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.

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General Information

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

On March 13th, KIPP made the difficult but necessary decision to cease in-person learning and begin the transition into distance learning. While KIPP was able to launch the interim distance learning program quickly, we, like many LEAs faced initial challenges with technology, reliable wifi and staying fully engaged with all students as the realities of our families' experiences were being exacerbated by the COVID-19 crisis: housing, food security, child care, and legal needs. We've continued to see these needs increase as COVID-19 has disproportionately impacted the community where our school operates. KIPP has been leveraging the early learning and partnership with our families to launch our 2020-21 school year, and will remain flexible to continued feedback and guidance from the state in order to support continuity of learning in this unprecedented time.

We, as educational practitioners are seeking to provide our communities, students, staff, and families with the safest opportunities possible to connect with each other authentically because we believe in the value of human to human connection. That being said, we recognize that this year how that human to human connection looks will be vastly different than any other time any of us have experienced in our lifetimes. As we look to reopen our campuses and welcome our students back in distance learning, we strive to ensure all of our schools are:

- Healthy and Safe: We are following all public health guidance and taking steps to ensure our campuses are as safe as possible.

- Anti-Racist: We will disrupt the presence and impact of racial inequities both within the organization, our practices, and in educational access and outcomes.
- Joyful and Connected: We are committed to making sure our schools remain joyful places that celebrate our students' identities and backgrounds and foster meaningful connections between students and staff.
- Academically Excellent: We will continue to accelerate learning, holding a high bar for all students with in person and virtual support, because we believe in the potential of all of our students.
- Responsive: We are creating a comprehensive plan for the upcoming school year, but will stay flexible and responsive to both students' needs and public health guidance in our individual communities.

Stakeholder Engagement

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

Public education is an essential service in our communities and at KIPP, we believe in the transformative power of education to combat systemic racism. Our aim is to partner with our families, educators and community to create joyful, academically excellent schools that affirm and celebrate our students' identities, backgrounds, and unique strengths. We continue our commitment to serve our communities as we navigate teaching and learning during COVID.

KIPP has been actively seeking out the experiences and needs of our families, staff members and communities. Through virtual town halls, as well as multiple family, student and staff surveys, KIPP sought input on distance learning, reopening paths and technology access for the 2020-2021 school year. Notices for these engagement opportunities were sent through multiple formats and languages, including text, email, mail, automated phone calls and through KIPP's regional support line messaging. KIPP's virtual town hall meetings and surveys were created using technology that allowed engagement and response collection through a cellular phone, a method which has been most reliable for our families. And most importantly, thousands of personal conversations, between parents, teachers, students, school leaders, community members and KIPP's Advocacy team have been taking place to inform our Learning Continuity Plan.

KIPP held a public hearing to introduce the Learning Continuity Plan and hear public comment on August 13th. All KIPP Public Schools Northern California Board Meetings are open to the public in accordance with the Brown Act. Agendas for KIPP Public Schools Northern California Board meetings are posted online and at publicly accessible locations on campuses at least 72 hours in advance of each meeting.

KIPP will continue to engage the school community through virtual parent advisory groups, English learner advisory committees and other school working groups. As we face a school year that will require both distance and in-person learning, regular engagement and feedback from our stakeholders will be critical.

Finally, KIPP will continue to communicate and work closely with the district regarding school reopening, school instructional models, and health and safety.

KIPP will approve the final Learning Continuity Plan at the September 15th KIPP Public School Northern California Board meeting. The draft Learning Continuity Plan has been made available on the school website with a survey for school and community feedback.

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

In accordance with the Brown Act, the Board meeting agenda that included the public hearing notice, as well as the Zoom link was posted on the KIPP Public Northern California Schools website 72 hours in advance of the meeting. Families were able to join the virtual meeting via phone or video chat. Interpreters were available upon request for families or community members needing accommodations.

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

Feedback from our families has indicated that there is a need to better understand how to support students in distance learning education, including understanding a student's daily experience and schedule, and how KIPP technology tools will support this process. Families have expressed that students struggling with motivation or anxiety in distance learning will require additional interventions. Additionally, in our future implemented hybrid model, families want regular updates on specific health and safety routines, including physical distancing/masks, health screenings and the deep cleaning/disinfecting of campuses.

Feedback from our school staff indicates a willingness to return to in-person learning when health and safety thresholds allow. School staff recognize that our communities are experiencing the impact of COVID-19 at a disproportionate rate and they want to ensure that an eventual physical return to school does not compromise our communities further. Additionally, staff indicated that a focus on strong health and safety routines, including enhanced cleaning/disinfecting of campuses and classrooms, as well as policies that support students and staff staying home if they become ill will be critical to keep the risk of COVID-19 exposure and spread low.

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

KIPP's engagement and feedback with stakeholders has directly impacted the plan to support student learning in the 2020-2021 school year.

In response to the requests to better understand the distance learning educational and technical supports for students, KIPP has created family training and instruction to explain synchronous and asynchronous learning and a typical day in the life of a student, an overview of distance learning tools including Google Classroom and Zoom, an overview of best practices to support students with distance learning, and how to use Clever badges to login to Google Chromebook.

KIPP wants all families to be well informed and prepared for an eventual return to our campuses, when it is safe. The family feedback collected during stakeholder engagement was aligned with KIPP's health and safety protocol and communication plan. However, KIPP has added additional family support including training for families on pre-screening for symptoms before coming to campus and will provide CDC

recommended face coverings to all students. Face shields will be provided to all students with conditions that prevent them from wearing face coverings.

Additionally, during our public hearing on August 13th, parents/guardians joined to share feedback and public comment regarding the social emotional support available during distance learning for students. While already aligned with our plan of supporting students, we have better outlined the consistent social emotional curriculum and mental health supports designed for distance learning. Details can be found in the Mental Health and Social Emotional section within this Learning Continuity Plan below.

We've engaged our families several times through surveys and two virtual community forums, and have collected feedback on potential instructional models and schedules. In some cases, our path forward was not the top choice of all families, and instead had to be made as additional health and safety information was being released. For example, when multiple choices for returning to school in-person were presented, a hybrid alternative day schedule was preferred slightly over alternating week. However, based on the current scientific understanding of COVID-19, a 4-day model allows more time in between cohorts of students. A 4-day model is recommended by health and safety experts, as well as the California Department of Education.

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.]

Based on the latest available health and safety data in our communities and state, we will begin instruction in August with 100% of students engaged in distance learning. When the data and conditions allow, we will assess the possibility of moving onto Phase 2 to the hybrid instructional model, which includes in-person instruction, described below.

Description of KIPP's In-Person Alternating Week Hybrid Schedule:

During Phase 2 we will implement a hybrid model of (2) two primary groups of students who attend school on different/alternating weeks and a third group that will have the option to remain 100% distance learning. When a student's alternating schedule requires them to attend in-person, they will be on campus (4) four consecutive days (Monday-Thursday). During in-person instruction, students will be under the immediate physical supervision and control of a certificated employee while they are engaged in educational activities. When an alternating student's schedule requires them to be learning remotely (off campus), they will participate in distance learning. Please see distance learning definition below. All students, regardless of schedule, will participate in distance learning each Friday. Our goal is to keep students and staff

as safe as possible while in-person instruction takes place on campus using the following layered prevention strategies.

- Approximately 50% of students will be on campus for in-person instruction on a scheduled school day
- Students will stay with the same cohort as much of the school day as possible
- Teachers will rotate to different classrooms instead of students to the extent possible
- Students will eat lunch with their cohorts in their classrooms and lunches will be individually packaged
- Students will wear masks when conditions require (less than 6-feet physical distancing, during transitions, etc.)

We believe an alternating week schedule will be safer than an alternating day schedule based on the current scientific understanding of COVID-19 as it allows more time in between cohorts of students. A 4-day model is recommended by health and safety experts, as well as the California Department of Education. Based on our early and frequent engagement and surveying of families, most students will participate in an alternating week schedule when in-person offerings become available, with some families choosing to continue 100% distance learning. Families that choose distance learning will be provided that option and will continue to receive regular instruction and robust support to keep them aligned with classroom learning. 100% distance learning families will be able to opt into hybrid-in person learning as the school transitions into a new grading period, and if space and health and safety conditions allow.

An alternating schedule for four continuous days will allow for continuity and practice of the new routines, which is especially important for our youngest and newest students who will need time to learn new routines. There will be a small group of students at each school who will be learning on campus Monday-Thursday every week and who will participate in distance learning only on Fridays. This program would be primarily available to students with Individualized Education Plans, students who are English language learners, and other students who may require additional on campus time. These are our students most at risk for experiencing learning loss due to COVID-19 and will require more dedicated time and support.

To support students with IEPs during KIPP's in-person hybrid model, the regional special education team developed robust cohorting guidance for school teams to ensure students were served in an equitable way.

Scheduling:

STP Programs (mod/severe): When the community safety conditions allow our students with disabilities in our moderate/severe need Specialized Teaching Programs (STP) are prioritized for 80% in-person learning. Students in the STP programs will be in a fixed cohort model (remain physically in the classroom, engage in virtual inclusion) and teachers/school staff supporting those programs will have additional safety training/ PPE to ensure student safety. We will still offer 100% distance learning options for students/families who opt into that program.

Mild-Moderate Programs: Students will follow a typical general education schedule A/B week schedule, and a subset of classes will be co-taught with education specialists to facilitate an accessible curriculum for students with disabilities. This model will also include students in our counseling enriched settings.

Special Education, types of programs: To support students with IEPs during hybrid learning, we will continue to provide students with robust

and rigorous general education and special education services to mirror the in-person instruction and services to the greatest extent possible. We will continue to offer a full continuum of placements including but not limited to the following placements/service delivery models: push-in, co-teaching, pull-out, ERMHS-III Counseling Enriched, Specialized Teaching Program (STP) (students with moderate to severe needs), as well as support students remotely through case management through our non-public school partners. Additional placements and service delivery models may be discussed and decided upon during an IEP meeting at KIPP. At this time, all services will be provided via secure video conferencing software.

Special Education Case Management and Compliance: IEP's will continue to be held in-person (when safety conditions allow) and remotely via secure video chat line. When a change to hybrid learning occurs in compliance with SB 98, each student and family will receive a personalized prior written notice and informed of their rights, including an emergency distance learning plan that includes our plan to provide services during an emergency situation (resulting in school closure).

Additional resources for Special Education Students: We have allocated additional assets to ensure our special education programs have the capacity to serve in a distance format. Examples include instructional resources such as personalized learning materials, remote modified curriculum (e.g., Unique, News2You) for our STP classes, as well as individualized SpEd department-level funds to be accessed by ed specialists teachers and service providers at the local level. Regionally and made available to SpEd staff, we have purchased licenses with DocuSign electronic consent management system to gather electronic consent from family members throughout the IEP process. This new system allowed for transparent, secure, remote consent.

Learning loss for Students in Special Education: Within each school's general education multi-tiered systems of support framework, students' learning loss will be supported through intervention services and supports tailored to their individualized needs based upon ongoing assessments. Within the IEP process and when possible, in-person assessments will be conducted, however virtual assessments or record reviews will primarily be used to examine students' special education learning loss. When necessary, IEP teams will consider additional extended school year services or compensatory educational services if learning loss occurs.

To support KIPP's English language learner students during KIPP's hybrid instructional model, students will receive both integrated and systematic English language development. Students of limited English proficiency will receive the same academic content as those students who are native English speakers, which will be based on the Common Core State Standards and College and Career Readiness Standards.

Teachers will also be providing individualized support through check-in calls with students and families, in order to ensure that our English learner students are able to access all distance learning lessons and curriculum. Students will also have access to virtual office hours and are invited to small groups if data and student work indicate a need for additional support. All core instruction will be delivered in English; however, the level of English used for instruction–both oral and written–will be modified appropriately for our English learner students. Asynchronous lessons may also be presented via video, which students are able to pause and replay in order to hear directions and explanations multiple times. In addition, teachers will be giving feedback for students within Google Classroom on daily assignments and assessments in order to give students clear next steps to improve work.

In advance of the implementation of our full hybrid model, in-person instruction may be offered for our highest needs students, identified as struggling most with distance learning, including students: failing multiple classes/subjects, not completing assignments, not engaging in

synchronous or asynchronous work, not logging into to any personalized online learning tools, and having additional support needs such as English learners, homeless, foster youth and unduplicated students will be prioritized for limited (small cohort) in-person instruction when health and safety conditions allow.

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

Description	Total Funds	Contributing
Regular cleaning and sanitizing that meets the CDC standards for school safety	$87,837.14	No
Materials and supplies that keep our students, staff and families safe including face masks, face shields, gloves and other personal protective equipment	49,374.19	No
Additional services to support our students with IEPs (increased services and supports also included in distance learning instructional model)	52,077.98	Yes
Additional services to support our Multilingual Learners (increased services and supports also included in distance learning instructional model)	$22,360.09	Yes
Additional teacher time dedicated to synchronous and asynchronous learning (increased services and supports also included in distance learning instructional model)	$176,802.17	Yes
Academic consultation and support to launch hybrid in-person instructional model program training and materials (also included in distance learning instructional model)	46,271.58	Yes
Safety consultation and support to launch hybrid in-person instructional model	7,077.65	Yes
Instructional materials for students to engage with standards based content (also included in distance learning instructional model)	108,755.57	No

Description	Total Funds	Contributing
Teacher salaries (also included in distance learning instructional model)	$1,591,219.54	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.]

Based on the latest available health and safety data in our communities and state, we will begin instruction in August with 100% of students engaged in distance learning. When the data and conditions allow, we will assess the possibility of moving into Phase 2, our hybrid instructional model where both in-person and distance learning will take place concurrently. Please see the details above.

Distance learning means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following: Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology; Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology; The use of print materials incorporating assignments that are the subject of written or oral feedback. The description and methods outlined in our distance learning offerings are consistent between our hybrid distance learning model and our 100% distance learning model, with the exception of cadence.

Synchronous Instruction is defined as live instruction in real time via computer or telephone. Students engage in content through quizzes, chat functions, shared assignments and other interactive strategies, whereas Asynchronous Instruction is defined as instruction that happens through online programs or teacher assignments without live interaction with teachers or peers.

Through both synchronous and asynchronous instruction, and in accordance with distance learning requirements, KIPP intends to meet or exceed the number of daily instructional minutes required for students. KIPP will prioritize excellent resources and provide teachers and students with the supplies, online learning tools and technology needed far in advance of the first day of instruction, to ensure they are ready to engage with the curriculum through in-person or distance learning. The curriculum being taught through both distance learning and our hybrid in-person model will be continuous and designed with flexibility in mind to support any possible interruptions due to COVID-19 related closures or transitions.

During our distance learning phase, limited in-person instruction may be offered for our highest needs students, identified as struggling most with distance learning, including students: failing multiple classes/subjects, not completing assignments, not engaging in synchronous or asynchronous work, not logging into to any personalized online learning tools, and having additional support needs such as English learners, homeless, foster youth and unduplicated students will be prioritized for limited (small cohort) in-person instruction when health and safety conditions allow.

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.]

A personal learning device is an essential resource for continuity of learning. KIPP is committed to continuing access to technology for our students. Every KIPP student will receive a Chromebook to use for distance learning at home. In order to learn more about technology and access needs in the new school year, KIPP families have been surveyed about personal devices, access to the internet, and comfort with navigating technology. All KIPP families that do not have access to internet service will receive a KIPP wifi hotspot. Families will also receive training materials to help them gain comfort with their technology and distance learning programs and tools. Any devices that are damaged or are no longer effective in supporting distance learning will be replaced by the school as quickly as possible and exchanged at the school for a viable device.

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.]

KIPP intends to track using a combination of methods that meet the requirements for instructional minutes, including the tracking of synchronous instructional minutes using period/class attendance in our student information system and the time value of assignments in online platforms such as Google Classroom.

Tracking live interaction daily during an established advisory period, as well as during all synchronous learning allows KIPP to progress monitor distance learning participation by course subject. In tandem with the completion of assignments in Google Classroom, KIPP is able to better understand a student's full distance learning experience -- live interaction (advisory and guidance), synchronous learning (attendance during instruction) and Google Classroom (completion of daily academic work).
For synchronous instruction, KIPP will require students to engage and be present in regularly scheduled Zoom meetings to demonstrate student participation. Teachers will take attendance daily in our student information system for each synchronous class and confirm attendance through signed attendance rosters.

Time value of student work will be determined by the number of assignments and instructional time assigned daily in online learning platforms. The time value of assignments will be verified by a certificated grade level lead through a signed weekly engagement record.

KIPP recognizes that low-income, homeless, foster youth students and students that are struggling with distance learning engagement may require additional time and support, such as re-teaching, supplemental English learner instruction and services that meet the requirements

for student's individualized education plans. In these circumstances, KIPP will include this additional time and these services as participation given the academic nature of the support.

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.]

Teachers will be trained through regional professional development to provide focused strategies to increase engagement with students during distance learning.

Teachers will receive professional development targeted towards the large technological need required with distance learning, including but not limited to: Google Classroom assignments and setup, Zoom navigation, teaching tools and participant tracking (attendance), as well as Nearpod's formative assessment tools and dynamic media collaborative learning capabilities.

Professional development will also encompass a strong focus on the social emotional needs of students. KIPP recognizes that students are facing these unprecedented times in a variety of ways at home. Incorporating social emotional curriculum into our distance learning program is more critical than ever, and requires a shift in approach to connect meaningfully with students -- including leading restorative circles and conversations in a virtual setting, creating empathy and understanding across peers in a virtual setting, and building a sense of belonging and connectedness across the school, teachers and students. Teachers will receive this focused professional development during regional learning, and through ongoing coaching from school administrators.

Staff Roles and Responsibilities

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

KIPP has made minor modifications to job descriptions to reflect that teachers and staff will be working in a virtual setting as we begin the year in our distance learning instructional model. KIPP is actively working to modify descriptions for our hybrid instructional model, which may include descriptions of the work environment related to COVID-19 health and safety measures.

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.]

Special Education, types of programs: To support students with IEPs during distance learning, we will continue to provide students with robust and rigorous general education and special education services to mirror the in-person instruction and services to the greatest extent possible. We will continue to offer a full continuum of placements including but not limited to the following placements/service delivery models: push-in, co-teaching, pull-out, ERMHS-III Counseling Enriched, Specialized Teaching Program (STP) (students with moderate to severe needs), as well as support students remotely through case management through our non-public school partners. Additional

placements and service delivery models may be discussed and decided upon during an IEP meeting at KIPP. At this time, all services will be provided via secure video conferencing software.

Special Education Case Management and Compliance: IEP's will continue to be held remotely during COVID-19 via secure video chat line. At the start of the year in compliance with SB 98, each student and family will receive a personalized prior written notice and informed of their rights, including an emergency distance learning plan that includes our plan to provide services during an emergency situation (resulting in school closure).

Additional resources for Special Education Students: We have allocated additional assets to ensure our special education programs have the capacity to serve in a distance format. Examples include instructional resources such as personalized learning materials, remote modified curriculum (e.g., Unique, News2You) for our STP classes, as well as individualized SpEd department-level funds to be accessed by ed specialists teachers and service providers at the local level. Regionally and made available to SpEd staff, we have purchased licenses with DocuSign electronic consent management system to gather electronic consent from family members throughout the IEP process. This new system allowed for transparent, secure, remote consent.

To support KIPP's English language learner students during KIPP's distance learning instructional model, students will receive both integrated and systematic English language development. Students of limited English proficiency will receive the same academic content as those students who are native English speakers, which will be based on the Common Core State Standards and College and Career Readiness Standards.

To support KIPP's English language learner students, teachers will be providing individualized support through check-in calls with students and families, in order to ensure that EL students are able to access all distance learning lessons and curriculum. Students will also have access to virtual office hours and are invited to small groups if data and student work indicate a need for additional support. All core instruction will be delivered in English; however, the level of English used for instruction–both oral and written–will be modified appropriately for our English learner students. Asynchronous lessons may also be presented via video, which students are able to pause and replay in order to hear directions and explanations multiple times. In addition, teachers will be giving feedback for students within Google Classroom on daily assignments and assessments in order to give students clear next steps to improve work.

Student's facing homelessness, foster youth and low income students: KIPP will maintain regular contact through all means necessary (mail, phone calls, text messages, email, emergency contacts) with families to determine if they have special or unmet needs for accessing distance learning and address technology needs as quickly as possible, including of wi-fi hotspots, working personal devices to access online learning (Google Chromebook) and other supports such as access to nutritious food, social emotional supports and connection with community agencies and shelters. KIPP is also maintaining a support line where families can be connected with resources available at the school and within the community, including childcare, food, housing, clothing and personal care items.

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

Description	Total Funds	Contributing
Additional services to support our students with IEPs (increased services and supports also included in in-person instructional model)	52,077.98	Yes
Additional services to support our ELLs (increased services and supports also included in in-person instructional model)	22,360.09	Yes
Additional teacher time dedicated to synchronous and asynchronous learning (increased services and supports also included in in-person instructional model)	$176,802.17	Yes
Instructional materials for students to engage in standards based content (also included in in-person instructional model)	108,755.57	No
Personalized learning tools for student distance learning engagement	24,822.31	No
Academic consultation and support to launch distance learning program training and materials (also included in in-person instructional model)	46,271.58	Yes
Personalized learning devices for all students	91,735.13	No
Portable wifi devices for students to access reliable internet	$904.78	Yes
Increased tech support to meet student and staff technology needs	9,117.64	Yes
Professional development and coaching for teachers	$673,599.14	No

Description	Total Funds	Contributing
Teacher salaries (also included in hybrid in-person model)	$1,591,219.54	No

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.]

This year, following a prolonged absence at school and a start in distance learning, we believe it is important to find a balance in our instructions that ensures that the right content/curriculum is being taught; that the content/curriculum doesn't lower the bar for our students; that it sets students up for success in future academic years, and; is responsive to the needs of our students and the foundational skills they may be missing as a result of school closures in the spring.

Measuring status for English language arts and Mathematics: KIPP will measure learning status for ELA and Math by using MAP assessments, Pre-ACT, and course specific diagnostic exams.

Measuring status for English language development: KIPP will measure the learning status of our English language learners using English Language Proficiency Assessments for California (ELPAC), MAP Assessments, Pre-ACT and course specific diagnostic exams.

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.]

KIPP will make every effort to support student growth and address learning loss during the COVID-19 crisis.

- Students will have multiple opportunities for assignments and multiple opportunities to complete incomplete assignments during distance learning.
- Students will be given opportunities to increase grades which reflect mastery scores following reteaching opportunities or intervention.
- Schools will use appropriate grading scales to not overly penalize students for missing assignments.

- Students will not be penalized through grading for missing synchronous or other time-bound learning opportunities. Teachers will make every attempt to record synchronous instruction and post lessons to KIPP's website so that students can view missed lessons.

The English language art strategy/approach will be tied to the Foundation's AP for All curriculum and interim assessments and will use the Accelerated Learning Guide and curricular resources to support learning at grade level. The curriculum is aligned to AP English Language and Literature courses and fully supports SBAC. Academics team members, school leaders, and department chairs will evaluate the curriculum on the year-long and unit levels to determine the most essential lessons that drive toward mastery of all unit assessments, interim assessments, the SBAC, and AP exams.

The Math strategy/approach will be tied to the Foundation's AP for All curriculum and interim assessments and will use the Accelerated Learning Guide and curricular resources to support learning at grade level. The curriculum is aligned to AP Calculus and AP Statistics courses and fully supports SBAC. Academics team members, school leaders, and department chairs will evaluate the curriculum on the year-long and unit levels to determine the most essential lessons that drive toward mastery of all unit assessments, interim assessments, the SBAC, and AP exams.

For our English language learners, we will emphasize synchronous learning opportunities so that teachers can model language and processes in real time and provide necessary background information. Teachers will design activities for students to collaborate online virtually both synchronously and asynchronously and provide students with opportunities to discuss topics in depth using the following academic language functions: cause and effect, compare and contrast, explain and describe, proposition and support, and sequence. Additionally, teachers will focus on explicit instruction of content ("brick") and functional ("mortar") language throughout instruction so that students have opportunities to practice using the target language.

Students in Special Education: Within each school's general education multi-tiered systems of support framework, students' learning loss will be supported through intervention services and supports tailored to their individualized needs based upon ongoing assessments. Within the IEP process and when possible, in-person assessments will be conducted, however virtual assessments or record reviews will primarily be used to examine students' special education learning loss. When necessary, IEP teams will consider additional extended school year services or compensatory educational services if learning loss occurs.

KIPP's school community has been identified as having over 75% unduplicated families (free and reduced lunch, foster, homeless or English learners). The instructional tools and learning loss strategies implemented consider the needs of these students as the primary groups KIPP is supporting.

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.]

As part of our commitment to support our students to and through college, we believe in the power of assessment for learning and in the value of assessment of learning. We believe that assessments set the bar for what we want our students to be able to know and do. In

addition, assessments help us better understand where students are, so we can adjust our instruction to meet their needs and support equitable student growth. Further, backwards planning from high quality assessments allows us to progress monitor and support our students to reach that bar.

KIPP's regional data team will be collecting data from multiple sources, including assessments (diagnostic, formative and summative), google classroom activity and assignment completion, as well as attendance participation to more fully understand a student's full distance learning experience. Reports and visual tools are being developed using this data in order to progress monitor, and provide academic interventions / adjustments where necessary.

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

Description	Total Funds	Contributing
Student assessment programs and materials	52,002.03	No
Data team consultation and support to launch distance learning reports/tools for assessments and ongoing progress monitoring	14,317.29	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.]

Social and emotional well-being focus and monitoring: KIPP recognizes that students, families, and team members are continuing to experience traumatic and inequitable effects of the pandemic. KIPP will continue to prioritize socio-emotional support to our students and families through specific curriculum, peer circles and advisory meetings. KIPP will monitor students through regular one-on-one check-ins, as well as through participation in synchronous social and emotional lessons or activities. Dedicated time provides students with a daily, reliable, and predictable place and time where they can be recognized, respected, and invited to participate. This supports KIPP's goal to foster a positive sense of identity, community, and belonging. Belonging is ensuring that students feel comfortable, safe, and confident in the community in which they are a part. With a whole child lens, KIPP will support students' sense of belonging by building and deepening developmental relationships and using a multi-tiered system of support.

Restorative Practices: Teachers and staff will build developmental relationships with students and lead restorative practices in both the distance learning model and hybrid instructional model (when students can safely return to campus). Teachers will create space for proactive restorative circles on a weekly basis and intentionally build relationships with all students using individual, small group, and whole group settings.

Mental Health: Students who are facing challenges that impede their academic progress are eligible to access mental health services. Services offered are individual counseling, group counseling and parental support. Mental Health Clinicians will also provide consultation and training for teaching staff. The focus of mental health support is for students to have a safe emotional space to process their lived experiences and address concerns that are past and present. These services will be offered in either virtual or live contexts (when students can safely return to campus) and may be offered individually or in small group sessions.

Building a culture of safety: KIPP is committed to building positive healthy cultures and leveraging a restorative approach to the culture we foster. As a result KIPP will be focused on not being punitive when supporting students, while also focusing on holding to structures and expectations that keep all members of our school community safe. In order to ensure staff, students, and families follow the health and safety guidelines, all school community members must understand the precautions and rationale and share a commitment to a culture of safety. This requires explicit communication, training, and reminders about the importance of physical distancing, wearing face coverings, daily health screenings, and reporting symptoms and illness.
Resources for staff: KIPP's School Culture team has curated adult-facing weekly mindfulness and wellness resources and has prioritized professional development addressing mental health and wellness issues as a result of COVID-19 and the building of relationships and strong student-staff connections in a virtual setting.

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.]

Morning/daily process for engagement and outreach: KIPP is designing a daily process that is responsive to the needs of families, and will work to quickly address the possible reasons for missing live interaction and synchronous instruction. A student missing live interaction (Advisory or Homeroom meeting) will receive a live phone call from KIPP's operations team. This outreach and communication will be collaborative and problem solving in nature and work to get the student engaged in synchronous learning as quickly as possible. Operations staff will be trained to support technology (Chromebooks, wifi, etc.) and software (passwords, links, etc.).

Afternoon/daily reengagement strategies during distance learning: Students missing one or more synchronous lessons during the distance learning school day will be contacted by an academic advisor to address any academic, school culture or behavioral issues. This outreach and communication will be collaborative and problem solving in nature. The advisor will support the student to get back on track for synchronous learning the following day, and encourage asynchronous participation through Google Classroom that evening so that the student does not fall behind.

Tiered engagement strategies: KIPP intends to engage families daily when students are not present during live interaction or synchronous learning opportunities. A student who has missed 60% or more of the distance learning week will have had: student contact data verified for accuracy (calling alternative numbers, emergency contacts until family can be reached); daily personal call outreach to encourage participation and to confirm access to technology; academic advisor outreach to address any academic, school culture or behavioral issues.

Ongoing concerns regarding a student's level of participation through synchronous learning, and/or online engagement will be addressed through multiple interventions to support our students and families, including but not limited to: mailed communication(s), opportunities for parent, student and staff meetings, mental health supports and social service supports.

All outreach and re-engagement communication will be translated into our families' home languages. Methods of communication will be consistent with our stakeholder engagement and will include but not be limited to text, email, mail, automated phone calls and through KIPP's regional support line messaging. KIPP recognizes that communication out to families is only half of the equation, and has invested in the ParentSquare software platform that allows for more consistent two way communication between the school and families.

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.]

KIPP's authorizing district serves as the official School Food Authority (SFA). All centralized pickup locations for the new school year have been established by the district's nutrition program and will be in full compliance with health and safety guidelines. KIPP is working closely with our SFA to collect and process all meal applications in order to qualify as many students for free and reduced lunch as possible -- ensuring free or reduced cost meals all school year. No student will be denied food through KIPP's meal program.

All families will have the option to pick up food during distance learning, and the school will make every effort to accommodate schedules that work for our families. Students will not need to be present to pick up food, removing one barrier for families to access lunch services. Menus, location, time and process information will be shared with our families via email, text, and voice communication and will be regularly updated on our school website. When KIPP is able to safely move into our hybrid instructional model, all students will have access to lunch services

on campus, and meal providers will follow all health and safety guidelines. For students that are distance learning off-campus on an alternating week, lunch pickup options will continue to be provided.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School culture team consultation and support to launch hybrid in-person and distance learning instructional models	3,194.49	Yes
Mental Health and Social and Emotional Well-Being	Mental health counselors	$69,875.27	Yes
Pupil Engagement and Outreach	Tools and systems to support reliable family communication between the school and families, teachers and parents/guardians and teachers and students	$19,759.00	No
Pupil Engagement and Outreach	Increased family services and supports from the regional Advocacy and Community Engagement team	9,200.50	Yes
School Nutrition	Consistent meal service for students		No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.42%%	$1,032,652

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.]

KIPP's primary mission is to improve the educational opportunities for students in low-income areas and for minority subgroups. For each action and service offered schoolwide, the needs of the most vulnerable were considered first, through a review of student testing results, student and family surveys and community input. KIPP provides increased and improved services on a schoolwide basis due to the high number of unduplicated students served. These services are principally directed to and effective in meeting the school's goals for unduplicated students. The allocation of this funding schoolwide directly impacts the services offered to unduplicated students.

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

KIPP offers additional instructional opportunities English learner instruction, ELA, Math, and other core subjects to continue closing any educational achievement gaps for unduplicated students. Due to increased instructional opportunities, expenditures for daily services and teacher salaries increase. The additional funding received will help make the instructional model more financially stable and allow KIPP to continue to offer increased services to unduplicated students.

Additionally, services are improved through strong professional development that KIPP designs internally to support high-needs students. Services are increased through services and staff that promote strong attendance and belonging at the school; through additional regional office staff (Advocacy and Community Engagement, Technology, Academics) who increase efficiency and allow schools to focus on the academic success of high-needs students; and through a focus on strong, safe school environments where social-emotional learning, restorative justice, and mental health services are implemented schoolwide to be most effective and supportive of high-needs students.