



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
Kinetic Academy	Bre Lionetti Executive Director	brelionetti@kineticacademy.org (714) 465-4565

General Information

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

Kinetic Academy is a public charter school located in Huntington Beach, California. We are authorized by the Huntington Beach City School District to serve transitional kindergarten thru 8th grade. We currently serve students TK to 6th grade.

Learning by doing is this basic principle that guides the educational philosophy of Kinetic Academy and we aim to implement a STEAM based curriculum via a Project Based Learning model. Additionally, we offer enrichment in the form of foreign language, fine arts, physical education, and financial education. Community Service will be a requirement for every student with opportunities both outside the classroom and within using service-based learning projects.

Upon receipt of information regarding the potential shut-down of the physical campus for regular instruction on March 13, 2020, the leadership team convened and established the following priorities:

- (1) Ensure the health and safety of students, staff, and the Kinetic community
- (2) Continue the progression of learning for all students
- (3) Maintain the financial stability of Kinetic Academy

When the Kinetic Academy board decided that it was in the best interest of the school community to close, the teachers and staff planned for a minimum day to prepare materials and devices for students to take home on March 16th and transitioned immediately to Remote Learning for all students on March 17th. COVID-19 has had an incredible impact on our students and their families. In Spring 2020, we were able to reach and make contact with nearly 100% of our students and their families. Surveys were administered to families multiple times through the Spring to check in and determine family/student needs and feedback on reopening plans. While most of our students did well through distance

learning, many struggled socially, emotionally, and academically. We conducted distance learning via Zoom in the spring; introducing new lessons and reinforcing skills already taught. The instructional focus was on English Language Arts and math. We were able to develop a school wide Project Based Learning Unit. Through Zoom video meetings and phone calls, all credentialed and classified staff were able to connect with students and ensure they were receiving both the academic and social/emotional support they needed. Multiple Awards Assemblies, Field Day and 5th Grade In person promotion were all scheduled in Spring as well as Weekly Coffee Chats and Evening Socials were held for parents

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

In anticipation of the regular stakeholder engagement process needed for the annual development of the Local Control Accountability Plan (LCAP), Kinetic Academy began the process in February 2020, just prior to the onset of the current pandemic. We repurposed the input of stakeholders for the development of the COVID-19 Operations Written Report (OWR) which was approved by the Board in June 2020.

Throughout the Spring of 2020 to the present, we continued engaging with our stakeholder groups using a variety of outreach and engagement strategies to develop our reopening plan and maintain open lines of communication.

For the Learning Continuity Plan, all stakeholder groups were consulted and provided with opportunities for input at all stages from drafting to finalization/adoption by the Board of Directors.

From June through August, surveys were administered to certificated/classified staff, and parents. Since April, parents and staff also were encouraged to attend weekly (via Zoom) Coffee Chats, Evening Socials, Afternoon Tea with the Executive Director.

During the Spring, we created a School Reopening Committee to begin the process of planning for the return to campus to formalize our discussions around reopening.

The Local Site Council composed of teachers, support staff and parents reviewed the plan and provided feedback at various points.

Additional outreach was conducted through phone calls, text messages, and emails to families using our mass notification system using *ParentSquare* to keep stakeholders informed about the on-going closure, meal distribution and information on community supports.

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

Since the Governor’s executive order allowing for teleconferencing, we have transitioned all of our governance bodies to meetings via Zoom. All parents and staff members have been made aware of this change, and many have been able to participate more regularly as a result of the new format.

Coffee Chats, Afternoon Teas and Evening Social Hours have been held via Zoom starting in April 2020 through summer and into the Fall to engage parents and allow opportunities for Remote Participation. Zoom links are posted on our website calendar, Parent Square Calendar, and Parent Square posts to include reminders before the event.

All meetings of the Board and Local Site Council are Brown Act and open meeting law-compliant. As required, all meeting agendas and board materials are posted at least 72 hours prior to the scheduled Zoom meeting. The agenda contains information for stakeholders and members of the general public to attend/participate in the meeting via the Zoom application or by dial-in telephone. We have implemented a process to allow for public comment in this new format where speakers may opt to either submit their comments via email or direct participation.

We strongly encourage the participation of all stakeholders in the meetings and their feedback is considered in development of all accountability plans. The public hearing on the Learning Continuity Plan was held on **September 16, 2020** and a draft of the LCP was posted in advance on the website for public review.

A summary of the feedback provided by specific stakeholder groups.

Parents: 80% of parents would like to return to school in-person. Many requested a consistent schedule school-wide, one Zoom login per day, recesses and lunch times synced together at the same time for all students and one enrichment at a time.

Teachers: Teachers have concerns about teaching in-person and having students that are 100% virtual at the same time.

Staff: Staff want to ensure that proper precautions are in place and making sure that all supplies (cleaners, desks, face masks, shields, etc) are in order and stocked once hybrid begins.

Administration: Administration wants to make sure that there is a good balance of time considered for teachers to educate students online and in two separate cohorts while considering the needs of parents/families. When students return in the hybrid model, health and safety of all must be the top priority.

Board of Directors: The Kinetic Academy Board of Directors wants students to be back in school as soon as possible while putting the health of the community (staff, students and families) as the first priority.

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

The stakeholder input received through the summer months has influenced Kinetic's LCP. The primary groups of input during summer have been Parents, Teachers, and Staff. There were several themes that emerged from each of the forums across all stakeholder groups.

* Parents and students recommended more consistency in the tools and organization of the distance

learning instructional program across schools and the Kinetic Academy general. This led to Google Classroom and Seesaw being adopted as learning management systems used in conjunction with the already familiar PowerSchool parent portal and ParentSquare communication platform. These systems will be used in managing, recording, and communicating with students and families the participation, engagement, attendance, and academic progress of students.

- * Purchase of teachers' and classified staff devices, materials, technology equipment to ensure staff have all their needs accessible.
- * Prioritizing 1:1 and small groups on a weekly/monthly basis for students to engage with their teacher personally.
- * IT support for parents and teachers via a helpline.
- * The purchase of curriculum that lends itself well to virtual learning and making the transition to a hybrid model.
- * Support staff availability to help check in on parents/families.
- * Modifying the daily schedule to keep Enrichment classes accessible to all students and manageable to families

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.

The leadership team used the spring/summer to convene stakeholder engagement around plans for the fall reopening. As previously shared, all stakeholders have a strong desire to return to in-school instruction. Until the state and local health data meets the standards for reopening, we will continue to refine plans as needed for reopening.

Our plans to date have focused on ensuring a safe and healthy environment for all students and staff. To that end, Kinetic has made bulk purchases of personal protective equipment (PPE) to maintain a supply for all students and staff. We have also purchased cleaning/sanitizing equipment, as well as installed hand sanitizer dispensers throughout the campus. Daily health screenings will be conducted in order to gain entry to the school. Parents will complete a Health Screening Report and students will have their temperatures taken using no-touch digital thermometers.

Classrooms have been modified to allow spacing which will support the efforts to maintain physical proximity.

The reopening will begin with a full Distance Learning model where all students will receive Social Emotional connection through a morning meeting and focused instruction in English Language Arts, Math, Science and Social Studies. Specials classes will also be offered virtually.

The hybrid instructional model which will blend in-person and distance learning with no more than 50% of students attending classes in-person each day will start once the county has determined schools are safe to open. The decrease in physical attendance adheres to the guidance of 6-feet physical distancing at all times provided by the County Department of Health Department. Additionally, we will modify the instructional day to have two in-person cohorts (A and B) each attending school in morning or afternoon sessions. Students will remain in

cohorts to minimize the number of physical interactions and avoid unnecessary cross-contact. Wednesdays will be designated sanitization days by the custodial staff in order to conduct deep-cleaning and disinfection of classrooms and outdoor equipment between cohorts. While attending in-person, students will be provided with extra support from classroom teachers, including special education services outlined in students' IEPs.

For the families that select complete distance learning, the students will be placed in a virtual cohort group. While these students will receive their hybrid instruction via synchronous distance learning, teachers will set up 1:1 meetings to conduct individual assessments, deliver targeted instruction, and provide feedback to students at least once a month.

All instructional models would allow Kinetic Academy to implement safety measures and protocols to ensure safety of staff and students. It will also provide the required daily live instruction from certificated teaching staff and meet the required instructional minutes for each grade level. Students will receive additional support in class from support staff, including intervention to help address learning loss.

During Hybrid instruction, access to the campus will be limited to all visitors. Yard supervisors will be utilized to help supervise students in an outdoor setting.

Kinetic Academy will promote hygiene practices by requesting that all students and staff wash their hands upon arrival. Hand washing will be expected throughout the day and signs will be posted in all bathrooms, classrooms and spaces next to sinks. Hand Sanitizer is available in classrooms, work spaces and outside locations.

Physical distance will be maintained by cohorting students in small groups. Floor markers and signage will encourage physical distancing. Staff will avoid congregating in communal locations and meetings, professional development will continue to be held virtually.

Custodial staff will utilize the purchased electronic sprayer to support deep cleaning and disinfecting of highly touched areas and daily sanitizing of classrooms, restrooms and common areas will be performed daily.

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

Description	Total Funds	Contributing
1.01 PPE Equipment: Sanitation Sprayers, Face Shields, Soap/Hand Sanitizers, Social Distancing Posters, Cleaning Equipment, Disposable Gloves, No Touch Thermometers, Health Office Supplies (LLM Funds)	[\$ 7,000]	[N]

1.02 Classified Support Staff: Existing classified staff members will assume responsibilities for various activities to promote a safe environment aligned with CHD suggested health/safety protocols: 1 Part-time Health Assistant (Classified): provides first aid 2 Part-time Yard Supervisors (Classified): provides supervision and support during school hours 1 Full-time Custodian (Classified): ensures a safe, and clean school site; and provides maintenance.	[\$ 87,196]	[N]
1.03 Materials & Supplies: Items purchased to support hybrid in person learning. (LLM Funds)	[\$ 3,000]	[Y]

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.

In accordance with best practices, we acknowledge that there is a need to limit the students' screen time, so the plan is comprehensive and flexible, while maintaining the required number of daily minutes for participation for each grade level. The distance learning program at Kinetic will be delivered initially through synchronous activity via Zoom, and will be made available to students in Google Classroom as a recording should they need to refer back to the lesson for review or in case the student was absent from the original learning activity.

Students will log into Zoom each morning at 8:10 am and remain logged in until 11:40 am (with the exception of Wednesday). During this time, teachers will deliver lessons and run small groups, and students will have independent work (where the teacher is on the Zoom and available to provide assistance). Within the Zoom period, a school-wide recess will be provided, as well as breaks depending on grade level.

On Wednesdays, students will meet in the morning via Zoom and spend the rest of the day viewing pre-recorded lessons and completing independent work assigned by their teacher. Wednesdays will also be a designated day to drop off and pick up materials each week.

After lunch, students work with "specials" during their designated class time, and independently, when asynchronous (recorded) sessions are sent out. Each grade level will be able to participate in one "specials" class for a trimester. Our "specials" classes consist of art, physical education and Spanish. After the lunch break, students will work on independent work, small group instruction, or with Special Education support for ELA or math.

Teachers will hold Office Hours each day to offer support for students and parents.

The use of synchronous teaching/learning will provide online only students to participate via Zoom in responding to teacher questions, clarifying questions by the student and collaborative problem-solving in small groups in teacher supervised breakout rooms available on the teleconferencing platform.

Based on our success in the spring with the use of “breakout rooms” for small groups and 1:1 supports, we will continue this instructional technique in the fall. Zoom/Google Classroom will also be employed to conduct teacher check-in time with individual students. Although in distance, teachers may occasionally upload PDFs or hard copy print materials for students to complete as regular assignments. The school adopted curriculum and supplemental resources will be used in all instruction throughout the year to ensure that students have access to a full curriculum of substantially similar quality regardless of the method of delivery. The use of the Google Classroom and Seesaw learning management systems consistently throughout the year will also contribute to the continuity of instruction and learning in any model. Finally, teacher teams developed templates for daily schedules and lessons that provide a mix of synchronous and asynchronous time which can be adapted to Distance, Hybrid and In-Person instruction.

Kinetic Academy Distance Learning Instructional Day

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10 - 9:40 Synchronous Learning	<p>Morning Meeting- All Grades/Classes</p> <p>Students participate in daily scheduled live online learning with their teacher for core subjects (Math, English Language Arts, Science, Social Studies).</p> <p>Students will work with their teacher, one of our <u>specials teacher</u>, or an instructional assistant in <u>whole group</u>, small group, and/or individually.</p> <p>Independent Work will be completed during this time as well while class is Live, so <u>teacher</u> can monitor and provide immediate feedback.</p> <p><i>*Breaks will be built in as needed per grade level*</i></p>		<p>8:10 - 8:30 Morning Meeting & Daily Check In- All Grades/Classes</p> <p>8:30 - 8:50 Teacher Office Hours</p> <p>Independent Work Day for Students</p> <p>Pick Up & Drop Off of materials and assignments</p>	<p>Morning Meeting- All Grades/Classes</p> <p>Students participate in daily scheduled live online learning with their teacher for core subjects (Math, English Language Arts, Science, Social Studies).</p> <p>Students will work with their teacher, one of our <u>specials teacher</u>, or an instructional assistant in <u>whole group</u>, small group, and/or individually.</p> <p>Independent Work will be completed during this time as well while class is Live, so <u>teacher</u> can monitor and provide immediate feedback.</p> <p><i>*Breaks will be built in as needed per grade level*</i></p>	
9:40 - 10:00	School Wide Recess Break			School Wide Recess Break	
10:00 - 11:40 Synchronous Learning	Complete core subjects with teacher <i>*Breaks will be built in as needed per grade level*</i>			Complete core subjects with teacher <i>*Breaks will be built in as needed per grade level*</i>	
11:40 - 12:20	Lunch				
12:20 - 2:30 Specials (1 recorded and live class per week) All classes start at 12:30 **Exception Independent Work Extra Support	<p>Art/PE/Spanish <i>Grade Levels will be assigned 1 per Trimester</i></p> <p>Scheduled small group instruction / individual conferences for language arts or math support</p> <p>Special Education Services</p>			<p>Art/PE/Spanish <i>Grade Levels will be assigned 1 per Trimester</i></p> <p>Scheduled small group instruction / individual conferences for language arts or math support</p> <p>Special Education Services</p>	
2:30 - 3:00	Teacher Office Hours			Teacher Office Hours	

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.

At the onset of the pandemic, Kinetic assessed the technology needs of families to ensure students would be able to transition to online instruction. We have purchased grade-appropriate learning devices, and distributed them to all students. For families who lack reliable internet service, we have been working with parents to connect them to resources for low-cost internet services.

To support the distance learning program, we also provide troubleshooting services with our in-house IT technician. The IT Tech continues to provide on-demand support through the help desk. Families experiencing issues with the technology may contact IT for support via phone and/or email.

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.

Kinetic has planned for daily synchronous instruction for all students in order to ensure uniform access to the core curriculum. We will monitor student engagement and pupil progress by examining real time data on attendance and the completion of assignments to measure student learning. Teachers will evaluate student work regularly, provide feedback, and provide additional supports as needed to enhance learning.

Teachers will take/record daily attendance and track completion of assignments using the state's Weekly Engagement Records and Daily Participation template. The SIS is currently being modified to allow for this daily record to be completed through direct input using PowerSchool.

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.

During the summer leading up to the start of the 20/21 academic year, Kinetic has continued its system of professional development to support teachers delivery of high-quality instruction through distance learning. We provided nine days of training and workshops in the following areas: Buck Institute for Project-Based Learning (focus on distance/blended learning), Google Classroom, EduProtocols, Reader's and Writer's Workshop, Teaching Number Corners virtually, Interactive Bitmoji Classroom, strategies on meaningful math discussions in a virtual environment, and conducting morning meetings to promote connectedness during distance teaching. Teachers were also provided with *The Distance Learning Playbook* and were provided opportunities for deeper PLC book clubs focused on distance learning/virtual classrooms. Teachers will also be provided training on the use of PowerSchool for entry of daily participation and attendance.

For our internal assessments, all staff will participate in NWEA MAP training for successful administration of assessments during distance teaching. We have also purchased additional curricula to specifically support distance learning (e.g. Lexia, Literably, and Nearpod).

We also have a dedicated TOSA (Teacher on Special Assignment) who will provide ongoing staff professional development in the areas of English Language Development, instructional technology, PBIS, and support new teachers to meet the teaching/learning expectations at Kinetic. Additional duties of the TOSA will include ensuring all staff have established strong, well-balanced distance learning routines for students, and work with teachers on creating meaningful lessons and activities which are clear to students and parents.

Staff Roles and Responsibilities

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

Teachers: Teachers' responsibilities have changed in many ways to ensure that distance learning is substantial and similar in quality and rigor to in-person instruction during times of distance learning or hybrid learning. Teachers will be adapting their normally prepared lessons to be completely online lessons that can transition to a hybrid model when we are able to move to a hybrid model. Teachers will also be responsible for connecting and preparing materials for students who have chosen to be 100% virtual and not participate in the hybrid model when we transition. Teachers are now responsible for the evaluation of the instructional time of student work and tracking of participation in the distance and hybrid learning environments to determine attendance. Teachers will utilize and manage classes through daily live interactive sessions with students via online communication tools such as Google classroom and Zoom. In addition, teachers will be communicating more frequently with families to assist with any social emotional and distance learning issues as a part of their duties.

Classified/Support Staff: Classified support staff will have flexibility to accommodate the needs of the classroom teachers to be able to support them with students either individually or in small groups for instruction. This includes working remotely when possible to support distance learning and on campus preparation of materials for teachers to distribute to students weekly.

Instructional Aides will support instruction within the virtual classroom and collaborate with teachers to provide the necessary accommodations for students pushing into the general education classroom. At times, the instructional aides will accommodate small groups or 1:1 sessions for reteaching, interventions and extra support.

Custodial staff has increased the frequency of cleaning the bathrooms and any common areas that are shared by multiple people (ex. Office, MPR bathrooms, staff kitchen and workroom).

All staff have been trained in the protocols for cleaning, sanitizing their work areas at the end of each day, along with reminders to wash and sanitize their hands more frequently.

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.

To support the student groups designated under LCFF during the academic year, we employ “access tracking” to monitor which students have accessed the pre-recorded lessons in Google Classroom, and assignment completion using EdPuzzle. Through the use of online platforms, teachers are continuously monitoring student progress and determining what parent outreach is needed in order to coordinate additional supports.

English Learners: To provide continuity of instruction for our English learners, the core academic teachers conduct additional small-group instructional meetings with these students, as well as one-on-one meetings up to twice a week with students who are in need of additional support towards their mastery of English.

The school will provide integrated ELD to the students using the approved ELA/ELD curriculum. All English learners will receive targeted instruction utilizing Specially Designed Academic Instruction in English (SDAIE). The credentialed Spanish Teacher will administer the ELPAC assessment, monitor the academic progress of both ELs and RFEPs for 4 years. Additional academic support will be provided as needed.

- Read and Write for Google Chrome
- Intervention Support
- Staff support to connect with families and promote engagement
- Interpretation/Translation services in English and Spanish as needed to promote communication among stakeholders
- Spanish Teacher to deliver specific EL professional development and personalized supports to TK-6 teachers

Low-Income Students: Building upon the model of support above, Kinetic teachers also monitor the academic progress of its low-income students in much the same way. Since this student population has very distinct instructional needs to close gaps in achievement, Kinetic teachers not only provide small group instructional support, but also conduct one-on-one interventions up to three times per week to assist students who may need it.

Foster Youth: At this time, Kinetic does not have any foster youth enrolled. However, the supports previously described would also be employed to assist in addressing their learning needs.

Special Education: Special education and related services will be provided to students as required by the existing individualized education plans. Based on review of the IEPs, accommodations may be necessary to ensure the required program can be executed in a distance learning format.

We have developed Emergency Contingency Plans that have been written for each student with an IEP or 504 plan, taking into consideration students’ abilities to access online learning and need for in-person specialized academic instruction and related services.

Based on IEP team assessment, some students will receive in-person services, except as prohibited by Public Health, i.e. under quarantine. Safety protocols and PPE are in place for all in-person instruction and assessment.

Credentialed special education staff and paraprofessionals have received training in online teaching methods, and have been provided Chromebooks and docucams.

Parents who are in need of support with scheduling and space for students to self-regulate while in distance learning will contact the Student Services Coordinator for assistance. General Education teachers have been informed of needed accommodations, including special education related services (Speech, OT, Counseling, etc).

- Individual check-ins and communication through virtual environments with students to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content.
- Use of formative assessments to measure present learning starts and ongoing progress monitoring through virtual platforms.
- Collaboration between special education staff and general education staff on meeting the individual student IEP goals through strategies and accommodations while in distance learning.
- Provide print materials and manipulatives for students when necessary for meaningful access to curriculum in order to meet the needs of the student.
- Effective utilization of Instructional Aides in virtual learning and ongoing student support in special education and general education.
- Conducting virtual IEP meetings to address progress on goals and updating supports, accommodations and services based on individual student learning needs and progress while in distance learning.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
2.01 Devices and Technology for Students/Teachers (LLM Funds)	[\$ 40,000]	[N]
2.02 Professional Development aligned to core learning/goals: Buck Institute, math training (LLM Funds)	[\$ 7,000]	[N]
2.03 Staffing: Kinetic Academy will employ the following staff/positions to support the school's educational program during COVID. <ul style="list-style-type: none"> • 15 Core Classroom Teachers • 3 Non-Core Enrichment Teachers for Spanish, Art and Physical Education. • 1 Principal/Executive Director • Office Admin. Assistant: input/track student attendance, enrollment and chronic absenteeism rates (LCFF Base)	[\$1,249,342]	[Y]
2.04 IT Support: 1 IT Specialist to provide support for use/maintenance of technology devices (LLM Funds)	[\$14,400]	[N]
2.05 Special Education Staffing: Provide instructional and social-emotional supports as outlined in each student's IEP: <ul style="list-style-type: none"> • 1 SAI Teacher • 1 Instructional Aide (SPED Funds)	[\$ 127,466]	[Y]
2.06 Special Education Services (Outside Providers): contract SPED Services from the North West JPA SPED Consultants and contract with outside service providers for Occupational Therapist, Speech and Language and Psychologist. (SPED Funds)	[\$ 120,000]	[Y]

Pupil Learning Loss

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

Kinetic Academy staff will continue to administer multiple types of internal assessments, in order to progress monitor the academic progress of all students, identify their strengths and needs in order to modify instruction, and identify the type of academic intervention needed.

- NWEA MAP ELA/Math: 3 times/year for grades K-6
- Project-based Learning (PBL) multidisciplinary presentation (Science or Social Studies focus with ELA, Math and writing): K-6 (3 times/year)
- TK/Kinder students are assessed in the summer prior to the start of the school year in the following areas: Phonics, Number Recognition, ELA & math, and again on a trimester basis.
- Fluency assessed at the beginning of the academic year in Grades 1-6, and at the end of each trimester.
- Curriculum/Publisher (Bridges/FOSS/TCI) Unit Assessments are administered to students throughout the academic year.
- Use of NWEA MAP as the progress monitoring tool for students in intensive and strategic interventions.

Based on student results, teacher observations/data, and parent feedback, we found that we need to keep assessment close to instruction to be able to provide instantaneous feedback to students and families. Not only do we need academic data, but we need social-emotional data, attendance data and work completion data. Our focus is on having a strong instructional program that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory for student success.

The first few weeks of school using distance learning will focus on teachers building relationships with their students and each other due to the unforeseen exposure to some possible trauma during COVID and isolation. Routines for distance learning will be vital and emphasized during this time so that students will feel like their day will have a calm, safe and predictable rhythm. Teachers will also take time to get to know the students, gauge their students' academic levels, and see where they are socially and emotionally when they return to school. In addition, students will be taking initial assessments given by teachers and also through NWEA MAP, which will provide real-time diagnostics and give us a better understanding of where the student is currently at academically.

The TOSA, intervention teacher, enrichment teachers and support staff will be assigned to students to get extra support either in small groups or 1-on-1 to help support student learning loss.

Our Student Services Coordinator will collaborate with all classroom teachers to discuss SEL competencies to ensure that all students and staff feel supported during this time. Lessons will be developed to help enhance each classroom's "morning meeting" and will be based on current events that are taking place in support of the students' daily lives. Virtual lessons will focus on engagement so that students will want to come back the next day and opportunities for extended learning times, small group instruction and 1:1 instruction will be accommodated as needed.

Our teachers and support staff will use small group instruction to mitigate extreme academic loss that may have occurred during this time for those students in need: foster youth, EL and other student groups that are at risk of long-term failure due to school closure.

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.

Students who are not recovering previous skills or not progressing at a rate comparable to their peers will receive intervention support through synchronous instruction from staff. Progress will be carefully monitored by the teachers, and data will be used to drive the decisions regarding next steps. As needed, SST meetings will be held so that targeted, synchronous instruction can be provided. Push-in and pull-out supports are available at all levels of support for students in both distance and in-person learning.

For students with exceptional needs, Tier 1 and Tier 2 supports are available to ensure full access to the general education curriculum in the least restrictive setting. The IEP team will review progress toward goals and determine the need for amendments or compensatory services, and need for extra instructional time to mitigate any learning loss. Direct services will be available while in distance or in-person before, during and after school hours.

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

The effectiveness of the services provided to our students will be measured through the use of grade level/common assessments, screeners, and diagnostics. The examination of the data from these formative and summative assessments and academic grades will inform the overall picture of student progress.

Data will be analyzed in collaborative groups and will reflect on the data to inform how to best meet the needs of the students. The focus on student learning and interaction with their colleagues will allow for the employment of effective strategies to close the learning gaps among students and student groups. By sharing student progress schoolwide, we work together to find ways to best support our students and coordinate interventions to close learning loss gaps that may have occurred due to COVID-19.

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

Description [A description of what the action is; may include a description of how the action contributes to increasing or improving services]	Total Funds	Contributing
3.01 Online Assessments: NWEA MAP, Literably (LCFF Base)	[\$6,800]	[Y]
3.02 Digital Subscriptions: Lexia, Reflex Math, Flocabulary (subscriptions) (LCFF Base)	[\$21,000]	[Y]
3.03 Teacher on Special Assignment (TOSA): Designated part time teacher to work with new teachers, focus on curriculum implementation and student support (LCFF Base)	[\$23,400]	[Y]

3.04 Intervention Teacher: Designated part time teacher to work with students needing remediation and extra support	[\$16,500]	[Y]
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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.

Staff members will be provided with a focused training on Social Emotional Learning and Practices specifically addressing how to support students mental, social and emotional health during COVID-19 pandemic. This training will include building a sense of community and support within the virtual classroom, addressing students through a trauma informed lens, conducting routine self-check ins and the importance of self-care.

Morning meetings for teachers and students will play a large part in building classroom community and providing an emotional and social support for students. New teachers will receive support and training in conducting morning meetings from the TOSA.

The DESSA (Devereux Student Strengths Assessment) will be used as a universal social/emotional screener three times during the year. The data will be used to monitor and support students where there may be SEL concerns. Staff members will utilize student self-ratings to determine current mental and emotional states, changes in students mental and emotional states, as well as how to identify signs for immediate student support. Students, staff and parents will be provided with opportunities to share ongoing trauma and levels of stressors through the screeners, group support and individual meetings. Resources for mental health and wellness including COVID-19 supports and suicide prevention, will be posted on the school website under the Parent Resources section and in communication with families.

The Student Services Coordinator will work with staff on implementation of SEL topics for all students, support a strong MTSS process for providing small group and individual check-ins and provide responsive tiered behavioral supports. Our three enrichment teachers will be assigned to a grade level and will make contact with each family at a minimum of one time a month while we are in Distance Learning. Enrichment teachers will call to check in and see what each family's unique needs are and how the school can best support them.

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.

We have created structures for communication with our families and students to keep them informed and engaged while the Governor's "stay-at-home" order is in effect. Expectations for accessing online instruction and support have been shared with families, and 90% of students have regularly accessed/participated with teachers online as part of the current instructional program.

School staff regularly reach out to families to promote regular attendance through the distance learning platform, and we have administered check-in surveys to assess and support families who have experienced hardship due to COVID (i.e. job loss, displacement, housing, etc.)

Kinetic Academy will provide all parents with information to engage as partners in their child's education.

- Translation Services: Provide Oral and Written Translation to parents who speak a language other than English as needed
- *ParentSquare* notifications on a daily basis/weekly basis to ensure that families know what the expectation is for students
- Use of *ParentSquare* for daily/weekly communications with parents about their child
- Individual Meet & Greets were available for all students/families before the first day of school
- Individual assessments for Transitional Kindergarten and Kindergarten students were scheduled prior to the school year starting so that staff could assess incoming students in academics, speech, gross motor, health.
- The school's website will be updated regularly that will include the school's calendar
- Kinetic Academy will use social media to inform parents/public about schoolwide events
- Kinetic Academy will provide parents of students in grades 1-6 with access to PowerSchool Parent Portal to access their child's academic grades, progress, and attendance
- Weekly discussions (at various times to accommodate schedules) with the Executive Director will be offered to all parents so that they can participate and be engaged in what is going on at the school
- Local Site Council meetings will be held monthly and parents are encouraged to participate
- Kinetic Parent Organization will hold monthly meetings to discuss volunteer and community opportunities. Parents are encouraged to participate in these meetings

The Student Services Coordinator will collaborate and communicate with school staff and school administrators to monitor student engagement and, if necessary, attempt to verify contact information, and provide outreach for engagement.

1. School staff will contact parents on the first day of absence and follow up with parents after 1 day of non-participation. If the nonengagement/attendance issue persists for 3 days, the school administrator will be notified
2. Notifications can be in the form of phone calls, emails or home visits.
3. If connectivity seems to be a distractor, IT will be notified and action will be taken.
4. School staff will engage with families to assess needs to fully participate in distance learning (support issues such as language barrier, mental health supports, medical issues, etc.).
5. Access to After School Academy or Intervention as needed for extra support.

As Kinetic Academy transitions to a hybrid model, students will be monitored in person and reengagement protocols will be implemented by the Student Services Coordinator.

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.

Kinetic will continue its “Grab and Go” meals during distance, hybrid and in-person learning. Parents will purchase meals through the *Choice Lunch* program, and meals will be delivered to the school. Parents will complete the free/reduced meal application, and those who qualify will order through the website.

This Grab and Go meal procedure ensures a safe, non-congregate setting to allow for families to pick up meals. Social distancing and safety protocols will remain in place.

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

Section	Description	Total Funds	Contributing
Mental Health/Social and Emotional Well-Being	4.01 Social Emotional Learning Program (LCFF Base)	[\$3,000]	Yes
Staffing- 3 Certificated Teachers	4.02 Enrichment Teachers (LCFF S&C and Base)	[\$195,429]	Yes
School Nutrition	4.03 Grab and Go meal program (LCFF Base)	[\$9,000]	Yes
Parent Square Subscription	4.04 Parent/Staff Communication Platform. (LCFF Base)	[\$2,000]	Yes

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
4.00 %	\$ 91,671

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.

While all students may receive some of the services, the actions and services provided are directed at increasing or improving services and outcomes for unduplicated students. An unduplicated pupil is a student in one or more of the following groups; eligible for free and reduced meals, identified as foster youth and an English learner.

The following targeted actions are where we focus our funding:

Academic support for rigorous learning and professional learning for teachers in English Language Development (ELD) are two of the main ways we are working to meet the needs of students who are English learners. We are working to ensure a high-quality academic program for students who are English learners by continuing to refine a program that includes:

- Designated ELD to build language skills, and integrated ELD to support acquisition of content knowledge
- Professional development in understanding and differentiating instruction based on the specific needs of students who are newcomers, students who are EL and students at risk of being long-term EL
- Appropriately assessing in-coming students who are English learners to determine the best placement
- Teacher assessments of students in class to inform instructional decisions
- Monitoring students who are reclassified fluent English proficient
- Stakeholder voice in program design and decisions
- Training on strategies for addressing the language and academic needs of students who are English learners
- Additional training for ELD staff and strategies to improve the ELD program and support students and staff

For students who are foster youth, we have targeted actions aimed at ensuring a high-quality program that supports the students' academics, social and emotional, and personal.

- Allows for immediate enrollment and placement in classes
- Provides support for foster youth with Students Services Coordinator as needed
- Increased opportunities for foster youth for re-teaching and acceleration of learning
- Ensures that wraparound services for each foster youth is in place
- Continues to identify and support foster youth as they integrate into school program

Parent engagement is important in every student's educational success. We prioritize parent and stakeholder engagement of all students, specifically those with special needs, identified as English learners, foster youth and students identified as eligible for free and reduced meals. The engagement and involvement is known to enhance the productivity and the achievement of students by encouraging mutual feedback and support for the educational program. In addition, our program:

- Provides support for parents to gain knowledge and understanding of the instructional program

- Works to increase the amount of involvement of parents and students who are EL and ensure participation in both schools-based and receive parent feedback on improved outcomes of students
- Ensure a system for translation is always available, as needed

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

Chromebooks/Devices/Connectivity Increased for ELs and low-income students

- Kinetic Academy will increase English learner online supports needed for distance learning by providing instruction/intervention supports in collaboration with teacher as necessary.

Increased monitoring of EL academic and/or linguistic progress

- Kinetic Academy will increase the monitoring of EL academic and/or linguistic progress via distance learning by providing teachers with criteria of measuring EL progress toward English language proficiency, any students demonstrating academic and/or language needs will be monitored and interventions will be documented and monitored by the classroom teacher.

- Kinetic Academy will monitor EL assessments and study EL progress and trends after grading periods for the duration of distance learning in order to inform future Professional Development and alignment of resources.

Increased intervention for ELs, foster youth and low-income students

- Kinetic Academy will increase distance learning intervention supports for these students by providing support for students to fully engage in distance learning