

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Kairos Public Schools opened in 2014, created from "the ground up" to serve a diverse number of student in the Vacaville Unified School District and the surrounding Solano area with the mission to provide teachers, students, and parents with voice and choice in the type of educational opportunities available within the public school system. Kairos prioritizes that learning should be purposeful, active, and relevant. Teachers are the architects of learning, developing instructional materials, and resources to serve all students. Parents are partners in the educational process, providing critical feedback and support in the education of the school community's students. These philosophies grounded Kairos Public Schools as it served students during the spring 2020 closures and as the school planned for the 2020-2021 school year.

Our entire school community has been disrupted both academically and socio-emotionally due to the COVID-19 pandemic. Learning has been disrupted as we transitioned to distance learning and more independent forms of learning in the spring, after-school sports activities and schoolwide events were canceled. The COVID-19 pandemic has continued to force Kairos Public Schools to switch to complete remote learning, reimagine our educational delivery, repurpose staff members, and adapt to changing situations. Kairos Public Schools continues to have a strong focus on the social and emotional wellbeing of all of our stakeholder groups and has implemented numerous strategies to address the needs of our scholars and families. Our surveys revealed approximately 40% of our families and staff lost income during the closures. Immediately upon closing the campuses on March 13, 2020, Kairos staff switched to Distance Learning, providing live instruction on March 16, 2020 and developing and refining the distance learning platform throughout the Spring.

Throughout the summer the leadership team of Kairos Public Schools examined best practices from across the nation to further develop its potential Distance Learning plans. Kairos developed a comprehensive reopening plan that included multiple instructional models based on different health scenarios. This included in-person instruction, reduced class-size instruction with some distance learning, and distance learning for all. While students and families indicate strong appreciation for the work teachers and staff did during the spring and for the work we continue to do through this current school closure, the majority of our families wish for the school campuses to open to students. After numerous surveys to all stakeholder groups, the Board of Directors voted on July 14, 2020 to reopen the school for in-person instruction. On

July 19, 2020, Governor Newsom implemented a new criteria for reopening schools that forced Kairos Public Schools to start with Distance Learning for all students.

Kairos Public Schools developed a comprehensive Digital Learning plan, and shared it with staff and families through a public town hall meeting. Kairos developed an intense Professional Development training plan for staff that included 5 days of Professional Development prior to the start of school to prepare the staff for Digital Learning and to provide tips/tricks training on various video-conferencing tools and training in Google Classroom. Training was also provided on trauma-informed instruction and attendance requirements from the state on what constitutes engaged vs. non-engaged and synchronous vs. asynchronous instruction. Grade level partners and grade spans also met for vertical alignment and intervention discussions to ensure that we fill in the learning gap and to discuss appropriate distance learning interventions for struggling learners.

The instructional delivery of Kairos Public Schools may change throughout the 2020-2021 school year, but the school's mission does not change and the commitment our team has for the success of our scholars does not change. We will continue to develop and refine our educational platform to meet all of our scholars needs. Like all schools in Solano County, Kairos started the year off with Distance Learning. However, Kairos did submit an Elementary Waiver to reopen in grades TK-5. The waiver is currently going through the county and state approval process.

## Stakeholder Engagement

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

During the spring remote learning period, we engaged families through a series of surveys and virtual Town Halls. These were used to gain an understanding of the immediate needs of our students, families, and staff. We also used these surveys to assess how well the distance learning materials being provided were meeting the needs of our students. At this time, we also surveyed families regarding technology access, providing devices and strategizing internet connections with each family who needed support. From this feedback we went through various cycles of improvement with our spring remote learning, focusing on a formats that provided structure and direct instruction of students via videoconference. Administrators hosted individual meetings or small focus groups with families and students who were interested in sharing ideas for how we could improve our spring remote learning. This feedback outreach showcases how Kairos Public Schools believes in voice and choice as an organization. Below is a list of how Kairos worked to further engage our stakeholders throughout the spring and summer months:

- Hosted 5 Virtual Town Hall meetings (March 24, 2020, May 19, 2020, May 26, 2020, July 14, 2020, July 30, 2020)
- Administered 5 Parent/Guardian surveys
- 2 Staff Surveys

- 5 Summer Staff meetings
- Regularly scheduled Board of Directors meetings
- Special Board Meetings

Through these engagement efforts, every stakeholder group was represented and provided feedback on our efforts to support student learning and to plan for our campuses to reopen. Information shared provided stakeholders an improved understanding of current needs and possible solutions, along with opportunities to submit written questions via the Chat feature, moderated by and answered by administration during Town Halls. The Learning Continuity Plan was presented to our Parent Advisory Committee and to the Board of Directors for additional feedback.

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

Kairos Public Schools upgraded to professional Zoom accounts with the capacity to have 1,000 people participate at one time. The board meeting notices were on our website homepage and were in communications, which were sent out to all stakeholder groups. These communications included the Zoom link for public access to our board meetings.

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

Through the combination of surveys, Town Halls, staff meetings and board meetings, Kairos Public Schools compiled the information to ensure all areas were addressed in our planning process. The trends that emerged from all of our stakeholder groups centered on the quality of instruction and the amount of live interaction appropriate for our TK-8 population. Our community has a strong connection to the school campuses, each other, and in-person coursework and activities. Families were provided a copy of the Digital Learning Plan, which included feedback from all stakeholder groups, several weeks before the official opening of school. This school plan was reviewed as a discussion item further with our Board for additional feedback prior to their vote to open school and before the Governor moved to distance learning for counties on the watchlist.

As a focus for planning the 2020-2021 school year, community members used the spring "crisis teaching" as a frame for providing feedback about any potential distance learning that the school may need to offer in the fall. Stakeholder groups noted an appreciation for how quickly Kairos adapted to student needs and refined practices as necessary. Families, staff, and the Kairos Board of Directors asked that we continue to provide strong academic content aligned with state requirements, along with social-emotional supports. Our special education stakeholders noted a significant strength in our special education team with each case manager reaching out to students and families to provide support as necessary and aligned with goals outlined in the student IEP. While stakeholders noted strengths in the spring "crisis teaching," they also provided constructive feedback for the development of our distance learning plans. Families and students requested more live teaching, but not an excessive amount of "Zoom" time. Families expressed a desire, should school have to close, for a more formal daily school schedule to engage their students throughout the day. Teachers have met this request, providing families with weekly learning plans on Friday afternoons for the following week, and providing structure within each day to ensure the state's instructional minutes are met. When staff and families were surveyed which model they would like students to return to school under, the most recent survey results show: 79% of families indicate they want their students to return to school under either the M-Th or alternating day model with 69% preferring the

M-Th model. 8% of families were currently undecided. 77% of staff would like students to return under the M-Th model or the alternating day model with 69% preferring the M-Th model.

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

All of the feedback provided by the Kairos Public Schools community formed the basis for our 2020-2021 school year plan. Since students can not currently attend class in person, they attend via video conference and teachers provide standards-aligned, grade level content. Parents expressed a desire for a balanced approach to learning that did not include excessive amounts of screen time. In addition, a clear outline of what the school day would look like was desired, so our administrative staff, instructional staff, and Special Education staff collaborated on a distance learning plan that provided live interaction and a curriculum that met state standards. The schedule was also fully developed to ensure that Special Education staff were included within live interaction to ensure student accommodations were being met. Recognizing the community's desire to maintain consistency and provide high-quality instruction, the length of the school day exceeds the state required number of instructional minutes, and Kairos teachers have built-in time during the day for office hours and individual support. In terms of actual instruction, class periods have been designated to incorporate both synchronous and asynchronous activities to balance the amount of time student have to spend in video conference sessions. During independent learning activities, teachers are using video conference breakout rooms to provide small group or individualized support. Since video conferencing is key to this plan, Chromebooks have been provided to all middle school students and to elementary students that need them. Each family that does not have internet access or has limited bandwidth was provided use of a school-provided cellular hotspot.

Board members expressed a strong desire to ensure the social-emotional needs of students were met. This led to the development of a stronger counseling website and the provision of resources to teachers/staff regarding trauma-informed instruction. Social-emotional lessons were also developed and implemented the first few days of school and will continue during the school year, with a minimum of one lesson weekly. Recognizing the community's desire to return to on-campus instruction as soon as possible, the school is preparing for on-campus instruction by ensuring that classroom tables and desks have plexi-glass between students to ensure Kairos is following safety measures.

# 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.]

On July 14, 2020, the Kairos Board of Directors voted 7-0 to reopen the school for in-person instruction for all who were comfortable returning. Three days later, Governor Gavin Newsom closed down that option due to Solano County being on the state watchlist. Kairos Public Schools meets weekly with the Director of Public Health for Solano County to get the latest information and discuss ways the school can reopen safely. For the most vulnerable students, our campus has provided in-person assessments for Special Education students and in person assessments for all scholars in the lower grades (TK-5) whose parents are comfortable doing so, in an effort to determine any learning loss and provide intervention supports. Additionally, following the California Department of Public Health guidelines, teachers may meet with small groups to provide instructional guidance to students.

Kairos Public Schools is planning for classroom-based instruction as soon as it is permissible by public health officials and the school has implemented any additional recommended health and safety structures at that time. Currently, Kairos has developed plans for students to return to school with all students returning M-Th or using an alternating schedule, where students may return M/W or T/Th. In both scenarios, those who are uncomfortable returning to school may continue distance learning,

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

Description	Total Funds	Contributing
Additional Personal Protective Equipment for staff and students	\$1,420	No
Materials to create plexiglass barriers around campus where physical distancing can not be maintained	\$3,312	No
Additional Custodial Supplies for Custodial Staff	\$13,852	No
Additional Hours for Custodial Staff to ensure cleaning is complete	\$762.25	Yes
Legal Training on Reopening Safely	\$50	No

Description	Total Funds	Contributing
COVID-19 Screening System	\$ 3,750	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.]

Kairos Public Schools developed one plan that flowed between different instructional scenarios. The plan was developed in anticipation of having to offer Distance Learning, In-Person instruction, or reduced class sizes. Kairos has developed distance learning plans that enable daily live instruction with the child's teacher and peers. All course materials are standards-aligned, grade level content provided within the school's learning management system. Materials and supplies, including distribution of Chromebooks to all students is part of this plan. Students are graded in various ways to ensure understanding of content material. All teachers have virtual office hours built within the school day to provide individualized and in-person supports. Students learning in-person will be learning the same as the students who are distance learning.

Should the public health conditions improve enough that the school transitions to all students being on campus or through the 50/50 plan, students will attend classes from 8:15 a.m.-2:00 p.m. Monday-Thursday, while students who attend from home due to family choice or other reasons will continue to attend remotely. Those students may be able to remote in during the regular school day or teachers will connect with distance learners after 2:00 p.m. each day. In-person and distance learners will have opportunities for additional instruction, small-group instruction, and intervention on Fridays.

### 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.]

After surveys in the spring showed that families would be in need of devices and/or hotspots, Kairos purchased an additional 200 Chromebooks to prepare for distance learning, ensuring that every child at Kairos has access to a device. All middle school students were provided a new Chromebook and any elementary student that needed a device was provided with one. Additionally, Kairos Public Schools

partnered with T-Mobile to offer Wifi Hot Spots to all families who needed connectivity. Administration and IT provided technical support as needed to ensure all students could log on to devices and access distance learning materials.

## **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.]

Teachers are tracking attendance in synchronous instruction as well as through the completion of assignments via the school's Student Management System (Aeries). Each teacher has developed a daily schedule of synchronous and asynchronous learning that exceeds the minimum daily instructional minutes as outlined by the state (TK & Kindergarten = 180 daily Grades 1-3 = 230 Daily; Grades 4-8 = 240 Daily) and each assignment is given a time-value equivalency by the certificated teacher. Teachers have been provided professional development on the documentation of daily attendance to ensure that they understand that the documentation of daily attendance includes but is not limited to evidence of participation online, completion of assignments or assessments, and contacts between employees and pupils or parents.

Kairos continues to ensure that families understand that compulsory attendance requirements continue to apply, even through this distance learning season. Each day, teachers note which students are "engaged" vs. "not engaged" in our Aeries Attendance portal. Each week, teachers are provided a hard copy of weekly engagement attendance reports to verify student engagement and must sign the weekly engagement attendance report. Any corrections made are submitted to the attendance assistant. Students of concern are reported to administration as potential follow-up with families to discuss attendance and academic concerns. If appropriate, interventions are put in place via an Action Plan, following procedures as outlined in our school's Charter.

Additionally, Kairos Public Schools has developed a Digital Learning plan that provides daily live instruction from a child's certificated teacher, office hours, intervention supports, recorded mini-lessons and even electives such as music and PE.

## **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 and staff are provided professional development and on-going support on distance learning tools including video-conferencing platforms (Zoom/Google Meets) and collaboration tools (Google Classroom). Teachers have also been trained on attendance reporting processes and requirements (what is "engaged" vs. "not engaged"). Time has been set aside each week for teachers to engage in grade-span and whole school team meetings with a focus on distance learning best practices, state updates, and intervention supports for students. Throughout the year, Kairos Public Schools provides 10 full Professional Development days, with 5 prior to school starting, and the remaining 5 spread throughout the year. During the summer, the school purchased the Distance Learning Playbook from Corwin Press for all teachers and instructional staff. The book was used as a resource for providing professional development before school started and as a resource to be utilized throughout the year. Also, a webportal of trainings and resources was developed to be a professional library of resources for staff to access to equip them with tools for distance learning.

## Staff Roles and Responsibilities

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

Kairos Public Schools is a small independent charter school. It has a small, but mighty staff. It does not have access to a large amount of staff who can be delegated to complete many of the redesigning of education. Our team has taken on new responsibilities that were never imagined before. In an effort to avoid lay-offs, support staff were repurposed to provide instructional assistance in the virtual classrooms settings. Professional development was provided to those staff on video-conferencing techniques, such as screen sharing, engaging with student in break-out rooms, gallery monitoring, etc.

## 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.]

Kairos' core philosophy is to provide individualized support for all students. The school is committed to creatively supporting our pupils with unique needs. Through our existing multi-tiered systems of support process, Kairos staff members have been providing individualized and differentiated supports for students struggling with distance learning since the campus closures and will continue to do so throughout the 2020-2021 school year. Depending on each student's individual needs, teachers and administration will meet with families via video-conference or telephone and/or provide in-person support as allowed by the current public health conditions.

Kairos has specific focus areas for students with unique needs.

- 1) Focus on the safety, health, and welfare of the students and staff members at Kairos Public Schools and in the home setting when remote learning is happening.
- 2) Provide FAPE - Deliver services to as many students as you reasonably can in the best way possible.
- 3) Document all efforts; make sure documentation is focused, consistent, detailed, and demonstrates a good faith effort to provide the appropriate services.
- 4) Compliance during a Pandemic - Keep in mind that IDEA was not built for crisis schooling; however, with this being said Kairos Public Schools is committed to serving students appropriately and ensuring students are able to access learning despite the barriers COVID-19 imposes.
- 5) Access to ELD supports is readily available.

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

Description	Total Funds	Contributing
Purchased individual student devices iPads and Chromebooks to ensure all students have equitable access to technology	\$50,050	Yes



Description	Total Funds	Contributing
Obtained Mobile HotSpots for students who do not have internet access at home	\$2,412	Yes
Zoom video conferencing to connect families, students and staff	\$5,823	Yes
Presence Learning to provide teletherapy services and assessment programs for students with disabilities	\$2,800	Yes
Software (DocuSign) for digital agreements between the school and families	\$6,263	No
Laptops, Monitors and equipment for staff to work remotely	\$24,557	No
Additional Hours for staff to deploy technology to students	\$500	No
Resource Materials for Teachers to support best practices	\$634	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.]

Kairos Public Schools recognizes that the COVID-19 related campus closures have impacted student learning and identifying skills gaps is key to supporting students this school year. As part of our return to school planning, all students will participate in assessments which help to identify learning gaps. Kairos is spending the first 3 weeks of school with dedicated assessment time for every elementary student in grades TK-5 in the areas of reading and math. These assessments are done in-person and/or online individually with each student. In middle school

Math and English Language Arts assessments are given that align with CAASPP testing. The data gathered from the various assessments will inform our teachers of potential learning loss and what standards our teachers will need to focus on in order to close the learning loss gap. In addition, our EL students assessment data will be reviewed by our Instructional Leadership team and ELD coordinator to determine the services that will need to be provided to those students.

- Elementary students will be assessed in reading using running records and DRA assessments
- Elementary students will be assessed in math using STAR 360 assessments
- Middle School students will be assessed in math using various assessments, including STAR 360 assessments
- Middle School students will be assessed in ELA using CAASPP Interim assessments
- Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- Follow up with groups of students in more specific domains that appear to need more reinforcement using the Interim Assessment Blocks (IABs).
- Provide parents with resources to support understanding of grade level standards and assessments.

#### ELD

- Explore Tools for Teachers website for formative resources to assess English language development as necessary.
- EL Coordinator/Administration notifies teachers of EL students and collaborates as necessary to provide any needed English development. Progress Reports are completed throughout the year as documentation to track growth, and the EL Coordinator meets with EL families monthly to ensure academic progress and receive feedback from EL families. Interventions are provided as necessary.

## 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.]

Along with identifying potential skill gaps, Kairos teachers and staff have developed plans for addressing these gaps. As part of our planning for the 2020-2021 school year, teachers, through our vertical alignment discussions, identified standards which may have been missed during the 2019-2020 school year, as well as essential standards for this coming school year. Teachers have redesigned their units of study and scope and sequence documents to address these essential learning standards and provide targets supports to students as needed. Teachers have developed intentional and consistent instructional schedules that work with distance learning, and a bell schedule has been designed that adheres to the safety recommendations as outlined by public health agencies when in-person learning can occur. Below is a sample of ways Kairos is addressing pupil learning loss?

- Administer a diagnostic screener early in the 2020-2021 school year.
- Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- Implement formative practices (exit tickets, student work, and student discussions) during instruction.
- Employ targeted checks for very specific subject and grade-level instructional purposes.

- Teachers will focus on the depth of instruction, not on the pace and will avoid the temptation to rush to cover all of the ‘gaps’ in learning from the last school year.
- Provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.
- Utilize portfolio-based assessments that describe students’ learning progress over time with student work.
- Administrators and instructional leaders will collect data by conducting classroom walkthroughs. This collection of data can be done in-person and virtually by gathering teachers’ synchronous classroom log-in information and logging in to virtual synchronous instruction.
- Data can also be collected through in-person or virtual student focus groups, individual student interviews, teacher and parent interviews.
- Utilize instructional aides in online instruction to join in instruction and help smaller groups of students who need support.
- Administration will continue to meet with teachers to obtain glows and grows of the distance learning model. Professional development will be provided as necessary to train staff on distance learning successes for potential implementation

### 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.]

Kairos Public Schools will continue to use a collection of formative and summative assessments to measure the effectiveness of pupil learning loss strategies and will continue to make adjustments throughout the school year. These assessments consist of diagnostic assessments in reading and math, Star 360 assessments, and CAASPP interim assessment blocks, language development assessments (ELPAC), and teacher-generated summative tests and projects. When services and supports are collaboratively selected, Kairos will determine which metrics are feasible and viable. Teachers will continue to collect and record data via remote access, and verify that data is recorded by student demographic factors so data can be analyzed to illuminate any gaps in access, opportunity, or achievement. Administration will train relevant staff in data entry, data collection, and data analysis, schedule opportunities to review results of data analysis and discuss how to respond to effectiveness data and communicate frequently about the purpose for collecting such data as well as trends in results of analysis.

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

Description	Total Funds	Contributing
Personnel for English Learners Support and Assessments	\$1,000	Yes
Coaching and Support from hourly staff for students struggling with distance learning	\$81,000	Yes
Reading A-Z reading and assessment platform to analyze students reading levels.		Yes

Description	Total Funds	Contributing

## 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.]

The return to school this year will be unlike any other in our history and will emotionally charged for students and adults. This moment will call on all members of our school community to deepen our social and emotional competencies and create equitable learning environment where all student and adults process, heal, and thrive. In order to support students and families, Kairos Public Schools is committed to supporting our staff and students in their social and emotional well-being. Below is a list of areas we will focus on:

- Professional development provided to inform teachers/staff of what trauma looks like, how it manifests in students, and how to work with students affected by traumatic events
- List of resources provided to teachers/staff on working with students affected by trauma
- Survey staff periodically during the school year to continually assess staff needs.
- Schedule individual conversations (in-person or virtual) to illuminate additional needs.
- Hold regular staff meetings to gather feedback
- Work with Administration and Instructional Leadership Team to determine the best method to respond to needs
- Work with School Counselor and Psychologist on needs of students and staff
- Administration and counseling staff will provide parent Zoom meetings/presentations that address family and staff needs
- Based on screener results, offer mental and general health services that are tracked through tele-health
- Consider specific needs of diverse students when designing interventions (students with exceptional needs).
- Provide professional development to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other affective issues to determine appropriate tiered interventions.
- Consider differences that might exist between what a student experiences during the pandemic in comparison to what their parent(s)/staff might experience and why and differentiate the level of support to be provided (i.e. staff may need on-going support whereas students may benefit from limited interventions).
- Share differentiated resources for students with exceptional needs to address trauma and other impacts.

# 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.]

In order to adequately support students and families, Kairos Public Schools has developed multiple support structures. Throughout the school year, the will be hosting on-going virtual parent meetings to assist parents in best practices for supporting distance learning. All sessions will be posted to the school's YouTube page for families who cannot attend virtually. The school has also communicated support strategies for families through our community reopening guide and has created a counseling specific site where these resources can be accessed.

Kairos Public Schools has maintained an average daily attendance percentage of 97% for the past 6 years. It is our desire to fully engage our scholars on a daily basis through Digital Learning as well. We will implement the following strategies.

- Utilize our Instructional Leadership team to inform development of documentation for tiered reengagement.
- Maintain documentation of pupils that are frequently absent and document methods used to re-engage them.
- Utilize our student information system (Aeries) as a consistent attendance monitoring tool.
- Modify Aeries for taking attendance of distance learning or combined days of distance and in-person learning. For example, a marker for Engaged and Not Engaged.
- Teachers have time scheduled daily to reach out to students who do not participate in the daily live sessions or who need extra assistance
- Administration will reach out to families whose scholars are not engaged in learning.
- Follow the Student Intervention Action Plan process as outlined in our school's Charter

Understanding that these are very trying times for all of our families, Kairos Public Schools is committed to work with each family to identify the support which will work best for their situation.

## 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.]

Kairos Public Schools is committed to providing nutritionally adequate meals for all scholars who would like a meal. Free and Reduced applications can be completed online or by appointment in the main office. Kairos has implemented a system where meals can be ordered online via our school website or by contacting the school office. A week's worth of meals is distributed on Thursdays that includes both breakfast and lunch, picked up through a drive-through system in front of the school

The process above will be continued for all students who continue on Distance Learning when we are able to resume in-person instruction.

For in-person instruction, scholars will have access to meals on campus daily.

Consistent with SB98, Kairos Public Schools will only serve meals to students enrolled in our school.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.17%	\$102,715

## 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.]

As we developed our Learning Continuity and Attendance Plan we started by considering our highest-needs students first. This led us to develop a plan that combines both virtual and in-person support while prioritizing in-person, on-campus support for our highest needs students, following the guidance given by the California Department of Public Health cohorting guidelines. This cohorting will allow students with the highest level of need (students with disabilities, foster youth, English learners, low-income students) to come to the campus more often when using a full distance learning model and/or a full return-to-school or 50/50 model, either after the 2:00 dismissal or on Fridays. Kairos Public Schools has purchased technology devices to ensure every student can connect to our distance learning program and assigned staff members to provide virtual technology and distance learning support. Our team has deployed digital collaboration tools and training to staff that allows for all students to effectively connect with teachers and each other. Similarly, the professional development being provided to teachers was designed and developed with our highest needs student in mind with a focus on data-driven, differentiated practices. The special education team met with teacher leaders to collaborate with teachers on an effective distance learning schedule, reviewed IEP goals and present levels of performance, and strengthened co-teaching practices and intervention services. Additionally, Kairos has implemented a progress reporting system for our EL students with interventions being provided by our EL Coordinator as necessary.

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

Kairos Public Schools supports all of our students, including foster youth, English learners, special education, and low-income students by using a differentiated, individualized approach that exceeds the cost of providing basic educational services. Academic and social-emotional needs will be identified through our existing tiered intervention process by using academic and social-emotional data to determine additional supports, such as additional academic coaching/intervention, counseling services, and 1:1 time with staff. This structure allows the school to provide tailored supports for students and families most struggling with distance learning or overcoming challenges created by COVID-19. Kairos Public Schools is providing technology devices to all students and anyone, including low-income families, English learners, and foster youth are being supported in ensuring home internet access through hotspots or strategizing fee/low cost residential high speed internet. This will ensure that every student can connect to their teachers, support staff, and curriculum materials. English language learners are being supported through additional staff time for progress monitoring and completion of progress forms. The EL Coordinator will also be checking in with EL learners and families monthly to determine additional needs during distance learning. The school has also implemented a weekly

team meeting requirement that analyzes student performance and distance learning strategies. Students of concern are addressed and the team implements interventions as necessary to help ensure student progress is being made.