



**LEADERSHIP MILITARY
ACADEMY**

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan are available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntnyatndncpln-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.

Administration of Leadership Military Academy (LMA) closely monitored information from the California Department of Education, Riverside County Office of Education and Riverside County Public Health (RCPH) prior to and during the Spring 2020 closure. Through the closure and over the summer, plans were outlined to address possible instructional scenarios for 2020-21. Guidance on reopening schools was provided in June, and SB98 was signed June 29, 2020 which enacted statutory requirements for distance learning.

LMA administration has kept in regular communication with families and staff with information on the closure, distance learning, meal distribution, and additional resources. Communication and updates are provided in English and Spanish, through multiple means. Staff directly contacted individual families via phone and text to reach students who had not been in touch at all. LMA continues to communicate with families and monitor participation in programs. Outreach efforts have extended beyond traditional practice to share and receive information from the LMA community on summer school opportunities, re-enrollment and new student registration, access to devices and technology, school opening options, and available resources.

Teachers transitioned curriculum to be delivered in a remote learning model for both the closures and for summer school (core classes only). Communication and meetings with staff over spring and summer included discussions on guidance for school reopening in the fall, best practices to consider in distance learning instruction (fully or in hybrid courses), planning for safety and health guidelines, and how to address learning loss in the next school year.

Once it was determined that schools could not open to students for in-person instruction, LMA adjusted the academic calendar and bell schedule. The first day was pushed back and non-student days were shifted so teachers would have 5 full days to plan for distance



learning instruction before students started. Additionally this provided more time to span the distribution of laptops and textbooks, and provide support with navigating to Google classes.

LMA provides breakfast and lunch to all students. To continue this service, a meal distribution schedule was created to provide multiple meals to families and keep the number of people at the site down to a minimum. Over 2200 meals were provided during the Spring closure. This schedule was modified to fit the distance learning block schedule so students would not miss classes to pick up meals.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Summary of outreach methods: Emails, automated and direct phone messages, mass text messages, surveys, webpage news items, webpage banners, social media posts, individual and group conversations, marquee display, word-of-mouth

Summary of communication content: school closures, meal and laptop distribution, health/safety protocols, summer school, 2020-21 registration/re-enrollment, updates, re-opening the school for 2020-21, technology access, surveys,

Summary of efforts to reach all stakeholders: provide communications in English and Spanish, communicate through multiple analog and digital platforms, correspond in written and audio/video formats, extended outreach to more direct methods (extended emergency contacts, phone calls, home visits) to increase response rates

Summary of stakeholder input methods: direct conversation, phone inquiry, email, direct and hosted text messages, individual and group conversations, Contact Us page on website, contact links through Aeries portal and webpages, survey forms and responses, collaborative staff documents.

Stakeholder engagement process

Since the start of the closure in the Spring of 2020, LMA has kept in regular communication with stakeholders. Key considerations in these communications were 1) to provide information and resources to stakeholders, 2) collect more information on what LMA families needed immediately and for the upcoming school year, 3) gain feedback on the adjustments to existing services, safety precautions, and potential improvements, and 4) to simply reach out and keep students and their families connected to the LMA community. Communications and updates are always provided in both English and Spanish to ensure access for students and their families who use Spanish as their primary language (47%). Additionally, translation services are provided at meetings, and the school office has staff and administrators fluent in Spanish and speak directly with families to answer questions, provide and receive information.

LMA communicates information through multiple methods to 1) increase the chances of reaching stakeholders, and 2) to ensure that stakeholders who do not have access to internet, or do not utilize email and other digital tools can also engage in the process. For example, information on meal distribution has been shared through direct conversations, automated dialer calls, mass text messages and emails, displayed on the marquee sign outside of the school, posted on the webpage and social media channels, during virtual meetings (via Zoom), and through word-of-mouth through influencers (student leaders), other LMA students and their families. Students and families can utilize either print or digital copies of documents, forms and surveys, and staff is still available to orient and assist stakeholders in any new procedures and processes. Teachers utilized additional platforms and



applications to connect with students and keep them updated. In addition to their school webpage and Google classrooms from the Spring, Remind.com and Google Voice allows them to communicate remotely through text and phone. The smaller size of the LMA community allows for more individual and direct communication and collaboration.

LMA staff directly contact individual families to reach out to students and their families who have not connected with the school. Teachers and administrators collaborate on lists of students that have not engaged in learning activities so the office can follow up with direct calls, emails, or texts. The special education team has continued to regularly connect with families and find ways to support students, and families of EL students were individually contacted and invited to participate in the ELAC, Back to School survey, and share any feedback.

Administration, staff and teachers have been in constant communication since the initial closure in the Spring. Mostly through email and virtual (Zoom) meetings, all staff has been kept up to date on current conditions, upcoming or potential changes, and plans moving forward into the 2020-21 school year. The regular meetings and communications provides opportunities for staff to engage in questions, discussions, brainstorm ideas, and share concerns.

When stakeholders need to visit the school in person, they experience the protective benefit of the health and safety precautions. LMA is following all the local and state guidelines to ensure a safe environment and instill confidence to families, students, staff and the community.

Stakeholder engagement considered in LCP

A key consideration in the communication with stakeholders was to gain information and feedback. Stakeholders provided LMA information that was used to quickly adjust and adapt to LMA community needs or unanticipated issues and guide planning for the 2020-21 school year.

For example, after speaking with parents during the first meal distributions during the Spring closure, adjustments were made that helped streamline the process and provide additional safety precautions not previously considered. In addition to scheduling appointments to come to the school to pick up meals, families could call from the parking lot to have packaged food placed directly in the trunk of their car. Families were able to share ideas and quickly experience the benefits of their input. Distribution for the new school year is also based on this direct method of feedback, making the implementation of the Learning Continuity and Attendance Plan a dynamic and evolving process.

In addition to using automated means of communication, stakeholder response rates and stakeholder feedback both influenced following correspondence to consistently include email and more direct contact, particularly for Spanish speaking families and families of SPED students. Communication with senior students and families and executing the 2020 graduation activities also provided information on ways families were willing to participate during a time of health concerns and student responses to the use of LMA social media. LMA was already using the website and social media to share information, but increased efforts to update information, incorporate more opportunities for digital feedback (like online forms), and streamline navigation.

Family feedback on digital access was considered when determining student access needs and families also shared information about scheduling and preferences for instruction for the start of 2020-21. For example, LMA was able to better estimate the quantity of hotspots needed so students to access classes digitally. This feedback also guided computer



distribution planning and support needs. Families also helped identify geographical areas within the community in which students would require hotspots and/or need other means to engage in distance learning.

Regular communication with staff and teachers throughout the spring and summer contributed to planning for distance learning options in the 2020-21 school year. For example, when considering a full distance learning model and the options with scheduling, teachers considered the students and their levels of engagement, their family responsibilities, and the amount of fatigue that could impact learning. During the planning process the feedback and considerations helped determine that a block schedule would help minimize some of those factors. Teachers also provided information on their needs for digital resources and tools during distance learning which were included with implementing the distance learning model. For example, in addition to feedback to adopt a particular program like Nearpod or expanding the school Zoom account, teachers overwhelmingly responded positively to additional features that would enhance instruction and learning management if LMA became a Google school. Teachers continue to share strategies and resources to keep students engaged, adding to the collaborative and dynamic nature of the plan implementation.

Before the template was finalized, administration outlined plans for the applicable areas addressed in SB98 through a shared document. The authorizer of the charter, through the Riverside County Office of Education, provided a series of workshops to inform and support in the development of both the Written Operational Report and the Learning Continuity and Attendance Plan. The template and instructions were provided by the CDE on July 31 and August 11 respectively. Conforming to the template and incorporating instructional information, a draft of key points was presented to the Board of Directors at the August 13, 2020 board meeting. This was also the public hearing for the plan and it has been available since that meeting. Stakeholders were invited to join the English Learner Advisory Committee (ELAC) and School Site Council (SSC), and by early September, the ELAC and SSC reviewed a draft of the Learning Continuity and Attendance Plan and provided additional feedback.

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

Traditionally, LMA posted required information about board meetings at the school site and on the school website. Remote participation in LMA board meetings has been made available to stakeholders since the start of closures. Both Zoom and Board Docs were adopted and utilized as of the April 2020 board meeting. Board docs manages and posts the board meeting agendas, minutes and attachments. Access is through the public link, hyperlinks on the school website, or LMA administration can directly log in. In addition to the public postings, stakeholder groups may have additional notifications about board meetings and documents. LMA staff are reminded of meeting dates through a shared Outlook calendar, in email, and during staff meetings. Parents of EL students and the ELAC have been directly notified in Spanish via phone conversation or voicemail.

Zoom meetings allow presenters, the Board of Directors, and stakeholders to attend and participate in the meeting virtually in real time either using their smart device or by calling in. Zoom links are included in communications and postings at the site, on the school website, social media, and Zoom invitations. Meetings are also recorded and available for review through the school website.

LMA can also make arrangements for families and other stakeholders with limited access to technology to utilize a school laptop and/or the school network for internet.



A summary of the feedback provided by specific stakeholder groups.

Summary of parent feedback: Parents primarily provided feedback through direct communication with LMA staff and through the Back to School Survey online. Most parents prefer email as the primary mode of communication, but parents of EL students appreciated direct calls in Spanish. Parents of students of disabilities also communicated with SPED staff directly via telephone more frequently than in email. Most families have internet access at home, but a portion do not. Families requesting hotspots lived in the same neighborhood. Although most families reported having access to devices at home, over half requested school laptops before the 2020-21 school year started. During spring and summer meal distribution, families requested additional meals when available.

Summary of staff feedback: Teachers provided feedback remotely through Zoom meetings, email, and direct communication. Staff also provided feedback in person when working at the site. Teachers communicated the need for more resources and support to implement high quality distance learning. Some wanted more training in new digital platforms and technical assistance in converting activities from in-person instruction to a Zoom session. Teachers responded very positively to Google classrooms and the need to become a Google School to integrate more with their gradebooks. Staff considered students and expressed concerns on the reality of participation in a full daily schedule and felt many students would struggle, be overwhelmed, and/or disengage. Most of staff felt comfortable enough with health and safety precautions at the school to return for materials, graduation, and the 2020-21 school year.

Summary of student feedback: Students provided feedback directly to their teachers through classes, and to staff during registration and material distribution. Students were primarily interested in how they would access their classes and use technology.

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

Outreach (for stakeholder engagement and student reengagement strategies): Automated message delivery data, stakeholder response rates, and stakeholder feedback influenced planning correspondence to consistently include email and more direct contact, particularly for Spanish speaking families and families of students with disabilities. Registration procedures were modified to ensure parent emails were collected with contact information.

Distance learning (scheduling): parent and student feedback on distance learning models and teacher feedback on factors that impact student engagement and participation in distance learning influenced the development of a daily block schedule to include synchronous direct instruction and interaction.

Access to devices: Family feedback on digital access influenced plans for computer needs and distribution for the start of 2020:21. It also provided an estimated quantity of hotspots to secure. Student and family communication sparked specific technical support plans at the time of distribution, on the phone, and through teachers.

Continuity of instruction: Teachers contributed to planning instructional continuity by incorporating new resources for distance learning that would provide a learning experience at least equal to that of in:person instruction. Staff feedback on applications and programs influenced planning the purchase of tools resources for schoolwide access.

Professional development: Teachers contributed to planning for training by sharing new resources and tools for distance learning with each other. In addition to feedback to adopt or



expand a particular program, teachers requested training and support using technology and digital resources.

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.

Instructional schedules

Any in-person instruction will follow the health and safety guidelines issued by the California Department of Education, Riverside County Office of Education and Riverside County Public Health. Since the health and safety guidelines have undergone several revisions during the pandemic and continue to evolve, LMA has had to revise plans for in-person instructional offerings. LMA also considered the likelihood that students would return to school in phases from a closure and/or distance learning with a gradual release of some health and safety guidelines. Multiple models have been considered, including limiting in-person instruction to special cohort groups, for select classes, or for a reduced portion of the student body at one time. Some key phases that are planned include:

- Cohorts – very small group(s) of students. In-person offerings would vary due to student needs and health and safety guidelines.
- Hybrid – all students receive in-person instruction for all core classes, but are limited to certain days during the week to accommodate the full student body and meet health and safety guidelines, particularly maintaining a 6 foot distance away from another student (which results in limiting the number of seats available in a classroom).
- Full – most students come to school daily to receive in-person instruction for all classes. Exceptions would include students who are medically fragile, would be put at risk by in person instruction, or who are self-quarantining because of concerns of exposure to COVID-19.

In the most restrictive conditions that permits students to come to school, a cohort plan will be implemented in which special student groups who need and/or receive similar supports and intervention return on a limited basis for in-person instruction. As LMA works with teachers to monitor attendance, engagement, and strategies to make up for learning loss, particular student groups will be monitored and considered in cohort planning. For example, students with disabilities (SPED) may attend classes in-person with the Specialized Academic Instruction teacher (SAI) two days each week, or perhaps attend their Study Skills class in-person, and attend other classes remotely but at school and under the supervision of the SAI. A group of English learner (EL) students might follow a similar pattern of in-person instruction to enhance integrated language support in their core classes, or English Language Development class. Foster youth and homeless students may be permitted to work from a computer lab so they have full access to the digital and virtual tools used in class.

Additionally, students who are not engaging in distance learning instruction might comprise a cohort, particularly if they are also SPED, EL, Foster or homeless youth. Such a cohort



would require strategies in the reengagement plan as well as academic, social-emotional, or other intervention. Monitoring engagement and analyzing the data on this group of students will guide the specific instructional schedule. Possibilities could include attending select classes in-person, supplemental instructional support through tutoring, counselling, access to supervised work space at the school, and team meetings with the student, family, and staff.

LMA traditionally arranges for social worker interns and/or counselors to be available to students to help address challenges to their social-emotional well-being. Teachers will continue implementing strategies to build relationships with students to create a safe and effective learning environment in their classroom.

Safety protocols

The new classroom-based model will also have protocols to ensure the health and safety of teachers and students. Practices will continue to meet California Department of Education, Riverside County Office of Education and Riverside County Public Health guidelines, may be adjusted as the county status changes, and are outlined as follows:

- Campus access – All entry is through the front of the school. Staff will enter through the front office and students will enter through the front door/gates. Appropriate masks are required. Trained staff will use touch free thermometers to check the temperatures of all individuals entering the school. If the thermometer registers a temperature outside the normal range, the individual may be denied access and/or be required to obtain a physician's note to return to campus.
- Personal protection – All individuals must wear their mask at all times, except during meals. Hand sanitizers and/or a hand washing area are distributed around campus and in every classroom. Teachers will allow student access to hand sanitizer and/or washing as requested and needed. Acrylic guards and desk partitions may be in place and/or available. Desks and student work spaces will be spaced at an appropriate distance apart.
- Cleaning – Every classroom will be equipped with sanitation supplies. Teachers will disinfect their work space at least at the beginning and end of every day. Student workspaces will be disinfected as appropriate. Site custodians will clean rooms nightly.
- Meals – To maximize physical distancing and minimize the number of students within any space, students may be assigned to a specific area to receive and/or eat meals. Seating will be placed at appropriate distances and students may need to remain in their space for the duration of the meal period. Students may remove masks only while eating/drinking and will be instructed on disposal protocols for the designated area.

Assessing learning loss

LMA already has a system of assessments in place to measure student proficiency in math, reading, and language; and interventions in place to increase student growth and improve proficiency in math, reading, and English language development. These same programs can be applied to assess learning loss due to the Spring 2020 closure, and facilitate both restoring learned skills and improving academic performance.

In the 2019-20 school year, students were assessed using NWEA MAP Growth assessments, and have results from a diagnostic screener assessment and/or the full Growth assessment. Students enrolled in interventions were also assessed using HMH Reading or Math Inventory. Additionally in 2019-20, grade 11 students participated in the SBAC Interim Assessments (ICA) which model the summative state tests for ELA and math.



The assessments are intended to measure growth, determine areas for improvement, and help teachers adjust instruction and plan forward. These data can also be used as the most recent baseline to help determine students’ retention or loss of what they have learned.

LMA will continue with the plan to administer assessments in the fall, incorporating remote testing if instruction is distance learning.

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

Description	Total Funds	Contributing
Purchase PPE, thermometers, sanitation supplies and other supplies to maintain health and safety guidelines	\$86,000	N
Secure contract for social worker interns	\$7,000	Y
Implement a cohort plan to bring special student groups (SPED, EL, FY, SED) on site for in-person instruction	\$0	Y
Administer NWEA Map Growth assessments, HMH Reading, Math, and Phonics Inventories	\$3,500	Y
Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)	\$17,200	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.

Distance learning at LMA will follow the same broad course of study normally offered during in-person instruction, but with some differences in daily and weekly scheduling, depending on the model implemented. In all versions, students will be scheduled to take the usual courses planned to meet graduation and college entrance requirements for the entire term. This gives students full access to same quality courses as before the pandemic and allows for easy transition between in-person and distance learning.

In all versions, students will also receive daily live interaction through synchronous virtual classes in which they receive direct instruction and communicate with their teacher in real time, but through a web-based platform. Virtual classes will continue to adhere to the same standards based curriculum in existing instructional plans (pacing guides, unit maps), and adopt engaging strategies and activities to use within the digital platform that function similar to those used in-person. This will ensure students have access to the same quality of instructional strategies and learning experiences to build academic skills in either virtual or in-person classes.

In a full distance learning model, all or most students will engage in learning remotely in all classes following a block schedule. The block schedule contains daily periods of time for teachers to communicate with students and families outside of class time, like for conferences or targeted instructional support. Teachers can use this time to work with



individuals or small groups of students who are struggling academically, have a loss of learning, are English learners, or have IEPs.

The block schedule contains daily periods of time to implement the academic intervention classes, Read 180, Math 180, Advanced Academic Language (English 3D) and credit recovery (Apex). Intervention courses were implemented to increase student growth and improve proficiency in reading, math, and English language development. Including intervention courses and credit recovery in distance learning continues those objectives and also helps address learning loss experienced from Spring closures.

The block schedule contains 3 periods Mondays through Thursdays to alternate classes within the master schedule, such that periods 1, 3, and 6 meet on Mondays and Wednesdays and periods 2, 5, and 7 meet on Tuesdays and Thursdays. Classes will meet virtually during designated time in the block bell schedule for synchronous instruction and direct interaction with teachers. The block schedule also contains one day a week for all classes and time for professional development and/or teacher collaboration.

In addition to the existing curricular resources utilized in the in-person classes, virtual classes will naturally adopt and develop additional resources to meet the challenges of distance learning, particularly technology resources. For the Spring 2020, all LMA teachers created or enhanced their web pages and Google Classrooms, and converted activities and assignments into digital versions that students could access from home. Teachers have continued to develop their on-line classes and refine activities and resources to create a full distance learning course. They will provide students with access to digital versions of the same texts and print handouts used in-person, possibly directly through the text publisher or a digital library resource, or create their own document using any combination of applications, programs and tools.

In the development and refinement of distance learning classes, teachers will also increase the use of supplemental content from on-line resources. Not all the subject matter textbooks are available for use virtually, but key concepts and informational texts can be explored through other websites. For example, videos explaining processes and concepts are available on YouTube, particularly through reputable sources like Kahn Academy, Crash Course, and The History Channel. Online encyclopedias, educational websites (PBS, Discovery, Read Write Think, Smithsonian, Math Planet), and vetted non-profit organizations and agencies provide texts and documents. Institutions for education and research (through universities or medical associations) are also resources for content, images, and simulations. The adoption of new and engaging materials will not be limited to just distance learning.

Teachers will receive access, training, and support using previously unused technology tools and newly acquired ones. For example, they already have access to all the tools and extensions Google and Chrome provide, but may not have incorporated these tools to read aloud or translate text. Teachers can utilize these resources to help support struggling students, students with disabilities, and English learners better understand materials and access the content during virtual instruction and when they work independently practicing skills and completing assignments. Features within current technology and digital programs like the Aeries gradebooks, Office365, Zoom, Google, Read 180, Math 180, English 3D, Adobe Creative Cloud, Kahn Academy, IO Assessments, and YouTube will be explored to increase access to instructional materials and curriculum, as well as enhance individual learning strategies.

New instructional resources for distance learning will be adopted to meet school, department and individual teacher needs. For example, Chromebooks and Google Suite for Education are being researched to adopt for the Spring 2021 term. Switching from laptops to



Chromebooks equipped with a protective program will provide administrators with the ability to track student use, limit access for safety, and reduce repair/replacement costs in the future. Remind, Kami, Nearpod, Flowcubulary, Flipgrid, CK-12, Loom, Kahoot, Quizlet, and several other resources will be adopted or expanded in distance learning instruction.

Access to Devices and Connectivity

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

During the registration period for the 2020-21 school year, LMA staff contacted families who had not completed the forms. Calls were made in the preferred correspondence language and staff provided alternative options to completing the forms online for families who did not have access to a computer or the internet.

Computer distribution during the closure and summer, plus parent feedback helped ascertain the technology needs of students for 2020-21. The Back to School survey included information on devices and internet access, and staff surveyed families during registration meetings. Parents of English learners were surveyed in Spanish over the phone. Although most families reported having access to devices at home, over half requested school laptops before the 2020-21 school year started. Feedback also provided an estimate of hotspots needed and areas within the community that had limited connectivity.

Some students may not be as skilled at navigating the computer, the school website, Google classrooms, Zoom, or the student portal in Aeries. As laptops are distributed to students, staff provides instruction on how to login to the computer, navigate to their teachers' pages, and access their Google classes. Staff supports the student as they complete the process, and confirm that the laptop, login, and Google codes are functional. Initial instruction that occurred with computer distribution may need to be repeated, or provided to students that did not contact the office for assistance. Families and students will also be able to call the office and speak to staff to obtain codes and additional technical support.

Teachers will provide technical instruction and support to students on how to login, navigate, access classroom resources and activities, and participate in virtual classes via Zoom as part of their introductory lessons. Teachers will be prepared to provide individual support to students when needed, and incorporate strategies appropriate for English learners and students with disabilities so all students have access to the virtual classroom and materials, and can use the extra tools to help them navigate, translate, read, magnify, visualize, highlight, etc. For example, students with disabilities may benefit from using a text reader to listen while they read or a masking tool that blurs any distracting components on the page. English learners might use translation tools, glossaries, and subtitles on videos to assist with understanding content using their primary language.

Special education teachers collaborated with students and families in the spring and summer to assist with accessing classes and technology. They will also coordinate with teachers to ensure students with disabilities have support in accessing classes, materials, and with distance learning strategies. Students who need specific accommodations or services to support access and use of technology may have such supports included in their annual IEP. Special education teachers will continue communication with families to discuss any additional supports.



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.

In distance learning instruction, students will receive daily live interaction through synchronous virtual classes in which they receive direct instruction and communicate with their teachers in real time, but through a web-based platform (Zoom). Students are expected to attend the virtual synchronous Zoom session as part of attendance and participation tracking. Students engage in seven classes following an alternating block schedule with set time periods. The schedule is comprised of full school days Monday through Thursday in which students attend half of their classes each day, and a minimum day on Fridays in which students attend all classes.

The block schedule contains 3 periods Mondays through Thursdays to alternate classes within the master schedule, such that periods 1, 3, and 6 meet on Mondays and Wednesdays and periods 2, 5, and 7 meet on Tuesdays and Thursdays. Classes will meet virtually during designated time in the block bell schedule for synchronous instruction and direct interaction with teachers. The block schedule also contains one day a week for all classes and time for professional development and/or teacher collaboration. The block schedule meets the requirements for distance learning instructional time.

Monitoring participation

Teachers will log attendance each period, but in distance learning will also include notes about individual student participation and engagement. Teachers will document student presence or absence, delayed arrival (enter Zoom) or early exit (leave), participation in interactive activities, and work on assignments. Since LMA classes have live interaction through synchronous virtual classes (Zoom) that follow a standard bell schedule with set time periods, students are expected to attend the Zoom session and receive direct instruction and communicate with their teacher in real time.

Teachers will establish classroom expectations and protocols in regards to participation during the Zoom session. Teachers will also provide students with options to communicate when they cannot or did not participate or left the session at any point. This might be due to home circumstances outside of the student's control, technology issues, or social-emotional factors. Checkpoints for participation may include interacting with the teacher and/or other students, quick responses to see if the student understands the concepts being taught, prompts to pay attention or stay on task, asking/answering questions, and work on assignments/assessments. Teachers will track student participation each session and will be provided additional tools and strategies through the student information system. Tracking participation during the lesson will help teachers monitor the level of engagement and interest in class activities through selective engagement, and identify students who disengage completely.

At the start of distance learning it will be important to ensure that all students get connected and engaged in their virtual classes. Therefore, teachers will provide staff with attendance information directly so outreach can begin immediately.

Monitoring progress

In the 2019-20 school year, students were assessed to measure growth, determine areas for improvement, and help teachers adjust instruction and plan forward. Assessment results can contribute to baseline data to monitor student progress in distance learning. Additionally,



comparative assessments in 2020-21 will provide information on individual student progress as well as grade level progress.

Academic departments drafted plans to address the content missed during the closures to recover from learning loss. It was determined that teachers will continue to adhere to the scope and sequence of standards in the course pacing guides and unit maps, and incorporate supporting lessons and activities to mitigate for any missing instruction and skills. For example, the English department determined that a focus on the writing standards and vocabulary would be key to fortifying student skills and supporting forward progression.

Instructional plans include regular activities and assessments that monitor student performance and progress toward mastery. Teachers also use activities in each lesson for students to practice and expand skills; and give assessments to check students' understanding of the concepts in the lesson. Teachers will continue to use frequent activities, assignments, and assessments in distance learning to monitor student growth, and will continue to track progress through scores entered in a gradebook.

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.

LMA has a collaborative professional development plan to build staff capacity by expanding knowledge and use of a wide range of instructional approaches that lead to high achievement and equitable outcomes for all students. Each year the plan is reviewed and revised according to data provided in a needs assessment, student performance indicators, and stakeholder feedback, to meet the changing needs of LMA staff and students. With the Spring 2020 closure, much of the information used in a needs assessment could not be collected (assessment data, Dashboard, LCAP meetings). However, through regular communication with staff, much feedback was received on their needs for professional growth and learning in distance learning. Teachers also contributed to planning for professional development by requested training and support on new tools and digital resources.

Once it was determined that schools could not open to students for in-person instruction, LMA adjusted the academic calendar and bell schedule. Part of this was to include weekly time for teachers to plan, collaborate, and have professional development opportunities. The first day was pushed back and non-student days were shifted so teachers will have 5 full days to plan for distance learning instruction before students started.

Teachers will receive training, and support using previously unused technology tools and newly acquired ones. For example, they already have access to all the tools and extensions Google and Chrome provide but may not have incorporated tools to read aloud to or translate text. Teachers can utilize these tools to help support struggling students, students with disabilities, and English learners in understanding materials and accessing the content during virtual instruction. They can facilitate students to use them when they work independently practicing skills and completing assignments. Teachers will learn to use features within technology and digital programs to increase student access to instructional materials and concepts within the curriculum.

Teachers will be supported in adopting engaging strategies and activities to use within the digital platform that function similar to those used in-person. Time will be made available for teachers to share and collaborate on new strategies and adjusting their best strategies to work in distance learning. This will ensure students have access to the same quality of



instructional strategies and learning experiences to build academic skills in either virtual or in-person classes.

Guidance and support will be provided to teachers and administrators on implementing best instructional practices for English learners in distance learning – including for comprehensibility, active engagement, oral language interaction, home language supports, etc. Best instructional practices in distance learning for students with disabilities will also be covered in professional development. Additionally, the special education team will collaborate with individual teachers to identify and plan effective strategies for virtual classes.

In early 2019-20, academic departments refined the instructional plans for each of the core courses. During the Spring 2020 closure, they drafted plans to address the missed content and recover from learning loss. It was determined that teachers will continue to adhere to the standards based curriculum in the course pacing guides and unit maps, and incorporate supporting lessons and activities to mitigate for any missing instruction and skills from the closure. For example, the English department determined that a focus on the writing standards and vocabulary would be key to fortifying student skills and supporting forward progression. Professional development will also keep a focus on maintaining the rigor and expectations of the instructional plans during distance learning and potentially accelerate learning for students who have fallen behind.

LMA administration will work within the student information system Aeries to use new tools to help track attendance and engagement in distance learning in accordance with SB98, but most of the recording tasks will be completed by teachers. As new features become available in Aeries, LMA will provide staff and teachers with training and support in the new requirements during distance learning to systematically track and monitor student attendance and engagement.

Staff Roles and Responsibilities

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

Roles and responsibilities of staff have had to adjust to ensure the health and safety of everyone, continue operations working remotely, restructure fiscal resources, and address the changing conditions of closures and distance learning. All employees of LMA had to adapt to during the Spring 2020 closure. Teachers and the business office were able to work remotely and on a schedule that suited their responsibilities at home and with LMA. Administration and staff at the school site was minimized to maintain health and safety guidelines, so that some worked from home while others were on site. There were also some changes to staff with the new school year, so responsibilities were shifted to other positions. For example, during closure and distance learning, the security role is diminished, so those employees assist the office staff.

Classified staff share some additional responsibilities with clerical work, meal distribution, computer distribution and collection, classroom sanitization, and adjusting spaces to meet health and safety guidelines. Classified staff in the office will support students with technology, providing instruction and support as appropriate, ensuring students follow the proper steps to access distance learning classes and materials, and performing maintenance processes on laptops that are brought back to the school.

The facilities manager is primarily responsible for establishing and maintaining new health and safety protocols, and ensuring that all LMA operations follow the public health guidelines. Initially, LMA needed to acquire additional cleaning supplies and personal protective equipment (PPE) to operate during the closure. It also entailed collaborating with classified staff and administration on distribution plans for meals, technology, and



instructional materials. For the 2020-21 school year, the health and safety guidelines will affect the classroom layout, PPE for teachers and students during in-person instruction, meal distribution for both in-person and distance learning models, custodial practices, and monitoring compliance.

Another new role for the facilities manager includes technology. As school computers and hotspots are issued to students, records documenting use agreements and inventory need to be maintained. Additionally, equipment functionality needs to be monitored and maintained, and students need to be provided access through a dedicated login. With distance learning, teachers will have increased technology needs and requests. There is also a plan to switch from student laptops to new Chromebooks, which will restart the process of inventory, distribution, agreements, and maintenance.

Recent legislation contains new reporting requirements for distance learning. Much of the recording responsibility will lie with teachers. For distance learning, teachers will record student attendance, include attendance notes for absences and non-participation, and attendance notes for other means of participation. Teachers will also record engagement and participation notes within their gradebooks, and need to maintain daily lesson plans/agendas for each class meeting.

LMA administration also has new responsibilities. The new reporting requirements for distance learning require monitoring student engagement. LMA administration will pull data to identify students that are absent or not engaged more than 60% of the week as well as those who habitually disengage or do not participate fully. Reengagement strategies are outlined in this Learning Continuity and Attendance Plan. LMA administration will also be responsible for adjusting to changes with the accountability reporting process. This includes LCAP and addition of the Written Operations Report and Learning Continuity and Attendance Plan.

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.

Students with unique needs may need additional support accessing distance learning. Initial instruction on how to login to the computer, navigate to the teacher's page, and access Google classes may need to be covered again using strategies appropriate to the individual needs of the student. Teachers will provide individual support and strategies so all students have access to the virtual classroom and materials.

LMA has contracted with a special education administrator to lead the special education department. The team has been working diligently to keep in regular direct contact with individual families of students with disabilities (SPED) and find ways to support students during the closure and summer. The SPED team will closely monitor SPED students' progress toward IEP goals and assess any learning loss and/or regression to consider. Additional IEP meetings will be held for those students who need a change in placement or services due to the closure and/or distance learning. Those will also be considerations for students who did not have a complete IEP meeting during the closure. All IEPs will be revised to include emergency language.

Special education teachers will also collaborate with teachers to ensure students can access concepts in the digital content. They will have access to the Google classrooms, resources, and materials and will provide support in applying appropriate accessibility tools to maximize



student learning. For example, students with disabilities may benefit from listening to a text reader while they read a passage, or blurring distractions on a page using a masking tool. Teachers may also need to use more strategies to scaffold and “chunk” digital information.

Students with disabilities will receive instructional support services in both in-person and distance learning instruction. Separate pull-out math, English, and skills classes are included on the master schedule for students requiring such on their IEP. The SPED teachers will also provide push-in support to students with IEPs that specify it. Special education teachers collaborate with general education teachers to plan supports and accommodations consistent with IEPs for in-person and distance learning instruction. Students who need specific accommodations or services to support access and use of technology may have such supports included in their annual IEP. Special education teachers will continue communication with families to discuss any additional supports.

English learners (EL) will receive English language development (ELD) support in both in-person and distance learning instruction. Both designated and integrated ELD are incorporated in the course of study. Designated ELD instruction will be provided in the Advanced Academic Language Development course utilizing the HMH intervention curriculum by Kate Kinsella, English 3D. EL students take the course either as a full period or during the intervention period. Integrated ELD instruction will be included in all classes. Teachers have an EL authorization/certification to instruct EL students and integrate ELD strategies into class activities.

In distance learning, EL students will have more access to tools that can help them understand academic language. Teachers will incorporate the use of translation tools, glossaries, and subtitles on videos, and support students in using similar features on their own. Including the primary language in instruction can be an effective strategy to explain important concepts in the content.

Over half of families requested a school laptop before the 2020-21 school year started. Some families have limited connectivity or no internet service and needed hotspots. LMA will issue a laptop and/or hotspot to students to ensure access to distance learning for all students. Foster and homeless youth may experience additional challenges beyond technology. LMA will collaborate with families and maintain communication to address unique challenges and provide available resources.

Extenuating circumstances caused by the pandemic also require additional consideration. Any student may be affected adversely, but students with unique needs are disproportionately impacted. They may act out, disengage from school, or demonstrate other uncharacteristic behaviors. LMA will promptly contact families in these situations to determine appropriate support, resources, or actions.

Students impacted by the pandemic may be experiencing mental, social and/or emotional stress. Social worker interns are available to support students coping with any additional strain on their home environment. They may meet with students virtually or over the phone during distance learning.



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

Description	Total Funds	Contributing
Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)	\$17,200	Y
Purchase new instructional programs for teachers and expand existing accounts	\$10,500	N
Purchase Chromebooks and supporting technology & equipment	\$108,000	N
Adopt G Suite for Education and become a Google school, integrating Google with Aeries	\$1,200	N
Equip teachers' workstations for distance learning	\$2,000	N
Secure hotspots for internet access	\$4,500	Y
Provide PD and resources on new technologies, digital tools, and enhancing existing curriculum for distance learning.	\$0	N
Dedicate PD time on strategies to support EL and SPED students in distance learning	\$0	Y
Include 2 sections of the designated ELD course in the schedule	\$0	Y
Secure contract with special education administrator	\$30,000	Y
Include dedicated pull-out classes in the schedule for students with disabilities, consistent with IEPs and in-person instruction	\$0	Y
Teachers will incorporate individual accommodations for SPED students in instruction, including digital accessibility tools that maximize learning	\$0	Y
Teachers will incorporate integrated ELD strategies in instruction, including digital tools that help EL students access academic language and content using their primary language	\$0	Y
Secure contract for social worker interns	\$7,034	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.

In order to address pupil learning loss, it is important to identify exactly what learning is unfinished. Before the summer, academic departments drafted plans to address the content missed during the closure to recover from learning loss. It was determined that teachers will adhere to the scope and sequence of standards in the course pacing guides and unit maps, and incorporate supporting lessons and activities to mitigate for any missing instruction and skills from the closure. For example, the English department determined that a focus on the writing standards and vocabulary would be key to fortifying student skills and supporting forward progression. The math department opted to start the year with an intensive review on foundational skills. Moving forward, LMA will provide departments with assessment data and the tools to analyze which standards need the most instructional focus and to what extent.



Assessing learning loss

LMA already has a system of assessments in place to measure student proficiency in math, reading, and language; and interventions in place to increase student growth and improve proficiency in math, reading, and English language development. These same programs can be applied to assess learning loss due to the Spring 2020 closure and facilitate both restoring learned skills and improving academic performance.

In the 2019-20 school year, students were assessed using NWEA MAP Growth assessments, and have results from a diagnostic screener assessment and/or the full Growth assessment. Students enrolled in interventions were also assessed using HMH Reading or Math Inventory. Additionally in 2019-20, grade 11 students participated in the SBAC Interim Assessments (ICA) which model the summative state tests for ELA and math.

LMA will continue with the plan to administer the MAP and HMH assessments in the Fall of 2020-21, incorporating remote testing if instruction is distance learning. The results will help measure student learning loss from the prior year closure and mark a starting point to measure student growth and progress moving forward. The data will also provide learning status in the different sets of standards for math, English language arts and English language development (ELD). Another assessment cycle would occur in winter and at the end of the school year. Like the fall results, the winter results can be used to guide instructional strategies. Winter results will also contribute to evaluating the efficacy of the fall strategies to mitigate 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.

The first step to address learning loss will be utilizing assessment data to determine where to target additional efforts. Students will take the MAP and HMH assessments in the Fall of 2020-21, incorporating remote testing if instruction is distance learning. The results will help measure student learning loss from the prior year closure and mark a starting point to measure student growth and progress moving forward. The data will also provide learning status in the different sets of standards for math, English language arts and English language development (ELD). LMA will provide departments with assessment data and the tools to analyze which standards need the most instructional focus and to what extent. When possible, data will be disaggregated for English learners (EL), students with disabilities, socio-economically disadvantaged students, and foster and homeless youth.

Another important strategy to address learning loss and accelerate learning progress is to adhere to the scope and sequence of instructional plans, and address lost content and learning through strategic scaffolding ("just in time" support), small group instruction (tier 2 support), and individual tutoring sessions (tier 3 support).

In a gradual transition from distance to in-person instruction, particular student groups will be monitored and considered a priority in cohort planning for more direct support and instruction at the school site. For example, students with disabilities (SPED) may attend classes in-person with the Specialized Academic Instruction teacher (SAI) two days each week, or perhaps attend their Study Skills class in-person, and attend other classes remotely but at school and under the supervision of the SAI. A group of English learner (EL) students might follow a similar pattern of in-person instruction to enhance integrated language support in their core classes, or English Language Development class. Foster youth and homeless



students may be permitted to work from a computer lab so they have full access to the digital and virtual tools used in class.

Additionally, students who are not engaging in distance learning instruction might comprise a cohort, particularly if they are also SPED, EL, Foster or homeless youth. Such a cohort would require strategies in the reengagement plan as well as academic, social-emotional, or other intervention. Monitoring engagement and analyzing the data on this group of students will guide the specific instructional schedule. Possibilities could include attending select classes in-person, supplemental instructional support through tutoring, counselling, access to supervised work space at the school, and team meetings with the student, family, and staff.

Many students are enrolled in academic intervention classes, like Read 180, Math 180, Advanced Academic Language (ELD) and credit recovery. Intervention courses were implemented to increase student growth and improve proficiency in reading, math, and English language development. This accelerated learning will help mitigate the learning loss experienced from spring closures.

Students with disabilities (SPED) will receive instructional support services to accelerate learning progress. Separate pull-out math, English, and skills classes are included on the master schedule for students requiring such on their IEP. The special education teachers will also provide push-in support to students with IEPs that specify it. Special education teachers collaborate with general education teachers to plan supports and accommodations consistent with IEPs for in-person and distance learning instruction. Students who need specific accommodations or services to support access and use of technology, prevent regression, or address learning loss may have such supports included in their annual IEP. Special education teachers will continue communication with families to discuss any additional supports and the most appropriate placement and services for the student.

English learners (EL) will receive English language development (ELD) in both in-person and distance learning instruction. Both designated and integrated ELD are incorporated in the course of study. Designated ELD instruction will be provided in the Advanced Academic Language Development course either as a full period or during the intervention period. Integrated ELD instruction will be included in all classes. Teachers have an EL authorization/certification to instruct EL students and will integrate ELD strategies into activities.

LMA administration will work with families to ensure foster and homeless youth are provided the resources they need to fully participate in learning. Administration will collaborate with teachers to arrange opportunities for individual and small group instructional support.

Other strategies already in this plan that will also contribute to addressing learning loss and accelerating learning progress include:

- Provide high quality live/synchronous instruction in distance learning
- Monitor student participation and communicate with families when students are not engaged
- Provide opportunities for students to build strong supportive relationships with teachers and peers
- Adhere to instructional plans, prioritizing the content and ELD standards
- Identify the prerequisite skills needed for student success
- Provide scaffolded “just-in-time” support to make the content accessible
- Engage students with opportunities of interest and choice
- Provide relevant tasks to apply and demonstrate the learning of concepts
- Monitor student performance and progress



- Work with school staff and families to address inequities and remove barriers to student success

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.

LMA already has a system of assessments in place to measure student proficiency in math, reading, and language. The NWEA MAP Growth assessments and HMH Reading, Phonics, and Math Inventories will be used in the assessment cycle to monitor student progress and to evaluate the efficacy of the strategies employed to mitigate learning loss.

Other data is also considered when evaluating the effectiveness of services and supports as part of the LCAP process:

- Stakeholder survey responses – parents, students, staff, community
- Assessment data – SBAC, ELPAC, PSAT, SAT
- Staff feedback
- Parent/family feedback
- Student feedback
- Community support

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

Description	Total Funds	Contributing
Administer NWEA Map Growth assessments, HMH Reading, Math, and Phonics Inventories	\$3,500	Y
Disaggregate assessment data by special student groups	\$0	Y
Dedicate time for departments to analyze data and plan instructional strategies	\$0	Y
Professional development for staff on analyzing assessment data by standard and student group	\$0	Y
Implement a cohort plan to bring special student groups (SPED, EL, FY, SED) on site for in-person instruction	\$0	Y
Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)	\$17,200	Y
Include 2 sections of the designated ELD course in the schedule	\$0	Y
Include dedicated pull-out classes in the schedule for students with disabilities, consistent with IEPs and in-person instruction	\$0	Y
Administer stakeholder feedback surveys and other outreach efforts	\$3,400	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.



To effectively support the social and emotional well-being of students and staff during the school year LMA will continue strategies that provide support services and resources and promote a positive learning environment.

Extenuating circumstances caused by the pandemic also require additional consideration. Any student may be affected adversely, but students with unique needs are disproportionately impacted. They may act out, disengage from school, or demonstrate other uncharacteristic behaviors. Students impacted by the pandemic may be experiencing mental, social and/or emotional stress. LMA will promptly contact families in these situations to determine appropriate support, resources, or actions.

All teachers have been trained with strategies to conduct social emotional check-ins with students. Prior to the pandemic, the most common method was to individually greet each student with a handshake. Some teachers begin every class with a check-in task, or provide an opportunity for students to share something positive. Teachers dedicate time for team building and other activities to create a safe and respectful classroom culture. When teachers discuss classroom expectations with students they will also discuss how students should communicate that they are in need of space, time out or away, or some other break to deal with mental, social or emotional strain. In distance learning, teachers have students respond with a hand signal and/or private message. Some teachers also utilize PBIS strategies and restorative practices in the classroom. Teachers also have designated office hours to reach out to students and families.

LMA has social worker interns available to counsel and work with students. Staff, families, and students are all provided means to connect or refer a student with the social worker intern. In addition to meeting with students individually, social worker interns may hold group sessions on a general topic like anger management, truancy, or behavior intervention. Social worker interns are also available to support students coping with any additional strain on their home environment due to the pandemic.

Professional Development

A key component of the educational philosophy of LMA is relationships. Relationships connect students to the school and community. LMA prioritizes establishing and maintaining strong and supportive relationships to empower students to succeed, build a positive school culture, and support the mental and social and emotional well-being of students. With relational capacity as a focus, LMA provided all staff with an intensive 2-day workshop on the Capturing Kids Hearts model in August 2019. Strategies were implemented in the classrooms, at formation, school wide, and during staff meetings. Additional workshops were held during the year and will continue in the 2020-21 school year. Staff are encouraged to communicate positive "acknowledgements" to students and families.

2019-20 was an early implementation year of PBIS schoolwide strategies. A lead team of teachers were trained in planning and implementing PBIS and train staff on the systems and strategies. Select staff has been trained on trauma-informed teaching and restorative practices and present key strategies and resources to staff. LMA administration will implement restorative practices in distance 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.

Since the Spring 2020 closure, LMA has strived to maintain regular contact with students and their families to keep them informed and connected to the LMA community. Staff and teachers coordinate information, and direct calls were made to families in which the student had not connected with the school at all. Communication is provided in English or Spanish, depending on the primary or preferred language of the individual. Through multiple means of outreach, LMA worked with individual families and students over the summer on registration and identifying resources they needed for distance learning in the 2020-21 school year. Since LMA is small and almost every student was accounted for, the same strategy will be used in the reengagement plan.

Removing barriers to access

During registration, staff surveyed students and families on access to a computer device and internet. This information was used to determine if the student needed to be issued a school laptop and/or a hotspot to have access to the virtual classes. As laptops are distributed to students, staff instructs them on how to login to the computer, and navigate to their teachers' pages, and access their Google classes. Families and students with their own devices will be able to call the office for similar instruction.

Some students may not be as skilled at navigating the computer, the school website, Google classrooms, Zoom, or the student portal in Aeries. Initial instruction that occurred with computer distribution may need to be repeated, or provided to students that did not contact the office for assistance. Teachers will provide technical instruction and support to students on how to login, navigate, access classroom resources and activities, and participate in virtual classes via Zoom as part of their introductory lessons. Teachers will be prepared to provide individual support to students when needed, and incorporate strategies appropriate for English learners and students with disabilities so all students have access to the virtual classroom and materials, and can use the extra tools to help them navigate, translate, read, magnify, visualize, highlight, etc.

Teachers will coordinate student/family contact with LMA administration for any other technical issues or access issues by providing the student/family with the office contact information, and submitting the student/family contact information and issue to the office. LMA administration will work with the student/family to ensure student access, and coordinate with teachers if special accommodations or arrangements need to be allowed for the student.

Monitoring attendance and engagement

Teachers will log attendance each period, but in distance learning will also include notes about individual student participation and engagement. Teachers will document student presence or absence, delayed arrival (enter Zoom) or early exit (leave), participation in interactive activities, and work on assignments. Since LMA classes have live interaction through synchronous virtual classes (Zoom) that follow a standard bell schedule with set time periods, students are expected to attend the Zoom session and receive direct instruction and communicate with their teacher in real time. This is the first component of attendance, since the student has "shown up" to class as he/she would for in-person instruction at school.

Teachers will establish classroom expectations and protocols in regards to participation during the Zoom session. Teachers will also provide students with options to communicate when they cannot or did not participate or left the session at any point. This might be due to home circumstances outside of the student's control, technology issues, or social-emotional



factors. Checkpoints for participation may include interacting with the teacher and/or other students, quick responses to see if the student understands the concepts being taught, prompts to pay attention or stay on task, asking/answering questions, and work on assignments/assessments. Teachers will track student participation each session and will be provided additional tools and strategies that may be efficient for them. Tracking participation during the lesson will help teachers monitor the level of engagement and interest in activities through selective engagement, and identify students who disengage completely which is the second component of attendance.

LMA will work within the student information system Aeries to use new tools to help track attendance and engagement in distance learning in accordance with SB98. As new features become available in Aeries, LMA will provide staff and teachers with training and support in systematically tracking and monitoring student attendance and engagement. For distance learning, teachers will record student attendance, include attendance notes for absences and non-participation, and attendance notes for other means of participation within Aeries' attendance module. Once attendance is entered, LMA staff and administration will be able to pull reports to identify students that are absent more than 60% of the week as well as those who habitually disengage or do not participate fully.

At the start of distance learning it will be important to ensure that all students get connected and engaged in their virtual classes. Therefore, teachers will provide staff with attendance information directly and outreach can begin immediately.

Tiered reengagement strategies

LMA has measures in place to help promote positive attendance and efficiently track and communicate attendance issues:

- Family contact information – at registration, all families provide current contact information to include phone numbers, email addresses, as well as emergency contact information. This information is updated at least yearly, and as LMA is either notified or determines that the information has changed. When a contact number is not valid, other contact numbers and methods are used to reach the individual and obtain the current information.
- Portal settings - parents can check their contact information, receive messages, and review their student's attendance through the Parent Portal, which uses a unique code and their email.
- Promoting positive attendance – students are regularly recognized and/or rewarded for perfect attendance during formation
- Absence notifications – automated calls are generated daily for unexcused absences. The outgoing message is in English or Spanish, based on the family's preferred correspondence language. Attendance letters are sent after every 3 unexcused absences, also in the family's preferred language.
- Attendance monitoring – a system of record keeping and reports identifies students with attendance issues that may benefit from additional family communication, supports, or interventions. Teachers enter attendance records daily within the student information system, verify and certify at the end of the week. Staff reconcile attendance and generate summary reports for administration to review.
- Attendance interventions – administration collaborates with families to address the factors causing attendance issues, shares resources when possible (bus pass, community services, etc.)

There are different circumstances with distance learning in the pandemic that require additional consideration. Students may not be engaging because they or their family are



experiencing negative effects of trauma, isolation, or financial hardship due to the pandemic. They may not be engaging because factors at home restrict their access, available time, or learning workspace. Prompt and direct contact is key in addressing these particular challenges to engagement.

- Collaboration - LMA administration will work with families and students to identify barriers that may be preventing engagement and potential solutions.
- Access – LMA will issue students a laptop and hotspot if needed. However, some areas still have no access. Students may be living in a situation where they are unable to plug in the computer, or don't have a usable workspace.
- Resources – students may need additional or alternative resources to fully participate in digital activities.
- Health – circumstances may be taxing the students physical, mental, and/or socio-emotional health; basic needs may not be met

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.

Meals are designed and prepared through a Nutrition Service vendor and are all in line with the nutritional requirements for school meals. A majority of students are eligible for free or reduced lunches so LMA provides all students with free meals.

During distance learning instruction, meal distribution will be modeled after the spring and summer plans. LMA will provide multiple meals to families to cover several days, reducing the amount of perishable foods and increasing the amount of foods that do not require special preparation or storage. To minimize contact, maximize distance, and follow health and safety guidelines, families will follow a single direction flow through the MPR on the side street of the campus. Families will be provided distribution schedules at registration, through email, automated dialers, and through classroom announcements.

During in-person instruction, additional measures will be taken to ensure guidelines on physical distancing groups size are followed. Students may be assigned to a specific area to receive and/or eat meals. Seating will be placed at appropriate distances and students may be required to remain in their space for the duration of the meal period. Students may remove masks only while eating/drinking and will be instructed on disposal protocols for the designated area.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing



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

Percentage to Increase or Improve Services (2020-21)	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.97%	\$717,302

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.

LMA is a small high school with an average enrollment of approximately 260 students. Even though many services are provided school wide, the needs of students with disabilities (SPED), English Learners (EL), Foster and homeless youth (FY), and low-income students (SED) are considered first. LMA has a high SED population at 86.3%, and average sized SWD (16%) and EL (15.6%) populations for the area. Foster youth (FY) (0.4%) and homeless youth (1.1%) are a small portion of the student body and some reports will not provide data to maintain privacy.

The SPED, EL, FY, and SED student groups are disproportionately affected negatively by the pandemic compared to their peers. There are also different circumstances with distance learning that require consideration. For example, students may be experiencing trauma, isolation, or financial hardship; factors at home restrict their access, available time, or learning workspace; physical, mental, and/or socio-emotional health is suffering; or basic needs are not being met. *Note: Students with disabilities are a significant portion of the LMA student body, require additional services and supports, and are considered a special student group in LMA planning and decision making process, so SPED students are included in the descriptions of this section.*

Summary of unduplicated student needs: metrics on academic achievement indicate that SWD and EL underperform in the core classes indicating a need for more instructional support and intervention; data on discipline shows SWD have slightly higher incident rates indicating a need for more behavior interventions, social-emotional services, and targeted strategies in the classroom; feedback from EL and SED families indicate a need for devices and internet access; feedback from EL and SWD families find that direct contact methods and frequent communication are warranted and appreciated; qualitative data from meal distribution indicates a need to continue to serve extra meals to SED families; data on participation in spring learning opportunities demonstrates a need for special consideration for SWD and FY.

The Learning Continuity and Attendance Plan outlines more considerations for EL, SPED, foster and homeless youth beyond the scope of specific actions. Actions listed in the LCP as contributing to the increased or improved services requirement are summarized below. Items in ***bold italic*** are actions that are principally directed and effective for unduplicated pupils (FY, EL, SED) and include further rationale:



- Secure contract for social worker interns
- **Implement a cohort plan to bring special student groups (SPED, EL, FY, SED) on site for in-person instruction**
 - SPED and EL need additional instructional supports and strategies that may be diminished in digital platforms
 - Direct individual support is easier during in-person instruction
- Replace/renew curricular resources and licenses for intervention classes (HMH, Apex)
- Administer NWEA Map Growth assessments, HMH Reading, Math, and Phonics Inventories
- **Secure hotspots for internet access**
 - FY, homeless, and SED are more likely to be without home internet service
 - Access to the internet is necessary to engage in distance learning
- Secure contract with special education administrator
- Include dedicated pull-out classes in the schedule for students with disabilities, consistent with IEPs and in-person instruction
- Teachers will incorporate individual accommodations for SPED students in instruction, including digital accessibility tools that maximize learning
- **Dedicate PD time on strategies to support EL and SPED students in distance learning**
 - SPED and EL need additional instructional supports and strategies
 - Best virtual practices may be different, unfamiliar, or challenging to teachers and student
 - PD is necessary for teachers to effectively support students in distance learning
- **Include 2 sections of the designated ELD course in the schedule**
 - EL must receive dELD instruction, LMA has appx 40 students so 2 sections needed
- **Teachers will incorporate integrated ELD strategies in instruction, including digital tools that help EL students access academic language and content using their primary language**
 - EL need additional instructional supports and strategies, and must receive iELD instruction
 - Best virtual practices may be different, unfamiliar, or challenging to teachers and student
 - PD is necessary for teachers to effectively support students in distance learning
- Dedicate time for departments to analyze data and plan instructional strategies
- **Disaggregate assessment data by special student groups, AND**
- **Professional development for staff on analyzing assessment data by standard and student**



group

- Disaggregated assessment data can provide teachers with comparisons and areas where student groups struggle or excel
- Disaggregated data can show areas of need to direct instructional planning and activities
- Disaggregation by student group and PD is necessary for teachers to effectively plan strategies that meet the needs of special student groups.
- Administer stakeholder feedback surveys and other outreach efforts

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

LMA is a small high school with an average enrollment of approximately 260 students so many services are provided school wide. Services that are directly improved or increased for English Learners (EL), Foster and homeless youth (FY), and low-income students (SED) students with disabilities (SPED) as compared to the services provided to all students are included below. *Note: Students with disabilities are a significant portion of the LMA student body, require additional services and supports, and are considered a special student group in LMA planning and decision making process, so SPED students are included in the descriptions of this section.*

Actions listed in the LCP that increase or improve services and outcomes for EL, FY, and SED compared to all students are summarized below. Items in ***bold italic*** are actions that are principally directed and effective for unduplicated pupils (FY, EL, SED), items that increase or improve services include a rationale:

- Secure contract for social worker interns
 - *Increased* services to address negative impact in homes, traditionally an area of uncertainty for FY
- ***Implement a cohort plan to bring special student groups (SPED, EL, FY, SED) on site for in-person instruction***
 - *Increase* academic supports with in-person instruction, compared to all students still in distance learning
- ***Secure hotspots for internet access***
 - Providing access to the internet is an increase in services to FY and SED
 - Having home connectivity is an *improvement* of services for FY and SED who do not have it
- ***Dedicate PD time on strategies to support EL and SPED students in distance learning***
 - The distance learning model for 2020-21 is new to LMA and teachers
 - *Increased* training specifically in best virtual practices for EL and SPED
 - Outcome of training will *improve* instructional supports
- ***Teachers will incorporate integrated ELD strategies in instruction, including digital tools that help EL students access academic language and content using their primary***



language

- Distance learning instruction is entirely virtual/digital and technology may be unfamiliar to teachers and students
- *Increased* training specifically in digital tools that support ELD and primary language for EL
- Outcome of training will *increase* the use of these tools as supportive strategies
- **Professional development for staff on analyzing assessment data by standard and student group**
 - *Increased* training on data analysis, *increased* focus on EL, FY, SPED, and other student groups
 - *Increased* and *improved* strategies targeted at skills and knowledge EL, FY, SPED need to meet expectations
- Administer stakeholder feedback surveys and other outreach efforts
 - *Increase* in direct contact of families of EL, FY, SPED will result in *improved* response rate and *increase* in engagement