

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

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

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## General Information

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

In March of 2020, an onset of the COVID-19 a global pandemic triggered unprecedented government mandated shelter at home orders across our nation. Effective March 16, 2020, the Marin County Public Health Officer (Public Health) recommended the [suspension of classroom instruction](#) for more than 40,000 students in an effort to mitigate the spread of the virus. Simultaneously Public Health issued a [countywide stay at home order](#) suspending all non-essential work. The uncertainty around when state and local health officials would lift shelter at home orders prompted a joint decision between Bay Area public health officials and county superintendents to [extend distance learning](#) through the remainder of the 2019-20 academic year. Based on this health pandemic and shelter in place order the Kentfield School District began implementing distance learning on Monday, March 16, 2020. Bacich Elementary students in grades TK-3 were provided two weeks of lessons and the necessary accompanying worksheets and other learning materials upon leaving school on Friday, March 13. Students in grades 4-8 were immediately connected with their teachers via Google classroom. Fourth and fifth graders received direction daily from their homeroom teachers in the form of assignments they were familiar with and that they could complete in a home environment. Sixth through eighth graders received assignments from their subject matter teachers and specialists, many of whom put videotaped lessons on their Google classrooms, or held zoom-facilitated classes in real time. Immediately upon closure, the district ensured that students had devices and internet connectivity, and distributed devices to students who needed one. The third week brought online lesson delivery to K-3 students, and the use of Seesaw to enable the exchange of work between teachers and students. In 4th grade and at Kent, teachers began delivering more real-time instruction via zoom, and a schedule was established for all students that ensured continuity of teaching and learning. Bacich teachers began engaging in zoom interactions with their students in the fourth week of distance learning.

As the District closed out the 2019-20 school year and began planning for the 2020-21 school year there was a recognition that the implementation of the school operations for the 2020-21 school year would be dependent on guidance from state and local officials based on the status of the COVID-19 health pandemic. A comprehensive task force was formed that met through the summer to discuss instructional programming, safety measures and student and staff wellness. On July 17, 2020 the Governor released the Pandemic Plan for Schools which determined the District, like most others in the state, would start the school year full Distance Learning. Based on this determination staff and administration discussed the effects and impacts of this instructional modality and set out to design an instructional program that would maintain a continuity of learning by focusing on connectedness, core content standards and social emotional well-being of students.

Senate Bill 98 guided the design of the instructional program as well as feedback from all stakeholders. Stakeholders offered their insight through surveys, focus groups, community and staff engagement sessions/office hours and intermittent dialogue between various community partners. Following the review and analysis of all the feedback received, the district released the framework and schedule for 2020-21 school operations. The plan described to the community was met with mixed reaction as it shifted the length of the day and narrowed the scope of instructional offerings. The uncertainty of what the program would look like operationally was challenging for stakeholders, although once Distance Learning was launched feedback received from parents/guardians is that their children are engaged and learning – although however robust the distance-learning program is, it does not replace an in-person instructional program.

## Stakeholder Engagement

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

Throughout the summer, the Kentfield School District used varied modalities to engage all stakeholders ranging from students, families, educators, and other stakeholders who do not have internet access or speak a language other than English. Methods of solicitation included, weekly community office hours/forums, weekly KSD staff summer office hours/forums, surveys, focus groups, multi-disciplinary Task Force meetings and direct outreach and engagement with targeted hard to reach community members. Stakeholder feedback was analyzed and shared publicly at Board Meetings, office hours and Task Force meetings. Common themes identified in the feedback were weaved into the framework that shaped the instructional program designed for continuity of student learning.

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

All gatherings offered – staff and community office hours, Board Meetings, focus groups and Task Force meetings were held virtually via Zoom. Some of our engagement opportunities were recorded and posted to the District website.

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

Stakeholder feedback received via virtual meetings shaped the framework that informed the instructional program design. Components of the framework include: connectedness, consistent daily schedule with increased live instruction, focus on essential academic standards through core subject matter while maintaining enrichments, embed social emotional strategies and offer differentiation through targeted intervention and extension supports, all while being flexible and ready to transition as permissible.

Stakeholder feedback received via surveys included, but not limited to the following:

**Please mark the phrase that you agree with the most at this time in regards to school resuming for the 2020-21 school year. (Mark all that apply) Please keep in mind KSD will comply with all safety and cleaning protocols recommended by Public Health at any given time. (June 2020 Survey)**

I would send my child to school if daily classes are in full operation. (615 - 54.1%)

I would send my child to school with a hybrid model of in-person classroom based instruction and distance learning. (367 - 32.3%)

I prefer to keep my child distance learning and not send him/her/them to school under any scenario. (40 - 3.5%)

I am uncertain at this time. (115 - 10.1%)

**Overall, how would you describe your child's academic engagement with distance learning. (June 2020 Survey)**

Very Engaged – 95 – 11.7%

Engaged – 253 – 31.2%

Somewhat Engaged – 374 – 47%

Not engaged at all – 80 – 3.4%

Unsure – 2 - .2%

**Overall, how would you describe your child's emotional well-being since distance learning began. (June 2020 Survey)**

Good - 337 - 41.5%)

Neutral/Fair - 314 - 38.7%)

Of Concern - 133 - 16.4%)

More than concerned - 24 - 3.0%)

Unsure - 4 - >1%)

**Common anecdotal themes/feedback received:(August 2020 Survey)**

Concerned with learning loss

We want to return to school

Please give us more details on the plan and student placement

More live interaction with our teachers

Distance learning is challenging for working parents

A structured schedule is very helpful

Support connecting families with one another

What intentional planning is happening for our students with special needs and/or intervention services

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

Stakeholders input influenced various aspects of the Learning Continuity and Attendance Plan, which include but not limited to:

**Increased live/synchronous instructional time**

Stakeholders expressed a high interest in more interactivity between staff and students. Based on this input staff design a program that offers up to 4-6 blocks of live engagement with teachers around core academics (based on grade level). The opportunity to have a higher level of engagement with students allows staff to more closely monitor student learning and keep students actively engaged in their instruction.

**Timely and regular feedback from teachers regarding student learning and progress**

Staff are committed to providing timely response to students about their progress and completion of assignments. The formative feedback allows students to know how their learning is progressing and where they may be in reaching their learning targets.

### **Focus on core instruction while maintaining enrichment opportunities**

Core academic blocks have been identified for live and independent learning -- with the support and integration of enrichments. This approach allows teachers to integrate instruction and support students in deepening the meaning and connection to their learning. This approach offers a well rounded approach to teaching and learning.

### **Differentiation for all learners including those who are struggling and those that need to be challenged**

In an effort to offer an increased active approach to differentiation a targeted support block has been designed where teachers are available to support students that need to be challenged and/or need additional support. This block allows for students to be called into a session and/or voluntarily join a session with a teacher for additional guidance.

This form of differentiation is fluid and requires a high level of coordination to ensure all students get an opportunity for individualized attention, staff are committed to using this unique time in the best interest of students so all levels of needs may be addressed in a timely and effective manner.

### **Regular Formative Assessment**

The district will use curriculum integrated benchmark, formative and summative assessments as well as a standardized digital assessment to monitor student progress and identify learning gaps and levels of proficiency. This form of real time assessment allows for teachers and support staff to intervene periodically and adjust teaching and learning plans in the best interest of students.

## **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.]

The Kentfield School District (KSD) used four key guiding principles from the District's Strategic Plan and feedback from all stakeholders including parents/guardians, students and staff to design an instructional framework focused on connectedness, core academic content and integration of enrichment, embed social emotional supports and ability to transition as permissible. This connectedness approach provides students to be physically and mentally present while they engage in their learning. Our intentionality of connectedness is grounded in the

understanding that if the students feel seen and part of a community they will thrive. KSD's K-8 program design offers between 4-6 instructional blocks focused on core academic content and targeted student support. Each of the blocks offers live/synchronous instruction, with some independent/asynchronous learning time managed by the assigned teacher, the increased live time offers more active learning opportunities for students to truly be engaged in their instruction. Providing this level of interactivity between the staff and students will allow for more visibility and monitoring of student growth. Teachers will offer formative feedback on student performance and intervene to enhance or support student progress as needed.

As restrictions lessen due to COVID-19 the KSD will phase gradually from a Distance Learning program to a cohort in-person instructional program. Students who are not performing at grade level or need specialized support, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and/or students requiring mental health supports shall be prioritized for the first phase of in-person learning. In order to provide classroom-based instruction all safety protocols outlined in the district's safety plan must be implemented and followed with fidelity.

In order to be prepared for in-person instruction we need to ensure all safety measures are in place and to reduce the risk of disease transmission in schools and other community settings which include (1) minimizing the number of people who come into contact with each other, (2) maximizing the physical distance between people, (3) reducing the time that people spend in close proximity to others, and (4) measures to minimize dispersion of droplets and aerosols (e.g., using face coverings and covering coughs and sneezes). Public health experts have generally recommended that these strategies be used collectively where possible.

The Kentfield School District has secured Essential Protective Equipment (EPE) to align to public health's recommended strategies such as: face coverings/humanity shields, hand soap, hand sanitizer, cleaning disinfectant, gloves, paper towels, physical distancing signage, portable hand washing stations, MERV-11 filters, outside space for teaching/learning, plexiglass shields/sheets, and touchless thermometers. The EPE will be used in alignment with key strategies such as frequent handwashing, six (6) foot physical distancing, outside learning rotations, fresh airflow in classrooms, stable cohorts of students, and classrooms designed to maintain physical distancing.

To ensure an appropriate level of supplies are available for staff and students the District will maintain a live, minimum 30-day inventory of supplies for each District facility.

Actions taken to support our targeted student groups, particularly students who have experienced significant learning loss due to school closures or are greater risk of experiencing learning loss include:

Direct outreach and support to student/families to ensure connectivity and access to distance/remote learning

Coordinating learning hub opportunities so students can have an additional adult support their learning in real time

Special Education staff are aligning student's Individual Education Plan goals and services with the district's distance learning plan to support access to identified services and supports

District provided technology such as Chromebook or iPads based on grade level

Internet connectivity and improved technology infrastructure offered as needed

Weekly supply pick-up for various grade levels materials to support ongoing learning progression

Nutritional lunches provided to ensure students have food so they can concentrate on learning

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

Description	Total Funds	Contributing
Essential Protective Equipment and Infrastructure to decrease the risk of disease transmission in schools and other community settings. Items include, but not limited to face coverings/humanity shields, hand soap, hand sanitizer, cleaning disinfectant, gloves, paper towels, physical distancing signage, portable hand washing stations, MERV-11 filters, outside space for teaching/learning, plexiglass shields/sheets, and touchless thermometers.	\$75,000	N
Professional Development and Collaborative Learning for all staff to support varied instructional modalities which include, but not limited to: remote teaching strategies using varied applications and programs, two-day institute with learning sessions such as writer’s workshop, phonics, student conferencing, SEL, culturally responsive teaching strategies and collaborative work time.	\$250,000	Y
Learning tools and supplies for students, which include technology devices, internet connectivity, learning applications and licenses, curriculum, digital formative assessments, nutrition, and general student materials and supplies.	\$100,000	Y
Staffing targeted to support learning loss of students such as certificated reading intervention support (.4FTE), math intervention support (.2FTE), English Language coordination (.4FTE), and additional certificated support for special education services (FTE varied) and technology support (FTE varied).	~ \$300,000	Y

**Distance Learning Program**

**Continuity of Instruction**

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

The Kentfield School District’s (KSD) guiding principles and stakeholder feedback informed the design of the instructional program for students which focuses on eliminating the achievement gap while providing a rich, high-quality academic program in whatever physical configuration is allowed. The design prioritizes core academic content, interactive instructional time, intervention and extension blocks, regular formative assessment to monitor student progress, integrates curriculum to increase meaning and increases opportunity for live instruction to support continuity of learning.

KSD is committed to providing content aligned to grade level standards that is provided at a level of quality and intellectual challenge whether in distance learning, in-person or a combination there-of. The daily live instruction for grade level classrooms are designed by the assigned certificated teacher in collaboration with grade level and/or content instructors to ensure alignment and articulation across the grade level and content.

Certificated staff other than classroom teachers are aligned to various grade levels to support ratios in classrooms as well as offer their enrichments in a cycle of instruction. Certificated staff such as counselors, coordinators or specialized support staff are integrating their services during core academic blocks and/or student support blocks to support connectivity and decrease learning loss for students with specialized support needs. Daily instructional minutes for students will meet or exceed the state minimum requirements through live/synchronous and independent/asynchronous learning daily.

Based on the design of the instructional program staff is identifying essential standards for each grade level/content areas to support foundational learning for students so they may be successful as they move along the K-12 continuum. In order to support this approach digital tools and applications have been purchased to support enhancement and guidance with acquisition of essential grade level standards. To monitor student progression a digital assessment tool such as Measure of Academic Progress (MAP) will be purchased to offer staff formative guidance around student proficiency and growth, adjustments will be made to instruction and learning plans based on student progress.

## **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.]

The Kentfield School District will ensure equitable access to education for all students and shall confirm all students have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. The district inventoried devices during the summer, and ordered additional devices for grade levels to ensure we were equipped to offer all students access to technology. Our K-2 students have access to iPads and our 3<sup>rd</sup> through 8<sup>th</sup> grade students are equipped with district Chromebooks. Families choosing not to use a school device will need to confirm their child has a device and it is suitable to access all the learning applications being used by the district. All staff assigned to students – certificated and classified will be provided with laptops to ensure they are able to connect and support students through distance learning, in-person instruction or a combination thereof. All staff may have access to their classrooms and school sites to ensure resources and connectivity as 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.]

Attendance will be recorded in our Student Information System, AERIES. Kindergarten through 4<sup>th</sup> grades will take attendance daily during the morning meetings, and 5<sup>th</sup> through 8<sup>th</sup> grade teachers will take attendance in homeroom classes as well as each daily live learning block. Teachers shall be responsible for planning appropriate standards-based instruction, responding to parents and students in a timely manner, supporting diverse learners, monitoring work completion and participation and reporting non-participation to the site administrator for additional outreach and follow up.

The district will meet or exceed the daily-required instructional minutes per Senate Bill 98 – Kindergarten 180 minutes, 1<sup>st</sup>- 3<sup>rd</sup> grade 230 minutes and 4<sup>th</sup> - 12<sup>th</sup> grades 240 minutes, daily instructional minutes will be achieved through live and independent learning daily such as:

Kindergarten: Daily morning meeting, three (3) Core Learning Blocks Daily – Whole/Small Group – with incremental synchronous (live) and asynchronous (independent) instruction (up to 40 minutes live) and one (1) Student Support Block with incremental synchronous (live) and

asynchronous (independent) instruction (up to 40 minutes live) and independent learning activities based on teacher instruction and discretion.

1<sup>st</sup> – 4<sup>th</sup> grades: Daily morning meeting, four (4) Core Learning Blocks Daily – Whole/Small Group – with incremental synchronous (live) and asynchronous (independent) instruction (up to 45 minutes live) and one (1) Student Support with incremental synchronous (live) and asynchronous (independent) instruction (up to 50 minutes live) and independent learning activities based on teacher instruction and discretion.

5<sup>th</sup> – 8<sup>th</sup> grades: Five (5) Blocks Daily– up to 45 minutes live, One (1) Student Support block with incremental synchronous (live) and asynchronous (independent) instruction (up to 50 minutes live) and up to 90 minutes of independent/asynchronous learning.

Students will be assessed with formative, benchmark and summative tools incrementally throughout the school year to ensure an ongoing monitoring of student progress and growth.

## **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.]

Over the course of the summer staff engaged in an ongoing process of discourse around instructional program design and implementation during a time when school operations continue to be dynamic and ever changing. One of the biggest learning opportunities for staff was the acknowledgement of using their experience from the Spring distance learning implementation to inform current year programs.

Based on feedback received from staff, administration designed a two-day learning institute that offered a variety of professional learning for staff. Offerings included:

De-Stressing Distance Learning

Introduction to Writing Workshop Virtual - Elementary

Strategic Conferencing/Small Group in Distance Learning - Elementary

Introduction to & Exploration of Nearpod

Parent Square Communication 101

Overview of Argumentative Writing form Middle School Math & Science

Zoom Refresher

Implementing Phonics Virtually – K-2

Paraprofessional Introduction to Workshop

Let's Talk about Loom & Flip grid

Ways to Virtually Welcome Students Back to School

Google Classroom Basics & Next Level



Creating Argument Virtual Unit – ELA Pushing Independence- Middle School

Workshop Toolkit Development – Elementary

Seesaw Basics and What’s New

SEL Mindfulness

KSD also had a critical mass of teachers participating a countywide social justice committee to support the development of a comprehensive, systematic social justice curriculum to be implemented across grade levels.

For the duration of the year, a weekly targeted professional learning block for staff to engage in professional growth is scheduled as well as allotted targeted teacher collaboration and preparation time during the work day to engage in ongoing articulation of curriculum design, student progress, and program implementation.

## **Staff Roles and Responsibilities**

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

Classroom certificated staff has remained in alignment with their original job description, although we are optimizing certificated staff during the instructional day in order to allow for increased student monitoring, connectedness and reinforcement of core content instruction. Certificated staff, including but not limited to classroom teachers, counselors, and librarians, shall deliver curriculum remotely, and may perform cleaning and disinfecting that falls within the scope of the normal duties of their role.

Our site and district custodial staff have increased the frequency of the site-cleaning schedule for shared workspaces and highly used environments such as offices, restrooms and high touch surfaces. Our classroom classified support staff have been equipped with technology to provide more targeted support during live or remote learning which ultimately enhances student learning.

Our district nurse has engaged in direct work with the local public health to support contact tracing, safety protocols and procedures as well as be available to offer lessons to students to increase their awareness of the current health pandemic and ways we can decrease transmission within our community.

Our enrichment staff has also provided recorded lessons and activities for our community in an effort to provide increased opportunities of learning and engagement with enrichment courses such as art, music, physical education, maker activities and library media.

## **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.]

The Kentfield School District recognizes that students with unique needs will require additional support in a distance learning, in-person learning or a combination thereof. In order to offer this level of support, while not eliminating access to core academics designated staff will offer push in support during core academics, offer small group instruction during designated student support time and communicate with assigned teachers to ensure additional services are in alignment with core instruction. This approach will better prepare students to access their grade level curriculum while having the enhancements necessary to make adequate progress with identified learning targets.

Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) will be administered per State mandate. Intervention support will be provided to all students with unique needs, including English Learners, pupils with exceptional needs, students in foster care, and students who are experiencing homelessness or who are below grade level. Administrators will ensure on-going progress monitoring and appropriate services. For pupils with exceptional needs, special education case managers will consult with all service providers for their students and develop Distance Learning Plans (DLPs) that contain the student’s IEP goals and address the mode, method and frequency and duration of service delivery. IEP services for students will be provided via live, remote instruction and/or pre-recorded lessons as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of Kentfield School District to ensure that DLPs are being developed for all students.

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

Description	Total Funds	Contributing
Professional Development and Collaborative Learning for all staff to support varied instructional modalities which include, but not limited to: remote teaching strategies using varied applications and programs, two-day institute with sessions such as writer’s workshop, phonics, student conferencing, SEL, culturally responsive teaching strategies, and collaborative work time.	See costs for In-Person Instruction	Y
Learning tools and supplies for students, which include technology devices, internet connectivity, learning applications and licenses, curriculum, digital formative assessments, nutrition, and general student materials and supplies.	See costs for In-Person Instruction	Y
Staffing targeted to support learning loss of students such as certificated reading intervention support (.4FTE), math intervention support (.2FTE), English Language coordination (.4FTE), and additional certificated support for special education services (FTE varied) and technology support (FTE varied).	See costs for In-Person Instruction	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.]

The Kentfield School District’s (KSD) guiding principles and stakeholder feedback informed the design of the instructional program to focus on eliminating the achievement gap while providing a rich, high-quality academic program in whatever physical configuration is allowed. The

design prioritizes core academic content, offers intervention and extension blocks, provides regular formative assessment to monitor student progress, integrates curriculum to increase meaning and increases opportunity for live instruction to support continuity of learning.

Based on the design of the instructional program staff is identifying essential standards for each grade level/content areas to support foundational learning for students so they may be successful as they move along the K-12 continuum. In order to support this approach digital tools and applications have been purchased to support enhancement and guidance with acquisition of essential grade level standards. To monitor student progression staff will use curriculum based benchmark, formative and summative assessments as well as use a digital assessment tool such as Measure of Academic Progress (MAP) to offer increased dynamic formative guidance around student proficiency and growth. Based on student assessment outcomes, teachers may adjust their instruction to address learning gaps and enhance areas that students are excelling. In order to mitigate learning loss for students grade level content will continue to be implemented and essential standards will be spiraled through direct instruction and practice activities in an effort to increase levels of proficiency.

## **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.]

Through the use of student assessment outcomes teachers will adjust their instruction to address learning gaps and accelerate progress for students as needed, staff is committed to implementing grade level content with essential standards being spiraled during direct instruction and practice activities to increase levels of proficiency.

Staff has identified district students who are English learners, low-income, foster youth, students with special needs, and homeless in an effort to offer targeted supports such as technology and connectivity access, learning hub opportunities, food services, general school supplies, and additional access to certificated staff support as necessary.

## **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.]

In order to monitor the effectiveness of additional supports including, but not limited to, technology and connectivity access, learning hub opportunities, food services, general school supplies, and additional access to certificated support staff regular monitoring of student participation and engagement and progress on formative assessment will be administered. Site administration in collaboration with a team of support staff will meet weekly to discuss identified students and develop a plan to address their needs in a timely and effective manner. As interventions are put into place the strategies will be monitored by percentage of engagement, work completion and accuracy and student performance on formative assessment. These metrics will assist in determining effectiveness of each intervention strategy. Adjustments will be made as necessary in order to appropriately meet the needs of students and mitigate learning loss.

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

Description	Total Funds	Contributing
Professional Development and Collaborative Learning for all staff to support varied instructional modalities which include, but not limited to: remote teaching strategies using varied applications and programs, two-day institute with sessions such as writer’s workshop, phonics, student conferencing, SEL, culturally responsive teaching strategies, and collaborative work time.	See costs for In-Person Instruction	Y
Learning tools and supplies for students, which include technology devices, internet connectivity, learning applications and licenses, curriculum, digital formative assessments, nutrition, and general student materials and supplies.	See costs for In-Person Instruction	Y
Staffing targeted to support learning loss of students such as certificated reading intervention support (.4FTE), math intervention support (.2FTE), English Language coordination (.4FTE), and additional certificated support for special education services (FTE varied) and technology support (FTE varied).	See costs for In-Person Instruction	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.]

The Kentfield School District recognizes the importance of prioritizing the mental health and social emotional well-being of our students. Our Return to School Wellness Committee goals include:

- Identifying, monitoring and providing guidance for students in need of social-emotional and mental health support
- Utilizing strength-based practices in order to empower students and staff with skills related to: self-awareness/perception, self-regulation, and stress management
- Provide Social Emotional Learning (SEL) tools, practices and supports to students and staff, in order to promote social-emotional wellness and academic growth and competence.

These goals will be achieved through:

- Direct support for teachers in the classroom;
- Offering Brain Breaks for students;
- Offering daily classroom openings and closings;
- Administering screeners for all students and honing in on our most at risk students; and
- Embedding SEL into the academic day so students are able to confidently access their learning.

The District counseling team participated in training such as Pure Edge and Trauma Informed Practices to offer support in the area of Mental Health during uncertain times. The reintegration strategies offered for classroom and communities deepened clinical skills within classroom support, as well as in individual and group counseling in areas such as: social distancing, loss of connectedness, stressed out parents, lack of structure, academic regression, unsafe homes, racial injustice, financial disruption, loss of loved ones and increased substance abuse.

Strategies learned in these workshops will be modeled and offered during professional learning blocks so teachers can see how to use these approaches with their students.

## 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.]

The Kentfield School District acknowledges that community connections are vital for our school operations. In an effort to engage and outreach to our community including students, staff and parents/guardians weekly office hours were offered virtually and in home languages from June through August 2020, a student focus group session was provided to multiple students crossing various grade levels and two community surveys were administered to garner stakeholder feedback.

In an effort to re engage students that were most challenged with distance learning in the Spring of 2020, targeted outreach continues to be administered so all students may access their learning. Our socioeconomically disadvantaged families received multiple outreach from staff via phone or home visits to provide school materials, lunch application services and guidance related to plans for the reopening of school. Our Kentfield School District Parent Teacher Association also offered a School Buddy program in an effort to connect families to one another and offer support with class work, teacher connection and/or social connection.

As the year progresses we will continue to address the needs of our students during weekly guidance and/or student support meetings to actively respond to situations where students are disengaged and/or not accessing their daily instructional program.

## 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.]

Approximately 10% of Kentfield School District students are eligible to receive free or reduced price meals. With the announcement of school closures, the district reached out to these families by home visits, phone and email to confirm their interest in continuing to participate in a meal program during a mixed delivery of school operations. On August 25, 2020, School Foodies, the District's new school lunch program, began offering meals for all students. Students eligible for free or reduced-priced meals are offered access to School Foodies food service to ensure all children receive a nutritional meal. School Foodies meals shall be picked up and taken "to-go" as necessary based on the district's instructional delivery program.

School Foodies provides meals that meet or exceed the National School Lunch Program (NSLP) requirements and comply with county health requirements. Families will be required to order in advance and select their lunch options or district staff will provide assistance in ordering for families as needed. Physical distancing shall be maintained between students, between staff and students, and between all staff during their lunch distribution.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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

Percentage to Increase or Improve Services (based on FY 19-20 estimation)	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students (based on FY 19-20 estimation)
2.27%	\$244,878

### 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.]

Differentiated learning to address academic needs of all students is a priority for the district. As identified in the District strategic plan a primary focus is to eliminate the achievement gap while providing a rich, high-quality academic program for all students, no matter the physical limitations.

To meet the needs of targeted student groups such as English learners, Foster Youth and low-income students we have prioritized services such as English learner coordination, reading intervention support, math intervention support and targeted student support blocks to offer small group instruction and guidance. These support staff work with classroom teachers as liaisons to adhere to specialized services as deemed necessary.

In acknowledgement of the importance of parent/guardian engagement support staff have an increased level of interaction with families of these students groups to be sure they are informed of school operations and linked to targeted resources such as school lunches, learning materials and supplies, technology and connectivity and social/emotional or wellness supports. A new resource added this year was the opportunity to connect families with Marin Learning Hubs, one that is specifically operating on a school district facility. Staff is working in

partnership with a local childcare provider to offer identified students in-person support and guidance during school wide remote teaching and learning.

To access digital instructional platforms, the district has provided all students with a device and proper connectivity. Teachers, counselors, administrators, and other staff will check in regularly with students and families to assess their social-emotional needs and provide counseling as necessary. Counselors will meet with students individually and in small groups as needed to help them manage their stress, anxiety, and other feelings they may be experiencing.

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

Services for foster youth, English learners, and low-income students are increased or improved through a higher level of resources such as general school supplies, school lunch services and direct support and guidance from our district English language coordinators at both school sites. Additional intervention support offered at school sites in core academics is prioritized for targeted student groups based on outcomes of formative assessment and active participation and engagement in primary modalities of learning. Key staff will maintain regular communication with families of targeted student groups to ensure responsive actions in a supportive learning environment.