, they continue 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.]

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

The overarching theme from all stakeholders was the safety of the students and staff and the ability of all students to thrive academically in the different learning environments. Parents expressed a need for support technology in a distance learning paradigm and voiced their desire for relevant and appropriately-rigorous instruction. Workforce embraced stakeholders' suggestions and comments and the influence of stakeholder input and feedback can be found throughout the Workforce Learning Continuity and Attendance Plan:

Continuity of Learning

- In-Person Instructional Offerings
- 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.

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

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

As a result of this feedback, Workforce will continue to support students in Math and English literacy, as well as continuing to support students behavioral needs through a strong MTSS framework. Workforce will continue to engage community and parents in the process of assisting student progress. Workforce will provide additional supports in the following areas:

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 promote 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.

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.]

Workforce 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 is considering moving to a hybrid learning model or in-person instruction. Because Workforce does not experience the same limitations of instructional space and student populations density, Workforce will consider a return to 100% in-person instruction with reduced class sizes and increased course offerings to maintain social distancing. Workforce's natural program structure segments the whole

student population into 6 cohorts with 65-120 students attending class at each of the 6 Workforce sites. Naturally, each cohort has access to separate cafeteria, and classroom spaces.

WORKFORCE BELL SCHEDULE

PERIOD 1 & 2 Academic Support 3:15 pm – 3:45 pm

Class time 3:45 pm – 5:45 pm

15 Minute Break 5:45 pm – 6:00 pm

PERIOD 3 & 4 Class time 6:00 pm – 8:00 pm

Academic Support 8:00 pm – 8:30 pm

Workforce and 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 level 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 do not 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, Workforce 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. 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, 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. Please refer to CDC Symptoms as the list continues to be updated with more information about COVID-19. Please 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 (check temperature to ensure temperatures below 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.

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

- Each Workforce site 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 will be limited.
- Workforce will be implementing 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.
- Workforce classrooms will be configured 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 able for students as needed. The use of shared supplies or equipment will be minimized, and items will be cleaned and disinfected between each use.
- Every campus will be cleaned and disinfected 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.
- Workforce will have 1 lunch period, 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, if applicable. 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 in compliance with CDC/state guidelines, monitor symptoms, and test if necessary; cleaning and disinfecting facilities with risk of exposure; and working with Kern County Public Health on tracing and communication with the public and possible school closure.

PPE/Health and safety supplies

- 3-ply cloth face masks
- 3-ply surgical face masks
- Face shields
- Safety goggles
- Safety glasses
- 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]

Description	Total Funds	Contributing
Increased course sections by 20% to increase class size reduction, thereby improving social distancing	\$130,000	Yes
Workforce has allocated 5 intervention class sections for students who need additional support in English and math – e.g. Foundations in Math, Pre-Access/Access literacy classes, and workplace communication classes that support at risk grade 11-12 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.	\$102,000	Yes
Workforce 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, Workforce will take the following actions:	\$15,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • retain STAR Renaissance contracts to continue to test and monitor the progress of all students in all grades, 11-12 <p>The test diagnoses reading and math levels, as well as provides on-going assessment for appropriate and effective instructional intervention.</p>		
<p>Workforce 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 <p>The action is being provided on an LEA-wide basis and will also benefit all students, with emphasis for our low-income, ELs and FY.</p>	\$89,000	Yes
<p>Workforce 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 Development course that provides career exploration, long-term educational and career planning • providing Naviance, a college/career readiness program to be used as a complementary resource to Career Development program and to be integrated into the 11-12 curriculum • maintaining Career Technical Education (CTE) courses as well as facilitating concurrent enrollment at the Regional Occupation Center (ROC), the new Career Technical Education Center (CTEC) to guide students into career pathways that will lead them into college and/or career. CTE programs teach students job-readiness skills and provide industry-specific training on equipment that is also industry specific • providing funding to maintain Core Internship, a career-development program that includes paid work experience for the student 	\$386,756	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> maintaining Site Counselors to promote and oversee the “increase and improvement” of services to unduplicated students, including quarterly transcript review and education planning and the facilitation of college and career exploration 		
Preparation and implementation of health and safety protocols and protective measures, including the procurement of equipment and supplies, additional custodial hours for disinfection for a safe transition back to an in-person learning environment.	\$47,000	No

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, Workforce will utilize 150-minute blocks with 2 classes meeting daily on a rotating basis

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

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.

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. Technical support hours are extended for Workforce parents, staff and students until 7:30 p.m.

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.]

Workforce is committed to providing the technology tools and training and support for staff and students 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 their 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 additional Chromebooks with a large screen and webcam for their 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 Workforce website is linked to the KHSD website which 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. Links to the KHSD website are available from the Workforce website.

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 mail, automated all-calls, school website, 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.

The Student Technology Tools:

- 480 Chromebooks available immediately
- 88 hotspots available immediately
- Rosetta Stone language program licenses for level 1 and 2 English Learners (EL)
- Headphones with microphones for EL students

Staff Technology Tools:

- Microsoft Surfaces with built in cameras ordered
- Canvas Learning Management System (LMS)
- 150 KHSD courses for Canvas LMS
- 10 additional Workforce courses for Canvas
- EduPoint integration of Synergy with Canvas
- Google Apps for Educators
- ZOOM (integrated with Synergy)
- Microsoft Teams
- Screencastify

Student and Staff Technology Tools:

- Single sign-in for devices, Canvas, Google, and office.com
- 12 Workforce cell phones with call forwarding capability to improve access to Workforce site coordinators.
- 12 Microsoft Surface Pro devices to improve Workforce site coordinator accessibility, and communication with parents and students.
- Hotspots were distributed to any students who did not have access to internet connectivity during 3 device checkout days at each Workforce site. Chromebooks were also available for checkout on these days.
- Informational Technology technical support evening hours available to Workforce teachers and students, Call 1-833-827-2855; Email StudentSupport@kernhigh.org
- Between Spring 2020 and August 2020, KHSD Informational and Technology technical support have fielded 8,603 emails, 1,746 calls and 4,556 help desk requests.

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 their instruction in a distance learning environment, their 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 with 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.

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.]

Workforce and 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 technical issues and questions. Between Spring 2020 and August 2020, 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)
- TCI: 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, Workforce and KHSD offer a wide array of professional development options throughout the school year and has added to offerings to assist staff with the transition to distance learning. Available professional development opportunities, webinars, and tutorials include:

- IXL (math remediation and practice online curriculum)
- Membean (Vocabulary development)
- Actively Learn (Informational texts - reading and writing)
- Emerge by Rubin Education (workplace communication tools)
- 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.com
- 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 Workforce 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 Workforce 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. Workforce staff will be available via email, phone and other online platforms including Canvas, Google Hangout/Meet, Zoom, and Microsoft Teams.

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 in-person environment, Workforce 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, Workforce will provide regularly scheduled online tutoring in a variety of academic subject areas with college tutors for all Workforce 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.

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 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 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.

Workforce continues to offer career technical education (CTE) classes whether students are engaged in a distance learning, hybrid, or in-person learning environment. 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, and 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]

Description	Total Funds	Contributing
<p>Workforce will provide technology resources and tools for all students and staff to be successful in a distance learning environment. Workforce will continue to provide technology to support and enhance learning through internet connectivity and devices and programs that promote student engagement.</p> <ul style="list-style-type: none"> • increasing device access and connectivity, including: • 12 Workforce cell phones for site coordinators with call forwarding capability to improve student access to Workforce site coordinators. • 12 Microsoft Surface Pro devices to improve Workforce site coordinator accessibility, and communication with parents and students. • supporting the use of instructional technologies • software procurement (Emerge, Membean, Ramsey Education, MindTap, My10YearPlan etc.) and integration • eBooks 	\$89,000	Yes
<p>Workforce funded summer and fall curriculum teams in Theatre, Career Development, Biology, Contemporary Issues, Business Communications, Math, English, Pre-Access/Access literacy,</p>	\$23,600	Yes
<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>	\$77,000	Yes
<p>Workforce will support teachers in the utilization of site level technology, student devices, and software programs to enhance student engagement and learning. Workforce will fund extended evening helpdesk and tech support hours for unduplicated students, their parents as well as Workforce staff in the form of 1 Software Technician accessible through a designated hotline or by email.</p>	\$26,000	Yes
<p>Workforce 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"> • 1 School Social Worker 	\$311,000	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • 5 Interventionists • 5 counselors <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.</p>		

Pupil Learning Loss

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

Workforce 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 31 through September 11, 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 4 assessment windows to select.

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.]

Workforce staff continue to collaborate to address student learning loss and accelerate learning progress for students. Workforce continues to work as a PLC with subject area 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 do not learn? How will we respond if they already know it? Guided by these questions, KHSD TOSAs for English, ELD, math, science, social studies, and Canvas will continue to provide support and guidance to Workforce teachers and PLC's 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, Workforce will continue to utilize STAR Renaissance to assess student reading and math levels with students being assessed at least three times annually. Workforce's literacy committee will continue to promote, implement, and refine the literacy plans created under the guidance and support of literacy

expert, Dr. Jill Hamilton-Bunch, and including in the Workforce CSI action plan for school improvement. Apex continues to be a means of remediation and credit recovery for all Workforce students.

In a distance learning and in-person environment, Workforce 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. "In class" tutoring will be available to students who need additional support in course subject areas (English, Math, Science and Social Studies).

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. Workforce 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.

Through the District's FY and homeless liaison, Workforce continues to work with local community partners including Y2L and KCSOS. Y2L provides mentoring through regular meetings and 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. Workforce Social Work 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
Workforce will continue to provide 5 full-time counselors and 2 to “increase and improve” services to unduplicated students. Focus of services may include education planning, ROC/CTEC enrollment and progress monitoring	\$80,000	Yes
<p>Workforce will provide support for truancy prevention, intervention and monitoring for chronic absenteeism, positive behavioral interventions, MTSS, parent engagement and support, and technology support.</p> <ul style="list-style-type: none"> • 6 classified interventionist positions 	\$60,000	Yes
Workforce will continue to support 10 portable libraries to increase access to relevant, high-interest books for all students.	\$5,500	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.]

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. Workforce’s intervention team consists of (5) interventionists, with 1 to be hired (1), social worker (5) counselors working with their stakeholders to enhance and support students and staff to provide a comprehensive, multifaceted, and integrated school-community intervention for staff and students.

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

Workforce 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, biopsychosocial needs, etc.)
- Working to deploy assets for relief and support, as needed, inter-agency 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

All Workforce students have access to a School Social Worker, School Guidance Counselors, and KHSD School Psychologists and School Mental Health Clinicians. These mental health professionals and counselors work with students, families, staff, and inter-agency partners to assess and support mental health challenges that may arise from, 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.

Interventionists:

- 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 (via district-approved platforms)/in-person (as appropriate and when applicable)
- 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

Social Worker:

- 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)
- Direct services to students to fulfill intervention recommendations via Microsoft Teams or phone using Google Voice or Workforce cell phones.
- 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 Forms

Pupil and Family Engagement and Outreach

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

In 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, Workforce, 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 "day-specific" 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.

Workforce staff will make contact with the students and family to see what is preventing the student from attending. If Workforce staff 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

- Parent/Student conference
- School site truancy clerk 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 and site truancy teams if the student cannot be located

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. Depending on potential waivers by the United States Department of Agriculture (USDA), 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. In order to limit the amount of trips families have to take to school and to limit potential COVID exposure and gatherings, meals will be served 5 days a week, Monday to Friday from 1:00 to 2:30 p.m.

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 kitchen and serving line
- 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
Mental Health and Social and Emotional Well-Being	Workforce will maintain to provide teaching sections and instructional resources for the Personal Development course which focuses on character education, specifically the school's core virtues of Humility, Hunger and People Smarts, as part of the Tier 1 MTSS plan.	\$70,000	Yes
In-Person Instructional Offerings	Workforce will maintain career readiness certification in CPR/FIRST aid and Food Handling as part of our mission to produce graduates who are workplace ready. These certification opportunities are embedded in applicable courses. These certifications are also reflected in the California Dashboard's college and career indicator.	\$15,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Workforce will maintain 6 Parent & Family Centers with extended evening operating hours that are designed to provide Workforce Parents/Guardians with opportunities for	\$22,000	Yes

Section	Description	Total Funds	Contributing
	<p>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 		
Mental Health and Social and Emotional Well-Being	<p>Workforce will maintain funding for 3 Kern High School District police officers to patrol and respond to incidents in both the metro area and at Arvin Workforce and respond to school site and student related incidents and needs including, but not limited to the following:</p> <ul style="list-style-type: none"> • facilitating communication and service for mental health evaluations and treatment for students with suicidal ideation, • responding to incidents of substance abuse • responding to other incidents related to safety and security of KHSD staff, students, and property. • assist the Workforce Truancy team with home visits, when needed. 	\$164,400	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.27%	\$1,090,384

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.]

Workforce's 2019-20 enrollment of unduplicated students was 89.4%. The high unduplicated student count, means students who are at risk and living below the poverty line attend school at all six Workforce sites; 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, a principal need continually expressed by all KHSD stakeholders. Nearly \$72,000 has been allocated to maintain intervention courses for students who need additional support, especially in English and math classes for at risk students in grades 11-12. 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). Workforce parents have expressed a need for "real-world" skills in career-technical education and soft skills. specifically spoke to the need for increasing CTE courses in order to balance college readiness with career readiness. Finally, a significant amount of funding (over \$416,000) has been allocated to implement and sustain the multi-tiered system of supports of (MTSS) to meet the social-emotional needs of students. Though the aforementioned expenditures benefit all students in Workforce, they are specifically targeted for the 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.]

Workforce 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 \$1,745,256. 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: \$130,000
- * Intervention sections and resources/materials: \$102,000
- * STAR Renaissance: \$15,000
- * Professional development: \$89,000
- * College and career readiness: \$386,756

Distance Learning Actions

- * Technology devices and software: \$89,000
- * PLC teams: \$23,600
- * Apex: \$77,000
- * IST tech support extended hours & devices: \$26,000
- * MTSS: \$311,000

Pupil Learning Loss

- * Portable library: \$5,500
- * College tutors: \$80,000
- * Interventionists: \$60,000
- * Academic Counselors: \$80,000

Additional Actions

- * Career Readiness certification: \$15,000
- * Health and Safety Protocols: \$70,000
- * Parent Centers and Parent Education: \$22,000



**WORKFORCE ACADEMY
DISTANCE LEARNING BELL SCHEDULE**

WORKFORCE BELL SCHEDULE		
PERIOD 1 & 2	Academic Support	3:15 pm – 3:45 pm
	Class time	3:45 pm – 5:45 pm
	15 Minute Break	5:45 pm – 6:00 pm
PERIOD 3 & 4	Class time	6:00 pm – 8:00 pm
	Academic Support	8:00 pm – 8:30 pm
*Please see the Workforce Student Attendance Calendar for the block schedule		