

the “burger” format (rationale, approach, action, desired outcome)

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.]

Kepler Neighborhood School (KNS) serves 380 students in grades TK-8. It is a public, Charter School with a cohesive focus on both academics and civic responsibility supported by a strong community in Fresno. The Learning Continuity Plan (LCP) has been informed by the impacts KNS and its community have experienced because of the COVID-19 pandemic. KNS has responded to COVID-19 by making the programmatic changes to offer distance learning, offering interventions to mitigate learning loss, increasing professional development to staff, changing roles and responsibilities of current staff, providing mental health and social emotional support to students and staff, ensuring student engagement and attendance, offering resources for families who are experiencing unemployment, housing issues, and food insecurity. The impact affecting KNS and its community includes anxiety in regard to the uncertainty of the future, fear of the pandemic, fatigue, isolation, missing family, friends, colleagues, teachers, and students, and meeting the dual role of caregiver and employee. KNS serves 65.3% of students who are socioeconomically disadvantaged (SED); therefore, COVID-19 has caused additional stress to families who were struggling to meet financial obligations prior to the pandemic.

Stakeholder Engagement

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

KNS is committed to meaningful stakeholder engagement to ensure school planning and improvement, especially in the time of COVID-19. In the development of the LCP, KNS has ensured that staff and families understand the current needs of KNS as it relates to the local, state, and federal guidelines. This LCP has been informed by feedback received by students, families and staff from Spring 2020 to the present. KNS has made provisions for stakeholder engagement which promotes remote participation and addresses language accessibility. To this end, input was collected through surveys via Remind Application (to provide daily and weekly communication to families via telephone, text, and email in English and Spanish to increase student and parent engagement), staff members called families in English and Spanish, staff meetings were held, parent meetings, observations, conversations, and input collected from Parent Advisory Committee. In addition, parents

and staff attend Board Meetings and the Public Hearing where the LCP was reviewed. The input collected from students, parents, teachers, administrators, and staff contributed to the development of the LCP. Prior to the finalization of the LCP, stakeholders had an opportunity to review the document, and KNS solicited recommendations and comments regarding the specific actions and expenditures proposed in the LCP. The CEO responded to the recommendations and comments prior to the finalization of the LCP. KNS developed a Teacher Advisory Committee that meets throughout the school year to provide input on school decisions and assist in program implementation.

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

In order to provide remote participation in public meetings and public hearings, KNS has provided information about virtual meetings that allow stakeholders to attend from their computer or telephone. This allows stakeholders to participate through the chat box or virtual participation. If parents need translation, a translator is provided for them upon request. Agendas for public meetings and public hearings are sent via Remind and posted on the Charter School's website.

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

A summary of the feedback provided to KNS by the specific stakeholder groups are as follows: Students shared how they miss their friends and teachers and needed help with technological issues related to distance learning. Parents shared how they want students to have devices and access, to receive quality instruction with flexibility for working parents and families with multiple students online simultaneously, to provide a clear, consistent schedule for distance learning, and to receive a list of school personnel who is in charge of each aspect of distance learning. Teachers shared they needed support with access, how to work online with students while teaching and caring for their own children, support with logistics with paper packets to include school supplies, stamps envelopes, formative assessments, and tools for parents. Staff shared they needed support with computers, access, professional development on virtual platforms, and how to work online with students while teaching and caring for their own children.

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

A summary of the aspects of the KNS LCP that were influenced by the stakeholder groups are as follows: The distance learning plan includes time for peer interaction and engagement; technological support for students, parents, teachers, and staff; computers and access points through hotspots and Wi-Fi connectivity; quality instruction provided with a clear schedule including morning and evening support; a list of school personnel who can address various concerns; flexibility with scheduling for teachers and staff; school supplies provided to students; professional development provided to teachers and staff; and formative assessments to inform instruction through distance learning.

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.]

KNS will take a variety of actions once in-person, classroom-based instruction is allowed by local, state, and federal guidelines. Students will attend school on a regular schedule from 8:15 AM to 3:30 PM to ensure student learning, competency development, social emotional well-being while taking all necessary health and safety precautions as recommended. Precautions will include, but are not limited to, handwashing, social distancing, face masks if recommended/required, cleaning and sanitizing the school, additional staff if needed to ensure the health and safety of students, teachers, staff, and administrators, individual student supplies, and take home meals. KNS will implement a hybrid model when allowed to return to the building. The students will be divided into two cohorts and will attend school on a flexible schedule to allow for social distancing. The daily schedule will meet the minimum instructional minutes, designated entry to allow for safe entry and health checks, staggered lunches and recesses to ensure that all students can remain socially distanced and appropriately supervised. KNS will hire staff to ensure the health and safety of students, teachers, staff, and administrators including a custodian and a school nurse. Most importantly, KNS will implement a systematic cycle of assessments, including initial screenings, formative assessments, and summative assessments. The initial screening and formative assessments will include Basic Skills Phonics Test in grades TK-2 and NWEA MAP and Focused Interim Assessment Blocks ("IAB") for grades 3-8. KNS will use The Progress Program by Kansas University to assess students' social emotional well-being of students. The summative assessments will include IXL progress monitoring, curriculum based measurements, and teacher created assessments and lessons. Data from screenings and assessments will be used to identify individual student strengths and areas of opportunity. Students who have experienced significant learning loss due to school closures or who are at greater risk of experiencing learning loss due to future school closures will be identified and prioritized to receive a variety of interventions to accelerate academic growth. Some of the interventions that will take place are working with an intervention teacher, receiving small group instruction either in the classroom or in intervention, after-school tutoring, SPIRE support and Reading Horizons intervention for reading, Bridges, ST Math and Eureka Math intervention for math, Kansas University interventions for writing strategies and social emotional development, Smithsonian intervention for reading comprehension, and IXL interventions for reading, grammar, math and science.

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

Description	Total Funds	Contributing
Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$21,280	Y
Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$46,543	Y
Provide Personal Protective Equipment (PPE) to students, teachers, staff, and administrators.	[\$ 0.00]	N
Provide cleaning and sanitation supplies and staff to ensure the school is clean and sanitized.	\$37,596	N
Hire additional staff to ensure the health and safety of students, teachers, staff, and administrators including campus access to include a custodian, a school nurse,	\$96,934	N

Administer BPST to students in grades TK-2 and NWEA MAP to students in grades 3-8 at least three times per year. Administer IXL to students in grades 2-8 to monitor progress frequently.	0.00	N
Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$39,309	Y
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL).	\$10,492	Y
Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	0.00	N
Provide before and after school care in the classroom monitored by school staff to provide a safe, healthy environment for students to support the social emotional well-being of students to improve social emotional skills and mental health. Priority for before and after school care will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	[\$ 0.00]	Y
Provide individual student supplies only used by one student.	0.00	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

In the event that a transition occurs between distance learning and in-person instruction, KNS has planned to provide a continuity of instruction to ensure that students have access to a full curriculum regardless of the method of delivery. During distance learning, teachers will connect with students through Google Classroom, Google Meets, Zoom meetings, paper packets, virtual classrooms, and videotaped lessons. Intervention support will be provided by certificated teachers, interventionists, and paraprofessionals. Regularly scheduled tutoring and accelerated support will be offered utilizing Zoom online sessions provided by support staff. Students will attend school on a distance learning schedule. Mondays, teachers will host a daily, live interactive session to communicate the synchronous and asynchronous instruction for the week. Teachers will provide office hours via Zoom meetings on Mondays. Tuesdays, Wednesdays, Thursdays and Fridays, teachers will provide synchronous and asynchronous instructional activities from 8 AM to 3:30 PM. KNS provides after school hours on Tuesday and Thursday from 3:30 to 6:30 PM to provide equity for working parents. KNS has hosted virtual Parent Teacher Nights to allow parents and students to meet the teachers and understand the expectations for distance learning.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

KNS has contacted all parents, including students and families with unique circumstances, beginning in March of 2020 to ensure that all students have devices and connectivity. KNS also sent information about obtaining devices and hotspots through Remind. KNS verified all student addresses and provided teachers with paper, stamps, and envelopes to send and receive paper packets when appropriate. KNS believes that instruction for students in grades TK-2 is more appropriate through a combination of print and online. In the event that devices or connectivity is impossible due to geographic location or the unique learning needs of the student, KNS has made all necessary accommodations like providing daily live interaction through phone calls, lessons through phone calls, and paper packets. Additionally, students, teachers, and families have full-time, daily access to technology support whether it is difficulty logging on to a Zoom meeting or difficulty with the device or connectivity. All teachers and staff also have a laptop and support with access through a hot spot or Wi-Fi. KNS has hosted training sessions for students, parents, staff and teachers to ensure that they can utilize the online tools for distance learning.

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.]

KNS will track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes. KNS has developed a weekly engagement record that teachers will keep on each student which will verify whether the student is accessing daily educational opportunities, attending live lessons, completing synchronous and asynchronous instructional activities. Teachers have received professional development and planning time to lesson plan, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment. Teachers will contact all students and parents of students who are not attending live lessons or completing synchronous or asynchronous instructional activities. Teachers and parents will develop a reengagement plan for students to access daily educational opportunities and will follow-up to ensure students are making progress. An Administrative Assistant will support the Director of Student Services with tracking behavior interventions, academic intervention programs (English Learners, Foster Youth, Low Income Students) provided during the instructional day and after school, tracking the MTSS intervention program, ELD program, and teacher support. The Attendance Clerk/Parent Liaison will support student engagement by increasing attendance, decreasing chronic absenteeism, and working directly with families to overcome obstacles to attendance.

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.]

KNS has provided professional development and resources to increase the skillset of teachers to change their instructional delivery from site-based classroom to distance learning. The teachers have been provided time and resources to lesson plan, develop an online pacing guide, and learn how to set up and utilize Google Classroom, Google Meets, and Zoom meetings. Each teacher received one-on-one professional development on Google Classroom, Hang-outs, Meets, Zoom and Charter School expectations for distance learning. Teachers were trained how to teach and support the students to use Zoom, Google Classroom and turn in work. Administrators monitor teachers by

attending live lessons, verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. KNS has provided professional development and resources to increase the skillset of staff to set-up and utilize Google Classroom, Google Meets, and Zoom meetings, and to track and monitor student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes. In addition, KNS has provided support to teachers and staff by building and nurturing staff relationships to reduce the strain of isolation and the fatigue of the digital environment. This has been achieved through weekly meetings, activities, competitions, weekly drawings, snack boxes, buddy teachers, welcoming rituals, engagement with colleagues, and optimistic closures. All teachers and staff have access to full-time, daily technological support to ensure the success of distance learning.

Staff Roles and Responsibilities

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

KNS has adapted the roles and responsibilities of all staff as a result of COVID-19 because all staff has transitioned to working remotely. Since the roles and responsibilities of Charter School staff was initially designed for full-time, in-person, classroom-based instruction, all roles and responsibilities have shifted to distance learning in a virtual environment. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students. Campus supervisors may help make phone calls to families. Paraprofessionals may provide intervention under the direction of a credentialed teacher. Administrators may teach a class in the event of a teacher absence. Teachers may provide technological support.

Some examples of new roles and responsibilities have included the office staff who now make calls to parents to discuss the reopening plan. IT has shifted to providing training and problem solving on devices and connectivity directly to students, parents, staff and teachers. Food service has shifted to providing grab and go lunches daily from 11 AM to 1 PM. The Human Resource Manager has adjusted agreements to include telecommuting expectations. The Athletic Director has shifted to providing mentorship to students and following up with students needing additional social emotional support. Teachers have shifted to providing distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and much more. The counselor has shifted to providing support for stress and fatigue for teachers and staff, trauma training, and monitoring students through Bark for Schools and Impero which reports signs of cyberbullying, suicidal ideation, predators, and more.

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.]

KNS serves 3.9% English Learners (EL), 8.6% Students with Disabilities (SWD), 1.3% Foster Youth, and 3.8% Homeless students. KNS continues to provide ELD to all students who are identified as EL through integrated ELD in the live lessons with paraprofessionals present in the live lesson to provide immediate support and designated ELD as a class provided by the fully credentialed ELD teacher. EL students also receive tutoring support for their lessons through the live lesson platform. KNS has continued to provide high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who requested in person (with social distancing), telephone, Microsoft Team meetings, or Zoom meetings. The Director of Student Services monitors contact with students and parents through contact logs created by teachers and interventionists. The

SWD receive services through HIPPA compliant Zoom meetings by KNS staff or contracted service providers. For push in services, the Specialized Academic Instructors attend the Google Meets with the students to understand what the classroom teachers' expectations and to provide immediate support. For pull-out services, the Specialized Academic Instructors provide services to support the classroom expectations and to progress toward each student's IEP goals. KNS has a Liaison who provides supports to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child's education, school supplies, interventions, and additional academic supports. The school counselor continues to address the needs of all students, especially Foster Youth, Homeless Youth, EL, and SED students by sending updates and videos to students, verifying needs via a Google questionnaire, and reaching out to students who are struggling. Students who are Foster Youth, Homeless Youth, EL and/or SED are prioritized to interventions, assignment support, and direct support by teachers, ELD teacher, and paraprofessionals during office hours. During live lessons, the paraprofessionals attend live lessons with students to provide direct support. In addition, students can access online interventions like Reading Horizons, ST Math, IXL, and Eureka Math 24 hours a day, 7 days a week.

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

Description	Total Funds	Contributing
Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Y
Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Y
Administer BPST to students in grades TK-2 and NWEA MAP to students in grades 3-8 at least three times per year. Administer IXL to students in grades 2-8 to monitor progress frequently.	Previously Listed	N
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL).	Previously Listed	Y
Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Y
Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	Previously Listed	N
Provide paper, envelopes, printers, stamps to students who need to use paper packets.	\$1,000	N
Provide HIPPA compliant Zoom to host parent meetings and classes	[\$ 0.00]	N

Provide professional development to teachers and staff on distance learning tools, technology, restorative justice practices, and trauma informed instruction.	\$3,096	N
Provide technological support to students, families, teachers, and staff.	\$38,186	N
Provide increased utilities to include telephones, internet, and electricity.	\$60,000	N
Provide constant communication to students, families, teachers, and staff through the Remind Application.	[\$ 0.00]	N
Purchase and repair additional computers for students, teachers, and staff to ensure devices for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$19,072	Y
Purchase and provide hotspots to ensure students have connectivity for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$2,000	Y
Purchase and provide Wi-Fi to ensure staff and teachers have connectivity.	0.00	N
Support school climate and culture through weekly drawings and rewards for school competitions.	\$2,000	N
Ensure the Athletic Director provides mentorship and social emotional supports for students. Priority for mentorship will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$61,144	Y
Purchase Bark for Schools and Impero to ensure that students are safe and supervised when working online.	[\$ 0.00]	N
Provide ELD Teacher to provide designated ELD support to EL and to support EL with interventions and supplemental, academic supports in general education classes in order to increase EL student achievement and reclassification rate.	\$17,257	Y
Provide individual school supplies to students to use at home during distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$60,000	Y
Ensure the School Counselor provides supports, counseling, and resources to students to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Priority for counseling will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	\$16,846.80	Y
Ensure the DSS Administrative Assistant tracks behavior and academic interventions.	\$7,784	Y
Ensure the Attendance Clerk/Parent Liaison support families to ensure student attendance and engagement.	\$53,802	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.]

KNS will implement a systematic cycle of assessments, including initial screenings, formative assessments, and summative assessments. The initial screening and formative assessments will include Basic Skills Phonics Test for English Language Arts (ELA) in grades TK-2 and NWEA MAP and FIAB for ELA and Math in grades 3-8. The summative assessments will include IXL progress monitoring for ELA and Math, in addition to curriculum based measurements, and teacher created assessments. Additionally, KNS will assess EL to measure learning status in the area of designated ELD in listening, speaking, reading, and writing through assessing forms and functions, utilizing the Sheltered Immersion Observation Protocol (SIOP), and ELD curriculum-based measurements. KNS will assess EL in core content areas where students receive integrated ELD as measured by content area assessments and grades. Data from screenings and assessments will be used to identify individual student strengths and areas of opportunity. Students who have experienced significant learning loss due to school closures or who are at greater risk of experiencing learning loss due to future school closures will be identified and prioritized to receive a variety of interventions to accelerate academic growth. Some of the interventions that will take place are working with an intervention teacher or a paraprofessional, receiving small group instruction either in the classroom or in intervention, after-school tutoring, SPIRE support and Reading Horizons intervention for reading, Bridges, ST Math and Eureka Math intervention for math, Kansas University interventions for writing strategies and social emotional development, Smithsonian intervention for reading comprehension, and IXL interventions for reading, grammar, math and science. All teachers will be provided with realia to connect learning to experience, and object to vocabulary. The Director of Student Services will oversee behavior and academic intervention programs especially for Foster Youth, Homeless Youth, EL, and SED students during the instructional day and after school, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction.

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.]

The actions and strategies that KNS will use to address learning loss and to accelerate learning progress for students will include whole group, small group, and individualized instruction. Interventions in ELA, Math, and ELD will be provided during the instructional day and afterschool provided by certificated staff, interventionists, and paraprofessionals under the direction of certificated staff. Teachers will also host office hours to provide one-on-one support to students. KNS will analyze the needs of students and will provide a variety of differentiated instructional strategies to include providing students with an appropriate level of instructional materials either online or in print. The strategies will differ for Foster Youth and Homeless Youth will include identifying a safe place to work, nutritional meals, devices and connectivity, supplies, tutoring, and counseling. The strategies will differ for EL by measuring language acquisition and comparing EL level to academic success in core content areas. The strategies will differ for SED students by ensuring access to devices, connectivity, and instructional materials, and overcoming any obstacles which may be caused by lack of educational experiences and income. The strategies will differ for SWD by meeting with parents and discussing any strategies that may support the student to be more successful. The strategies will differ for high-achieving students by providing lesson extensions, independent projects, and deeper level opportunities to express knowledge.

KNS will utilize an instructional coach who will provide individualized coaching to teachers in area of implementation of curriculum in the distance learning environment, Tier 1 class supports for academic improvements, analysis of student performance data, instructional strategies to address the needs of Foster Youth, English Learners, and Socioeconomically Disadvantaged students, and student

engagement. Kepler will increase student engagement, school climate, and increased course access by providing elective teachers to teach courses to expand learning opportunities within the school day by providing access to experiences and enrichment. KNS teachers will continue to coordinate and implement the Service Learning Program remotely which may include writing letters to elderly people in assisted living homes, making thank you cards for first responders, collecting gifts to donate, or running a canned food drive. KNS will hold two Expo's (virtually) to demonstrate student work, encourage community participation and relationship building. KNS will provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support student distance learning.

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.]

KNS will determine the effectiveness of the services or supports provided to students by measuring learning loss. In addition to the aforementioned assessments, KNS will set goals, determine benchmarks, and analyze data to compare student growth to projected outcomes. KNS will use Impero to collect and house student data which will be analyzed by teachers to inform instruction. There will be regularly scheduled staff meetings to engage in cycles of inquiry around student data. KNS will establish a common protocol for regular and consistent communication to parents about student progress. KNS will assess students' social emotional well-being through daily live interactions to include greetings, warm-up games, check-ins, clear articulation of learning goal, use of an essential question, giving students opportunities to share, discuss and interact, and collecting exit tickets. Students will have the opportunity to revise and resubmit work after reteaching or receiving teacher feedback and to prepare their examples for student work for the Expo. KNS will review the data and focus on a continuous improvement learning model.

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

Description	Total Funds	Contributing
Provide SIOP model and forms and functions assessments for EL and provide professional development to ELD teachers.	[\$ 0.00]	N
Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of Restorative Justice, supporting social emotional and mental health for the family, and access to tools to support student distance learning which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	[\$ 0.00]	Y
Provide teachers with realia to support academic vocabulary acquisition of English Learners to increase EL student achievement and reclassification rate.	[\$ 0.00]	Y
Provide 3 Intervention Teachers to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State	Previously Listed	Y

assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.		
Provide paraprofessionals to provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Y
Administer BPST to students in grades TK-2 and NWEA MAP to students in grades 3-8 at least three times per year. Administer IXL to students in grades 2-8 to monitor progress frequently.	Previously Listed	N
Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. (SPIRE, Bridges Math, ST Math, Eureka Math, Reading Horizon, KU Writing, Smithsonian, IXL).	Previously Listed	Y
Provide after-school tutoring for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students.	Previously Listed	Y
Provide social emotional learning curriculum and opportunities to ensure sound, healthy well-being.	Previously Listed	N
Purchase Bark for Schools and Impero to ensure that students are safe and supervised when working online.	\$6,294	N
Director of Student Services will oversee behavior and academic intervention programs especially for Foster Youth, Homeless Youth, EL, and SED students during the instructional day and after school, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction to increase program services, ensure English language acquisition, social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem..	\$23,924	Y
Provide instructional coach who will provide individualized coaching to teachers in the area of instructional strategies to address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students so that teachers have the skills to increase and support social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	\$17,256.80	Y
Provide elective teachers to expand learning opportunities within the school day by providing access to experiences and enrichment to close the achievement gap and offer students the same opportunities available to all students to increase student achievement, attendance, connectedness, and self-esteem.	[\$ 0.00]	Y
Ensure Service Learning program continues remotely to support social emotional well-being through community, school connectedness, personal and community responsibility.	\$20,000	Y
Host two Expo's (virtually) to demonstrate student work, encourage community participation, and build relationships with students, families, and staff.	[\$ 0.00]	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.]

KNS will monitor and support mental health and social emotional well-being of students and staff by conducting social and emotional check-ins for each student. The school counselor will send out monthly surveys to families to garner information about student and family mental and social emotional health and well-being. The teachers will receive professional development that will include secondary traumatic stress and self-care (e.g. Support for Teachers Affected by Trauma (STAT), mindfulness techniques, staff social supports, stress reduction, trauma informed instruction to identify and meet the needs of students who have experienced trauma. These may include establishing and implementing daily routines, student stress management or mindfulness practices in daily routine, use of classroom meetings (Restorative Justice Circles) in daily routine. Teachers and staff will be provided resources on the Employee Assistance Program (EAP), Social Emotional Learning, and Resilience. The school counselor will address the needs of all students, especially EL, Foster Youth, and low-income students by sending updates and videos to students, verifying needs via a Google questionnaire, reaching out to students who are struggling, and also providing families with resources on mental health and social emotional well-being. The Athletic Director will provide mentorship to students and providing students with additional social emotional support. A Restorative Justice Coordinator will increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, teachers and families, and building an active culture inclusive of all students especially subgroups. KNS will continue the Advisory program for all Middle School students. Advisors are general education teachers who monitor students continually throughout middle school to provide for strong relationship building. KNS will plan and hold multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.

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 is not engaging in instruction and is at risk of learning loss.]

KNS is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance will be clearly articulated to students and parents prior to the start of school to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student is not attending school or participating in synchronous or asynchronous instructional strategies, the teacher will call home, email and/or text the same day. Translation in English and Spanish will be provided. If there is no response, the office staff will also follow-up with parents. Still no response, the office staff will send home a certified letter encouraging the parents to reach out to the teacher(s) to set up a reengagement plan. A home visit will then take place with two employees with appropriate safety precautions to meet with the student and/or parent to encourage attendance at school and develop the reengagement plan. Other strategies that will be used will be contact from a former teacher or other employee with a positive relationship with the student, the school counselor reaching out to student and parent to offer services, the athletic director reaching out to mentor the

student, the restorative justice coordinator will support the implementation of social emotional learning, and the principal reaching out to the parent to develop the reengagement plan. The tiered reengagement strategies may include identifying a mentor employee for daily check in, setting up interventions and/or tutoring, having the student serve as a peer mentor to a student in a lower grade, setting up an SST, ensuring that the relationship with the teacher and the class peers takes priority to ensure student engagement and school connectedness, and ensuring there is time every day for daily live interactions with the teacher and class peers.

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.]

KNS has identified a COVID-19 Food Services Coordinator who teaches and reinforces handwashing and the use of PPE (face mask, disposable gloves and aprons). KNS has a handwashing station with hot water and hand soap. The Food Services Coordinator will ensure standard operating procedures for the sanitation of food preparation and distribution areas to include correct application of disinfectants. Food service staff will maintain physical distancing with each other and the students or families collecting meals. KNS will provide nutritionally balanced meals during distance learning daily from 11 -1 PM to students and during lunch times during in-person instruction.

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 Emotional Well-Being	Provide professional development on STAT, mindfulness to support teachers and staff to increase personal mental health and social emotional well-being to better support students who have experienced trauma. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	[\$ 0.00]	Y
Mental Health and Social Emotional Well-Being	Provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced stress. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	[\$ 0.00]	Y
Mental Health and Social Emotional Well-Being	Restorative Justice Coordinator will increase student engagement and school connectedness by supporting restorative justice techniques, providing training to students, staff, teachers and families, and building an active culture inclusive of all students.	[\$ 0.00]	Y

	Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.		
Mental Health and Social Emotional Well-Being	Provide Advisory course to provide for strong relationship building, school connectedness, attendance, and engagement. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students.	[\$ 0.00]	Y
Mental Health and Social Emotional Well-Being	Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.	[\$ 0.00]	N
School Nutrition	Provide PPE for Food Servers and cleaning/disinfecting supplies.	\$1,000	N

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
24.23%	\$785,227
Based on LCFF Calculator Provided by FCMAT	

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.]

KNS considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCP. KNS was principally directed on educating and supporting the most vulnerable youth served. KNS designed the LCP to effectively address the distance learning program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or potential learning loss of the students. The actions in the LCP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCP are effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions include professional development on online instruction, trauma informed instruction, STAT, and mindfulness; purchasing computers and hotspots; interventions and afterschool tutoring provided by intervention teachers and paraprofessionals; social emotional professional development and supports for students, teachers, and staff; intervention instructional materials; school supplies at home; lesson realia to support vocabulary; staff support to include

mentorship, counseling, engaging with families, tracking student interventions, teaching restorative justice practices, teaching electives, providing advisors to middle school students, coaching teachers, overseeing student interventions; robust parent education; resources to support teachers, staff and families; continuing the service learning program; and hosting student work Expo's.

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

KNS has increased and improved services to students for Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. The actions that contribute to the increased and improved services are significantly proportionate for unduplicated students as compared to the services provided for all students. The actions have been identified to increase student achievement, mitigate student loss of learning, support the social emotional and mental health of the students, ensure student engagement and school connectedness. The actions and services provide additional layers of service for Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention, enrichment, and resources for these students, and additional personnel to support the continued and regular progress of students. These supplemental funds are critical for KNS to maintain its support systems. This percentage serves as the benchmark with which KNS will measure the plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Kepler has developed numerous actions identified in the LCP which describe how the services are being increased or improved. The primary focus of the LCP has increased and improved services for unduplicated student groups as Kepler addresses the needs through distance learning. The actions in the LCP and in other plans including the Single Plan for Student Achievement will describe how the school is meeting the mandated minimum percentage.