

# 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.]

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. Unfortunately, we are in quite the opposite situation in our state and county, with cases rising significantly each day. It has become increasingly clear that bringing students back to campus even in a limited capacity in August would pose unacceptable levels of risk to both students and staff.

The Los Angeles Department of Public Health Reopening Protocols for K-12 Schools states that “K-12 schools in Los Angeles County may open only for remote learning.”

During the summer, LALPA planned extensively to offer our students a hybrid and distance learning model. The LEA maintained regular ongoing communication with its stakeholders to provide updates on reopening guidelines and plans. Despite offering parents a choice between these models, we were forced to offer only a Distance Learning program for at least the first semester of the school year from August 17 through December 18, 2020. We will closely monitor the situation over this period and determine if circumstances will allow a transition to a hybrid option in the second semester.

While LALPA understands that It is impossible to replace in-person classroom instruction and the on-campus school experience with any form of full-time Distance Learning. We find ourselves in a situation, however, where we must do this to protect our students and their families, our staff and their families, and the communities we serve.

## Stakeholder Engagement

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

As LALPA prepared to start the school year with 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. Communication to our stakeholders included: messages in both English and Spanish through our school wide parent written communication system, phone blast messages, printed newsletters mailed home, coffee with the principal, stakeholder meetings, parent coordinator outreach, and weekly phone calls to each household 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 LALPA to best prepare for the transition at the beginning of the school year with health and safety measures established. Virtual parent forums for the primary 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 site administrator hosted virtual meetings with families to discuss Distance Learning and Hybrid Learning options, which included updates about 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.



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

All meetings were made public and login information was shared with all stakeholders, including community partners to give them the opportunity to participate in the meetings.

Board meeting information was shared with a minimum of 72 hours in advance. Coffee with the Principal meetings were offered in the morning and evening to allow for stakeholders to join at the time of preference. The information to Coffee with the Principal was shared with a week’s notice and regular reminders thereafter. All meetings were held via Zoom. Login information to all meetings was shared through ParentSquare, Facebook, and ClassDojo.

Information was shared in both, English and Spanish. Stakeholders were provided with the contact information for administration to follow up on meetings if the parent was not able to attend but wanted to get the information.



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

The feedback that LALPA received in regards to Distance Learning was focused on parents/guardians learning to use the technology and platform to connect students to the live sessions. There were concerns from parents with multiple children that live sessions may overlap and asked if laptops would be passed out again. Throughout the summer, families wanted to know if we would reopen and the options available to students for Distance Learning. In every session, stakeholders asked about safety precautions that were being implemented to keep everyone safe. Once we announced that we would stay on Distance Learning for the first semester, families expressed concerns for learning loss. When students were surveyed the general concern on their part is wanting to know when they can return to campus. At the same time, staff and teachers were surveyed multiple times and given the opportunity to provide feedback during meetings. Their general concern was around safety measures.

Overall, the feedback has reflected the efforts of the LALPA community during this difficult time. The families have expressed gratitude for the support that the school has provided and the work that the teachers are doing with the children.

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

Stakeholder feedback influenced the staggered daily schedule and overall weekly schedule. Specific feedback from families influenced the decision to reduce the number of platforms used as well as the decision to increase synchronous time spent with teachers and peers. While we were initially using Class Dojo for academic and school announcements, based on parent/guardian feedback, we are now using Class Dojo to school announcements and to promote a positive school culture. Professional Development was designed based on the teacher input and the needs they expressed. Feedback from all stakeholders indicated the need to continue to promote a positive school culture and to maintain a sense of community. This input influenced our decision to begin with PBIS training.

## 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 instruction will begin in a hybrid model once it is deemed safe to do so by state and local authorities. Based on the levels of reintegration that have been outlined by our planning taskforce, priority to return to campus will be given to our younger students in grades Kinder and First, as well as our Students with special needs. The next level of integration will add to the hybrid model our English Learners.

Opportunities for providing in-person targeted, specialized support services on a cohort basis for students requiring additional supports or special education services will be implemented as soon as it is possible based on state guidance.

LALPA's hybrid model will be as follows:

**Orange Tier:**

- Two cohorts, each with 20% of student population capacity, but each classroom will have a specific number of capacity based on room size.
- Both Cohorts will have students protected work time on Mondays,
- Cohort A** will be on campus to receive in-person instruction on Tuesdays and Wednesdays and learn from home on Thursdays and Fridays.
- Cohort B** will learn from home on Tuesdays and Wednesdays and be on campus to receive in-person instruction on Thursdays and Fridays.
- Priority given to Kinder, 1st grade, Students with Special Needs

**Yellow Tier:**

- Two cohorts, each with 35% of student population capacity, but each classroom will have a specific number of capacity based on room size.
- Both Cohorts will have students protected work time on Mondays,
- Cohort A** will be on campus to receive in-person instruction on Tuesdays and Thursdays and learn from home on Thursdays and Fridays.
- Cohort B** will learn from home on Tuesdays and Wednesdays and be on campus to receive in-person instruction on Thursdays and Fridays.
- In addition to the students already enrolled in the cohorts, priority will be extended to English Learners.

**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	\$1,500	N

Plexiglass barriers to isolate teachers, staff, and students for hazard	\$2,000	N
Purchase HVLP sprayers for the purpose of coating any surface for a more efficient and complete cleaning	\$1,000	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	\$1,200	N`
Outside canopies for waiting at six feet distance and outdoor classroom options	\$500	N

## Distance Learning Program

### Continuity of Instruction

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

Students with disabilities have received services during distance learning that are substantially similar to-or greater than- the services outlined in the students' most recent IEP document. In order to ensure engaging and robust curriculum, LALPA has purchased a number of technology-based tools including:

Achieve3000 Literacy- differentiated texts to provide content at the student's lexile level

Smarty Ants- A component of Achieve 3000 Literacy for grades K-2nd that provides individualized support in foundational and reading skills

Achieve 3000 Math- A computer based program that provides individualized Math instruction with 4 different levels of support

Reading A-Z- online leveled texts for students

Brainpop- An animated educational site that offers videos with follow up activities on Science, Social Studies, Math, ARts, Health, Technology, and Music. We also have access to the ELD component to support our English Learners and the Spanish component to support our dual language program.

Schoology- a Learning Management System that allows the school to create, manage, and share academic content. This system houses our "virtual classroom" with all the links to the resources we use.

Renaissance (Accelerated Reading)- an online program to monitor students' independent reading practice. This program allows students to take quizzes, set a reading goal, and monitor their 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.]

LALPA has conducted multiple surveys in regards to technology and connectivity needs throughout the Spring and Summer of 2020. In the Spring of 2020, LALPA surveyed the families to identify the devices available to our students, timeframes of availability, wifi access, online platforms used, and the number of siblings that share a device if one is available at home. As of 02/23/20, LALPA identified 154 students that were in need of a device. On 03/26/20-03/27/20, a team of LALPA staff members distributed laptops to all families that needed a device. Additional laptops have been distributed since then to families who have had issues with their personal devices. We recognize that not all families will successfully set up wifi, students will be provided with a printed packet that includes all of the same work that will be addressed online. At the same time, teachers have extended other opportunities for submission of work and participation, such as using cell phones to take and submit pictures of written work.

As of August 17, 2020, LALPA distributed a laptop to every student that needed technology. We also distributed WiFi hotspots to families with no internet connection. A staff member is working from campus to provide technology support to families as needed. The same staff member has collected all student usernames and passwords in a bank to provide to families if they need the information again.

Administration has conducted home visits, with safety precautions, whenever the family has been unable to come to campus in order to provide technology support or deliver hotspots/materials. All families were provided with a directory in which we provided a technology support phone number so that parents can call directly.

Students with special needs were provided headphones and instructional aides created visual schedules that included a hyperlink to zoom meetings for easier access to live sessions.

We currently have a proposal to purchase an additional 150 laptops to have available in case any of the laptops malfunction.

## 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.]

Daily attendance is taken daily during live interaction sessions. Attendance is taken for each “period” and averaged on a weekly basis. This information is shared with the teachers on a weekly basis. Teachers communicate with the staff member assigned as the attendance clerk who contacts parents to verify absences. Teachers will record engagement following the procedures outlined by the CDE. LALPA has determined that engagement will be tracked using the template that CDE provided.

In order to support students with participation, the following has been established:

-Instructional aides support Kinder and 1st grade classes. We find that younger students have had to learn all the online learning tools quickly and need support with engagement. The instructional aides join live zoom meetings to support with calling on students when participating,

monitoring student engagement, answering clarifying questions, and providing additional support in breakout rooms as determined by the teacher.

- All grade levels have met to identify appropriate minutes per assignment in order to ensure consistency.
- Students with special needs receive additional support from Instructional aides and resource teachers during asynchronous learning time.
- Instructional aides have tutoring blocks after all live sessions have finalized. There is one hour allotted per grade level to provide support with independent work. Student participation is initially based on teacher recommendation but students can join as needed. Participation is monitored by the classroom teachers and administration.
- For all online programs, teachers monitor student engagement through by monitoring student login times and duration.
- Music, Art, and P.E. classes also have the support of a teacher assistant to help track student attendance and participation.
- A flowchart has been created with action plans for those students who are absent from any of the live instructional sessions or who are not turning in completed work. The attendance clerk communicates directly with administration to discuss any concerns. Home visits are part of the plan to support student engagement and attendance.

## **Distance Learning Professional Development**

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

Prior to the start of the school year, teachers participated in professional development to use Google Classroom and other online tools. This PD was facilitated by the Bureau for Educational Research. In addition, teachers are participating in ongoing professional development in different programs and areas such as implementation of Achieve 3000. In addition, Simple K-12 was purchased with the intent to provide up to date webinars on current topics/needs. This program will allow administration to personalize teacher training and webinar suggestions based on teacher needs. Schoology training will be provided prior to the implementation of the platform. LALPA has contracted with LACOE to receive its first year of PBIS training. A group of teachers are participants in a year-long PD to support English Learner achievement. Throughout the year, teachers will be surveyed to evaluate additional Professional Development needed or review sessions for previous training.

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 distance learning instruction. Technical support has been provided to staff members at LALA and through M-Theory which offers support with hardware, software, and security, amongst other areas.

## **Staff Roles and Responsibilities**

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

Based on the unique needs that this situation has brought upon us, we have created the following new roles and responsibilities:

- A new position of Math Learning Center Teacher to support the learning loss of Mathematics in small group instruction. 3-4 students from each class will be selected to participate twice per week in the Math learning center.

-Campus supervisors' responsibilities are now focused on making weekly "check in" calls to families, distribution of meals twice per week, supporting our middle school with distribution of meals twice per week, making paper copies of work packets for kindergarten and first grade, support with distribution of supplies, and support with inventory of supplies that are delivered.

## 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.]

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. All online programs have been adapted to provide any support that is outlined in the IEP such as voice to text feature.

English Learners are being provided additional support through online programs such as Brainpop that offers tiered levels of language support. Designated ELD instruction is provided to English Learners by their teacher. In addition, students are referred to the Literacy Learning Center for small group instruction twice per week.

Instructional aides were provided with laptops, cell phones, and I pads to maximize opportunities to support students with disabilities and English Learners.

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

Description	Total Funds	Contributing
Educational Software	46,884	Y
Core Curricular and Instructional Materials	25,500	Y
Maintain Instructional Aides to provide additional support to EL Students, Foster Youth and Students with Disabilities	120,633	Y
Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff	1,764,987	Y
Provide on-going professional development to support effective teaching practices	32,135	Y
Achieve 3000 subscriptions to provide additional Math Instruction support	\$11,742	N
Provide additional tutoring services for students	\$58,806	N



Hire Response to intervention teacher to support EL Students, foster youth , and students with Disabilities	\$101,529	N
Purchase Additional Educational Software	\$23,891	N
Provide additional Administrative support	\$61,178	N
Purchase additional technology for teachers	\$6,759	N
Provide technical support for all staff, parents and students	\$54,396	N
Purchase additional Technology for the students	\$130,000	N
Purchase HOT Spots for students	\$6,884	N
Provide Professional Development for new educational software	\$15,000	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.]

In order to address pupil learning loss, LALPA plans to conduct universal screening and administer our benchmarks to analyze data. The school already uses STAR and NWEA as benchmarks for ELA three times per year. These assessments will provide insightful information as to where the learning gaps are and areas that need to be addressed immediately. In addition, the annual ELPAC assessment results will also demonstrate whether the students made progress in language development or if they regressed. For Math, the teachers will use the placement assessments that are included in the curriculum and the Achieve 3000 Math level set will also assess student skills compared to their grade level equivalency.

In regards to writing and penmanship, which is a major aspect of the lower grades, student work samples will provide the most valuable information that we are looking for. We will use the end of the year benchmark results to compare to previous years to evaluate how the current group compares to previous groups and also to evaluate individual student progress throughout the year.

These data sets and analysis will allow for LALPA to make the best instructional decisions to target specific areas of learning loss.

## 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.]

LALPA has proactively established a plan to address learning loss and differ the strategies for specific groups of students. In the whole class, teachers will differentiate the support by using the Achieve programs during the same time blocks when other students attend the learning center and another group of students attends a small group session with the teacher. An additional learning center teacher will provide students in Math. Additional laptops will be purchased to replace any laptops that were misplaced or damaged during Distance

Learning. Classroom teachers will provide additional tutoring time (up to 6 hours per week) to groups of students no larger than 5 students per tutoring group. The LALPA instructional team will focus on integration of the core subjects in Art and Music to maximize student learning. Supplemental programs have been purchased to support students with individualized instruction at the students' level.

## 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.]

As with all instructional plans and strategies, it is important that LALPA monitors and evaluates the effectiveness of the strategies to support students in areas affected by learning loss. LALPA plans to use the following assessments / evaluations to assess the effectiveness of the strategies:

- Internal Benchmark- LALPA teachers will administer the STAR, NWEA, and CPAA to obtain student achievement data and most up-to-date reading levels. Benchmark reports will allow us to compare cohort data, periodic grade level and class progress, as well as evaluate individual student progress.
- state assessments- This data will be used to compare student achievement to previous school years.
- student work samples- This will provide insightful data in regards to the current work that students are able to produce
- Teacher observations- will provide information in regards to listening and speaking skills in addition to any other observations that are useful to evaluate student progress
- student participation and feedback- students will be surveyed to ensure that they feel supported with the strategies implemented.

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

Description	Total Funds	Contributing
Achieve 3000 subscriptions to provide additional Math Instruction support	Represent under distance Learning	N
Provide additional tutoring services for students	Represent under distance Learning	Y
Hire Response to intervention teacher to support EL Students, foster youth , and students with Disabilities	Represent under distance Learning	N
Purchase Additional Educational Software	Represent under distance Learning	N
Provide Professional Development for new educational software	Represent under distance Learning	N
Provide additional Administrative support	Represent under distance Learning	N

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 additional Technology for the students	Represent under distance Learning	N
Purchase HOT Spots for students	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.]

Currently we offer community based services including individual counseling through our partner organizations:VIP counseling services and Didi-Hirsh. These services can be provided based on parent, teacher, or administrator referral. Throughout the year, the teachers will participate in Professional Development for Social Emotional Learning.

## 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.]

As stipulated by CDE, teachers will track daily student engagement and attendance. Administration has worked with the teachers and the Parent coordinator to device a tiered intervention system. Our first goal is to provide positive incentives to students to attend all sessions and turn in work. Teachers and Administration will offer different incentives for perfect attendance. Students will also have the opportunity to participate in the game room based on excellent attendance. We understand that teachers have the strongest connection to parents so they will be making the first contact and will log in any interactions in PowerSchool for the student. The attendance clerk will also be making phone calls to parents to confirm absences and direct any concerns to the appropriate staff member (i.e. technology support hotline). The Student Attendance Review Team will conduct meetings with families if the student has more than 10 unexcused absences recorded to any session. Finally, administration will be conducting home visits to those students who are marked as “chronically absent” in order to provide support for re engagement. The Parent Coordinator will be involved in the re engagement process of students to ensure we make available any resources that the family might need.

## 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.]

LALPA is providing free meals to all of our students. Each student receives 5 breakfast meals and 5 lunch meals for a total of 10 meals with milk included. Parents pick up meals on Tuesdays and Fridays between 8am and 12pm. Meal distribution takes place in the parking lot as a drive through model. Communication regarding meal distribution is sent out regularly through ParentSquare, Class Dojo, our monthly newsletter, and the school's social media accounts. Classroom teachers also reach out to their families with this information. Parents have been surveyed in regards to meal pick up and will continue to be surveyed to ensure maximum participation.

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

Section	Description	Total Funds	Contributing

## 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
34.47%	\$872,514

### 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 enrolled at LALPA. Yet, we regularly provide information about resources from LACOE to the families. Specific virtual sessions were created to provide support and daily check ins with the students were documented. To support our students from low-income households, we have available student laptops and hotspot devices, to ensure internet access for all our students. In addition, we continue to provide 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.]

Teachers are aware of their subgroup populations (English Learners, youth, and low-income) and address the students' needs during designated ELD time. This designated ELD instruction continues on a daily basis. In addition, students are receiving an increased amount of support from their teacher during small-group instruction. In addition, these students groups are provided with additional support through the Learning Centers (ELA and Math). Finally, paraprofessionals, including staff members from the afterschool program, provide support to students during live sessions by joining the class and supporting students with language and skills.