

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
APEX Academy	John Kuhlmann, Assistant Principal	j.kuhlmann@apexacademyhs.info / 323-817-6550

General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Los Angeles County Department of Public Health and the Los Angeles County Office of Education, APEX Academy ceased its regular school operations and transitioned to a remote learning model of instruction on March 16, 2020 . While in-person instruction was discontinued, instruction was delivered to students through a distance learning model where students participated in activities at home, receiving instruction primarily through digital means.

Due to circumstances that remote learning presented to families coupled with the various levels of support students received at home, APEX Academy determined that it needed to adjust instructional practices to meet the needs of its community of learners. The school received feedback through surveys sent to teachers, staff and families, along with email or telephone communication from parents and students, as well as small focus group meetings with various stakeholder groups. Information regarding technology needs (including internet connection), student nutritional and mental health needs, as well as socio-economic needs were gathered in an effort to evaluate critical areas of need and to help develop a plan to support students during the spring semester school site closure. Leveraging an already existing 1:1 Chromebook program, use of the current competency-based learning platform (DPNG) and the G-Suite for Education platform, and emphasizing in student wellness, APEX Academy moved forward in providing synchronous instruction through Google Meet, while continuing to support asynchronous instruction through the DPNG platform.

To meet the social emotional needs of the school community, the school adapted its student mental health support by providing services through various telecommunication services (both online and through telephone calls). The school created cohorts, or “Wellness Teams”, made up of staff (administrators, counselors, support staff) to reach out to students and families on a daily basis. A multi-tiered system of support was adapted to an online setting where universal, secondary and tertiary supports were given to students and families as needed. Additionally, the school worked with various community stakeholders (non-profits, local businesses) to provide support in the areas that impacted families – academically, social-emotionally, as well as financially. These support teams were instrumental in gathering and assessing family needs, in real time.

Given the reality that not all students and families had equitable access to resources that may have mitigated the loss of in-person instruction, at home, we understand that grade-level progression across all subject areas was affected. Remote learning did not replicate the traditional classroom learning experience, nor its outcomes across all content areas. Many families experienced stress due to loss income resulting from the city-wide safer-at-home order issued by city and county officials. Parents and guardians working outside of the home were tasked with juggling the demands of work and providing support for their children's instruction at home. Parents and guardians working from home faced challenges of helping their children with learning while also completing their own employment obligations. Remote learning impacted students' social, emotional, and physical wellbeing. While school staff worked diligently to maintain student connections to school, the isolation students experienced at home and lack of interaction with peers was hard for students and families.

With respect to the start of the 2020-21 school year, email, telephone, and text message announcements for parent virtual town hall meetings were sent throughout July and August, with options for parents to dial in by telephone or participate through video conferencing. On August 7, 2020, APEX Academy announced plans to start the 2020-21 school year fully in Distance Learning based on the guidance of Los Angeles County Public Health directives.

Stakeholder Engagement

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

Stakeholder engagement is a critical component of our school and plan for learning and student achievement. In order to inform this plan, we have used the input of our stakeholder groups to design learning that will address learning loss and accelerate learning progression for learners during the 2020-21 academic year.

APEX Academy distributed online stakeholder surveys in June 2020 to provide all teachers, staff and families an opportunity to provide feedback on school plans and decisions made during the spring semester, as well as to elicit input on the design of school for the fall 2020 semester. School site administration met over Zoom with stakeholders through town hall meetings in July, August and September to touch bases about school development, instructional decisions, budgetary decisions, learning loss mitigation funds, formats for school, and student support. Teachers and staff were met with regularly during weekly professional development Zoom meetings. Specific focus work groups were held in July to further discuss plans for distance learning models. Feedback from teachers and staff allowed for input on the school program, goals, and implementation of various learning models, including distance learning and a hybrid model of learning on site. Student feedback regarding distance learning and learning loss mitigation strategies were gathered through advisory class visits in September. All stakeholders were offered the opportunity to communicate directly with site administration, as well as through our Wellness Teams phone contacts, to provide additional feedback on models to reopen school in the fall of 2020.

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

All town hall meetings were held over Zoom, publicly posted, with call numbers provided and numerical access codes in an effort to allow anyone to join meetings via remote participation (i.e. computer or telephone audio).

Board meetings were open and accessible for anyone via remote participation. Public hearing is held at regularly scheduled and agenda board meetings on (insert August dates). Anyone wishing to speak was given notice of the public hearing. Notification of the board meetings were posted on the school website. On September 22, 2020, the LeCAP will go to board adoption and prior to September 30, 2020, the LeCAP will be submitted to the Los Angeles County Office of Education.

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

Overall, feedback from stakeholder groups indicated a preference that the reopening of school be determined in accordance with public health guidance and safety considerations. Input from parents anecdotally and as seen on survey results indicated the appreciation in communication, swift move to distance learning, and focus on holistic wellness of students and families. Families were interested in more synchronous class time and academic support to be provided while the school is in delivering instruction through a distance learning model. Survey feedback indicated that students missed being in school, however, also had hesitations of returning to school before an effective treatment or vaccine was available to decrease the chances of acquiring illness, especially COVID-19.

Teachers were clear that distance learning was the preferred and safer option to begin the fall 2020 semester. They appreciated the support they were given to ensure students and staff safety. Teachers gave feedback on issues pertaining to distance learning, requesting additional training and support in instructional strategies to maintain students engagement and achievement through an online format. Through focus work groups, teachers deeply engaged in grading policy revisions to adjust for distance learning, and adapted to our competency-based model of education.

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

Enhancing distance learning and online teaching modalities came from stakeholder feedback. Parent and teacher feedback indicated a desire for additional opportunities for academic engagement. This means additional time for live instruction, consistency in content delivery, school expectation for online learning, adapting models to meet the needs of students who may not be able to return to in-person instruction, and social-emotional and mental health wellness to support students as they remain in social isolation. Teacher, parent, and student groups also expressed a desire to invest in technology to ensure that all students have the necessary resources to access online content (computer laptops and internet connectivity). Teachers and staff indicated access to supplement digital platforms (Zoom, Pear Deck, Padlet) to enhance student engagement, as well as additional training on our diploma plus platform (DPNG). Teachers and staff also expressed support in offsetting personal costs incurred by having to work remotely. Aligning with current industry standards, the school will reimburse all employees at a fixed rate while school is delivering instruction through distance learning.

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.]

APEX Academy will offer classroom-based instruction whenever possible. Given its co-location nature on an LAUSD campus, the school will comply with LAUSD operational policies with regard to reopening classroom-based instruction. At this time, per Los Angeles County Public Health guidelines and recommendations at the state level, distance learning will continue to be implemented until the positive transmissions rates in the county reduce to levels deemed safe to reopen schools.

Parent survey data show that 21% of our families have requested to continue with distance learning as the educational model for their children, while an additional 24% of parents preferred to have some form of online learning during the fall semester. APEX Academy will provide students with at least 6 hours of synchronous instruction during a typical school day. While opportunities for asynchronous learning are available, based on stakeholder feedback, students will be encouraged to attend classes synchronously. Student learning will be monitored through assessment and feedback cycles. Opportunities for social-emotional learning, peer connection, and daily interactions with teachers will be embedded in our competency-based model of instruction.

In person classroom plans have been developed with student and staff safety in mind. Following local area mandates and guidelines, in person classroom design plans include options for hybrid, or staggered, student schedules, as well as a fully online learning program. All students will have access to technology equipment and internet connectivity to ensure that any learning option is accessible. Investing in personal protective equipment, technology, and staffing needs will be necessary in order to support all students during distance learning and during the eventual switch to hybrid or full in person models as soon as it is safe to do so.

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

Description	Total Funds	Contributing
On-site COVID-19 monitoring and tracing PT staff to monitor on-site access by staff, families, public, etc. to ensure proper and safe access and documentation.	\$20K	No
Nutrition and Food Provision Staff packages and provides healthy meals to families who qualify for NSLP and school community	\$75K	Yes

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.]

APEX Academy is committed to supporting any student, anytime, anywhere. Based on input from our stakeholder surveys, focused work groups, and individual meetings, a distance learning program was developed to address curricular and instructional expectations, operational needs, personnel and socially-distanced work environments, as well as the social-emotional considerations of all stakeholders.

The continuity of instruction includes access to a full curriculum: ELA, math, science, social studies, art, PE, and social-emotional learning.

In accordance with SB 98, the distance learning program expectations are such that all students will receive synchronous or asynchronous instruction and content 5 days a week, for a minimum of 240 daily instructional minutes. All content will be competency-based and aligned to state standards. Teachers will continue to use our competency-based learning platform (DPNG) exclusively for content delivery, in addition to various platforms used to enhance online learning and engagement (Zoom, Naviance, Pear Deck, G-Suite, Padlet). Special educational services, ELD supports, academic interventions and mental health supports will continue to the extent that is possible in an online format and in accordance to federal and state law. Counselors will provide ongoing support with students, and in higher frequency for students with exceptional needs and vulnerable group populations.

If a transition back to in person instruction should occur, all stakeholders will be notified in advance so as to mitigate any loss of learning. All county public health policies will be enforced. The school will comply with county health policy and LAUSD operational policy should a staff member, student, or associated household member test positive for COVID 19. Should students be quarantined, they will receive distance learning instruction during any isolation period.

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.]

APEX Academy has made an investment to upgrade and enhance student technology to support distance learning. APEX has purchased additional Chromebooks to add units to an already existing 1:1 computer program. An investment in replacement chargers, keyboards, and other easily replaceable components was made immediately to repair malfunctioning or broken equipment. Furthermore, APEX Academy has acquired 200 T-mobile hotspots to support students who lack access to internet connectivity. In order to support the capacities of current staff, the school has hired a technology coordinator dedicated to assist students, parents, and teachers with all technology needs, and act as a liaison between the school and vendors who provide technology services to the school.

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.]

All classes will be delivered daily for a minimum of 240 minutes synchronously with options for students to engage asynchronously through access of course materials on DPNG (the school's learning management online platform). During times when the school site is closed and distance learning is the primary method of instruction, all courses will be held over Zoom with course materials accessible through DPNG. Daily attendance will be taken in accordance with SB 98 for both synchronous and asynchronous student course engagement using School Pathways. All students will receive feedback on learning outcomes using DPNG. Progression on learning and mastery will be tracked and accessed through DPNG. Teachers will also look for student engagement and progress in DPNG in order to complete weekly engagement reports and certify time value of student work in accordance with SB 98.

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.]

Given the impact that the COVID-19 pandemic has had on classroom education, reimagining and enhancing instructional strategies to meet the adaptive needs of online learning has been an intentional focus in our professional development for our teachers and staff.

Teachers were offered optional summer professional development opportunities in July to develop learning progressions for the upcoming school year. Additionally, cadres of teachers participated in curriculum building work groups in early August ahead of the fall professional development week that all teachers attend. These summer professional development opportunities set the stage for the fall professional development week in August where all teachers engaged in training on a range of distance learning tools and strategies to engage students online. Additionally, with foundations set during the summer professional development sessions, teachers were able to build curriculum through their professional learning communities. Finally, teachers were trained on enhancements to DPNG created to enhance student learning.

Staff Roles and Responsibilities

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

Teacher and staff roles and responsibilities have adapted to the needs of distance learning in order to maximize student achievement in an online setting. During distance learning formats, certificated personnel (teachers, counselors and administrators) and classified support staff perform all duties remotely to the extent possible. To address the stress of social isolation brought on by the pandemic, teachers will have an intentional focus in social-emotional learning, mindfulness, and building community in an online setting. Classified staff roles have shifted to focus on supporting technology maintenance (troubleshooting Chromebook issues) and user support (accessing Zoom or DPNG), in addition to supporting the process of disinfecting and sanitizing technological equipment distributed to students. Food service staff roles have also shifted to prepare food for a grab-and-go model of distribution.

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.]

All students, including pupils with unique learning needs - English learners, students with exceptional needs, foster and homeless youth - will be supported to engage in the distance learning program at APEX Academy. Faculty teams have been redesigned into professional learning communities (PLC), both vertically (academic department) and horizontally (grade level houses) so as to allow teachers to look at real-time student data (attendance, work completion, social emotional wellness) in their PLC teams. Teacher professional development around PLC in order to ensure that a multi-tiered system of support is in place to address all students, with additional focus on students with unique needs.

The special education department as well as the ELD teacher have provided specific professional development training on strategies and best practices when working with students with special needs and English learners so that all accommodations and goals are clear for students. APEX counselors continue to provide case management to foster and homeless youth, adapting services to meet the needs of students while the school site is closed and all classes are online. All certificated and classified personnel work collaboratively to ensure that the needs of all students, in particular students with unique needs, are met.

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

Description	Total Funds	Contributing
<p>Connectivity and Access – T-Mobile Hot Spots procurement.</p> <p>Given the limited connectivity of some of our families and based on surveys conducted by staff, 200 hot spots were purchased for increased access and connectivity to our distance learning program in place.</p>	\$90K	No
<p>Professional Learning Community and Professional development content creation and adaptation (Summer and ongoing) – Instructional and counseling staff have engaged in adapting and creating new content, as well as adapting existing content and curriculum to better serve students in a distance learning environment.</p>	\$40K	Yes
<p>Teleworking Stipends</p> <p>Given the current instructional setting and context, staff is being provided a stipend to reimburse for costs associated with connectivity and communication plans in place</p>	\$30K	No
<p>Maintenance of 1:1 Initiative and IT Support</p> <p>Given the Distance Learning program in place, an IT Support staff has been hired (1 FTE) to support deployment of Chromebook devices, hot spots, and provide overall IT support.</p>	\$50K	No
<p>1:1 Chromebook Initiative</p> <p>Additional devices maybe purchase as needed as well as repair parts and services.</p>	\$25K	No

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.]

APEX Academy believes that the most effective method in addressing learning loss that resulted from the abrupt COVID-19 school closure is through investing in highly qualified teachers and support staff. Due to the nature of an already existing personalized educational experience, the school was determined to keep a full staff even in distance learning in order to support learning loss. APEX Academy plans to increase its staff and bring on additional personnel to reduce the student to staff ratio and provide additional opportunities to engage students through in class and after school tutoring, after hours and weekend counseling sessions, as well as opportunities for credit recovery sessions for any student in need to complete graduation course requirements. Measurement of student learning status will come from formative and summative assessments that will be distributed, assessed, and analyzed at grade level and departmental PLC team meetings.

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.]

An analysis of assessment data will be used to strategically intervene for students who need additional support to get back up to grade level standards and to also assist in determining where students did not progress at a level that they would have during a typical school year not impacted by the current pandemic. This data will be used to help teachers set goals, students setting goals, and in real time with synchronous classes to support students moving forward on our competency-based learning progressions that are essential to demonstrate mastery of competencies and state standards.

While APEX Academy believes that every student requires a personalized learning plan, special considerations are taken in account for students with unique needs to ensure that the challenges they are presented with are mitigated as much as possible. English learners, low-income, foster and homeless youth, and students with exceptional needs will receive additional time and resources as deemed necessary to assist in improving their academic achievement. These resources may come in form of additional tutoring time, opportunities to participate in counseling groups, or other extracurricular activities designed to support student learning outcomes.

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.]

The effectiveness of the services or supports provided to address learning loss will be measured in multiple ways using a multi-tiered system of support. Student attendance will assist in measuring engagement and participation in class. Academic achievement on summative assessment will be used to indicate mastery of competencies and course standards. Student credit accumulation will be used to indicate progress towards meeting graduation requirements and projecting graduation rates. Through work in vertical PLC team meetings, teachers will

be able to measure and analyze unit lessons and course content to determine the effectiveness of summative units and adjust instruction and curriculum as needed. A consistent cycle of planning, collaborating, studying and analyzing summative units, lessons and student outcomes will help to ensure that students receive the most appropriate and effective instruction.

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

Description	Total Funds	Contributing
<p>After Hours Academic Support Tutors (1 FT, 4 PT)</p> <p>Multiple sessions of academic tutoring are being set up to ensure student access to academic program outside of the regular day. This also allows for additional support to English Language learners (EL students) and other vulnerable student groups.</p>	\$125K	Yes
<p>After Hours Additional Academic sessions by existing instructional, counseling staff and Sp. Ed. staff.</p> <p>Additional and targeted sessions of academic support, core subject tutoring, and social emotional check-ins in place to ensure no students falls through the “cracks” during this pandemic period.</p>	\$20K	Yes

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.]

Enhancing an already existing system of mental health and social and emotional support, APEX Academy will continue to provide a full array of services and resources to our students, families, and staff. Ongoing counseling services with an emphasis on toxic stress and complex trauma will be provided by our counseling department. The school will continue to partner with community-based mental health providers to refer students and families in need of long term mental health services. Funds will be allocated to increase the scope of services provided to students during after school hours. Using a multi-tiered system of support, all students will receive a social emotional learning curriculum through our Success Seminar advisory classes. Success Seminar classes will also engage students in various activities to promote community building, resiliency, mindfulness, goal-setting, in addition to support and help students track their own academic progress. Through a redesign of our PLCs, grade-level houses will add an additional layer of support to all students, monitoring students and escalating cases needing more intense intervention to the counseling department. Professional development time will be dedicated to educate teachers and staff on topics such as toxic stress and how it impacts the school setting, specifically during the current pandemic.

With regard to staff wellness. APEX Academy understands that teachers and staff are not immune to the stressors brought about by the COVID-19 pandemic. Teachers and staff well-being will be monitored for signs of compassion fatigue and secondary trauma. To help mitigate the effects of work related stress, professional development time will be given to educate staff on secondary trauma and be given

strategies on how to cope with increased stress as well as to help build community amongst teachers and staff. APEX Academy continues to participate in the Employee Assistance Program, a mental wellness resource provided to all employees at no cost.

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.]

Student and family outreach and engagement continues to be a top priority for the school. Using already existing family engagement tools, APEX Academy heavily relied on various methods of communication to inform students and parents about ongoing developments at the school during the school closure. Parent square, an automated communication system, was used to blast out text messages, emails, and voice recordings to all students and parents both in English and Spanish. The school's presence on social media supplemented communication to families. The school's website was also modified to have a pandemic resource page that contained information on technology, financial, and food assistance, in addition to modified bell schedules and contact numbers to directly reach school personnel while the site was closed. The Wellness Teams created to support social-emotional needs of students also added an additional layer of communication as it provided direct person-to-person communication between the school and families. To the furthest extent possible, APEX Academy continued to provide a sense of normalcy during the spring semester and coordinated virtual awards ceremonies, culmination and graduation ceremonies for students completing their programs.

Learning loss mitigation plans are in place for the fall, enhancing the strategies used in the spring to ensure that students, particular those with special needs, foster and homeless youth, and other vulnerable youth populations are engaged and attending classes in the new school year. Through grade-level house meetings, teachers will meet regularly to discuss any student not engaged and document all efforts use to reengage the student. With counselor and administrative support, these house teams will cross reference attendance data, with graduation or culmination requirements, and work completion progress. Students needing additional mental health support will be referred to the grade level counselor. Fall learning loss mitigation plans also include reengagement strategies that provide students opportunities for additional tutoring and credit recovery sessions to ensure that all students continue to make progress in completing their high school diploma programs.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

APEX Academy continues to work with our meal provider, Revolution Foods, to provide safe meals to students including those students who are eligible for free or reduced-price meals. Students can arrive at the school site to safely get meals to consume off site. Safety and social distancing practices are used as meals are distributed in a grab-and-go model. Students were notified of this through their Success Seminar classes, and parents were communicated with via Parent Square messages and town hall meetings.

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

Section	Description	Total Funds	Contributing
150:1 student to counselor ration plan maintenance	APEX Academy is committed as part of our model of education and mental health well-being to maintaining the lowest possible ration of counseling to students in order to increase access and opportunities to social-emotional support and academic guidance	\$200K	Yes
On-Site Licensed Clinical Social Worker (LCSW)	APEX Academy is committed to ensuring that our schools are a 1-stop-shop, and students needs are managed and taken care in one place, the school. Additionally, therapy and counseling support groups can also be provided through school staff.	\$80K	Yes
Software and subscriptions	Maintenance and procurement of existing and new technologies and software to provide and facilitate delivery of content and communications to school community	\$25K	No

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.62%	\$1,056,455

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.]

[Provide description here]

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

[Provide description here]