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.]

COVID -19 has caused KLA to discontinue On-Site learning and to use a Distance Learning program to educate and support students. The impact has caused all students to remain at home and attend virtual classes from their homes. KLA has supported parents in acquiring internet access, technology equipment and providing appropriate learning materials to the home. KLA staff have modified their normal daily responsibilities and tasks and adapted to the Distance Learning program by using technology and virtual media for instruction, attendance, counseling and social emotional support. Many students at KLA are low income and about 40% are English learners. Because of Covid-19 many of these students have experienced learning loss. KLA uses the district for food services and has discontinued breakfast and lunch On Site but supports a breakfast and lunch pick up program for all of our students.

Stakeholder Engagement

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

KLA prominently posted a draft of the Learning Continuity Plan on its website on August 18th. The plan and the feedback form were posted in both English and Spanish. A Constant Contact email went out to all stakeholders in English and Spanish informing them of the posting, the call for feedback and about the Public Hearing date and link to join. On August 19th, the SSC reviewed the plan and gave feedback. On August 20th the ELAC was introduced to the plan and its structure in Spanish. They were shown the parts that applied to English learners, where the feedback form was located on the website and invited to the Public Hearing. The public hearing was held during the board meeting on August 25th at 4:30 PM. The board approval meeting is scheduled for September 8th.

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

Stakeholders had the option to join via Google Meet or join by phone to all meetings.

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

Feedback provided by stakeholder groups is as follows:
SSC- Revisions to roles and responsibilities for the Wellness team, make the minutes in secondary more transparent and to match the primary formatting, change lunch distribution location and times, add construction costs of the isolation room
ELAC- ELAC had no specific feedback at that time
Public Hearing: How mental health of staff would be accounted for needed to be added, complete the section A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required needed completed, spending amounts needed to be added. A parent asked how they can find out about getting a wifi hotspot.

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

Descriptions of the Wellness Team
Lunch services
Secondary instructional minutes
Description of unduplicated services
Cost of the isolation room construction

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.]

Keiller Leadership Academy plans to reopen for on-site instruction as soon as state and local metrics are met. This will also align with when the district reopens. To adhere to all CDC and state guidelines, KLA will work with hyflex scheduling where only a part of the students are on campus at a time while others are in distance learning. Additionally there will be staggered start times to ensure proper Covid screening questions and temperature checks can be performed. The complete reponeing plan can be found on our website at mykla.org under KLA's Safety Reopening Plan. The schedules for both schools are as follows:

In KLA Primary, students will receive instructional support in whole group, small group and individual settings. Students who have experienced significant learning loss will be placed in intervention WIN groups. Instructional assistants and other auxiliary instructional support staff (i.e. Instructional Coaches) will also provide push-in support for students. Curriculum with built-in intervention support will be used to address instructional gaps.
In KLA Secondary, students will receive instructional support during REACH class, as well as, zero period, z period and after school small group instruction provided by instructional assistants, support staff and teachers.

KLA Secondary's Master Schedule
Houses
Based on:
1) Learning Plan (On-Site, Distance Learning, Blended)
2) Special Programming (SPED, ELD);
3) Course selection (Electives, Accelerated Math)
4) Siblings at KLA (Primary and/or Secondary).
Students will travel with their house throughout the day.
3 Houses consist of students participating in On-Site learning and students participating in Distance Learning.
1 House consists of students participating in Blended Learning- where students rotate onsite for 2 days a week (either Mondays and Tuesdays or Thursdays and Fridays).

Hyflex Learning (HyFlex gives students the option of attending in the classroom, participating online, or doing both.)
Within each house are 2 groups
1) students who are participating in On-Site learning
2) students who are participating in Distance Learning.
Student Cohorts
Each cohort will consist of 12-15 students based on his/her learning plan (On-Site; Distance Learning; Blended Learning).

Staggered Start, Lunch, and Dismissal times
There are 4 soft start times per house: 7:30; 8:00; 8:15; 8:30. Staggered Lunch times per house are: 11:00; 11:30; 11:45; 12:00. Staggered Dismissal times per house are: 2:15; 2:45; 3:00; 3:15.

Weekly Schedule of Instruction
Mondays, Tuesdays, Thursdays, and Fridays full days of instruction (see HyFlex schedule for bell schedule). All students participate in HyFlex learning.
Wednesdays are minimum days (see Minimum Day schedule for bell schedule). All students participate in Distance Learning.
Students who are participating in On-Site learning will do Distance Learning in their REACH class.

The tables below show the sample schedule for primary and secondary.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	3,000	No
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	600	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	3,594	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	4,160	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	6,000	No

Description	Total Funds	Contributing
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.	760	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	500	No
Construction costs of the isolation room	2,500	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.]

All students will connect to daily, live instruction through Google Meet.
Secondary will follow the same bell schedule as in person learning.
Primary will follow a distance learning schedule provided below.

Google Classroom will serve as the learning management system for teachers to communicate with students and parents with links to connect on-line and to assign and submit evidence of learning products.

Dedicated time for small group or 1:1 support will occur daily either through WIN (What I Need), STAAR (Students Taking Academic Action and Responsibility, conference times, REACH classes, Wednesday groups, Zero period, and Z period.

Below is a chart that shows the instructional resources for distance learning.

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.]

All students in grades TK-8 will be issued a device to access Distance Learning the week prior to school opening. Families will be reached via email and phone depending on circumstances. Technology support will be provided by the Care Team, the Parent Liaison and the Technology Coordinator. The Care Team and Parent Liaison will also provide support and resources to families in unique circumstances by assessing and meeting that family's individual needs.

Transitional Kindergarten/Kindergarten: Tablets
Grades 1, 2, 3, 4, 5, 6, 7, 8: Chromebooks

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.]

Daily attendance for each class will be taken. Student work participation will be collected in the form of Weekly Work Plans that outline all of the evidence of participation and understanding for the week.

This chart shows the minutes students will spend in each class by grade level.

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.]

This table shows all the professional development completed or planned for KLA to implement distance learning.

Staff Roles and Responsibilities

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

Teachers- Prepare for and execute distance and hybrid learning.

CARE Teams- teachers, instructional assistants, instructional coaches, counselor and education specialist and any additional auxiliary staff as needed. CARE Team Leads are responsible for checking in weekly with students and their families offering and providing academic or other support where needed.

Wellness Team- Counselors, Education Specialists, Campus Safety and any additional auxiliary staff as needed. The Wellness Team will be responsible for providing mental health and social/emotional supports and resources to students and families as needed. The Wellness team will do home or wellness checks on a case-by-case basis. The Wellness Team will also focus on high needs populations, such as Foster and Homeless youth.

Pandemic Response Committee - Dean of Students, Campus Safety Team, Health Tech, Counselors, Directors, Business Manager, Attendance Clerk, and Extended Day Coordinator. Each committee member participates in discussions in regards to safety measures for staff and students due to COVID-19. Creation and follow through of KLA's Safety Reopening Plan.

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.]

Pupils in Foster Care:
The Wellness team will:
Identify students and families
Create ongoing communication
Provide wellness checks
Provide ongoing support, including equal access to academic and social/emotional resources
Identify and provide access to community resources
Counselors serve as the Foster Youth Liaison

Pupils experiencing Homelessness:
The Wellness team will:
Identify students and families
Create ongoing communication
Provide wellness checks
Provide ongoing support, including equal access to academic and social/emotional resources
Identify and provide access to community resources
Counselors serve as the McKinney/Vento Liaison

English Learners:

Integrated ELD
All student will receive i-ELD in distance learning courses
Teachers will use GLAD strategies during i-ELD
Designated ELD
Primary- 30 minutes daily
Secondary- Daily as part of their schedule and a one and a half hour block on Wednesdays
Teachers and the EL Coordinator will also provide Tier II and III support to English learners during their office hours.

Pupils with exceptional needs:
Student support team will be:
providing ongoing communication with families (virtually and home visits when appropriate)
Facilitating additional academic support after school hours(small group or individual)
Scheduling wellness check-ins (counseling support as needed)
Amending IEP's to provide up to date services
Providing the full continuum of services (Adaptive Physical Education, Occupational Therapy, Speech and Language, physical Therapy, Vision Therapy, Specialized Academic instruction, counseling and guidance) provided virtually (in-person if possible)
Providing support for mental health in collaboration with the wellness team
School Psychologist 40% supporting Keiller in assessing students for initial, triennial and annual assessments (in person when possible).
Supporting the SST process and providing mental health guidance and support

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

Description	Total Funds	Contributing
Devices: Chromebooks or tablets made available for all students to access distance learning at home. This is especially important for our unduplicated pupils.	35,784	Yes
ELD Program: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer groups, and supplemental curriculum.	10,185	Yes
Additional Technology to Support Distance Learning: Huddle Cams for staff, etc.	9,900	No

Description	Total Funds	Contributing
Wellness Team- Counselors, Dean of Students, Special Education Coordinator. Work to support students in tired reegnagement, students experiencing homelessness, and foster youth including group intervention, 1-on-1 intervention, home visits, social emotional lessons and materials (Wevideos, etc.) and other mental health concerns.	97,482.86	Yes
Care Team- Attendance clerk, Aides and REACH teachers. Contact all families/students to ensure they have connectivity, troubleshoot problems and refer to Wellness Team as needed. This team helps ensure unduplicated pupils receive the support that they require to connect during distance learning.	1,519,948	Yes
Pandemic Response Team- Counselors, Directors, Attendance Clerk, Business Manager, Health Tech, On-Site Substitute, Extended Day Coordinator, Campus Safety Team. Each committee member participates in discussions in regards to safety measures for staff and students due to COVID-19. Creation and follow through of KLA's Safety Reopening Plan.	107,650.84	No
Coaches and Coordinators: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, new curriculums and progress monitoring programs, integration of SEL practices, use of learning management system, and implementation of targeted small group and individual sessions.	137,312	Yes
Collaboration Time and Professional Development: Continue time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	119,232	Yes

Pupil Learning Loss

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

KLA Primary will continue to conduct the following benchmark assessments (three times per year), classroom assessments, as well as informal assessments conducted by classroom teachers to determine learning needs.
KLA Secondary will continue to conduct benchmark assessments (three times per year) as well as informal assessments conducted by classroom teachers to determine learning needs.

The chart below shows the assessments and supports KLA will use to mitigate learning loss.

Pupil Learning Loss Strategies

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

English Learners:
GLAD strategies during Integrated ELD, designated ELD lessons that foster academic conversations that are into and from core content lessons
Low Income: Because over 85% of our students are low income, the same supports as for all pupils will be used

Foster Youth:
Wellness Team will:
Assign students to caseload that will be monitored regularly to assess need for academic and social/emotional support
Monitor students in the form of:
Ongoing caregiver communication
Virtual/In-person check-ins
Connect students and families to community resources
Pupils with Exceptional Needs:
Student support team will:
Amend IEP services/ supports as needed to address student needs
Update present levels and goals according to current needs

Provide counseling and guidance as needed to support student social emotional well-being
Provide the continuum of services as indicated in the IEP (APE, SAI, SLI, Counseling, PT)
Determine if additional services are needed to meet academic and social and emotional goals and update IEP to include these services when the team determines this is appropriate
Hold and facilitate IEP meetings to reflect current needs and services

Pupils Experiencing Homelessness:
Wellness Team will:
Assign students to caseload that will be monitored regularly to assess need for academic and social/emotional support
Monitor students in the form of:
Ongoing caregiver communication
Virtual/In-person check-ins
Connect students and families to community resources

All Pupils:
Primary- Tiered intervention from teachers and support staff through WIN (What-I-Need with support staff), small group teacher intervention and teacher tutoring time. Achieve 3000, Lexia Core 5, Zern
Secondary- Tiered intervention through the REACH class, small group instruction and teacher conference hours. Lexia Core Power Up, Khan Academy, IXL

KLA will:
Use assessment data to identify focus students and form learning subgroups
Create action plans during grade level collaboration
Continually refine support and identify additional focus students

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.]

Data will be reviewed as follows:
Formative assessments- ongoing by teachers and administrators
Benchmark tests- 3 times per year by the Instructional Leadership Team, teachers, and administrators

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

Description	Total Funds	Contributing
Character Based Education Programs- REACH, Character Counts!, Second Step, Strength Based Social Emotional Curriculum, Mindful Schools	158,643.24	Yes
Supplementary Reading Curriculums- Lexia Core 5, Lexia Power Up, SIPPS	14,400	Yes
Supplementary ELD Curriculums and Strategies- GLAD and English 3D	5,443	Yes
After School Tutoring	103,624.19	Yes
Zero and Z Period Intervention Groups	7,500	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.]

Wellness Team Roles and Responsibilities
Communicate with students, families and teachers regarding the social/emotional wellbeing of the student and family
Conduct virtual or in person home visits as appropriate
Focus on students with IEPs, Foster Youth and student experiencing homelessness
Provide mental health resources to staff
TK-5: Taught in the afternoons
Strength Based Social and Emotional curriculum

Second Step curriculum
Character Counts

6-8: Taught during REACH or on Wednesdays
Strength Based Social and Emotional curriculum
Second Step curriculum
REACH Values
Mindfulness
Teachers and Staff

All staff will complete the Safe Schools online training Coronavirus: Managing Stress and Anxiety
Directors will conduct weekly Wellness Check Surveys

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.]

Procedures for Tiered Reengagement Strategies

Tier I: All students
Attendance Clerk- monitors attendance daily and makes phone calls to families of absent students; promotes Attendance Awareness Month in September
Care Team- (Primary) Made up of aides, coaches, and support staff. All primary families are assigned to a Care Team member. A Care Team member reaches out to each family on their roster weekly to provide support and personal contact. Care team members speak English, Spanish or Arabic. Can refer the family to Tier II if needed.
REACH/Home Base Teachers- (secondary) All secondary students are assigned to a REACH/Home Base teacher. These teachers are responsible for monitoring student grades and active engagement. They make personal calls to the student and family to give personal attention and support as needed. Can refer the family to Tier II if needed.
Directors- Promote attendance through morning messages, in weekly bulletins and through rewards such as Perfect Attendance awards

Tier II: Students missing 3 or more days in a week or 10% of the year

SART Meeting- meeting held with director, counselors, and attendance clerk. Referred to Wellness Team
Wellness Team- Begins making regular contact with family and student to encourage reengagement in learning and to determine any unique needs (i.e. tutoring, internet support, tech support, homelessness, and trauma). Wellness Team members speak Spanish and English and Arabic translation is available if needed.

Tier III: Students missing 20% or more of the school year
Wellness Team Case Manager- Will identify and refer students to outside resources (counseling, health and human services, etc.) as determined by the contact with the family

Students Not Meeting Compulsory Education Requirements
Tier I:
Care Team- (Primary) Made up of aides, coaches, and support staff. All primary families are assigned to a Care Team member. A Care Team member reaches out to each family on their roster weekly to provide support and personal contact. Care team members speak English, Spanish or Arabic. Can refer the family to Tier II if needed.
REACH/Home Base Teachers- (secondary) All secondary students are assigned to a REACH/Home Base teacher. These teachers are responsible for monitoring student grades and attendance. They make personal calls to the student and family to give personal attention and support as needed. Can refer the family to Tier II if needed.
Tier II
KLA teachers will provide supports (Interventions on Wednesdays, zero period, Z period, after school tutoring and mentor/mentee) for students in Language Arts, Math, and Science based on assessments and data. Teachers refer students to Tier III if improvements are not being made. SST process begins
Tier III
The Wellness Team connect with families and address the needs of students (i.e. tutoring, internet support, tech support, homelessness, and trauma), conduct home visits as needed (as allowed by local and state health guidelines), continuation of SST process

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 in distance learning San Diego Unified Food and Nutrition Services will be conducting a drive thru / walk-up distribution of daily prepared meals, free of charge from Keiller Leadership Academy.
There will be no congregate feeding; all food is to be taken and consumed offsite.
Meal distribution times for all locations will be from Monday through Friday, 10:00 a.m. to 1:00 p.m.

When onsite KLA will be providing breakfast and lunch for all students. Students will be eating in classrooms or in the lunch arbor and auditorium while maintaining social distancing.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
82.5%	$964,422

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.]

Devices- Actions related to devices and connectivity are being applied across the entire LEA, but are primarily intended to provide access for low-income students who may not have full access at home. Chromebooks and tablets were distributed depending on grade level. Targeted outreach is occurring through the Care and Wellness teams to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots may be provided.

Counseling Team Curriculum Delivery- These actions are focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance.

Collaboration Time- Weekly collaboration time will focus on analyzing data and implementing multi-tiered systems of support to students with greatest needs including low income students, English learners, foster youth and students experiencing homelessness.

MTSS (WIN, Intervention Classes, Intervention Groups, Tutoring)- These specific instructional times will be focused on mitigating learning loss for unduplicated pupils, students with special needs, and students experiencing homelessness.

Intervention Curriculums- Adoption of these curriculums gives teachers and students the tools to bridge learning gaps that have arisen due to Covid-19. These programs will mitigate learning loss for unduplicated pupils, students with special needs, and students experiencing homelessness.

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

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

- Foster Youth Services
- English Learner Services
- Homeless Services
- Coordinators and Coaches
- Counselors
- Teacher Collaboration Time
- Enrollment Clerk/Parent Liaison

- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Counselor Home Visits
- MTSS intervention program
- Care Team
- Wellness Team
- Intervention materials

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

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- MTSS Interventions This program is funded through Title I and Title III and prdomentialy impacts socioeconomically disadvantaged students and English Learners.
- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning.

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

- Coordinators and Coaches: This team includes staff that focus on English Language Development (ELD), English Language Arts (ELA), Math, Montessori and Students with Special Needs.
- Parent Liaison/Enrollment Clerk: This person has the first contact with families and is bilingual. She is essential in identification of homeless students and foster youth and also aides in parent communication for English learners