

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Kavod team immediately provided our families with a strong academic program, resources for meal services, instructional materials they needed to be successful, support for ELL and SPED, and resources for social and emotional support. Our families, however, are struggling to provide a conducive learning environment for their children in their homes.

In addition, Kavod has had to incur costs for staff and student safety without the anticipated growth funding for 2020-2021. As funding was capped to 2020-2019 enrollment, we'll be responsible for providing 14% of students an equitable education without the funding. We've also had to hire additional staff to support those families that opted to enroll in distance learning for the entire year.

We've also had to purchase additional Chromebooks to ready students for virtual learning. The demand for them at the national level has made it difficult to get all the units we need by the first day of class. We will have to solicit help from families that have computers at home to use them in the meantime while we're able to provide a Chromebook to each student.

Also, families that rely on our before and after school childcare program are struggling to accommodate as it momentarily cannot operate due to licensing restrictions. Many of our families are struggling to juggle childcare with their need for employment.

Stakeholder Engagement

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

Kavod provided several surveys since the initial campus closure and throughout the summer to gauge family and stakeholder feedback and needs. All team members who wished to be a part of the campus reopening task force were invited to participate. We met several times to review and development plans for the upcoming school year.

Kavod has surveyed parents on the preference for on-campus/off-campus learning, the need for child care, the need for a variety of resources including meal services, learning materials and connectivity.

We have hosted information sessions to review the developed plans and to help us guide the plans through further development.

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

Kavod hosted virtual open board meetings as well as virtual meetings with the Director where all stakeholders were welcomed and provided stakeholders with an opportunity to provide feedback. Additionally, the team members also had and continue to have a number of opportunities to meet with the Director through the summer.

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

Based on the feedback, we deemed that 75% of our families felt comfortable and wanted to return to on-campus instruction with the implementation of the recommended safety measures, which approximately 25% of our families wished for an entire year of distance learning. It was important to stakeholders in middle school that we continued to support the implementation of the International Baccalaureate program

Team members were concerned about the bandwidth of being able to teach both in-person and distance learning.

About 1-2% of our families need support with learning resources supplies.

100% of our families have indicated connectivity availability.

Based on direct student feedback, we made adjustments to our distance learning program from last year and surveys and feedback will continue to drive our program development, as we will gauge specific feedback from students and how they learn best in a distance learning program.

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

Based on the feedback, the school is providing families with a two-choice learning path to either be entirely distance learning, or on-campus when it is deemed a viable option, and participation in a pivot off-campus plan for when the campus cannot be open for in-person instruction. The plan is supported by the addition of new team members to support the distance learning plan as well as an adjustment to the on-campus schedule to provide the team with more prep time.

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.]

In offering a two-path model, Kavod can have those wanting to participate in an on-campus model being able to have in-person on-campus instruction. At the elementary level, it may begin as a phase in approach of 3 days for a short duration, and then move to a steady 4 days a week program. We are looking at the potential of even offering 5 days once we have fully phased in. The middle school program may need to have a longer phase in period due to the health concerns and guidelines presented at older student level, but the ultimate goal is to have middle school students on-campus 4 days a week with one day of distance learning. Even throughout the distance learning model, Kavod will structure much of the program to resemble classroom-based instruction to the highest degree possible.

Elementary school will have the core subjects and Hebrew daily. It is projected that Grade 5 will have Spanish throughout the year. As possible, additional enrichments will be offered.

Middle school will attend on campus 4 days a week and will be separated by grades two days a week and will mix grade levels two days a week. The students on campus will have all nine subjects for the IB program: Language & Literature, Math, Individuals & Societies, Science, Hebrew, Spanish, Physical Education, Theater and Design as well as advisory and club. As each class will meet twice a week, middle school explorers can expect that this year there will be homework. Every Friday explorers will take home supplies that are necessary to complete the Distance Learning on Monday.

The classes have been divided into smaller classes and cohorts to obtain the recommended 6ft physical distance between individuals, this also provides from a lower teacher to student ratio to support with loss of learning.

Paramount to being able to offer an on-campus program is ensuring the recommended safety resources are in place on the campus. As such we have purchased additional wash stations, hand sanitizer stations and contracted with Cintas to provide adequate cleaning supplies. We have created a schedule that staggers drop off, recess, lunch and pick up by cohorts, we have identified proper flow of traffic, we have invested in new desks and devices to ensure adequate physical distancing as well as limited supply sharing.

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

Description	Total Funds	Contributing
Purchase of masks, thermometers, distance markers, disinfecting supplies, agreement with CINTAS to ensure adequate supplies and handwashing stations and hand sanitizer stations.	\$31,500	N

Description	Total Funds	Contributing
Additional supplies purchased for individual P.E./school supplies to ensure all students have individual supplies as well as materials to provide for individual manipulatives and programs, cubbies, supply boxes, etc...	\$4000	Y
Purchase of tents for outside learning as well as additional furniture to maintain 6 ft apart separation in the classrooms (adjusting larger furniture for smaller furniture) Purchase of dividers to ensure student separation.	\$8000	N
Purchase of voice amplifiers and mask tools to allow for clearer articulation through a mask	\$2000	Y
An additional elementary teacher to support small-class sizes to keep 6 ft separation	\$73,000	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.]

Both distance learning and in-person instruction will adhere to the curriculum and methodologies used when Kavod is running as normal. Families were given the choice to opt for a learning path via a survey.

The Instructional Coach will work with the elementary team to help ensure all pupils have instructional continuity.

The Middle School Director will work with the upper grades team to keep the integrity of the International Baccalaureate program in the middle school for both the on-campus and off-campus paths.

The base curriculum at Kavod will remain the same for all students whether learning on-campus or off-campus. All students will engage in the same curriculum for reading, writing, math, social studies, science, and Hebrew and have access to their math text books, handwriting books, keyboarding courses, literary units, as well their supplemental programs such as Dreambox for TK-K, Study Island for grades 1-5, and Khan Academy for grades 3-7. We will utilize Discovery Science for middle school for all students, as well Study Sync, these programs lend themselves successfully to both on-campus learning and distance learning. For the Hebrew language, explores will have an access to interactive activities based on the curriculum. We will be utilizing classcick, peakdeck, vocaroo, gamba for literacy and other language programs to support their learning successfully

We anticipate that grades 1-4 will utilize Seesaw for their Distance Learning program, which will provide more ability for students to connect with their teachers when not in an immediate synchronous session.

We have also set up the expectation that parents can come to the campus to obtain necessary materials to be successful when participating in Distance Learning. We will provide students with packets, resources and books as needed to be successful when Distance Learning.

In order to ensure continuity and a smooth transition between in-person and distance learning, Kavod has hired additional team members to allow for students who need to pivot from on-campus to distance-learning a cohort that would serve as their educational team, as possible this is separate from students who have opted for full-year distance learning. This will ensure that their educational program from either path is not disrupted if the on-campus students need to pivot from learning on-campus.

Distance Learning Program/Plan for explorers who are not comfortable/able to return in the fall to on-campus learning. Families will need to help facilitate the learning process for students who are learning at home. Students will be assigned a Chromebook by the school to support their learning.

TK/Kindergarten: Explorers in TK/K who opt to distance learning will be provided weekly guided packets by Kavod. Parents will need to come to Kavod to pick up their packets and drop their previous week packets off to the teachers. There will be daily synchronous activities with their core teacher supplemented with asynchronous interactive activities.

Grades 1-5: Explorers in 1-5 will meet with a teacher daily and complete lessons assigned by the teacher in Google classroom, Seesaw or other such educational platforms. In grades 1-5 students will be engaged in the Core subjects and Hebrew. There will be daily synchronous activities with either a core teacher to check in or an interactive-communicative Hebrew lesson based on the curriculum. The option for Kavod families (mixed age students from kindergarten through fifth grade class together) would be granted if an additional distance learning day is obtainable.

Middle School: Explorers in middle school will have lessons assigned to them via Google classroom with a daily check in by an instructor. At minimum, students will participate in Language & Literature, Math, Individuals & Societies, Science and Hebrew. Individuals who are interested in maintaining the IB track while distance learning, may submit a proposal for any course that Kavod may not be able to provide synchronous teacher support for that consists of an independent project of 50 hours throughout the year to earn a grade for those three subjects at the end of the year.

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.]

Kavod has provided a survey to determine which of our families need support with connectivity. It is our intention to provide a Chromebook to each student in the program to support distance learning as well as on campus health protocols. At this time, the school is short devices due to an ordering error that occurred through the process of attempting to use bond financing to support the cost of this expenditure. We will work with our families to limit the impact this has and redistribute devices when the new shipment arrives.

Based a recent survey 100% of families have responded that they have connectivity to wifi. Kavod will continually monitor our family needs in relations to connectivity as we understand that individual situations may change throughout the year.

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.]

Kavod will be tracking three primary metrics to gauge pupil participation and progress: 1) attendance participation in synchronous instruction and 2) work completion 3) progress in their academic formal assessment programs, such as MAP and various supplemental learning platforms that embed progress monitoring. If asynchronous/pre-recorded lessons are provided, students will need to confirm with their teacher via an exit slip of some form of informal assessment that they have reviewed the lesson.

All students under the full distance learning off-campus path are expected to check in with their teachers on daily basis via various synchronous sessions and access/complete their daily work via synchronous and asynchronous instruction.

Under the in-person path, all students are expected to attend campus in accordance with the schedule/phase in plan that combines primarily on-campus learning with the possibility of off-campus learning. While on-campus, students will be participating in the traditional models for their appropriate grade, on any distance learning day they will have a synchronous session coupled with assignments.

All students will be held accountable to attending daily in accordance with the attendance expectations for their learning path. Additionally, all students will have access to materials and workbooks that will need to be turned in as a part of their work completion.

In addition, the administration team will be working with teachers to more closely monitor attendance rates for both online and in-person instruction to more easily identify and flag truancy concerns.

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.]

Kavod has an extensive two-week professional development prior to the first scheduled day of school for students. These two weeks of professional development will cover all aspects needed for distance learning and in-class instruction. Additionally, the schedule is designed to provide on-going professional development weekly.

The team will be focusing on supporting students through the social and emotional impact of trauma, best strategies for engagement in a distance learning platform, including technology tools, support for loss of learning, and best practices for health and safety protocols to ensure that when we resume on campus that our program provide a welcoming and safe environment.

The Instructional Coach, Director of School Culture, Middle School Director and Special Education Director will play primary roles in providing professional development for our team members. Additionally, these team members can specifically support with aiding our team in improving their practices in relation to technology. Kavod also contracts with a technology support company to ensure that our team has technology support when needed.

Staff Roles and Responsibilities

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

Kavod has had to hire and/or reallocate a number of team members to support the distance learning program and to support the safety expectations of when the students are on campus, this includes: creating two to three specific distance learning teacher positions, hiring an additional 5th grade teacher, and hiring a credentialed team member to support our Special Education department in lieu of a paraprofessional. In this process we have had to eliminate enrichment positions.

The Director of School Culture along with the Distance learning teachers and Special Education team, as well as other team members will host home visits throughout for all students who are on the distance learning path.

The middle school team, fifth grade teachers and the TK/kinder team will be supporting both on-campus and distance learning students. We will be hiring some additional aids to help with student supervision to support with the physical distancing requirements.

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.]

Kavod deciphers supports on an individual basis for students who receive special education services, per their individualized education program (IEP). Each student with an IEP, during distance learning, will be provided with appropriate technology and will have support from their case managers to ensure that they understand how to utilize the technology and find solutions for instances where the technology is not suitable for the individual student, as needed. Additionally, per State Bill 98, each student who receives special education services will have a Special Education Emergency Contingency Plan added to their IEP at the start of the school year to ensure that temporary education services are in place should Kavod need to physically close the campus. Other students identified with unique needs are identified and supported by the Special Education Director through 504 plans and/or the Instructional Coach through the Student Study Team (SST) process.

Kavod will continue to offer small group lessons for students who are identified as English learners through the virtual platform. These students will be grouped based on their ELPAC scores, among other internal data points, when available. These data points may include, but are not limited to: MAP assessment scores, previous grade level scores in reading and writing. Additionally, teachers at Kavod will offer additional supports in their whole and small group lessons by ensuring access for students who have been identified as English learners. These supports will be based on universal design for learning and will be implemented to support a wide array of students' learning on digital platforms.

Currently, Kavod has zero students that fall under the foster/homeless youth spectrum. Kavod utilizes Child Find, registration questions, and regularly reviews CALPADS reports to identify students who are identified as foster/homeless youth in order to provide them with the necessary supports.

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

Description	Total Funds	Contributing
Kavod has and will purchase additional laptops/tablets. While the vast majority of the parents have a reliable internet connection, as needed Kavod will secure internet connectivity to families in need.	\$28,550	Y
Develop comprehensive instructional materials to be included in bi-weekly packets. Print and distribute packets to parents in a timely and consistent manner.	\$5,000	Y
Team members specifically supporting the Distance Program	\$337,592	Y
Investment in the SeeSaw Platform for TK-4	\$880	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.]

For both learning paths Kavod has considered using the 5th half day that is left for distance learning to schedule in-school support for students that were already behind prior to COVID-19 closures to mitigate learning loss. These would include ELL support, students below and far below grade level in reading and math and those who would benefit social/emotional support. We feel this would also help support the need for childcare for at-risk students and their families.

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.]

To address loss of learning Kavod is prepared to identify several key areas to assure teachers are prepared to assess the address gaps of inequity and subsequent impacts on student learning. Whether distance learning or in-person, students need to feel emotionally safe, valued and cared for. Therefore, addressing the social and emotional well-being of all our students takes priority. Although eager to determine loss of learning, Kavod must first prioritize the measurement of our school's climate, leveraging social and emotional learning to build an important foundation for learning.

With social emotional learning at the forefront, Kavod is focusing its effort on strengthening relationships with every student and building community through best practices and re-engagement strategies.

Kavod has invested in additional learning programs such as Study Island and Study Sync and will likely be purchasing additional support programs as the team comes back and assess the exact needs of the students. We have strategically scheduled our cohorts into smaller sections to provide more dedicated time between the teacher and the students. We are planning to invest in additional team members as needed to support our students with exceptional needs, including providing services in a remote manner. We will provide additional materials and resources for families as needed, the materials can be picked up by families, shipped to families and as necessary team members will deliver them to families.

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.]

Kavod will utilize a variety of measures to the effectiveness of our learning loss supports. We will begin by getting a baseline date through MAP assessments for all grades, with the exception of TK/Kindergarten. Teachers will use embedded assessments in the various learning programs we are investing in as well as continued implementation of the MAP assessments throughout the year for both on-campus and off-campus path, and teachers will administer both formal and informal assessments to ensure students are progressing adequately. The Fountas and Pinnell reading inventory assessments, the Lucy Calkins writing benchmark assessments, Study Sync Diagnostic Test, as well as the beginning of the year math Expressions assessments are examples of formal assessments used to measure pupil learning loss and track student achievement.

The instructional coach and the director of middle school will review student progress data on a monthly basis at the beginning of the year and garner feedback from team members on the learning tools to ensure the teachers have the appropriate resources to support their students.

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

Description	Total Funds	Contributing
Purchase of one year subscription to NWEA MAP testing software	\$3,500	Y
Purchase of supplemental programs to support with learning loss, such as Study Island, Dream Box, Mystery Science, Discovery Science, Other Science Programs, RAZ Kids, Reading A-Z The Readers and Writers Virtual Support Lessons and language programs, and other supplemental programs	\$9,825	Y
Summer support from team members to support vulnerable populations for SPED and ELL	\$12,300	Y

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.]

Physical distancing at school doesn't mean that our explorers lose social connections with their peers. We will infuse and reinforce good practices with social emotional support into the explorers daily instructional experience.

We recognize that the emotional state of a child impacts their ability to learn. Therefore, Kavod will allocate time and resources upon school return to process and debrief the event and impact of school closure and return for the entire school community. Kavod will assess for mental health readiness and level of trauma, grief/loss using surveys, questionnaires, interviews and/or outreach.

Kavod has a school mental health referral protocol and incorporates SEL Curriculum at all grade levels; we will ensure both remote and in-person learners are included. We refer as necessary to both internal team members and community partners. Kavod has a team member dedicated to the emotional support of our students, and a team member dedicated to the overall social and cultural experience of our students.

In addition, Kavod Middle School has implemented a mindfulness class one day a week in which students learn practical skills to positively deal with stress.

Kavod will maintain a page on the website for families to access support materials and resources and team members have a wide variety of resources available to support students on campus.

Our team will be provided professional development on trauma informed practices through the El Dorado Special Education Local Plan Area (SELPA) and other resources, distance learning best practices, technology platforms, and established school wide norms for in-person and distance learning.

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.]

There are systems in place that allow for multiple stakeholders to engage with all families on a daily and weekly basis; these stakeholders include teachers, administration and support staff. Attendance audits will shift from monthly to bi-weekly to more quickly identify and flag pupils not engaging in instruction and at-risk of learning loss.

To keep families as engaged as possible and following all the necessary safety measures, home visits will help us keep connected with our community to gauge their social emotional well-being, as well as, to ensure students have equitable access to education. Our mission is to increase student and school success by building a sustained partnership with families and the overall school community, which will advance learning and teacher engagement. Parent-teacher home visits are a fast, replicable strategy for engaging families, educators and students as a team. Home visit policies and procedures are based on guidance from the San Diego County Office of Education, the California Department of Public Health, the Center for Disease Control, in accordance with the San Diego County Public Health Order.

Middle School students identified as needing SEL support will be asked to attend a weekly mindfulness meeting.

Lastly, weekly administrator's meetings will continue to provide full program oversight.

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.]

Kavod receives meal services through San Diego Unified School District. It is our understanding that our families will have access to these services while both on and off campus.

Kavod has ensured that lunch is served in cohorts to support with physical distancing.

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

Section	Description	Total Funds	Contributing
N/A	Provide supplies to students for use in completing their distance learning assignments. This will ensure that low-income students have the tools they need to successfully complete their schoolwork.	\$5,000	Y
N/A	Team member support through home visits	\$22,500	Y
	Additional time spent in Professional Development to support with the social emotional support and understanding new procedures	\$14,900	Y

	Personnel added to staff to support with child care for after school since we are unable to contact with child care through the civic center act. As parents will be unable to pay for this, it will be a direct cost to the school and the school will provide additional learning loss support during this time.	\$15,000	N
	Team member dedicated to providing social emotional support to all students to support through the trauma	\$64,000	Y

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
34%	\$186,205

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.]

To have demographically balanced cohorts of students, the following are considered first when creating class lists: English Language Learners (ELLs), students who receive special education and related services, Foster/Homeless youth, gender, race and social/emotional needs.

The supplemental curriculum being offered supports our vulnerable populations. In scheduling the distance learning program, we made sure to provide ample time during the lunch block for families who need to participate in lunch services throughout the district without it impacting their ability to participate in their classes.

There is a dedicated team with oversight of our ELL students who will be providing supplemental small group instruction to support with their academics and language development. At this time, we do not have foster youth, however, we ensure our system as set up to support any vulnerable children who enroll.

Our team will be performing home visits for all students who are participating in full-time distance learning. To better accommodate families, Kavod has incorporated home visits to share strategies for maintaining a meaningful connection and to ensure equity and access to education. Our mission is to increase student and school success by building a sustained partnership which will advance learning and teacher engagement. Parent teacher home visits are a fast, replicable strategy for engaging families, educators and

students as a team. Home visit policies and procedures are based on guidance from the San Diego County Office of Education, the California Department of Public Health, the Center for Disease Control, in accordance with the San Diego County Public Health Order.

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

Currently, Kavod has zero students on the foster/homeless youth spectrum. ELL support services and outreach will be improved via feedback from teacher recommendations from last year, as well as ongoing English Learner Advisory Committee (ELAC). As the ELAC representatives will continue through the 2020-2021 we're hoping that this will help increase parent engagement earlier in the school year.

We will continue to collect multiple academic and social-emotional data points on a frequent basis for all our students in order to gauge their academic progress and any social-emotional needs or concerns that may arise. Students considered to fall within the vulnerable populations at Kavod will be closely monitored by teachers and administration to ensure that their academic progress continues on a positive trajectory throughout the year.