

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
Los Angeles Leadership Academy	Tina Butler	tbutler@laleadership.org (323) 394-1137

General Information

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

The California Department of Education Coronavirus Response and School reopening Guidance states schools should not open unless there is a sustained decrease in new cases of COVID-19. In addition, the California Department of Public Health recommends that *schools within jurisdictions with 14-day case rates more than two times the threshold to be on the County Monitoring List (>200 cases/100,000 population) should not be considered for a waiver to re-open in-person instruction.*

Los Angeles Leadership Academy (hereafter LALA) worked diligently by proactively engaging parents, students and the community members with COVID communication prior to the closure of school campuses. MS and HS students were provided with a technology survey prior to the school closure that specified the need of internet and/or technology for home use. Both LALA MS and HS surveyed families to identify the devices available to students, timeframes of availability, wifi access, online platforms used, and the number of siblings that share a device if one was available at home. The data gathered allowed LALA to plan and execute several organized technology and supply distribution events across grade levels efficiently.

It is impossible to replace in-person classroom instruction and the on-campus school experience with any form of virtual learning. In order to provide a completely new experience for our students in a hybrid or distance learning model, intensive professional development began in spring and continues. In preparation, LALA designed a Hybrid and Distance Learning learning model, which includes both synchronous and asynchronous learning environments.

Due to the California Department of Education Coronavirus Response and School reopening Guidance, we have proceeded with the Distance Learning model for the Fall semester from August 17-December 18. LALA will closely monitor the situation and CDE guidance to determine whether a transition to a Hybrid model is optional in the spring.

1 Stakeholder Engagement

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

As LALA prepared for Distance Learning, we conducted several stakeholder surveys.

Parents and students were continuously informed about the rapid changes in schools due to COVID through various platforms. These platforms included messages in both English and Spanish through our school wide parent written communication system, phone blast messages, printed newsletters mailed home, weekly and biweekly grade level parent meetings, coffee with the principal stakeholder meetings, parent coordinator outreach, daily parent phone calls for feedback and community circles in class for student feedback. In addition, stakeholder feedback was solicited through normal means via surveys.

A "School Start Parent Survey" was provided to parents on June 15. The results of this survey, which included parent choice as to their child attending possibly a Hybrid model or 100 % Distance Learning allowed for LALA to best prepare for the transition at the beginning of the school year with health and safety measures established. Virtual parent forums for the middle school and high school were also held to hear concerns and suggestions from parents specific to each site.

Staff provided input through a "Distance Learning Readiness" survey. It was conducted to prepare our teaching and supporting staff. We gathered the results to best meet the needs of our staff as well as to plan the initial training and supports needed for the remainder of the Spring. A "Distance Learning Curriculum Professional Development" survey was also provided to staff members on April 20 to best equip them with the necessary tools to transition into utilizing online curriculum components. The teacher's union leadership provided administration with survey results regarding staff returning to in-person schooling during a hybrid option.

Parents and students have also been provided with access to administration phone numbers and emails on a regular basis to remind them they have access to provide input, even when we are not on site.

Throughout the summer, the Administration hosted virtual meetings to discuss Distance Learning and Hybrid Learning options and updates along with online student learning platform transition and overall resources available. Stakeholder questions were answered live on Zoom and resources were posted on our ParentSquare communication system. Task force meetings with representatives that included students, staff, and parents were also held throughout the summer to disseminate information and gather feedback.

Answers from stakeholders surveys were shared at the virtual board meeting.

Ongoing updates are sent weekly through ParentSquare and student and staff email communication. Links to past communication are posted on the website for access.

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

Students, parents, staff, and community partners had the opportunity to participate in multiple virtual public meetings and hearings which included board meetings, grade level meetings, Coffee with the Principal meetings, Task Force meetings, and forums. These meetings were scheduled at a variety of times to increase access for parents and some were also held on the weekend. These were accessible via Zoom through computers and phones. Stakeholders were provided with access to submit public comments at the board meetings in writing or live during the meeting.

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

Much of the feedback related to Distance Learning focused on the amount and frequency of live sessions, graduation requirements, college applications, and school reopening. Additionally, feedback reflected a wide variety of implementation of distance learning across the district. Some parents reported far too much time online with teachers, and other parents felt their student had too little synchronous instruction. When we were considering a return to in-person instruction parents shared a vast array of feedback related to safety concerns. At various meetings, parents and staff requested additional services to address student socio-emotional development or trauma experienced during the pandemic. However, most feedback from parents throughout this experience has been to demonstrate gratitude for access to technology, wifi, instruction, communication, staff, and the opportunity to provide feedback.

Specifically, students have provided information via survey regarding their access or needs for devices and/ or wifi.

Parents and students provided feedback regarding 2020 graduation events for grades 8 and 12 and their preferences for distance learning vs hybrid learning for fall semester. They requested improved communication systems beyond what we were already implementing and provided input regarding meal distribution.

Recently, LALA held virtual Coffee with the Principal and Back to School Night in which our community feedback was positive. Stakeholders shared their gratitude and satisfaction with the communication and procedures of our 2020-2021 Distance Learning models.

Staff concerns have focused on safety, ensuring students are able to access instruction, and professional development.

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

Task forces that include students, parents, and staff provided input regarding attendance expectations, distance learning vs hybrid learning, distance learning schedules, participation expectations, support services needed, virtual positive behavior incentives system, and access to devices and hotspots.

Community partners provided resources to support students to continue participating in their education albeit virtually. Those supports include mental health resources, mentoring, tutoring, leadership opportunities, enrichment activities.

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.]

Classroom-based, in-person instruction will begin in a hybrid model once it is deemed safe to do so by state and local authorities and in

will be implemented in accordance with the quarter calendar, allowing time to prepare for the transition to ensure safety and continuity of services.

In-person, hybrid learning will take place in a cohort model in which students are assigned to either “A” or “B” cohorts which will attend school on the following schedule:

High School

Monday and Tuesday - Cohort A

Wednesday and Thursday - Cohort B

Friday - at home instruction

Middle School

Monday- at home instruction

Tuesday and Wednesday- Cohort A

Thursday and Friday- Cohort B

Cohorts will not exceed the number which provides for safe physical distancing within classrooms. All applicable state and local hygiene and safety protocols will be followed per the County approved Reopening and Covid-19 Mitigation Plan. School counselors and staff have been provided with training and resources on identifying students with mental-health or social-emotional concerns arising due to circumstances of Covid-19 and quarantine requirements and training to increase connections through community circles.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning	\$3,000	N
Plexiglass barriers to isolate teachers, staff, and students for hazard	\$3,000	N
Purchase HVLP sprayers for the purpose of coating any surface for a more efficient and complete cleaning	\$3,000	N
Additional automatic hand sanitizer stations, so that students and staff will have opportunities for more frequent handwashing and sanitize	\$ 5,000	N
Replacing traditional fountains with water bottle refillable stations	\$5,000	N
Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols	\$500	N
Thermometers	\$2,400	N`
Outside canopies for waiting at six feet distance and outdoor classroom options	\$500	N

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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.]

Great effort is being made to ensure LALA students, including students with disabilities and English learners have access to instruction similar to in person instruction.

Teachers continue to provide instruction with a board approved curriculum. Most of the curriculum is deliverable through online licenses (Connect Ed: StudySync, Stemscoptes) and some includes online resources for delivery of instructions (Integrated Math by McGraw Hill, ERWC, AP curriculum). During covid, additional resources have been developed and provided by curriculum publishers to increase engagement through virtual instruction. Teachers have also accessed resources to increase student engagement and opportunities to assess student progress. To increase communication with students and parents regarding academic progress and to improve interdisciplinary collaboration between classes we are transitioning to Schoology as our SIS and online classroom host. Teachers also continue to participate in professional development focused on both academics and SEL. Some of the professional development is accessed for free from LACOE and other providers, and some PD is private and specific to teacher needs.

Art, math, and other educational supplies that students would have had access to in the classroom have been purchased and checked out to students to take home.

Special needs students continue to receive services from the Resource staff and service providers. English Learners continue to receive additional instruction in English through ELD courses. Both special needs students and ELs also receive support for math and English through additional lab time.

To maintain the focus on college and career preparation, students continue to participate in college trips virtually. We are also collaborating with Big Picture Learning to provide students with virtual internships or mentors. And students are continuing to participate in dual enrollment with local community colleges virtually.

To increase options to foreign language instruction, we have partnered with Edgenuity to offer our students virtual language courses in ASL, Spanish, Latin, French, and German.

In order to ensure engaging and robust curriculum that is of substantially similar quality to in-person instruction, LALA has purchased a number of technology-based tools, including:

Newsela-Sources for Literacy Development and social studies

Edpuzzle-Interactive video lesson

Schoology-Learning Management System that allows teachers to administer online curriculum materials, track and report student data and information as well as deliver online instruction.

Essential Apps for the Physical and Digital K-12 Classroom

Storyboard That!-Graphic organizer that consists of illustrations or images displayed in sequence for the purpose of pre-visualising a motion picture, animation, motion graphic or interactive media sequence.

Screencastify-digital tool to record, edit, and share videos.

TCI- a curriculum that is aligned with state standards and allows teachers to smoothly transition from physical classrooms to blended learning environments using the various resources and tools on our digital platform.

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.]

LALA provides a 1:1 Chromebook program for all students in grades 6-12 school on site. During distance learning, the devices have been loaned to students who do not have computer access at home. In addition, the school has provided hotspot access to families as needed. Parents and students are able to inform us of device and connectivity needs by contacting the office staff, teachers, or administrators, via phone, email, or tech surveys. Resources have also been provided to teachers as needed to be able to provide instruction from home. They received laptops and phones to provide a hotspot as well as maintain communication with students, families, and colleagues. Parents of students with disabilities are contacted weekly by the resource team to gather input regarding resources needed and feedback regarding services provided.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers are being provided with organizational Zoom licenses to ensure the most access to tools and security. The zoom sessions can include breakout rooms for special education staff to provide push-in support.

Students attend synchronous and asynchronous instruction provided by a certificated teacher with a minimum of 240 instructional daily minutes. Daily attendance will be taken during live interaction sessions in grades 6-12, utilizing our Student Information System PowerSchool. Live instruction is provided daily through Zoom with a minimum of 45 minutes per class.

Attendance is taken in each period daily within the first 10 minutes of class. This provides time for office staff to contact students to log on to class prior to the class ending. LALA teachers will record engagement in our SIS per CDE. Special education support staff assist students with log in, class participation, and engagement during online learning.

During live instruction, students participate in peer discussions, polls, surveys, reflection assignments, adopted curriculum assignments and complete exit tickets. Students are also assigned daily asynchronous assignments for each class. The learning management platform LALA currently uses is Google Classroom, however we will be transitioning to Schoology, which offers enhanced tools for teachers to monitor

student progress by tracking student grades, attendance and participation. Other analytics tools that teachers use to monitor progress include supplementary information such as how many attempts the student needed for getting the grade and how long they spent on the learning module. In addition, other methods used to monitor student progress include regular contact with students on a one-on-one basis through calls, emails or virtual office hours.

Special needs students continue to receive services from support providers via Zoom and English Learners participate in biweekly check ins from the EL paraprofessional in addition to the class instruction, lab session, and tutoring.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers are being provided ongoing professional development in the areas of student socio-emotional development, curriculum development, online curriculum content deliverance, english language development, equity, google applications, digital educational tools, as well as developing strategies for online teaching and learning. Professional development that has taken place include Schoology, Simple K-12, Achieve 3000, Circle Ways, ALEKS, Curriculum, Equity pds through LACOE, Ensemble Learning, and Performance Matters. In addition to professional development, teachers have received a school provided laptops and phones with integrated hotspot connectivity. This has ensured teacher, family and student communication as well as the ability for teachers to facilitate online distance learning instruction. Technical support has been provided to staff members at LALA through M-Theory which offers hardware, software, procurement, upgrades, patches, security, network monitoring, troubleshooting, incident management, and IT asset management.

Staff Roles and Responsibilities

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

At the high school, the office clerk, who was formerly our paraprofessional and is now earning her masters in counseling has been assigned to support English language learners through tutoring and check ins. She hosts virtual sessions with them, monitors academic progress, and inquires about resources needed by the students and their families.

Our Athletic Director is supporting students with academic, attendance, and wellness check ins. He is supporting current students and Class of 2020 graduates who are now expected to be attending college.

At the middle school, our paraprofessionals are supporting students with tutoring and are also calling families to check in with them to ensure that students have the necessary support and technology.

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.]

LALA offers english language learners designated english development instruction as well as integrated ELD instruction across curriculum. Teachers ensure that students receive designated and integrated instruction by using common practices, SIOp strategies to engage english language learners in rigorous content-driven activities while also promoting their English language development. ELA/Literacy and ELD instruction provided to EL students includes but not limited to meaning making, language development, effective expression, content knowledge, and foundational skills.

Special education services continue through Zoom virtual inclusion support, provided by a resource specialist teacher along with special education paraprofessionals according to the services stated in the student’s most recent IEP. The general education teacher and the resource specialist co-teach and utilize breakout room to further support small group instruction within the class. In addition to virtual class support, special education students are assigned a daily virtual office hour support with the resource specialist teacher and special education paraprofessionals. During Annual reviews conducted during the 2020-2021, the IEP team which include parents, are notified of the means by which the IEP will be provided during emergency conditions when instruction or services have to be provided to the student.

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

Description	Total Funds	Contributing
Educational Software	38,196	Y
Core Curricular and Instructional Materials	81,275	Y
Instructional Aide provide additional support	114,567	Y
Maintain a stable and effective staff and faculty,recruiting and retaining high-quality appropriately credentialed teachers and staff	2,009,457	Y
Provide Professional Development to improve teaching quality	90,849	Y
Purchase Additional Educational Software	82,845	N
Purchase additional instructional materials	5,525	N
Hire Response to intervention teacher to support EL Students, foster youth , and students with Disabilities	102,658	N
Provide additional tutoring for all student	17,762	Y
Purchase additional technology for teachers	25,989	N
Provide technical support for all staff, parents and students	108,792	N
Purchase HOT Spots for students	13,769	N
Additional Counseling Services	89,292	N
Provide Professional Development for new educational software	51,595	N

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.]

To identify current knowledge in the area of mathematics, high school students took UCLA’s MDTP standardized assessments the first week of distance learning. Middle School and High School are also implementing the Smarter Balanced ICAs for math and English. We will be able to compare the ICA scores with those taken spring of 2020 to identify learning loss. Interventions for learning loss / gaps in math will be addressed with differentiated instruction using 6-12 aligned math curriculum, ALEKS individualized lessons, math labs, tutoring sessions before and after school, and virtual office hours with teachers and paraprofessionals. English learning loss will also be addressed through the differentiated instruction that can be assigned through ConnectEd - StudySync curriculum.

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.]

Students will be provided with differentiated instruction through their curriculum resources and intervention platforms. Student check-ins to discuss academic progress and create SMART goals will be hosted by advisors and teachers. Parents will also receive information regarding data collected and ask for feedback regarding the academic goals being considered for the student.

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.]

Progress monitoring for math will include analyzing student progress on ALEKS and Smarter Balanced ICAs. ELA benchmarks will include ICAs and ELPAC results. Through Performance Matters, social science and science teachers will create standards based benchmarks to identify learning gaps and create strategies for addressing learning loss.

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

Description	Total Funds	Contributing
ALEKS subscriptions to provide additional Math Instruction support	Represent under distance Learning	Y
Performance Matter- involving parents and teachers increases success.Engage teachers,parents and students through portals that provide educational resources to achieve standards mastery.	Represent under distance Learning	Y
Provide additional tutoring services for students	Represent under distance Learning	Y

Purchase Additional Educational Software	Represent under distance Learning	N
Purchase additional instructional materials	Represent under distance Learning	N
Hire Response to intervention teacher to support EL Students, foster youth , and students with Disabilities	Represent under distance Learning	N
Provide additional tutoring for all student	Represent under distance Learning	Y
Purchase additional technology for teachers	Represent under distance Learning	N
Provide technical support for all staff, parents and students	Represent under distance Learning	N
Purchase HOT Spots for students	Represent under distance Learning	N
Additional Counseling Services	Represent under distance Learning	N
Provide Professional Development for new educational software	Represent under distance Learning	N

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.]

A major component of our SEL practices this year is learning to implement community circles. We are engaged with Circle Ways to include community circle practices as part of our school culture. The purpose is to increase connection with our students and as a staff as well as to learn new ways to address inappropriate behavior.

In addition, our practices include students working with teacher advisors who serve as the mentor and main school contact for the student and family. These teachers focus efforts on building connections with students and checking on student academic progress and wellness. To increase teacher capacity with gaging student needs and building connections, we have increased access to professional development specific to socio-emotional development. One major component is the whole school transition to implementing community circles for check ins, mediation, and peer support. We have also engaged services of SK12, which provides online professional development on topics including socio emotional development, building connections, identifying needs for counseling support, and prevention strategies. All the sessions can be accessed by teachers as needed or as assigned for a very differentiated professional development experience. Per the request of parents and educators, we increased access to counselors for general education students. Per teacher request, we created a wellness check request form that administrator and counselors can review and collaboratively address student needs more effectively. Teachers are then updated about the resources provided to the student. The organization also routinely shares information regarding access to services within the community for the students and the family. In addition, staff has access to mental health services for themselves and family members through 100% employer provided health benefits.

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.]

With stakeholder input, we have developed a pupil engagement and outreach plan that includes student / family contact every class period after the first 10 minutes of class to get them engaged within the same day, if possible. If we are unable to reach the student / family that day, classified staff contacts the parents for an absence reason. If the absence is unexcused, contact is made by administrators with the student and family to increase awareness about compulsory education and consequences to academic progress. In addition, access to resources are provided based on the student / family's needs. Some of the supports may come directly from the school and some supports may be provided by community partners. Supports range from individual or group counseling to providing mentors or leadership opportunities, to diversion programs.

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.]

We continue to provide five free meals per week to 100% of our students twice per week. During distance learning, the central location for meal distribution is at our k-8 campus. Families are informed / reminded about meal distribution via text, email, flyers, and recorded calls weekly. Students have also been informed by their advisory teacher about the meal distribution days and times.

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 and Emotional Well-Being	Circle Ways Social Emotional professional development for teachers and staff to support students with mental health and social emotional Well- Being.	Represent under distance Learning	N
Mental Health and Social and Emotional Well-Being	Additional Counseling services	Represent under distance Learning	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
33.65%	1,338,864

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.]

We do not have foster youth at the high school. The middle school has one foster youth. Resources from LACOE are provided to the family as well as resources available for them. For English learners in grades 9-12, one of the decisions made has been to reassign classified staff from solely clerical duties to support English learners with academic needs. Specific virtual sessions were created to provide support and daily check ins with the students were documented. As most of our students are low-income, we worked diligently to address access to devices and internet access for all our students. In addition, we continuously provided information to families regarding access to free meals, health services, counseling via text, email, phone calls, and flyers.

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

In grades 9-12 English learners are enrolled in general English courses, and Academic English courses, and are receiving additional instructional minutes through an ELA lab session. They also have access to teachers and paraprofessionals during virtual office hours, and access to free tutoring through our after school tutoring program. Most of our students meet the low-income threshold. Therefore, we have made virtual office hours and tutoring sessions available to all students. There are no foster youth at the high school.

In grades 6-8, EL's are enrolled in designated ELD courses as well as in general English courses. They receive additional support from teachers and paraprofessionals during office hours and after school tutoring through LALA certificated teachers or through our after school program.