

LEARNING CONTINUITY AND ATTENDANCE PLAN TEMPLATE (2020-21)

BOARD APPROVED 9/21/2020

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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| Life Learning Academy Charter High School | Craig Miller, COO | cmiller@llasf.org . 415-397-8957 |

General Information

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

The COVID-19 crisis has proven that schools are the heart of our community, not only for learning, but for nutrition, safety and social-emotional well-being. Our Life Learning Academy teachers, administrators and board have shown they are flexible, skilled and creative in meeting the rapidly changing needs of our students and families. Like all schools in California and across the country, the COVID-19 pandemic has had a significant impact on Life Learning Academy. In response to the closure of all school sites in the San Francisco Unified School District, Life Learning Academy ceased in person instruction on March 13, 2020. Closure of our in person instructional program has impacted the entire school community. Students were no longer able to have daily access to the free breakfast and lunch program, attend classes, receive in person instruction and special education services, participate in counseling and social emotional support services, nor participate in workforce development internships and paid work experience programming. Families experienced job losses, housing and food insecurity, loss of adequate child supervision opportunities as well as a complete disruption of normal life experiences with others. Moreover, students' social networks and support systems were disrupted leaving many feeling isolated and alone.

We immediately recognized that our students and their families would depend even more on the school and we committed to continuing to provide a range of support despite the challenges of the situation. We formed a committee of school leaders, teachers, and key stakeholders and began the work of designing and implementing a distance-learning school program called LLA@Home. All teaching and school staff began working remotely on development and implementation of the academic and support programs we would deliver. On March 30th, 2020, Life Learning Academy officially launched the LLA@Home program, which included providing home delivery of family meal kits, all necessary technology and supplies to students, notifying parents /guardians of the new model, developing academic content across all disciplines, organizing a support team for students and families, and conducting daily video sessions with all teaching and support staff to oversee the program development and implementation.

At the onset of this pandemic we had been providing no fee housing to homeless and unstably housed students in the Life Learning Academy student dormitory. These students lived on campus in our dormitory and relied on us to maintain a safe and stable living situation despite the pandemic. Following all local and state health directives our dorm remained open for our students who had no other secure housing. The dormitory remained fully staffed and all dorm staff followed the required social distancing policies and health and safety protocols.

Stakeholder Engagement

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

In April, LLA convened a 2020-21 Reopening Committee composed of school leadership, teachers, community supporters, facility planning experts, and a representative from the Board of Directors. This committee held weekly meetings through the beginning of August. The work of this committee directly informed the completion of the LCP.

All parents and caregivers received two informational updates in writing as the reopening plan was being developed and at least two follow up phone calls by the principal to get direct input, feedback and guidance from our community. LLA teachers and counseling staff met almost daily to oversee the implementation of our distance learning program in the spring, and provided a resource for continuous learning and guided development of a plan for the fall that best aligned with the educational and emotional/social supports of our students.

All sponsors, students, stakeholders and board members received video updates from the Executive Director highlighting program updates and student engagement since March closing.

Additionally, LLA continued to provide structured programming during the summer months through our virtual youth employment program. Student feedback from the employment program, including identifying issues of food and housing insecurity, technology challenges, and best practices and student policies for at home learning were all incorporated into the LCP plan.

The LLA Board of Directors received regular updates and provided feedback at monthly meetings on a range of components included in the LCP. On August 6th, the LCP template and process for approval was presented to the LLA Board of Directors. A public hearing of the Board of Directors was held on September 8th to solicit community feedback and the LCP was posted on the LLA school website. Additionally, a process update was provided to key local stakeholders including SFUSD, the SF Department of Children, Youth, and their Families (DCYF), and private foundation partners. School leadership consulted regularly with DCYF regarding aligning instruction and wellness support for our students with local health requirements and guidelines. Lastly, LLA leadership participated in weekly planning sessions of the local charter schools to assess how these schools were addressing key COVID-related challenges in their communities.

All the public meetings and hearings were held virtually via Zoom. The meeting information was posted on our website and public notices were posted by SF Public Library and SF Board of Supervisors. Meeting notices were also shared with the SF Department of Children, Youth, and their Families.

Reopening Committee - This group of trusted advisors, school administrators and instructional staff, and stakeholders provided guidance on all aspects of school closure and reopening including but not limited to:

- Facility needs in response to a new way of developing and delivering instructional support for students and staff. This included developing facility space plans for the school building based on the various phases and health and safety protocols. It also included specific recommendations for health and safety protocols including employee and student health screening, utilization of hand sanitizing stations, PPE, and professional development for staff on new health and safety protocols
- Supplies and equipment needed for the safe and effective continuation of school activities.
- Developing daily operations protocols for various scenarios of school reopening.
- School program models to include best practices for distance learning given the current crisis and the constraints and challenges presented by a sudden and unexpected jump to distance learning
- Staff training needs, protocols, resources and timelines
- Reopening plan implementation guidelines and processes
- Personnel policies update
- Monitoring of local health protocols and directives
- SFUSD School District - Provided feedback and direction regarding policies and procedures for all aspects of school reopening, including but not limited to the number and hours of the school day, student access to the school building, staff interactions with students, grading and evaluation of student work, instructional practices, and supports provided for students and their families.
- DCYF - access to City health services, including COVID-19 testing, and updates on the City budget outlook and timing.
- Parents & Caregivers - Provided insight and feedback regarding the needs of students in terms of technology and technology support, food, instructional support and individualized instructional needs, special education services and student social emotional needs.
- Students and their families - Provided feedback and guidance on the effectiveness of existing and planned instructional programming and supports as well as the methods for engaging students through a distance learning program. They provided feedback on developing systems for student collaboration and interactions as well as specific feedback regarding the use of synchronous and asynchronous class meetings. They evaluated and provided feedback on the student learning management systems and distance learning supports provided by the school.

- Teachers & Instructional staff - Provided feedback and creative support in developing the instructional program, adoption of technology-based platforms for instruction and student engagement.
- Local, state and federal health officials - Provided guidance and feedback on the health and safety protocols and best practices.
- Instructional program - The instructional program was developed through a collaborative process between school administrators, teachers and support staff. It was informed by best practices from across the country related to distance learning, online learning management systems, technology and student engagement strategies. A working group reviewed available resources, determined specific tools and practices to be implemented, developed professional development materials and resources and planned and delivered appropriate supports for instructional staff.
- Health & Safety - Health and safety planning was influenced by local, state and federal health officials' policies and guideline recommendations. Our team regularly reviewed the most current guidance from each of these sources and adjusted the plan accordingly. This was an ongoing challenge as the dynamic nature of the crisis meant that guidance also was dynamic and required nimble and responsive action.
- Operations - The operations plan was heavily influenced by local, state and federal health officials, with the team responding to safety protocol guidance in developing the plan for operations. This included responding to the guidance on cleaning and sanitation, social distancing guidelines, personal protective equipment use, human resources management, financial planning and resource allocation as well as what was possible in terms of facilities upgrades and repair given the shelter in place orders impacting service.
- Social emotional support systems - Social emotional support system planning was a collaboration between our principal, who is a trained clinical psychologist, our special education advisor, the student support team and included feedback from parents, students and district and state guidance on serving the needs of special populations. At the heart of this work was the determination to continue to provide robust and effective student support services despite school closure to in person instruction.

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.]

At Life Learning Academy, we have developed a phased approach to school reopening which will allow us to offer classroom-based instruction as soon as permissible in a safe and responsible manner. The phased approach also allows for compliance with the continually shifting local, state and federal guidance on social distancing and in person instruction. Our plan includes four distinct phases starting with a completely distant learning program in phase 1, through phase 4 which includes a full resumption of in person instruction for all students. This plan holds at its core the understanding that for all students, particularly for students who have experienced learning loss due to school closure in spring of 2020, in person instruction is the most effective and desirable model. With that understanding in mind we developed the four phases with the intent to provide components, in every phase, that replicate the impact and level of support desired during a regular school year.

Our primary goal is to keep everyone healthy and to provide the academic and wellness support our students need to engage successfully in school and to handle all the hardships and challenges of distance learning and living during a pandemic. Towards these ends, our phased approach to reopening will follow the following phases.

Phase 1: During phase 1 all instruction will take place through distance learning. Teachers will use the Odysseyware learning management system and core curriculum as the base of instruction, customizing courses to meet the needs of our students.

“Odysseyware was intentionally designed to meet the needs of 21st Century Learners and address diverse learning styles, by incorporating embedded interactive, multimedia instructional videos, learning games, rich illustrations and animations. A text-to-speech function is perfect for auditory learners and Odysseyware’s translate is a strong resource for ELL programs. Odysseyware is also fully customizable, allowing teachers to set and adjust unique learning paths tailored to individual student needs and to align with unique state standards and instructional scope and sequences. Additionally, Odysseyware’s exclusive Teacher Authoring Tool allows educators to easily create customized and differentiated lessons, projects and tests that integrate with assessment and remediation.”

During this phase students will have synchronous and asynchronous Zoom sessions for each course. Teachers will also hold individual 1:1 instructional session with each student for each class. This allows for individual instruction and support for every student, in every class, every week. The student support team will also perform weekly wellness and mental health checks for every student. These checks will focus on determining the specific needs of each student and providing support in areas of need. During these check-ins the student support team will also determine if the student has any technology needs and will provide technology support as needed. Special education students will have regular check-ins with our special education staff to provide any needed support and to monitor their progress during distance learning.

Special education staff are also collaborating with teachers on planning for instruction to incorporate best practices and to differentiate for all students. For all students with greater needs, targeted individual support will be provided, including, when allowable, in person 1:1 support session in an outdoor setting specifically designed to ensure maximum safety for students and staff. During this phase food distribution and dorm services will continue.

Phase 2: During phase 2 we will move to a hybrid cohort model for instruction forming students into separate cohorts of 10 or less students. Using the same class groupings from phase 1 students will have two days of in person instruction and three days of distance learning each week. Each cohort will come to campus and receive direct instruction from a pod of three teachers on their in person instructional days. The campus will be divided into a west and east campus separating staff and students in each cohort and pod to never mix or be in the same spaces. Students will attend in person classes in their cohorts for a four-hour school day with each cohort having staggered start and end times to eliminate any mixing before or after school. Classes will continue to use the Odysseyware system providing continuity of instruction despite any phase changes. Systems and protocols for sanitizing the campus daily and for maintaining safe social distancing and personal hygiene have been developed to comply with all local, state and federal guidelines. Student support team and special education services will continue during all 4 phases of reopening.

Phase 3: Phase 3 will continue with all aspects of the phase 2 hybrid cohort model but will move to in person instruction 4 days per week and 1 day per week of distance learning. Each in person school session will increase to 6 hours per day.

Phase 4: Phase 4 is a complete resumption of in person instruction for all students.

Actions Related to In-Person Instructional Offerings

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Completion of facility upgrades, including replacement of all heating and ventilation systems. | \$ 160,000 | Y |
| Developing in person facility plan and materials and supplies for outdoor classroom spaces | \$ 9,500 | Y |
| Hiring of additional staff to provide daily cleaning of the school building | \$ 24,000 | Y |
| Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning | \$10,000 | Y |

Distance Learning Program

Continuity of Instruction

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

Since March the planning and instruction has been structured around the goal of making sure that our students would have access to education of substantially similar quality as provided pre-COVID. The phased approach allows for compliance with the continually shifting local, state and federal guidance on social distancing and in person instruction while ensuring that all students have access to, and robust support in accessing the full curriculum regardless of the phase we are in. Our plan includes four distinct phases starting with a completely distant learning program in phase 1 through phase 4 which includes a full resumption of in person instruction for all students.

This plan holds at its core the understanding that for all students, particularly for students who have experienced learning loss due to school closure in spring of 2020, in person instruction is the most effective and desirable model. With that understanding in mind we developed the four phases with the intent to provide components in every phase that replicate the impact and level of support desired during a regular school year and which are present throughout each of the four phases.

The phased approach also allows for smooth transitions between phases both forward and backwards to enable a nimble and consistent response to the dynamic and ever shifting pandemic conditions. One example of this can be found in student groupings throughout the phases. While all instruction is through distance learning in phase 1, students are grouped according to cohorts which would remain if allowed to move to phase 2 in which some limited in person instruction could occur. Students grouped into specific classes in phase 1 are the same as the students who would be in a small cohort together during phase 2. If pandemic conditions were to improve and allow for LLA to move to phase 2 there is no need to disrupt class assignments and groupings as the cohorts are already formed and working together in distance learning classes. If we can move to phase 2 and then conditions deteriorate requiring a return to phase 1, again there would be no need for disruptive class reassignments, only the mode of delivery will shift back to our all distance learning model.

Each student's academic plan is created by reviewing their transcript, determining how many units and what courses they need to graduate, then working with the student to set a course schedule that is of interest, well balanced and keeps them on track for graduation. Distance learning relies a great deal on online platforms which can become overwhelming. In order to help students, maintain focus on academic subjects our schedule provides for students to take only two academic subject classes at a time. Students have a class for a five-week intensive block and then move to the next subject. Each student has a core class which runs through the semester along with our Workforce Development curriculum. This provides for a consistent and manageable course load allowing teachers and students to build relationships and knowledge without overwhelming students.

Our primary goal is to keep everyone healthy and to provide the academic and wellness support our students need to engage successfully in school and to handle all the hardships and challenges of distance learning and living during a pandemic. Toward these ends our phased approach to reopening described above will be implemented with fidelity moving through the phases as conditions and local, state and federal guidance allows.

Throughout the phases teachers will use the Odysseyware learning management system and core curriculum as the base of instruction, customizing courses to meet the needs of our students.

Students will have synchronous and asynchronous Zoom sessions for each course. Teachers will also hold individual 1:1 instructional session with each student for each class using the Zoom platform when appropriate and connecting with students over other devices and platforms such as Facetime, Google Hang Outs, text messages and email.

This allows for individual instruction and support for every student, in every class, every week. Teachers will also continue to use Google Classroom, Youtube videos, and other teacher created instructional materials to ensure high levels of student engagement and understanding.

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.]

When the campus was forced to close during Spring of 2020, we conducted a survey of all students and their families to determine specific technology needs for every student and every household. We spoke to every student individually and determined if they currently had access to an adequate computer and internet access. If they did not, we provided a laptop and high-speed internet connection device. We delivered these to students at their home and provided technical support to ensure they were up and running with a fully functional laptop and internet connection. We also provided ongoing support for students to ensure they understood how to use the machines and connections and provided guidance on the learning platforms and systems we would be using. We also use the student support team check-ins as an opportunity to provide ongoing technical support for students experiencing any difficulties with technology. Prior to the start of this school year we again spoke to every student and ensured that they have adequate technology devices and connections and if they did not, we provided them.

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.]

Student progress will be monitored on an ongoing basis. We have developed a daily tracking system to monitor and assess student progress and attendance. Our student support team uses the data collected and their weekly live 1:1 contact to measure participation and provide support and encouragement for students to fully participate in instructional activities. Students are required to attend one hour of synchronous instruction through Zoom daily. They are also required to complete 3 additional hours of online instruction and independent practice each day. Additionally, each student has a one hour 1:1 instructional session for each class each week. This provides an opportunity for teachers to monitor and assess student progress and provide feedback and further instructional support in a timely manner.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of Life Learning Academy. Each student receives the state mandated 240 minutes of instruction per day as a part of a full-time workload.

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.]

During the Spring of 2020, as we moved to distance learning, we developed systems for professional development and resource sharing for staff. We began with daily professional development and collaboration sessions focused on distance learning and the technology tools we would use for instruction, assessment and progress monitoring. During these sessions teachers were provided with targeted support in distance learning best practices as well as training and support in the learning management system. We included opportunities for staff to identify professional learning needs and share out resources to meet those needs.

Teachers, administrators, and support staff collaborated to address the following questions:

- How can we maintain positive relationships among staff?
- What information can we solicit from students, families, and educators about distance learning efforts and a transition to a new instructional program model that can inform Professional Learning opportunities?
- What does successful implementation of the new instructional program model look like and what supports do educators need in order to achieve it?

- What PL structures can continue under the new instructional schedule model and what adjustments need to be made in order to maintain quality and safety and accelerate student learning?
- What opportunities will teachers need in order to build their confidence with the new instructional program model?

We provided time for teachers to work in small job alike groups to support one another and to share learnings. These buddy teams held each other accountable and supported each other in trying out new strategies. From those teams emerged individuals with particular skills they could use to lead their teams in specific areas. One teacher developed Youtube videos to explain aspects of the learning management system and how best to utilize it in support of student learning. Another teacher created templates for use in tracking student progress and another shared best practices for engaging students through Zoom. An environment of collaboration and mutual support developed out of the daily collaboration sessions that has remained throughout the summer and into the Fall.

The Chief Academic Officer was able to meet 1:1 with each teacher to provide individual support in lesson planning, technical support with the learning management system and social emotional support in handling this new reality for the teaching profession. Our special education director worked with all teachers to differentiate instruction to meet the needs of all students. She also provided specific support to meet the IEP goals for special education students and continually worked with teachers to support lesson planning and implementation practices.

Staff Roles and Responsibilities

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

At Life Learning Academy each staff member works as a part of the team and often takes on flexible roles to meet the diverse needs of our students. We adapt and adjust in order to make efficient use of each person's time, skills and dispositions and during the COVID-19 pandemic we have continued in this dynamic and responsive mode of operation. Certain roles at the school are no longer applicable but the staff members and the purpose they served remain.

Our principal always used to have students in her office, providing counseling services, encouraging, holding accountable and otherwise building strong supportive ties with students. She now does all of this through text messages, phone calls and Facetime sessions with students instead of in person. Our Dean of students shifted from beginning every student's day by greeting them at the door to the school, he now has taken on teaching duties for a portion of our workforce development curriculum. He also does his counseling and student engagement work as a part of core curriculum classes and through individual student check-ins over the phone or in Zoom sessions. He continues to develop strong relationships with students and to monitor and support overall student engagement but now does it without in person physical contact with students. Our Workforce Development officer used to spend a significant portion of her time facilitating paid and unpaid internships for students off campus. Due to the COVID-19 pandemic these types of off campus opportunities are unavailable so she has shifted her time towards developing and delivering an outstanding virtual workforce skills building curriculum that is preparing students for those internships and jobs once Shelter in Place orders are lifted.

The School Chef transitioned from providing a daily onsite breakfast and lunch program to preparing and packaging meals and coordinating delivery to Life Learning students and their families allowing them to have regular, nutritious meals. In addition to the meal ingredients and written recipes, the chef also recorded and sent the students instructional cooking videos to go along with the family meal kits.

We now have a full-time person to handle building sanitization as well as home deliveries of meals and instructional materials for students. During the pandemic these have become critical tasks required to continue with a safe and fully accessible distance learning program for all our students.

Because of the school facility being closed to students due to COVID-19 our dorm staff are now responsible for caretaking dorm students during the school day when students would normally be at school. This has required increased staffing and specialized training to meet health and safety protocols and ensure the safety of the students and staff. Additionally, our principal, who is a trained psychologist, increased her direct service hours at the dorm to meet the dorm students' wellness needs.

As soon as the pandemic hit, school leadership established a committee to help plan all aspects of school reopening. This committee utilized local, state and federal guidance on health and safety protocols and procedures, instructional best practices and new state guidelines for instructional time as we planned for the eventual reopening of school. Models for the safe utilization of campus facility spaces, staff and student groupings, sanitation procedures, communications and family engagement, as well as the best procedures for preparing and routes for food and school materials deliveries have been developed.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The LLA SPED consultant fully participated in the school reopening planning process. Support for the needs of identified students, as outlined in their IEPs, was fully addressed in this planning process. Each student has an individualized distance learning plan uploaded to their IEP. The distance learning plan includes ongoing collaboration between SPED and general ed staff, co- planning and team teaching, ongoing communication, educational support and specialized academic instruction provided by the special education consultant. IEP modifications and accommodations are included in the schoolwide plan.

Support for the needs of identified students, as outlined in their IEPs, was fully addressed in this planning process. Each student has an individualized distance learning plan uploaded to their IEP. The distance learning plan includes ongoing collaboration between SPED and general ed staff, co- planning and team teaching, ongoing communication, educational support and specialized academic instruction provided by the special education consultant. IEP modifications and accommodations are included in the schoolwide plan.

At the start of school, the special education consultant reached out to identified students to assess their technology resources and access. Essential materials: appropriate computer and wifi technology, curriculum and resource materials required for full participation in distance learning were delivered to each identified student. The special education consultant worked with mental health providers to attempt to link students with virtual therapy resources. The special education consultant connected with students' off-site case managers to link resources and will continue regular communication links during school closure. The special education consultant received training on Odysseyware, the school's distance learning curriculum.

- 1:1 training on how to access zoom, complete Odysseyware assignment and maintain their weekly meeting calendars.
- Daily contact regarding their classroom and meeting schedule for the day.
- Weekly assignments modified to align with IEP goals in their academic content areas.
- Weekly individual or co-taught, zoom, facetime, audio or text driven mini lessons in the areas of need (ie language arts, social studies, executive function, math).
- Weekly office hours per week for student and co teacher access and collaboration.
- Ongoing monitoring of student participation in zoom classes and progress completing Online assignments.
- Providing support and intervention when needed. This includes phone, texts/outreach to students, co-planning/curriculum modifications, and development of support materials in response to individual student needs.
- Direct instruction as needed via zoom small group, phone or facetime
- Weekly meetings/consultation with general education staff monitoring student's progress.

Actions Related to the Distance Learning Programs

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Purchase of Odysseyware Site License (online learning curriculum) | \$24,000 | Y |
| Continuation of virtual youth employment program for fall 2020-21 semester | \$75,000 | Y |
| Additional teacher and administrative staff cost to develop DL program | \$15,000 | Y |
| Technology and internet connectivity provided to students, including purchasing of additional computers | \$20,000 | Y |
| Delivery and packaging of daily 5 meals per week to students | \$20,000 | 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.]

Life Learning Academy is using the Odysseyware Learning platform as the base of our instructional program. This platform includes opportunities for frequent formative assessment for use in measuring learning status and developing learning acceleration plans. Students are assessed in English Language Arts and Mathematics regularly and our English Learner students are assessed on their English Language Development skills through this system. Because we have developed a program with weekly 1:1 instructional session via Zoom between teachers and students we are able to conduct formative assessments and acceleration plans on a weekly basis with each student. Our student support team is also included in the sharing of assessment information and takes a strong role in helping to develop and implement learning acceleration plans with each individual student.

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.]

At Life Learning Academy our entire school is designed to meet the specific needs of each individual student. As a DASS school the vast majority of the students we serve are considered high risk learners and thus our program is designed to meet their unique needs. Due to the small size of our student population and our 1:6 teacher to student ratio we individualize instruction and learning acceleration plans for each student.

Teachers have class sizes of 6 or less students and are provided with time to meet with each student individually every week. This allows for very specific and direct planning for each student.

For students who are housing insecure we have our student dorm which is fully staffed to support students in every way. We have counselors who work with students to maintain social emotional wellness.

We have tutors available to work individually with students on their academic work around the clock. We provide healthy and nutritious meals for the students along with instruction from our in-house chef on how to plan for, shop for, prepare and clean up after meals for the week. The dorm students spend time in our organic garden to learn about the production of their food as well as to provide a healthy and uplifting environment outdoors during shelter in place.

For students with exceptional needs we have a SPED consultant who works with each teacher and directly with each student to develop and monitor learning acceleration plans.

Our student support team works with all students and in particular with our low income and foster youth to ensure their success. This team holds individual check ins with each student to ensure that they are experiencing success at school and develops interventions and additional supports for students who are not. They work directly with teachers to develop individual plans for each student and they secure outside supports for students and their families when needed. English Learner students are identified and ELD levels are shared with teachers for use in individualized planning. Additional supports are provided for these students and progress is monitored by teachers and the student support team.

Videos, audio recordings and other instructional supports are regularly provided to help facilitate accelerated learning for our English Language Learner students. We also provide additional language support through individual tutoring sessions to support English Language Learners in conjunction with their English courses.

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.]

Student progress is monitored on a daily and weekly basis through our progress monitoring system. Teachers, administrators, the student support team and the SPED consultant are all responsible for monitoring student progress for each individual student. Regular team meetings are held to review progress, measure the effectiveness of interventions and to develop plans for individual students in need of additional support.

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of Odysseyware site license | \$24,000 | Y |
| Dormitory staffing during DL during school day hours | \$85,000 | Y |
| Targeted 1on1 tutoring provided to ELL and other identified students to support DL model | \$5,000 | 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.]

Life Learning Academy will monitor and support mental health and emotional well-being through weekly 1:1 meeting between each student and our principal who is a licensed clinical psychologist. She provides monitoring and support for each student and directs additional supports as needed. She also leads our student support team, including our SPED consultant who provide additional monitoring and support services as needed.

Students living in the dorm also receive regular mental health monitoring from dorm staff.

Throughout the year our principal will provide bi-weekly professional development focused on mental health and wellness strategies.

Teachers and support staff are provided with resources and training designed to address trauma and the other impacts of the COVID-19 pandemic through twice weekly professional development and collaboration meetings. We take time to monitor and uplift the social emotional wellbeing of staff on a regular basis and use this as a model for teachers and support staff in working with youth.

The Chief Operations Officer conducts regular check ins with teachers and other staff and provides direction for supports needed to ensure their mental health. This includes developing policies and procedures for safe work environments and building positive mental health practices for staff. Staff schedules are developed with individual needs in mind with the intent to reduce stress and account for outside responsibilities during COVID-19 such as increased family and childcare obligations.

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 is not engaging in instruction and is at risk of learning loss.]

Student engagement and outreach is always at the front of our minds in developing plans and procedures for the distance learning program. We maintain consistent and tiered communication with students and their families, including virtual 1:1 weekly academic support with follow up interventions by trained staff when needs are identified.

Our family and student engagement model is a continuation of the work that began in summer with regular check- ins with the principal as a required component of the virtual work program. This also included summer food deliveries for students and their families, paid employment for students, summer credit recovery opportunities as well as regular check ins to determine housing, food, and other basic needs as the pandemic increased the stress and life demands on our families.

For students who are absent from or disengaged from the distance learning programming our student support team re-engages students through individual phone calls, emails, texts and home visits (when permissible)

Throughout the school year the student support team monitors student engagement and academic progress and engages with any student who displays signs of frustration or disengagement. Once identified a student is assigned a student support team member to connect with them and determine what support can be provided to help re-engage the student.

A plan is developed and implemented with the student support team member monitoring effectiveness of the plan and revising it if needed. Our principal monitors all support plans and provides as-needed direction and support to each team member. This has been highly successful with the vast majority of students maintaining engagement and academic progress during the distance learning program. Our principal also uses social media platforms to reach the whole school community to provide messages of hope, resilience, and tools for success.

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.]

Historically, 85% of LLA students qualify for the free/reduced lunch program. During normal school operations, our culinary academy, operated by our students under the direction of a vocational instructor, prepares 2 meals a day for all students. During our Phase 1 distance learning model the meal program has been modified. LLA culinary staff will prepare and deliver 5 meals a week to all students. Meal delivery is done one time per week. Students living in our student housing program now work under the supervision of our head chef to support the preparation of the meals each week. During Phase 2, when some in-person instruction is available, students will have meals onsite (as allowable by local health orders) and pick up additional meals for at home learning days.

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Additional mental health staff for operation of student dormitory for homeless and unstably-housed youth. | \$25,000 | Y |
| NA | [NA] | [\$ 0.00] | [Y/N] |

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 20.06% | \$77,791.00 |

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.]

Our unduplicated count is nearly 90% so all these actions and services are being provided on a schoolwide basis and directly meet the needs of English learners, foster youth, and low-income students. Actions/services available school wide include:

1:6 teacher to student ratio providing for class size of 6-8 students, weekly 1:1 tutoring sessions during distance learning, no fee housing for homeless / unstably housed students, on site mental health and wellness supports, on site tiered workforce training in construction, culinary arts, bike repair, gardening and paid employment on site and with community partners, individualize academic counseling, college transition services and concurrent enrollment with local community colleges, access to credit recovery programs, transportation services providing safety passage and truancy intervention (only during in person instruction), and coordination with community based organizations to provide enrichment classes, case management support, and mental health counseling.

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

The school's unduplicated count is nearly 90%, so all support services listed above exceed the percentage required.

