

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
Kidinnu Academy	Christin Barkas Executive Director/Principal	cbarkas@kidinnu.com 619-938-4864

General Information

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

Kidinnu Academy is a charter school that currently serves grades TK - 4th grades. We will be expanding to a TK - 5th grade campus in the next two years. Currently our school has approximately 165 students, 73% of whom are ELL, 90% of whom qualify for free or reduced lunch, 5% of whom are students with disabilities. At Kidinnu, our school vision is to empower students to acquire, demonstrate, articulate, and value knowledge and skills that will support them, as life long learners, to participate in and contribute to the global world and practice the core values of the school; respect, tolerance and inclusion, and excellence.

We are committed to developing life long learners and promoting academic excellence. To achieve our student goals, we will expose children to hands on, authentic, collaborative learning experiences. We focus on the whole child by promoting social-emotional learning. In order to enhance student learning, we offer small class sizes with increased adult to student ratios. We believe that all children can excel.

Kidinnu Academy values parent involvement in their child's education. We believe that every child develops academic and social skills through a shared responsibility of school, parents, and community. Parents are strongly encouraged to take an active part in our school through volunteering, parent engagement opportunities, and participation in school-wide events. The school culture focuses strongly on teaching students four basic principles, "Be Safe, Be Responsible, Be Respectful, Be Kind." Our PBIS (positive behavior intervention systems) are established to explicitly teach students behavior expectations and reward them for making positive choices.

The curriculum is standards-based and designed to awaken students curiosity and engagement. We want students to be joyful learners who take pride in their personal accomplishments and adopt a growth mindset.

Stakeholder Engagement

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

Kidinnu Academy values the input of our stakeholders. In order to garner input from our stakeholders we enlisted several tools. First, we conducted virtual meetings with students and families via Zoom and Google Meets. Additionally, every Kidinnu Academy family was called personally to share their feedback with us. A bilingual staff member completed the personal calls and translated information into Arabic or Chaldean, as needed. Staff and families participated in surveys through Google Forms. This survey data was critical in helping us evaluate the effectiveness of our Spring distance learning program as well as identifying needs/wants from our community.

In order to get specific feedback on our Learning Continuity Plan, our parent advisory groups were asked to participate in Zoom meetings. All Kidinnu staff were given the opportunity to provide feedback via in person, socially distanced staff meetings. A public hearing was held at our regularly scheduled Board meeting on August 11, 2020. Stakeholders were encouraged to participate via teleconferencing and were also sent a link to provide written comments via Google Forms. All information was translated in Arabic, as needed.

In addition to the public hearing, we hosted two virtual parent meetings. 104 of our 129 (80.6%) families participated in our 2020-2021 parent information nights which took place on August 12 and 13 at 5 PM. The meeting content was done via teleconferencing and all content was presented in English and translated into Arabic. During the meetings we discussed our Learning Continuity plans and our reopening plans. Parents expressed gratitude and encouragement to proceed with the steps to continue reopening. To ensure that all parents received the information, slides and a recording were sent to all parents via email. Parents were encouraged to provide feedback and thoughts.

The Learning Continuity and Attendance plan was also shared with all staff members. They were invited to read it and share their responses, thoughts, and concerns in writing. All staff members, including certificated and classified employees then participated in staff meetings during the week of August 10 - 17 to discuss our plan. Staff members were provided with the opportunity to give feedback on the plan.

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

Kidinnu Academy stakeholders were given the opportunity to participate in public meetings and public hearings via teleconferencing and/or to provide written feedback via Google Forms.

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

Board Feedback included:

- the desire to honor parent/student preferences as much as possible while still maintaining compliance to public health and state orders

Staff/teacher feedback included:

- the desire for all students to have reliable access to technology

- access to more blended learning programs so that all students, including unduplicated students, can receive personalized instruction regardless of the instructional model

Parent/student feedback included:

- the need for student devices
- the desire for choice in terms of the instructional model

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

Kidinnu Academy used the Learning Loss Mitigation funds to purchase a sufficient quantity of student technology to be able to deploy devices to all students/families who needed it. Additionally, Kidinnu Academy will be utilizing various personalized blended learning programs to monitor student growth and accentuate individual academic progress.

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.]

Kidinnu Academy plans to reopen its campus to students when it is permissible and safe to do so. All parents/families participated in an annual survey in August, 2020 regarding their preferences for on campus versus remote/at home learning. Kidinnu Academy will use this data to develop small student cohort groups. Depending on the number of students who prefer on campus instruction, students will be given the opportunity to come to campus to learn one, two, or four days a week. All students whose parents prefer remote/at home learning will be connected with the class through live instruction. Additionally, students who need additional support, as identified by local assessments, may receive one on one time with their teacher or aide.

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

Description	Total Funds	Contributing
Maintain the overall cleanliness, sanitation, and disinfection of the school campus through custodial, groundskeeping and trash/recycling services.	\$25,734	No

Description	Total Funds	Contributing
Ensure janitor uses COVID19 approved cleaning products to sanitize and disinfect daily. Ensure the scope of work includes all high touch surfaces and daily cleaning and disinfection of restrooms, student desks, student chairs, etc.	\$3,500	No
Provide ongoing repairs and maintenance as indicated by the FIT and periodic safety inspections.	\$3500	No
Equip all classrooms with the necessary tools, supplies, furniture, technology, etc. needed to optimize student learning while also implementing all local health guidelines to prevent the spread of COVID19.	\$52,400	Yes
Implement our schools wellness program to ensure that all students have access to fresh, clean water and healthy food choices.	\$62,136	Yes
Implement our Positive Behavior Intervention Supports plan to explicitly teach students expected behavior choices and reinforce positive student choices. Explicitly include trainings on hand hygiene practices, mask wearing, and social distancing. Consistently reinforce and incentive these COVID19 social norms.	\$1,000	No
Provide hand washing or hand sanitation stations throughout the campus, specifically outside of restrooms, to allow students and staff to regularly clean hands.	\$2,500	Yes
Eliminate the likelihood of students congregating in a given area by staggering start, stop, and playground times.	\$0.00	No
Employ food handlers and food manager assistant to receive food deliveries and disperse them for consumption in student classrooms.	\$36,472	Yes

Description	Total Funds	Contributing
Provide PPE to staff and students, as needed.	\$1,500	Yes
Set up and implement a daily wellness screening process for all students and staff entering campus.	\$0.00	No
Limit and/or exclude class visitors and volunteers.	\$0.00	No
Purchase a sufficient quantity of manipulatives, student materials, and student technology to limit and/or eliminate shared resources.	\$53,450	Yes
Purchase additional outdoor equipment (balls, hula hoops, jump ropes, etc.) so that equipment is only used by each class cohort group.	\$1,000	Yes
Provide ongoing staff development for teaching staff to strengthen their knowledge of social-emotional learning and mental health.	\$4,742	Yes
To optimize learning for EL, R-FEP, and low income students, the school will provide additional instructional aide support in classrooms for small group/individual intervention.	\$28,325	Yes
To optimize the learning for students with disabilities, the school will provide intervention services and instructional aide time.	\$14,124	Yes
Utilize Response to Intervention/MTSS strategies to differentiate curriculum for students in classrooms.	\$0.00	No
Use ongoing progress monitoring systems to ensure students within each subgroup are making adequate progress.	\$4000	No

Description	Total Funds	Contributing

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.]

Kidinnu Academy will provide continuity of instruction by providing all students with Common Core aligned curriculum. Staff will generate paper packets and consumables that allow all students to access and complete work at home. In addition to print resources, each child will be able to access personalized blended learning programs. Access to both of these types of resources will occur consistently, regardless of whether the school is operating a distance learning, on campus, or hybrid instructional model. All parents were surveyed to check their child's access to technology and WIFI. Kidinnu Academy will provide student technology for use at home/school as needed. Additionally, the school will assist families in identifying resources to obtain WIFI at home. 100% of teachers will provide live daily instruction, Monday - Friday. Additionally, the teacher and class aide will regularly check in with each student one on one, in small groups, and during whole class teleconferencing time. Students will continue to take local assessments to determine their growth and progress on grade level standards. This data will be reviewed weekly to identify instructional and intervention next steps. 100% of teaching staff will participate in weekly coaching with the Executive Director/Principal wherein they will discuss strengths, next steps, and needed support. This time and whole staff PD time will be dedicated to data analysis and collective planning on instructional best practices for distance learning and on campus instruction.

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.]

100% of Kidinnu Academy parents/guardians were contacted directly via phone by a multi-lingual staff member. During the conversation, parents were surveyed in their home language to check their child's access to technology and WIFI. Kidinnu Academy will provide student technology for use at home/school as needed and indicated by the family. Additionally, the school will assist families in identifying resources to obtain WIFI at home, if needed.

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 will take attendance everyday, Monday - Friday, regardless of whether the school is in distance learning, on campus learning, or learning through a hybrid model. Parents will be contacted regarding any absences their child accrues. Teachers and aides will be checking in with students one on one, in small groups, and during whole class instruction to ensure that students are completing their work and making adequate progress. Intervention time will be increased for individual students as needed.

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.]

All teaching staff will be receive training on the curriculum and personalized blended learning programs present in our academic model. Additionally, each teacher will provide weekly coaching/mentoring that is specific to his/her class and professional needs. Ongoing staff professional development will focus on data analysis and collective planning and implementation of best practices for distance learning.

Staff Roles and Responsibilities

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

During distance learning, teachers and aides will be engaged in live teaching virtually with students.

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.]

Kidinnu Academy believes that student's benefit when there is a reduced student to teacher ratio. All classrooms have both an aide and a teacher that is assigned to them. In this way, curriculum and learning can be differentiated to accelerate each child's, including EL, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness. Our staff is committed to building a partnership and positive relationship with all students and staff. FINISH

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

Description	Total Funds	Contributing
Provide ongoing staff development for teaching staff to strengthen their ability to provide high quality instruction via live virtual teaching.	\$14,900	No
Use ongoing progress monitoring systems to ensure students within each subgroup are making adequate progress.	\$0.00	No

Description	Total Funds	Contributing
Utilize consistent digital platforms to conduct teleconferencing, post videos, and communicate with parents. Staff members are encouraged to utilize the parent/guardians most preferred form of contact.	\$8,895	No
To optimize learning for EL, R-FEP, and low income students, the school will provide additional instructional aide support in classrooms for small group/individual intervention.	\$28,250	Yes
To optimize learning for students with disabilities, the school will provide intervention services and instructional aide time.	\$0.00	No
Use Response to Intervention / Multi-Tiered Systems of Support to differentiate curriculum and support struggling learners and/or students who've experienced significant learning loss.	\$0.00	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.]

Kidinnu Academy will utilize local and state assessments to identify pupil learning loss and ongoing progress. Local measures will include, but not be limited to, STAR Early Literacy, STAR Reading, STAR Math, Bridges math benchmarks, Reading Plus, Lexia, and teacher created assessments. The initial and summative ELPAC will be used to assess English Language Learners and students whose home language survey indicated that they should be assessed. 3rd and 4th grade students will be assessed via CAASPP.

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.]

Kidinnu Academy believes that all students should receive rigorous, Common Core aligned instruction and learning opportunities. In order to accelerate all pupils progress, we have developed an instructional model that is data driven and provides differentiated, targeted instruction for each child daily. This will occur regardless of whether the school is engaged in distance learning, on campus learning, or in a hybrid model. Additionally, to support and accelerate our students learning, we will be using various personalized, blended learning programs. Kidinnu Academy will also perform ongoing progress monitoring through the use of various local assessments. Continuous data collection will be key in determining pupil growth and necessary next steps.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of services and supports will be determine through ongoing student data and progress monitoring. Not all students learn the same way. If a teaching technique or intervention is not yielding positive results then different strategies or interventions will be implemented.

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

Description	Total Funds	Contributing
Teachers will engage with students in live virtual or in class learning every single school day. During this time content will be differentiated and targeted to specifically address each student and group of students needs.	\$341,857	Yes
Regardless of learning model setting, students will be provided with both paper/pencil and technological resources that are Common Core aligned and rigorous in order to promote learning gains.	\$73,808	Yes
Provide ongoing staff development on local assessments, data analysis, data informed decision making, and lesson planning.	\$0.00	No
Use ongoing progress monitoring systems to ensure students within each subgroup are making adequate progress.	\$0.00	No

Description	Total Funds	Contributing
To optimize learning for all students, provide additional instructional aide support in classrooms for small group/individual intervention.	\$28,250	Yes
Utilize Response to Intervention/Multi-Tiered Systems of Support strategies to differentiate curriculum for students in classrooms.	\$0.00	No

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.]

Kidinnu Academy believes in educating the whole child. We don't only want our students to learn academically, we want our students to thrive as human beings and members of society. Teachers will engage students in a class meeting every day. During this time they will check in with students. Content may include self-regulation strategies, coping strategies, peer and whole class emotional support, community builders, problem solving strategies, etc.. If a student or parent is struggling socially or emotionally, staff will utilize our RtI/MTSS model to ensure that they receive appropriate interventions and support.

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.]

Teachers will take daily attendance regardless of whether the school is implementing a distance learning, on campus, or hybrid instructional model. If a child is absent, his/her parent guardian will be contacted by office personnel. All teachers who require a translator to communicate effectively with parents/guardians will be provided with one. Both the teacher and aide will perform weekly check ins with each

student via one on one, small group, or whole class interactions. If inadequate growth or academic progress is being made, the staff will identify interventions using our RtI/MTSS model. Student data, including attendance data, will be examined weekly by Kidinnu Academy administration and teaching staff.

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.]

Kidinnu Academy has a MOU for meals through our authorizer, Cajon Valley Union School District. Our staff will work in partnership with CVUSD to ensure that all of our students receive access to daily meals, Monday - Friday.

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
19.07%	\$179,118

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.]

Kidinnu Academy is committed to providing an exemplary, well rounded academic and social-emotional education to all of our students. Our current student body is comprised of 165 students, 73% of whom are ELL, 90% of whom qualify for free and reduced lunch. We identified numerous actions that are in place to prioritize the needs of our low-income, English learner, and foster youth students. Specifically, these include increased adult interaction and classroom support. We know that a reduced student to adult ratio in every classroom is critical to personalizing and differentiating content. At Kidinnu, we strive to maintain a model where every classroom has a highly qualified teacher and instructional aide. Additionally, in order to support parents of all students, we have employ bilingual aides who are able to provide guidance to families in their home language. This support also equips every teacher with the ability to clearly communicate with families on a daily basis. Another action we have put in place is access to student technology and software programs. These personalized blending learning programs adapt to the strengths and needs of each and every child. This year we are very pleased to be using ST Math, Happy Numbers, Lexia, Reading Plus, and Renaissance STAR 360. All of these programs provide students with engaging, personalized content. They also provide the school staff with valuable data that is actionable and allows for intervention support. Another key component of our school plan is access to clean drinking water and healthy foods. We are excited to be able to offer both breakfast and lunch for our students. Children who participate in the 100% distance learning model have the opportunity to pick up meals daily on our campus while all students on campus will be provided with ready to consume foods.

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

Kidinnu Academy is projected to receive \$179,118 in concentration and supplemental grant funds. Based on current enrollment, stakeholder input, and student need the school will use these funds to provide improved services for EL, SED, and foster youth students. The specific action steps that will target these students include additional instructional aide support, implementation of differentiated RtI and MTSS instructional strategies and resources, utilization of personalized blended learning programs, intervention programs and support, and an after school heritage language class. Each of these services is principally directed at our unduplicated students. In particular we offer support to children who are part of our unduplicated pupil count, because typically children in the UPC have more challenges to overcome in their education. The school will prioritize the needs of unduplicated students and then include other struggling students, as needed. The opportunities above have been selected based on stakeholder feedback, local assessments, and teacher observations.

The MPP is 19.07% for 2020 - 2021. The services we are providing for EL, SED, and foster youth equate to a 38% increased or improved services for unduplicated pupils.