


# Keiller Leadership Academy
# DISTANCE LEARNING PLAN
# APRIL 2020

## Transition to Distance Learning

**A. Continued Learning Opportunities**
Upon school closure on March 16, teachers prepared transitional packets for our students in conjunction with Spring Break packets. Upper grade teachers immediately increased the usage of Google Classroom to communicate with and offer work to students. Secondary teachers continued their use of Google Classroom and online curriculums. Synchronous lessons began on April 8th using Zoom and Google Meet in every grade level. Additional online technologies are being utilized by teachers to increase engagement including Loom, Flipgrid, Seesaw and Pear Deck.

**B. Issuance of Technology**
All secondary students were issued a laptop at the beginning of the year. They took these home with them on March 13th. Any student who did not have one on that date or needed chargers or replacements were given the opportunity to come pick up needed technology on designated days. School laptops were issued to Gr. 3, 4, 5 during an initial distribution after school closure. Additional laptops were issued to Gr. 2 and a few Gr. 1 students during our second distribution. Students in grades 3, 4 and 5 were also offered another opportunity to obtain a school-issued laptop. All laptop check-outs have been recorded in a log.

**C. Parent Communication**
Teachers communicated with parents through Class Dojo, email, and phone to connect with them to inform them about the learning opportunities available to them during the initial phase of school closure. Teachers and staff reached out to parents to determine device and internet availability in each household. See Distance Learning Communication Log (primary) and the Home Base Communication Log (secondary). Constant Contact and Auto-Dialer messages were sent on multiple occasions informing parents regarding technology access, official distance learning start date and additional resources. Notification of the use of video conferencing platforms (Google Meet and Zoom) to conduct distance learning were also sent. See Google Meet/Zoom Letter to Parents

**D. Distance Learning Website**
KLA added a Distance Learning website to its home page (www.mykla.org) for parents to access information.

**E. Remote Technology Support**
KLA created an avenue to request Tech Support via email: parentsupport@mykla.org Parents were provided information to download the Go Guardian parent app to monitor their child's online usage.

**F. Social-Emotional Home-School Connection**
In primary, CARE Teams have been created to establish and maintain home-school connection with students and families. CARE Team Leads are responsible for checking

in weekly with students and their families offering and providing support where needed. Counseling support will continue to be available for students and families by the Primary Counselor. In secondary, each student is assigned a Home Base Teacher. These teachers conference with the students on their caseload once a week to go over their learning log and help students. They also assess any issues the student or family is having with distance learning and refer them to the appropriate school personnel. The secondary counselor is available and is meeting with student groups in the afternoons.

## Meeting the needs of English learners, foster youth and low-income students

**English Learners:** All English learners are receiving integrated ELD during content instruction and designated instruction in a small group setting anywhere from 1-3 times per week depending on grade level. Newcomer EL's and other EL's needing extra support are provided additional intervention times during the afternoons. The EL coordinator has provided professional development to all teaching staff on ELD during Distance Learning under the guidance given by state and county offices of education.

**Foster Youth:** KLA's Counseling Team will conduct home visits to all foster youth. The counseling team will monitor foster youth progress (academically and social emotionally) closely by checking in with them, and offering support as needed.

**Low-Income Students:** More than 80% of KLA's students are low-income. The KLA website provides information on where to obtain healthy meals. KLA provides computers for all of our students (Kinder and first grade to receive them May 8-15th). KLA provides information to parents on how to obtain free internet. Because low-income students face other difficulties, KLA has created systems of support to ensure students are physically, mentally and cared for. Our Attendance Team, Care Team and Home base teachers reach out to all students on a weekly basis and check in with students. Any physical concerns are referred to our tech team or outside resources as necessary. Any social emotional needs are referred to our three counselors. Finally, any difficulties with academic work is referred to our Academic Support team. KLA is continuing to provide enrichment and electives during the Covid-19 school closure to ensure low-income students have access to a broad range of courses. Additionally scheduled small group and 1-1 tutoring sessions allow for tier II and tier III interventions to continue during distance learning.

## Delivering High-Quality Distance Learning Opportunities

### A. Synchronous Learning Structures

In Primary, core content instruction will consist of Language Arts, Mathematics, Science and ELD.

KLA Primary students will continue to have access to Enrichment classes through once

weekly synchronous meetings. Teachers will use Google Meet or Zoom platforms to meet daily with students for live lessons. Instruction will take place in both whole and small group settings. Students will typically meet with the teacher twice per day; once in a whole group setting and once daily in a smaller group setting.

# Schedule

Week 1 of our Distance Learning schedule

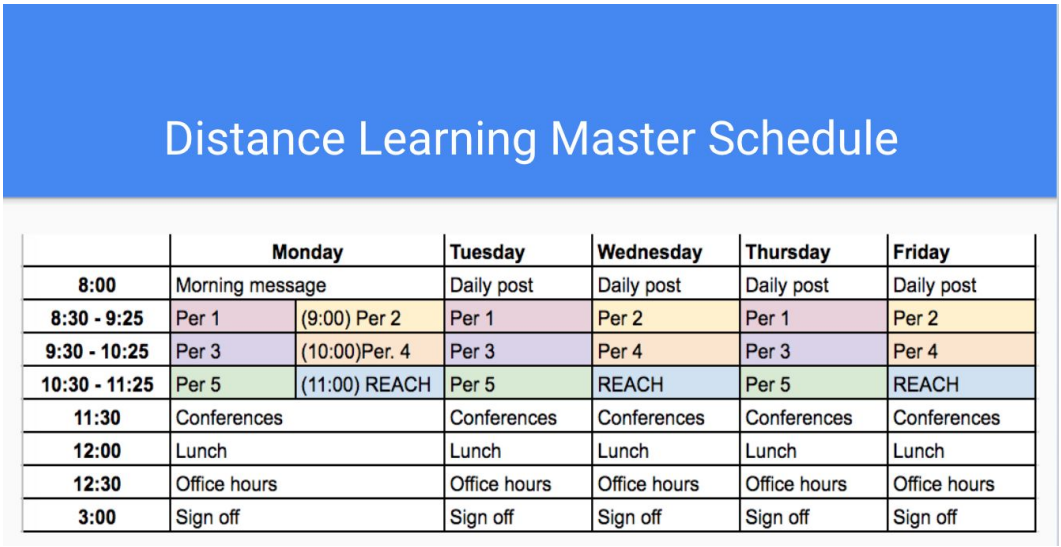
| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 7:30 | Morning Message | | | | |
| 7:30-8:00 | Roach Office Hours (Go Guardian) | Roach Office Hours (Go Guardian) | Roach Office Hours (Go Guardian) | Roach Office Hours (Go Guardian) | Roach Office Hours (Go Guardian) |
| 7:30-8:30 | Thornton Office Hours (Go Guardian) | Thornton Office Hours (Go Guardian) | Thornton Office Hours (Go Guardian) | Thornton Office Hours (Go Guardian) | Thornton Office Hours (Go Guardian) |
| 7:30-8:30 | Vasquez Office Hours (Go Guardian) | Vasquez Office Hours (Go Guardian) | Vasquez Office Hours (Go Guardian) | Vasquez Office Hours (Go Guardian) | Vasquez Office Hours (Go Guardian) |
| 8:00-8:30 | Rude Morning Meeting | Rude Morning Meeting | Rude Morning Meeting | Rude Morning Meeting | Rude Morning Meeting |
| 8:00-8:30 | Sherman Morning Meeting | Sherman Morning Meeting | Sherman Morning Meeting | Sherman Morning Meeting | Sherman Morning Meeting |
| 8:15-8:50 | Dambach Morning Meeting | Dambach Morning Meeting | Dambach Morning Meeting | Dambach Morning Meeting | Dambach Morning Meeting |
| 8:15-8:45 | Budde Morning Meeting | Budde Morning Meeting | Budde Morning Meeting | Budde Morning Meeting | Budde Morning Meeting |
| 8:30-8:45 | Olson Morning Meeting | Olson Morning Meeting | Olson Morning Meeting | Olson Morning Meeting | Olson Morning Meeting |
| 8:30-8:45 | Lubeski Morning Meeting | Lubeski Morning Meeting | Lubeski Morning Meeting | Lubeski Morning Meeting | Lubeski Morning Meeting |
| 8:30-8:45 | Burke Morning Meeting | Burke Morning Meeting | Burke Morning Meeting | Burke Morning Meeting | Burke Morning Meeting |
| 8:30-9:20 | Sayabouapheth Virtual Circle/Expectation Lesson | Sayabouapheth Virtual Circle/Expectation Lesson | Sayabouapheth Virtual Circle/Expectation Lesson | Sayabouapheth Virtual Circle/Expectation Lesson | Sayabouapheth Virtual Circle/Expectation Lesson |
| 8:30-8:55 | Rude Reading Group #1 | Rude Reading Group #2 | Rude Reading Group #1 | Rude Reading Group #2 | Rude Reading Group #1 |
| 8:30-8:55 | Acosta ELA Red Group | Acosta ELA Red Group | Acosta SPED | Acosta ELA Red Group | Acosta ELA Red Group |
| 8:30-9:00 | Roach Morning Meeting | Roach Morning Meeting | Roach Morning Meeting | Roach Morning Meeting | Roach Morning Meeting |
| 8:30-9:00 | Thornton Morning Meeting | Thornton Morning Meeting | Thornton Morning Meeting | Thornton Morning Meeting | Thornton Morning Meeting |
| 8:30-9:00 | Vasquez Morning Meeting | Vasquez Morning Meeting | Vasquez Morning Meeting | Vasquez Morning Meeting | Vasquez Morning Meeting |
| 8:30-9:00 | Crookshanks Morning Meeting | Crookshanks Morning Meeting | Crookshanks Morning Meeting | Crookshanks Morning Meeting | Crookshanks Morning Meeting |
| 8:30-9:00 | Dawson Morning Meeting | Dawson Morning Meeting | Dawson Morning Meeting | Dawson Morning Meeting | Dawson Morning Meeting |
| 8:45-9:15 | Olson ELA Gold Group | Olson ELA Red Group | Olson Blue Group | Olson Green Group | Olson Orange Group |

Week 2 schedule

To address the multiple issues that arose from our initial guidance, we will transition during Week 2:

| Time | Monday (ELA focus) | Tuesday (Math focus) | Wednesday (Science focus & Re-teach groups) | Thursday (ELA focus) | Friday (Math focus) |
|---|---|---|---|---|---|
| 7:30-8:15 | Grade Level Collab F<br>Prep or OH for all other grade levels | Grade Level Collab A<br>Prep or OH for all other grade levels | Grade Level Collab B<br>Prep for all other grade levels | All-Staff Meeting | Grade Level Collab C<br>Prep for all other grade levels |
| | OT (AM availability only) | | | | |
| 8:15-8:45 | Gr. K, 1, 2 Morning Meeting | Gr. K, 1, 2 Morning Meeting | Gr. K, 1, 2 Morning Meeting | Gr. K, 1, 2 Morning Meeting | Gr. K, 1, 2 Morning Meeting |
| 8:45-9:15 | Gr. 3, 4, 5 Morning Meeting | Gr. 3, 4, 5 Morning Meeting | Gr. 3, 4, 5 Morning Meeting | Gr. 3, 4, 5 Morning Meeting | Gr. 3, 4, 5 Morning Meeting |
| 9:15-9:45 | | Gr. K.1, 2 dELD | Gr. K.1, 2 dELD | Gr. K.1, 2 dELD | |
| 10:00-10:30 | | Gr. 3, 4, 5 dELD | Gr. 3, 4, 5 dELD | Gr. 3, 4, 5 dELD | |
| 10:30-11:15 | SPED | SPED | SPED | SPED | SPED |
| 11:15 | CARE TEAM CALLS begin | CARE TEAM CALLS begin | CARE TEAM CALLS begin | CARE TEAM CALLS begin | CARE TEAM CALLS begin |
| 12:15-12:45 | Gr. 2 PE | Gr. K<br>Mandarin and Spanish | | | Gr. K<br>Enrichment |
| 12:15-12:45 | SPED | | | | SPED |
| 12:30-1:00 | | Gr. 3 Enrichment | Gr. 3 PE | Gr. 3<br>Mandarin and Spanish | |
| 1:00 | Attendance calls | Attendance calls | Attendance calls | Attendance calls | Attendance calls |
| 12:45-1:15 | Gr. 4 PE | | Counseling (4th Grade) | 12:45-1:30 Grade Level Collab E | Gr. 4 Enrichment & Language |

This will alleviate some challenges with students having to share a device with the staggered times; ensure designated ELD instruction, allow our students to continue to access and receive a holistic education with the modified opportunity to continue Enrichment classes; for streamlined Counseling, SPED and Speech Services
In Secondary, students will attend all their courses via synchronous meetings three times per week via Google Meet and attend at least one conference. Additionally academic, social emotional, or enrichment activities are available in the afternoons.




| | Monday | | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|---|
| **8:00** | Morning message | | Daily post | Daily post | Daily post | Daily post |
| **8:30 - 9:25** | Per 1 | (9:00) Per 2 | Per 1 | Per 2 | Per 1 | Per 2 |
| **9:30 - 10:25** | Per 3 | (10:00)Per. 4 | Per 3 | Per 4 | Per 3 | Per 4 |
| **10:30 - 11:25** | Per 5 | (11:00) REACH | Per 5 | REACH | Per 5 | REACH |
| **11:30** | Conferences | | Conferences | Conferences | Conferences | Conferences |
| **12:00** | Lunch | | Lunch | Lunch | Lunch | Lunch |
| **12:30** | Office hours | | Office hours | Office hours | Office hours | Office hours |
| **3:00** | Sign off | | Sign off | Sign off | Sign off | Sign off |

Teachers will hold daily office hours to support students individually or in small groups.

**B. Asynchronous Learning Structures**
Students in grades TK-2 will access various educational on-line programs for assignments and independent learning. These include but are not limited to Smarty Ants, Zearn and Lexia Core5.

Students in grades 3-5 will access various educational on-line programs for assignments and independent work. These include but are not limited to Achieve 3000, Zearn and Lexia Core5. Students may also have access to paper-pencil work.

Students in grades 6-8 will use online programs which include but are not limited to Amplify science, Amplify ELA, Lexia Power Up, Khan Academy, and IXL

**C. Student Work**
TK-K: Students in Gr. TK-K will initially use Class Dojo to post and collect assignments. They will conduct an eventual transition to Seesaw for teachers to create and send assignments to students and for students to submit their work directly in the platform using multiple means (voice record, video, taking a photo and uploading the work).

Gr. 1-2: Students in Gr. 1, 2 will use Seesaw for teachers to create and send assignments to students and for students to submit their work directly in the platform

using multiple means (voice record, video, taking a photo and uploading the work).

Gr. 3-8: Students in Gr. 3-8 will use Google Classroom to obtain assignments and submit work.

**D. Students without a device**
Every effort will be made to issue a student a device in all grades.
Additional devices have been ordered to offer a device to students in Gr. TK, K, 1.

**E. Attendance**
Students are expected to attend class daily. Attendance is taken daily. A student is considered in attendance when their camera is on, they respond via voice or chat when called upon and are participating in work during class.

A member of the KLA Attendance Team will make contact with the parents of students not attending. All attendance data including information from these calls is recorded in a spreadsheet titled Attendance Log 2019-2020 as well as formally recorded in Illuminate.

**F. Grading**
Following California Department of Education's stance on "doing no harm" to students, our grading policies will be as follows:

Primary:
- Students will not earn a grade lower than what they had prior to school closure.
- Students will have the opportunity to improve their grades.
- Students will not be penalized for missing or late work.
- Formative assessments will be used frequently to monitor student progress.
- Formal assessments will be used formatively to provide support and feedback to the student.

Teacher reporting of student progress will consist of:
- Use of current standards-based and ELD report cards
- Indicating with N/A if a standard was not covered during the timeframe of Distance Learning lessons (due to modified scope and sequence)
- Indicate with "I" (insufficient) if standard was covered, but little or no work was submitted
- Brief narrative on the student's progression during Distance Learning

A student's overall proficiency level will be determined by the following:
- Performance on teacher-created assignments, activities and informal assessments
- Participation in distance learning activities

Secondary:
Turning in work is a non-negotiable- All students WILL turn in all work. Students who

have missing assignments for core classes will be referred to the following people for work completion tutoring during office hours:

- Ms. V. Loke and/or Ms. Kang for Humanities
- Mrs. Torres and/or Mr. Jacobo for Math
- Mrs. Sartain for Science

*Academic Grading:*

- We will continue to use the Illuminate Grade book for entering grades.
- Students will pick up from where they left off with the grade they were earning on March 13th.
- Students shall earn no less than 80% for completed work turned in. This will ensure that a student's end semester grade will not be lower than what they were already earning on March 13th- with the exception of students who were earning an A.
- Students will understand that the value of education should drive their motivation to learn and not grades.

*Citizenship Grading:*

- The REACH values should still drive Citizenship grades.
- Attendance will be heavily weighed- with the exception that not all students will be accessible within the first two weeks- but this decision should be validated by our Attendance Clerk, Mrs. Espinoza.
- Students will understand that Citizenship is about making good decisions even when no one is watching.

**G. Students with Special Needs:**

KLA will hold an IEP amendment meeting for all students with IEPs to reflect the temporary educational setting and provision of services.

KLA will continue to provide educational opportunities to the general student population during a school closure. As a result, KLA will ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4,104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs,LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504))

Once the regular school session resumes, KLA will make individualized determinations, in collaboration with the IEP team, regarding whether or not compensatory education and services may be needed for a student. Educational needs can be measured by assessing whether or not the student continued making progress in the general education curriculum, or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any regression occurred during the period of school site closure.

**H. Student Distance Learning Expectations**

- Cameras are expected to be on unless you are asked to turn them off.
- All microphones are muted unless the teacher calls on you.
- When you are finished speaking, mute your mic.
- When asked, turn off your video without asking why. There may be something distracting going on behind you, or the teacher may simply want to have all students focused on what the teacher is doing.
- If you get disconnected for some reason, simply reconnect quietly and without comment.
- If in a group chat, do not engage in side conversations that distract the rest of the students. When the teacher gives a signal, stop typing immediately and do not type again until you have instructions from the teacher to do so.
- Keep in mind that parents may be looking over the shoulder of one of your classmates, so if you don't want an adult seeing what you are doing, don't do it!
- Review what content is appropriate to post in a chat.

## Providing School Meals/Maintaining Social Distancing Practices

San Diego Unified Food and Nutrition Services will be conducting a drive thru / walk-up distribution of daily prepared meals, free of charge. There will be no congregate feeding; all food is to be taken and consumed offsite. See social distancing guidelines to stay safe. For pre- cooked frozen meals, see our frozen foods information sheet.

Meal distribution times for all locations will be from Monday through Friday, 11:00 a.m. to 1:00 p.m. Starting the week of April 20, the district will launch the "7 Meals in 5 Days Plan," which expands grab-and-go meal distribution to help cover student nutrition needs over weekends. The district will distribute one extra breakfast and one extra lunch on each Thursday and Friday of the week. That allows each child to receive two breakfasts and two lunches on these days. Nearby locations include: O' Farrell Charter School - 6130 Skyline Dr, San Diego, CA 92114 Porter Elementary North - 445 S 47th St, San Diego, CA 92113 Encanto Elementary School, 822 65th St, San Diego, CA 92114

## Supervision of Students During Ordinary School Hours

Currently the KLA school site is closed to entry by order of San Diego Unified School District, KLA's authorizer and landlord. KLA core instruction takes place beginning at 8:15 until 11:30. Lunch is from 11:30-12:00. From 12:00-3:00 students attend office hours, conferences, intervention groups, counseling groups and enrichment activities. From 3:00-6:00 our After school program hosts online crafts, games and activities which all KLA students are welcome to attend.
For childcare options parents can contact:

- Resource and referral (R&R) statewide consumer education hotline at 1-800-KIDS-793 or go to the website at https://rrnetwork.org/ and

https://rrnetwork.org/family-services/find-child-care for child care referrals.

- Contact your Regional Community Care Licensing (CCL) office, which may have a list of facilities and/or providers that can serve children at this time.
- A listing of offices can be found at https://www.cdss.ca.gov/Portals/9/CCLD/Community%20Care%20Licensing%20Division%20Child%20Care%20Offices.pdf.