

Amethod Public Schools

Special Meeting of the AMPS Board of Directors

Published on September 28, 2020 at 1:42 PM PDT Amended on September 28, 2020 at 6:57 PM PDT

Date and Time

Monday September 28, 2020 at 6:00 PM PDT

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at: https://us02web.zoom.us/j/86226570092

To participate by telephone please dial 669-900-9128 Meeting ID: 86226570092

Public Comment:

Public Comment: Members of the public who wish to comment about an agenda item please send an email to lromo@amethodschools.org with your name, email address, and your zoom name (if different) and the item under which you would like to comment before the item begins. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 24 hours in advance of this meeting.

<u>Disability Access:</u> Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

- I. Opening Items
 - A. Call the Meeting to Order
 - B. Roll Call
 - C. Announcements
- II. Board Comments
- III. Consent Agenda
 - A. Approval of Board Minutes (09.23.2020)
 - B. Title 1 AMPS Family Engagement Policy
- IV. Business
 - A. Select Search Firm to Conduct 2020-2021 CEO Search
 - B. Learning Continuity and Attendance Plan
- V. Closing Items
 - A. Adjourn Meeting

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY. The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. SPECIAL PRESENTATIONS MAY BE MADE. Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting

Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY. Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. FOR MORE INFORMATION. For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: Iromo@amethodschools.org

Coversheet

Title 1 AMPS Family Engagement Policy

Section: III. Consent Agenda

Item: B. Title 1 AMPS Family Engagement Policy

Purpose: Vote

Submitted by:

Related Material: AMPS Family Engagement Policy.pdf



Amethod Public Schools Family Engagement Policy

I. <u>General Expectations:</u>

Amethod Public Schools agrees to implement the following legal requirements:

- During Family Staff Team meetings, each school will jointly develop with parents/guardians and distribute to parents/guardians a Family Engagement Policy that the school and parents/guardians agree on.
- The school will notify parents/guardians about the Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents/ guardians in a language that parents/guardians can understand.
- The school will make the Parent and Family Engagement Policy available to the local community. For example, copies of this policy will be available for pickup at the school's office. A notice of the availability of this policy will be posted on the school website to inform community members.
- The school will update the Family Engagement Policy annually to meet the changing needs of parents/guardians and the school.
- The school will adopt the school's "Family School Commitment to Distinction" agreement as a component of its Family Engagement Policy
- The school agrees to be governed by the following legal definition of family engagement, and will carry out programs, activities and procedures in accordance with this definition:
 - Family engagement means the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - That parents/guardians play an integral role in assisting their student's learning;
 - That parents/guardians are encouraged to be actively involved in their student's education at school;
 - That parents/guardians are full partners in their student's education and are included as appropriate, in decision-making and on advisory committees to assist in the education of their student;



- The carrying out of other activities, such as those described in Section 1118 or the ESEA (Elementary and Secondary Education Act).
- II. Description of how the school will implement required Amethod Public Schools Family Engagement Policy components
 - a. Each school will take the following actions to involve parents/guardians in the joint development and joint agreement of its Family Engagement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Schedule a meeting of all parents/guardians to discuss the Title 1 program and to disseminate information/
 - ii. Review Title 1 policy and needs assessments through a cycle of inquiry as documented in our LCAP.
 - iii. Work collaboratively with all parent groups and advisory councils to update and inform parents/guardians of the Title 1 program.
 - b. Each school will take the following actions to distribute to all parents/guardians and the local community, the Family Engagement;
 - Copy and distribute the policy school-wide at the beginning of each school year and disseminate the information to all parents/guardians.
 - ii. Provide information on the policy through email listserv and online through the school website.
 - c. Each school will periodically update its Family Engagement Policy to meet the changing needs of parents/guardians and the school:
 - i. Family Staff Team will update the Family Engagement Policy annually with input from the parents/guardians.
 - ii. Family Staff Team will collect feedback from parents/guardians for the Family Engagement Policy throughout the year.
 - d. Each school will convene an annual meeting to inform parents/guardians of the following:
 - That their student's school participates in the Title 1 schoolwide program,
 - ii. About the requirements of Title 1, and
 - iii. Of their rights to be involved in school activities, functions, and governance.
 - e. Each school will hold a flexible number of meetings at varying times to make family involvement more convenient for families.
 - f. Each school will provide timely information about Title 1 programs to all parents/guardians using the following:



- i. Annual Title 1 Meeting (during Fall Open House)
- ii. School website
- iii. Family Staff Team meetings and bulletin board
- g. Each school will provide to all parents/guardians a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet by using the following:
 - i. Open House
 - ii. Quarterly Report Cards
 - iii. Parent Teacher Conferences (Fall and Spring- for students at-risk academically)
- h. Each school will provide parents/guardians of participating students, if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students, and respond to any such suggestions as soon as practicably possible using the following:
 - i. Annual Title 1 Meeting
 - ii. Parent Teacher Conferences
 - iii. Family Staff team Meetings
 - iv. Town Halls
- i. Each school will submit to the CEO any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents/guardians following the District Uniform Complaint process.
- III. Shared Responsibilities for High Student Academic Achievement
 - a. Amethod Public Schools will build the school's and parents/guardians' capacity for strong family involvement, in order to ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
 - Provide opportunities for school, family, community partnership: Back to School Night, Open House, Annual Title 1 Meeting, Parent Teacher Conferences, Family Staff Team, parent volunteer, Literacy Nights, Data Dig Nights, AMPS Wellness Committee
 - ii. Update the Family School Commitment to Distinction agreement annually with parents/guardians through the Family Staff Team. The agreement will explain how the responsibility for high student academic achievement will be the shared responsibility of teachers/administrators, parents/guardians, and students.



- iii. Publicize to parents that anyone can participate in the Family Staff Team meetings.
- b. Each school will, with the assistance of the Home Office, provide assistance to parents/guardians of students served by the school in understanding topics such as the following:
 - i. The State's Common Core State Standards (CCSS)
 - ii. The State's student academic achievement standards,
 - iii. The State and local academic assessments including alternate assessments,
 - iv. The requirements of Title 1,
 - v. How to monitor their student's progress, and
 - vi. How to work with educators;

Information will be distributed in the following ways to provide assistance to parents/guardians in understanding how to work with their students and school staff

- Family Handbook, in paper form, in the front office
- School Enrollment Packets
- Back to School Night
- Open House
- Family Staff Team
- Report Card and Parent Teacher Conferences
- Robo calls, emails, and text messages through School Messenger.
- c. Each school will, with the assistance of the Home Office, provide materials and training to help parents/guardians work with their students to improve their students' academic achievement, such as literacy training, and using technology, as appropriate, to foster family engagement, by:
 - i. Distributing information to parents/guardians regarding district-wide trainings.
- d. Each school will, with the assistance of the Home Office, educate its staff in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents/guardians, and in how to implement and coordinate parent programs and build ties between parents/guardians and schools, by:
 - i. Having AMPS Community Outreach Coordinators to present at teacher Professional Development Friday staff meetings
 - ii. Welcoming teachers to attend Family Staff Team meetings



- e. Each school will, to the extent feasible and appropriate, coordinate and integrate family engagement and activities with it's afterschool program, ASES through:
 - i. Recruiting parent volunteers to share their expertise or hobby with students
 - ii. Recruiting parent volunteers as homework helpers
 - iii. Having the ASES Coordinator present periodically at Family Staff Meetings informing parents of opportunities offered to their students through the after school program
- f. Each school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents such as programs, meetings, and other activities, is sent to parents/guardians in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand, by:
 - i. Disseminating information to parents/guardians in robo-calls, and email messages through AMPS Communications team
 - ii. Posting information to parents/guardians on bulletin boards at the school entrance and on school website
 - iii. Disseminating and posting messages in multiple languages as represented by our student population
 - iv. Providing interpreters for parents/guardians during parent teacher conferences, Family Staff Meetings, Back to School Night, etc.
 - v. Providing required Title 1 information, including parental/guardian rights and program details specific to our school, in a simplified and condensed one page handout

Coversheet

Select Search Firm to Conduct 2020-2021 CEO Search

Section: IV. Business

Item: A. Select Search Firm to Conduct 2020-2021 CEO Search

Purpose: Vote

Submitted by:

Related Material: Edgility Cover Letter_Amethod Proposal_091520.pdf

Edgility Amethod Executive Search Proposal 092820-Amended (1).pdf

Edgility_Amethod Board Presentation.pdf

TCG Search Proposal for Amethod Public Schools.pdf

Proposal -Leadership Associates - Amethod PS 09-09-20 (1).pdf Edgility_Amethod Executive Search Proposal_091520 (1).pdf

Leadership Associates - Amethod PPT 09-23-20.pptx



Andrew Wang Senior Director of Finance Amethod Public Schools 2101 Livingston Street Oakland, Ca 94606

Dear Mr. Wang and Amethod Board of Directors,

I am writing on behalf of our firm, <u>Edgility Consulting</u>, to submit this proposal to lead your CEO search this year. As a proud resident of Oakland, fellow charter school board member and someone who has placed dozens of East Bay leaders in schools serving our community's lowest income students of color, I would be thrilled to support you in this effort.

We are the best choice for this assignment for multiple reasons. Leaders like me in our firm have been finding, placing and supporting leaders in charter school organizations for over 15 years. Most of us have experience in the charter school space as in-house recruiters at organizations like KIPP, Uncommon Schools and as recruitment leads at New Leaders for New Schools and Education Pioneers. We know organizations like yours, care deeply about the students and community you serve, and will work tirelessly to make sure we find talented leaders of color as candidates for this important role.

Secondly, we specialize in helping charter boards throughout the country identify talented "board reports" (CEOs, Heads of School and Executive Directors), help them run an outstanding, inclusive and rigorous hiring process, and support them in making the right decisions leading to candidates who stay in their roles longterm.

Finally - and most importantly - as I mentioned above I live in this community. Oakland is my home, where I raise my children, where I work and where I have served as a charter board volunteer for Lighthouse Public Schools and Urban Montessori Charter School for a total of ten years. I know our schools are under attack from outside forces and I am not afraid to fight for our kids and families who deserve better options than the status quo. As a leader of our firm and your search lead in this instance, I will be proud to represent your successes, be candid about your areas of growth, and make sure any individuals we send your way match your passion and commitment to all students.

All my best,

Christina L Greenberg

Clistia & Beenberg

Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.

Edgility Consulting | edgilityconsulting.com | info@edgilityconsulting.com



Amethod Public Schools

Edgility Proposal to support the Chief Executive Officer search

AMENDED September 28, 2020

Edgility Consulting. Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.



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WHAT WE UNDERSTAND ABOUT YOU

Amethod Public Schools is looking to recruit a Chief Executive Officer. Founded in 1994, the AMPS network as made great strides from a singular, suffering middle school to six state and nationally-recognized high achieving schools. AMPS serves over 2000 students and is looking for a leader to take their network to the next stage.

AMPS is looking for a leader who is results-driven, with high expectations for themselves as well as the talent they manage and recruit. AMPS is seeking a leader ready to strengthen the existing network of schools and community, in addition to fostering a strong AMPS culture throughout.



WHO WE ARE

Edgility Consulting helps youth-serving nonprofits and education organizations find, hire, and keep the talent they need to make a difference. Led by a team of experts in recruitment and talent strategy, we have connected hundreds of clients with strong, diverse senior leaders and created transparent and equitable programs for compensating their teams. Let us do the same for you.

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of nonprofit executive search projects, including:

- CEO, Value Schools
- Head of School, Lighthouse Public Schools
- · Executive Director, Oakland Public Education Fund
- CEO, Navigator Schools

Please visit <u>www.edgilityconsulting.com</u> for a full list of our past work.



90% of Edgility clients are Very/Extremely satisfied with our services

90% of Edgility clients are likely to work with us again

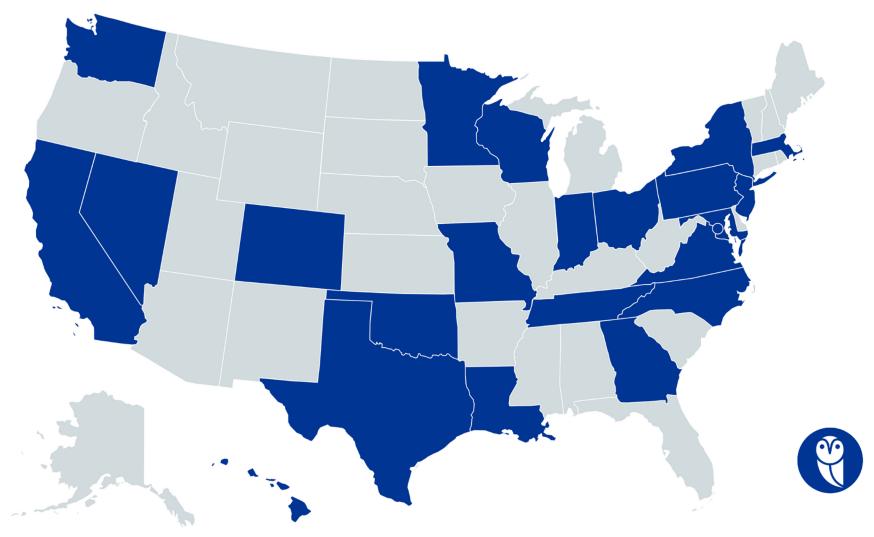
95% of Edgility clients would recommend us to others

OUR NATIONAL REACH

Edgility

Search

Placements



WHO WE ARE

As a national firm, Edgility works with education organizations of varying types and sizes across the country, including school districts, charter schools and school management organizations, mission-driven nonprofits and companies, and funders.

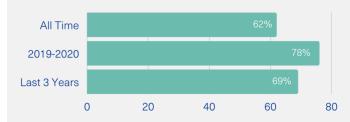
At Edgility, we keep diversity, equity, and inclusion at the core of our work. We believe that a rich variety of networks, perspectives, and abilities help us all to do our best work. We believe solving the challenges related to educational inequity requires a broad and diverse group of people leading the work. Only in this way can we ensure that those most impacted by structural racism and discrimination are represented at the highest levels of the organizations leading that work.

Therefore, we encourage clients to move their culture forward by proactively emphasizing equity and inclusion at each stage of our engagements, including project scoping, needs assessment, outreach, selection strategy, compensation, career pathways, and board advisement.



OUR COMMITMENT TO DIVERSITY

EDGILITY PLACEMENTS IDENTIFIED AS PEOPLE OF COLOR



EDGILITY PLACEMENTS IDENTIFIED AS WOMEN



DIVERSITY, EQUITY AND INCLUSION IN OUR PROCESS

We believe that education organizations benefit from leaders who reflect the diversity of the communities they serve. Therefore, Edgility weaves diversity, equity, and inclusion (DEI) into the full search process as follows:

REVIEW: Taking stock of the client organization's overall approach to DEI and speaking to a diverse range of staff members and other stakeholders during the initial needs assessment;

DESIGN: Prioritizing from among a range of potential competencies, skills, qualities, and experiences, based on the needs assessment;

RECRUIT: Building a diverse pool of candidates -- including the use of the organization's DEI stance and/or materials in candidate outreach -- and highlighting candidate diversity and outcomes during client check-ins;

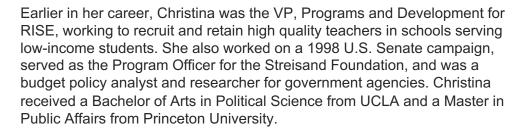
INTERVIEW: Ensuring that there are questions related to DEI on the interview guide, and holding an anti-bias session with the search committee or board before candidate interviews; and

IMPLEMENT: Calling out any potential concerns around equity or inclusion throughout the search process.

MANAGEMENT TEAM

Christina L Greenberg, Partner

Christina is passionate about helping entrepreneurial education organizations find, hire and support high-quality diverse talent, building organizations that live up to their promise of equity, excellence and inclusion. Before co-founding Edgility, she was the Founder and Principal of Redwood Circle Consulting (another education sector talent management firm) for five years. Christina was also the Director of Admissions and Strategic Partnerships for New Leaders' California operation from 2006-2010 where she led the recruitment, selection, and placement of Resident Principals and managed efforts to establish and maintain strategic partnerships for the Bay Area region.



Christina lives in Oakland, CA and is an active volunteer in her community, including serving on multiple nonprofit charter school boards and leading pro bono searches for her synagogue community. When she is not cheering for her kids on the sidelines of a soccer or flag football game or in the audience of a theatre performance, Christina loves hiking and running with her dog in the local redwood forest, cooking and eating great food, catching up on the latest political news, or consuming one of her many favorite podcasts.



MANAGEMENT TEAM

Allison Wyatt, Partner

Allison Wyatt is passionate about building equitable talent practices in organizations committed to achieving exceptional, scalable results for all students.

Allison's 15 years of professional experience in talent spans both the forprofit and nonprofit sectors. Prior to launching Edgility Allison built and scaled a Human Capital consulting practice at a national retained executive search firm. In addition, she has served as a talent executive in a national, rapidly growing education reform organization as the Vice President of Human Capital for Education Pioneers. In this role, Allison was responsible for building the organization's HR department from the ground up to fuel the growth of the organization's operating budget and staff by over 500%. Allison began her career at a subsidiary of Time Warner where she led the company's college recruiting program and provided HR support to the international, sales and marketing, and business development units.

Allison received her master's degree in Business Administration from The MIT Sloan School of Management and her Bachelor of Arts in East Asian Studies from Wesleyan University.

Allison lives in Southern New Hampshire where she volunteers on the Friends of Chesterfield School parent committee. She has three boisterous boys who keep her busy with Lego engineering escapades, skiing, and serving as their most ardent basketball, soccer, and baseball fan. She also enjoys long hikes with her golden retriever and silver lab, horseback riding with her Belgian Warmblood, hosting extravagant dinner parties with friends, and is an international travel junkie.



RECRUITMENT TEAM

Kevin Bryant, Principal

Kevin brings many years of recruitment and outreach experience from his work supporting low-income schools and non-profits. As the Director of Recruitment for Uncommon Schools, Kevin co-led a team of 21 recruiters that annually hired 700+ teachers, principals, and support staff. In 2016, Kevin was selected as an "Emerging Human Capital Leader" in education: a year-long fellowship headed by Education Pioneers and the Urban Schools Human Capital Academy. Prior to joining Uncommon Schools, Kevin was the Regional Director of Outreach for Parents for Educational Freedom in Raleigh, NC, where he advocated for expanded school options for low-income families.



Ron Rapatalo, Principal

Ron has been a talent shepherd for 15 years, recruiting and selecting hundreds of candidates to become education and nonprofit leaders. Before joining Edgility Consulting, he had his own national executive search consulting practice. In addition, Ron worked at Newark Public Schools and New Leaders, leading various aspects of leadership hiring over a 9-year period. His first foray into education was working at Teach for America as their National Office Manager.



Serena Moy, Recruitment Director

Serena Moy's career has encompassed over 20 years of human resources experience in the private, public, and non-profit sectors. Her true passion is working for start-up and mission-driven organizations. In her first foray in the education non-profit world, she served as the Director of Human Resources at the KIPP Foundation during a period of intense growth, managing the talent acquisition function for Foundation staff in offices located in San Francisco, Chicago, and New York. Serena worked as an independent consultant, specializing in talent management and talent recruitment for various educational non-profit organizations before joining Edgility in 2016.



Edgility Consulting. Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.

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RECRUITMENT TEAM

Ila Shah, Recruitment Director

Ila has over 18 years of professional experience with a focus on education and talent acquisition. She cares deeply about providing educational access and opportunity to young people. After completing the CORO fellowship in Public Affairs, Ila was a program specialist in New York City at The After-School Corporation. Ila continued her professional career as a Search Consultant at Commongood Careers for over 6 years. In this capacity, Ila led over 40 searches and successfully hired key executive positions for a variety of non-profit organizations across the US in areas including education, healthcare, and philanthropy.



Zachary Harr, Senior Recruitment Manager

Zachary has spent more than six years supporting low-income schools and nonprofits, both as a middle school teacher with Teach For America and through many unique recruitment roles. As an Associate Director of Recruitment at Uncommon Schools, Zachary co-led the sourcing and selection of teachers and school leaders for the network's 54 schools across six regions. Most recently, Zachary worked as an independent recruitment consultant, executing detailed outreach and selection strategies.



Angelica Molero, Senior Recruitment Manager

Angelica is deeply passionate about partnering with organizations to develop their biggest asset: their people. She has worked with nonprofit and private sector organizations big and small, locally and globally, to unlock human potential and foster a culture of learning, collaboration, and inclusion. She is recognized for her ability to forge strong relationships built on trust and design learning experiences to motivate others to learn, reflect, and excel.



OUR STRENGTHS



Experienced: our team has significant experience in education leadership and recruiting for more than 100 organizations.



Connected: we have an extensive network of more than 40,000 managers and leaders skilled in education.



Proactive: we conduct research and outreach to tap into diverse leadership well beyond the "usual suspects".



Strategic: we balance data about what works in other organizations with a tailored understanding of your culture and structure.



Relational: we develop authentic relationships with board and leadership to understand the organization's needs, and with candidates to connect them with the right opportunities.



Hands On: we provide useful tools to use throughout the search process.

Needs Assessment

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of nonprofit executive search projects.

For you, our process is as follows:

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

Throughout the process, we schedule regular check-in calls to share insights with the appropriate point people at your organization as well as gather real-time feedback to inform our process. Christina Greenberg will lead this engagement with support from our senior recruitment leads. For more details about our team, please visit this page of our website.



Proactive Recruitment





Candidate Screening





Placement Support



Needs Assessment

The first stage of our search process is to get better acquainted with the priorities and needs of key stakeholders including board members, senior leaders, staff, and community members. This includes conversations with these constituents about their values and priorities as well as a review of materials related to the organization's current health and strategic vision. From this information, we develop an ideal candidate profile, key criteria, and position competencies.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- 2-3 candidate profiles to guide our marketing efforts
- Final job description for wide distribution
- Compensation study to evaluate market for position
- List of recommended job posting sites
- Candidate outreach templates
- Targeted lists of candidates to cultivate
- Interview protocol for Edgility-led phone conversations





Our team will design and execute against the detailed recruitment plan we develop with your input. We circulate the opportunity to our internal list of over 40,000 nominators as well as other high-potential candidates that we research based on your criteria while conducting cold calls and personalized email outreach to high potential leads. We also have access to a number of databases of quality candidates from prominent educator preparation and support programs that we leverage to spread the posting to a wide group of talented individuals.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- Cultivation calls, outreach emails, engagement of referral networks
- 50+ potential candidates for cultivation & initial screening
- Real-time tracking and reporting of metrics related to marketing outreach, email and phone responses, and applicant sources





Once the recruitment campaign has introduced us to quality applicants,

our team manages all of the candidate flow from our applicant tracking system including screening resumes, conducting initial cultivation calls, leveraging recorded video interviewing technology, and leading detailed phone interviews with candidates before passing them onto your team.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- Weekly or bi-weekly calls to discuss overall candidate pool and progress of individual applicants
- Submission of 4-6 candidates for initial client interviews





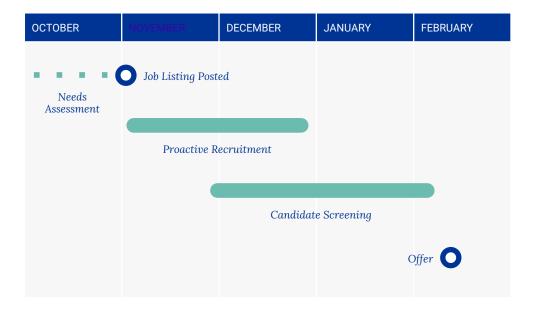
Placement Support

As experts in the assessment in the capability of education leaders, our firm is also well-equipped to support your candidate diligence process by sharing best practice-based materials, project managing your onsite interview process, and facilitating hiring committee interviews and debrief conversations.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- Interview guides, performance tasks, rubrics, and other materials for client use during your semi-finalist and finalist round screening
- Onsite interview support including scheduling and oversight of finalist interviews and facilitation of committee debrief sessions
- Reference and background checks for finalists

SAMPLE SCHEDULE



OCTOBER

Conduct needs assessment, including leading interviews with board, leadership team, staff and other key stakeholders to define key qualities and characteristics for the search position

LATE OCTOBER

Finalize job description, application, posting list and initial outreach targets

LATE OCTOBER

Launch outreach to internal networks, preparation programs, potential partner orgs

Ongoing, focused OCTOBER – DECEMBER

Lead proactive recruitment and intro conversations with high potential individuals

Ongoing, beginning Early NOVEMBER

Edgility reviews resumes and conducts initial phone interviews, with input from board leads and search committee

JANUARY

Client hiring team conducts semifinalist interviews

FEBRUARY

Finalist interviews including "meet and greet" sessions with finalist(s) to gather feedback from staff and other stakeholders

PROJECT FEE

The fee for this project as outlined above would be \$52,000, assessed on the following schedule:

- 50% payable upon signature of the contract;
- · 25% when four highly qualified candidates are presented;
- 25% when offer letter is signed.

*This fee does not include travel or other hard expenses, which are pre-approved by the Client and billed back as actuals. Travel usually ends up being \$2,000-3,000 and advertising typically runs between \$2,000-2,500.





thank you!

Thank you for the opportunity to submit a proposal to Amethod Public Schools to help you recruit a Chief Executive Officer. Edgility Consulting has unparalleled experience in recruiting education leaders. We understand how education organizations work and what leaders need in order to drive transformational results. We combine that deep knowledge with an intimate understanding of your organization's specific needs and use that information to connect the right candidates with this distinctive opportunity.



AMETHOD CEO Search

Board Presentation | September 23, 2020



Edgility Consulting. Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.

WHO WE ARE

As a national firm, Edgility works with education organizations of varying types and sizes across the country, including school districts, charter schools and school management organizations, mission-driven nonprofits and companies, and funders.

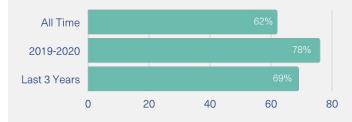
At Edgility, we keep diversity, equity, and inclusion at the core of our work. We believe that a rich variety of networks, perspectives, and abilities help us all to do our best work. We believe solving the challenges related to educational inequity requires a broad and diverse group of people leading the work. Only in this way can we ensure that those most impacted by structural racism and discrimination are represented at the highest levels of the organizations leading that work.

Therefore, we encourage clients to move their culture forward by proactively emphasizing equity and inclusion at each stage of our engagements, including project scoping, needs assessment, outreach, selection strategy, compensation, career pathways, and board advisement.



OUR COMMITMENT TO DIVERSITY

EDGILITY PLACEMENTS IDENTIFIED AS PEOPLE OF COLOR



EDGILITY PLACEMENTS IDENTIFIED AS WOMEN



EDGILITY TEAM - AMETHOD SEARCH

Christina L Greenberg, Partner

Christina is passionate about helping entrepreneurial education organizations find, hire and support high-quality diverse talent, building organizations that live up to their promise of equity, excellence and inclusion. Before co-founding Edgility, she was the Founder and Principal of Redwood Circle Consulting and was the Director of Admissions and Strategic Partnerships for New Leaders' California operation from 2006-2010.

Before New Leaders, Christina was the VP, Programs and Development for RISE, worked on Senator Barbara Boxer's 1998 U.S. Senate campaign, served as the Program Officer for the Streisand Foundation and was a budget policy analyst and researcher for government agencies. Christina received a Bachelor of Arts in Political Science from UCLA and a Master in Public Affairs from the Woodrow Wilson School at Princeton University.



Kevin brings many years of recruitment and outreach experience from his work supporting low-income schools and nonprofits. As the Director of Recruitment for Uncommon Schools, Kevin co-led a team of 21 recruiters that annually hired 700+teachers, principals, and support staff. In 2016, Kevin was selected as an "Emerging Human Capital Leader" in education: a year-long fellowship headed by Education Pioneers and the Urban Schools Human Capital Academy.

Prior to joining Uncommon Schools, Kevin was the Regional Director of Outreach for Parents for Educational Freedom in Raleigh, NC, where he advocated for expanded school options for low-income families. Kevin holds a Masters in Public Administration from the University of North Carolina Chapel Hill, concentrating in Public Policy, and a Bachelor of Arts in Marketing from Winston-Salem State University.

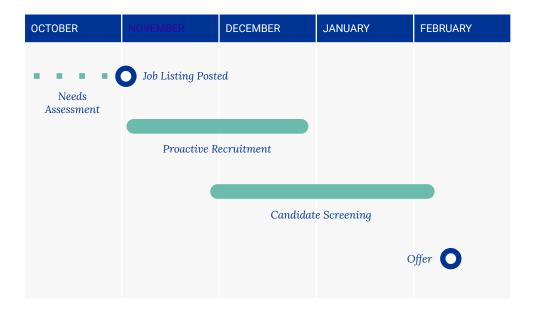




RECOMMENDED PROCESS

- Board seats a Search Committee
- Edgility Team leads introductory cultivation calls, resume screens and formal phone interviews (Bi-weekly search committee calls to discuss candidates and search process progress)
- Search Committee leads screening interviews (Potentially with a performance task and held by video conference)
- 4. Finalist candidates (typically two individuals) participate in a series of interviews with the full board with performance tasks integrated; staff, parents and students participate in conversations with finalists and provide input to the board
- 5. Board makes a final decision and presents candidate with an offer (*Edgility supports*)

SEARCH SCHEDULE



OCTOBER

Conduct needs assessment, including leading interviews with board, leadership team, staff and other key stakeholders to define key qualities and characteristics for the search position

LATE OCTOBER

Finalize job description, application, posting list and initial outreach targets

LATE OCTOBER

Launch outreach to internal networks, preparation programs, potential partner orgs

Ongoing, focused OCTOBER – DECEMBER

Lead proactive recruitment and intro conversations with high potential individuals

Ongoing, beginning Early NOVEMBER

Edgility reviews resumes and conducts initial phone interviews, with input from board leads and search committee

JANUARY

Client hiring team conducts semifinalist interviews

FEBRUARY

Finalist interviews including "meet and greet" sessions with finalist(s) to gather feedback from staff and other stakeholders



thank you!

We appreciate your time and hope to be able to work together.



A SUPERINTENDENT SEARCH PROPOSAL

PREPARED FOR

AMETHOD PUBLIC SCHOOLS

Board of Directors

Board Chair, Peter Hanley
Board Vice Chair, Edgar Quiroz
Board Member, Maribel Gonzalez
Board Member, Gilbert Lopez Jr.
Board Member, Nick Driver



September 15, 2020

714.318.1826 2290 La Mer Court, Costa Mesa CA 92627



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September 15, 2020

Mr. Andrew Wang, Sr. Director of Finance Amethod Public Schools 2101 Livingston Street Oakland, CA 94606

Dear Mr. Wang,

We are pleased to be considered as the search firm that will assist you in the selection of your new chief executive officer.

TCG is proud to be recognized for delivering much more than the mechanics involved in a typical search. Our technique is purposefully inclusive, our strategy is comprehensive, and our consultants are personally engaged. As a result, our consultants are equipped to provide exceptionally well-informed advice and services.

A distinct benefit of our client-centered approach is that it substantially contributes to building confidence in the board and its new CEO and establishing the effective stakeholder relationships so important for successfully serving the needs of your students, parents, staff and community.

While choosing the right person to lead a school district is always a pivotal decision, the threat of Covid-19 has the potential to further complicate an already daunting task. At TCG, we are confident that we can incorporate the means to fully engage you and your stakeholders in the process digitally, while safely providing the quality support and services essential to meeting your expectations and achieving your goal.

Preparation is always key to a successful search, but it is particularly important while dealing with Covid-19. You can rest assured that we stand ready to deliver a fully transparent and open process, complete with ample opportunities to gather input from all of your stakeholders, including families, staff and the community.

It is our pleasure to offer the services of Dr. Jan Britz, Dr. Frederick Navarro, and Dr. Theresa Daem to assist your efforts. They are both widely recognized for their distinguished careers, particularly their expertise in board/CEO relations and district governance. Moreover, with their extensive experience and recognized success working at the secondary level, each is uniquely prepared to recognize the unique aspects and challenges of a district such as yours. We have included their full resumes to underscore their capacity to meet your needs. Focusing on academic success, both consultants have led secondary school recognition in their careers as site administrators. They will also have access to the resources and expertise of the entire TCG membership.

For more information, please visit www.TheCoscaGroup.com or contact Dr. Jan Britz at 805.796.9772. We look forward to presenting our proposal in person.

Thank you for your consideration. It would be an honor to work with you.

Sincerely,

Joel Shapiro
President of the Board

The Cosca Group

Jan Britz, Ed.D

Partner

The Cosca Group

Enc



ABOUT COVID-19

Adapting the Recruitment Process to the Coronavirus Pandemic Crisis

The threat of coronavirus does not mean no one is hiring or that candidates aren't actively looking for placements. As a matter of fact, our recent experience with a virtual search confirmed that the threat of Covid-19 did not hinder the number of applicants.

It simply demands that we incorporate multiple ways to ensure that you, your staff, your stakeholders, and your prospective employees are protected to the full extent possible throughout the process.

Today's technology offers us the means to digitize our work and recruitment flow, leverage virtual meetings, forge online connections, access networks electronically and even maintain conversations with promising applicants. Working with you and your staff, our consultants will map out a detailed and coordinated plan that integrates and coordinates district and firm tools and resources for maximum effectiveness and efficiency.

Using Zoom, the online video conferencing tool, we can safely and effectively participate in board meetings, perform stakeholder individual and group input sessions, conduct candidate interviews, and more. An online survey will offer stakeholders convenient and easily accessible opportunities to provide input.

Our experience using virtual interviews confirmed their effectiveness. We found that announcing their use in advance encouraged candidate interest in applying for the position and made applicants feel safe and protected during the process so they could concentrate on answering the questions fully and completely.

More importantly, we found that interviewing remotely still allowed the board to confirm candidates' experience, qualifications, and potential to be a successful superintendent as well as allowed the board to assess whether they were a match for the district and possessed the soft skills needed for the job, such as effective communication skills, leadership vs management abilities, and the capacity to think strategically and implement the district's vision.

Virtually collecting stakeholder input was equally as successful.

Prior to any direct contact, participants will be asked if they've traveled to affected areas in the past few weeks, whether they exhibited symptoms and so on. Though unconventional, these questions are a necessity given the worldwide exposure to this coronavirus. If a candidate is suspected of being exposed to COVID-19, a self-imposed quarantine is highly recommended.

It's important to note that the above is valid so long as it does not breach or conflict with your district policies and local laws and regulations.



WHAT DISTINGUISHES TCG?

Not the largest firm. Not the most prolific firm. Simply service second to none.

PERSONALIZED

The hallmark of TCG is the personal attention our consultants devote to every detail in the process. TCG consultants give their full attention to your district and do not work on another sear simultaneously.

We understand that, because personalities and relationships are involved, there is far more to matching a district with the right CEO than impersonally pairing requirements with qualifications.

That is why our consultants are personally invested in learning as much as possible about the nature and expectations of each board, district and community. Their concentrated efforts to appreciate the unique needs, traits, cultures, expectations and even the politics of the board, staff and community enables them to deliver well-informed assistance for our clients.

COMPREHENSIVE

While the typical superintendent/CEO search process incorporates one or more ways to collect stakeholder input, our approach is purposefully exhaustive, with a marked emphasis on engaging the full range of district stakeholders in identifying the particular needs of the district and the expectations of the community as well as assisting boards with their efforts to keep their stakeholders fully informed and abreast of the search process as it evolves. As an optional service, the consultants will prepare written updated reports for the board to release to the community at-large or to post on the district website at no additional cost to the district.

This inclusive outreach centered on accurately establishing an in-depth understanding has been pivotal to successfully delivering quality candidates and concurrently launching broad support for the new superintendent, the board and the district. Since the consultants do not know the stakeholders by name, each stakeholder's input is a direct and honest dialogue. When they see their input charted word for word and it is given to the board in the same format, stakeholders feel validated knowing this information goes directly to board members without any names attached to it. This process provides confidence in the board and the selection of the new CEO they appoint.

Our commitment to our clients is further underscored by the fact that we do not maintain a "stable" of applicants like some firms, but instead strive to put forward candidates that are genuinely suited to the district. We are committed to fostering, cultivating and preserving a culture of equity, diversity and inclusion, and we reflect these values in every aspect of our service.

We embrace and encourage differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make each human being special.

We acknowledge and honor the fundamental value and dignity of all individuals, and we pledge ourselves to promoting an environment that respects diverse traditions, heritages, and experiences.

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ABOUT TCG

TCG proudly boasts a five-year longevity of over 92% for TCG-placed superintendents! TCG has earned a reputation for a genuine commitment to its clients as well as for its efforts to purposely form lasting, meaningful relationships with the superintendents, administrators and districts it serves.

With its proven expertise in all phases of school district leadership, TCG has the capacity to assist a governing board in selecting a new CEO and in developing a working relationship that will successfully serve the needs of its students, parents, staff and community.

HISTORY

The Cosca Group (TCG) was founded by Dr. Frank Cosca in 2000. Today it is comprised of 28 partners and associate partners, all recognized for their career achievements, representing all geographical regions of California.

PHILOSOPHY

We believe that education is a cooperative effort of family, school, and community and that all children deserve the opportunity for success in schools.

We believe that every district deserves a leader that will recognize and build on the district's strengths, identify and address its areas of concern, and possess and model the personal characteristics that the district and community value.

We believe in involving district leadership in every phase, conferring with the district board for every key decision and providing continuous communication and frequent updates, and affording convenient and reliable access to assigned lead consultants throughout the process.

QUALIFICATIONS AND EXPERIENCE

- ♦ TCG partners, as former superintendents, have successfully led geographically and culturally diverse school systems across California including small, suburban and urban school districts.
- ♦ All TCG partners and associates possess broad personal and professional networks within the state and on the national level.
- ◆ TCG partners and associates have served in leadership roles in Association of California School Administrators (President and Executive Director), California School Boards Association, American Association of School Administrators, California Association of School Business Officials and California Coalition for Adequate School Housing, California Small Schools Association, California Association of Latino Superintendents, and California Association of Bilingual Educators.
- ◆ A TCG partner was recognized by ACSA with the prestigious "Marcus Foster" award.
- ♦ Three TCG partners have been California Superintendents of the Year and nationally honored.
- ♠ A TCG partner founded the National Association of School Superintendents.
- ◆ TCG partners and associates teach or have taught graduate courses in Educational Leadership, School Finance and other specialties within the field of school district administration.
- ◆ TCG partners and associates have been honored with awards from educational, community, county and civic organizations.

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- ★ TCG partners have held leadership positions in the Western Association of Schools and Colleges and chaired visitations in California, Hawaii, Pacific Islands and Asia.
- Many TCG partners speak fluent Spanish.

SPECIAL ATTRIBUTES

- ◆ TCG is widely recognized for its purposeful, personal attention to all phases of the search process.
- ◆ TCG customizes its process to meet the district's unique needs.
- ◆ TCG is known for delivering strong, reliable communication throughout the process.
- ◆ TCG's extensive network of partners in the state and national level offers unparalleled access to qualified candidates.
- ◆ TCG offers an online survey in English and Spanish to augment the stakeholder input collected in the extensive personal meetings.
- ◆ TCG focuses on seeking candidates that meet the district needs, not placing an in-house candidate.
- ◆ TCG's fee is competitive and all-inclusive.

5 MOST RECENT SUCCESSFUL RECRUITMENTS

- Cotati Rohnert Park Unified School District
 - Eastside Union School District
 - Keppel Union School District
 - Mammoth Unified School District
 - Rosemead School District

PERSONNEL

We are pleased to offer Dr. Jan Britz, Dr. Frederick Navarro, and Dr. Theresa Daem as the TCG search consultants for your district.

Dr. Britz is an experienced search consultant with 40 years in education serving as the former Superintendent of the Burbank Unified School District, as an adjunct professor at multiple California universities, and featured speaker and presenter at a variety of educational workshops, conferences and forums across the state. She spent 23 of those 40 years in secondary education. Furthermore, as a principal of three different schools, she led her schools to excel academically achieving recognition as a National Blue Ribbon School, two California Distinguished Schools, and Newsweek Recognition as a America's Best High School validated by the challenge index and ranking in the top four percent nationally.

Dr. Navarro is an educator with 40 years of experience of which 30 years were spent in secondary leadership roles. Recently retired as the Superintendent of the Newport Mesa Unified School District, he was instrumental in the success of numerous top performing schools. Among them, Newport Mesa's Corona del Mar High School has been consistently rated one of the top high school by US an Newsweek, and Anaheim Union High School District's Oxnard Academy, which under the state's Academic Performance became the highest scoring high school in California. Dr. Navarro has also served as an adjunct professor at UCLA's Graduate School of Education and has been a member of the California School Board's Superintendent Advisory.

Dr. Daem is the founder of the National Association of School Superintendents, the former Superintendent of the Laguna Beach Unified School District and the San Bruno Park School District, and the former Associate Superintendent of the Brawley Union High School District; her many achievements include author, presenter, and former Superintendent of the Laguna Beach Unified School District.

Their resume abstracts are provided as pages 19, 20 and 21.

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TCG METHODOLOGY

COMMITMENT AND SERVICE

TCG commitment and attention to every detail is unsurpassed.

Our lead consultants offer well-informed guidance and support because they make it a point to be personally and continuously engaged in performing every service in the process.

Unlike some firms, TCG does not outsource services or delegate responsibility for them to office support staff, with all but a few exceptions (such as minor clerical tasks or a need for specialized expertise).

To the contrary, TCG lead consultants collect, organize, and review relevant district data and information themselves; they review, organize and summarize stakeholder input themselves; and they develop marketing materials; and prepare reports and updates themselves, all revolving around constant communication with the board.

The same is true of paper-screening and reference-checking applicants; furthermore, they incorporate the assistance of a TCG Panel of Experts drawn from TCG partners who are similarly knowledgeable and experienced.

TCG search services are conducted by highly skilled professionals at every juncture.

TRANSPARENCY

TCG standard practice is to develop an optimal communication protocol at its first meeting with the board to assure continuous and convenient contact with the lead search consultants.

Regular updates for the board, stakeholders, and community will be provided to the board throughout the process, with indepth details on request.

While some firms bring forward only candidates they recommend to interview, in the interest of full disclosure, TCG delivers a comprehensive report that includes the complete application package for every applicant.

TCG's commitment to transparency is underscored by the fact that it does not maintain a "stable" of applicants like some firms, but instead strives to put forward candidates that are genuinely suited to the district's needs.

COMPREHENSIVE STAKEHOLDER INCLUSION

TCG's standard practice is a thorough, personally managed, three-step input collection process.

<u>Step 1</u>. Consultants meet with the board and identify the district's strengths and needs/critical issues. Based on those strengths and needs/critical issues, the board also identifies the characteristics desired in the new CEO. The board will also identify groups and individuals representing community members, students, parents, teachers, classified employees, administrators, etc. to provide input to TCG, and recommend custom strategies to engage all representative communities within the district, including its non-English-proficient constituents.

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<u>Step 2</u>. Consultants meet with the identified groups and individuals and receive input regarding the district's strengths and needs/critical issues. Concurrently one or more online surveys and/or hard copy questionnaires will be widely publicized and made conveniently available to stakeholders to gather input regarding district needs and the desired characteristics of the new superintendent. All information will be recorded, tallied, and organized into a comprehensive report to be presented to board.

<u>Step 3</u>. Consultants meet with the board to review and analyze stakeholder input, thereby providing an opportunity to reexamine, modify and prioritize its identified lists of district strengths, needs/critical issues, and preferred characteristics of a new superintendent. Based on the board's findings, consultants develop an electronic brochure to be presented to the board for final approval. This brochure will serve as a marketing document.

SCREENING AND BACKGROUND CHECKS

Using the board-adopted candidate criteria to assess each candidate's capacity to meet the district's needs, the lead consultants independently or with a TCG Panel of Experts will screen and identify the most qualified applicants.

Vetting will include, but not be limited to, appraisal of materials, preliminary reference checks and verifications, internet background reviews, and review via TCG networks and contacts.

Comprehensive background checks of finalists are conducted by a background specialist who incorporates the services of an online service that compiles reports from millions of public records and information provided by state and local governments. Reports include an address history, related persons, arrest records, bankruptcy records, government license information, social media profiles, and sex offender records.

CONFIDENTIALITY

While TCG standard practice is to conduct an open and transparent search process, maintaining applicant confidentiality is central to attracting top candidates; as a result, the names of all applicants are kept confidential until the board publicly announces a finalist for the position. The procedure may be adapted to accommodate unique board needs and preferences.

STAKEHOLDER COMMUNICATION

TCG's standard practice is to collaborate with the board and the district staff to identify the processes and procedures currently utilized and customize strategies and schedules that offer the most effective communication strategies for students, parents, employee groups, city officials and staff, and community groups. Most districts opt for a combination of social media and district website announcements and updates.

DISTRICT CONTACT(S)

TCG's standard practice is to contact the Board President for information related to the search process and a district-assigned staff member for scheduling, logistics, and basic operational assistance.

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ASSISTANCE REQUIREMENTS

The information, services, and assistance required will vary relative to the preferences of the board, what is available, and the organizational structure and communication practices of the district.

Those anticipated include stakeholder contact information, assistance with arranging stakeholder meetings and their locations, and arranging public notices and reports via district publications and district social media.

SEARCH SCOPE

While many districts prefer candidates with California backgrounds because they are grounded in the state's unique policies and culture, in some cases boards prefer to reach out across the country to seek a fresh approach or a unique talent, or to cast a wider net.

TCG's standard practice is to base a search scope on the district's unique needs, challenges and preferences.

INTERVIEW QUESTIONS

TCG's standard practice is to develop questions in collaboration with the board; however, the board determines the final selection.

TCG typically presents the board with a list of alternatives, including questions carefully selected for the purpose of revealing the applicants' background, experience, style, and personal traits relevant to the district and board's needs and preferences.

WRITING SAMPLE

TCG's standard practice is to propose the writing sample as an option for the board. If included, TCG will include recommendations for board consideration at the same time the board determines which questions will be included in candidate interviews.

GUARANTEES

- ◆ TCG guarantees comprehensive disclosure of all applicants.
- ◆ TCG guarantees the CEO selection for two years with a second search conducted for expenses only.
- ◆ TCG guarantees the placement will not be recruited for other TCG positions for a minimum of five years.
- TCG guarantees its commitment to the district until a suitable candidate is appointed.

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THE TCG 5 PHASE PROCESS

(TO BE CUSTOMIZED FOR THE DISTRICT)

TIMELINE

TCG prepared the following tentative timeline, subject to revision to meet district needs:

PHASE I: PRE-RECRUITMENT October 1 – October 28

PHASE II: RECRUITMENT October 28 – November 27

PHASE III: INTERVIEWS December 1 – December 12

PHASE IV: APPOINTMENT OF SUPERINTENDENT December 23

PHASE V: OPTIONAL SUPPORT SERVICES One to two Years

PHASE I PRE-RECRUITMENT

TCG Meets with the Board

- Customize the process and be flexible to address board priorities.
- ◆ Determine the timeline
- ♦ Establish the district's strengths and needs/critical issues and identify the characteristics desired in the new superintendent
- Establish the board's preferences and expectations for its working relationship with the new chief executive officer
- ♦ Identify the full range of district stakeholders, including students, parents, teachers, classified employees, administrators, key individuals, and community members, non-English speakers and various other individuals and groups
- ◆ Determine the most effective strategies for engaging the stakeholders in determining the district's needs and the community's expectations of the new superintendent

TCG Collects Stakeholder Input

- Organize and personally attend individual and group meetings
- ♦ Arrange convenient input alternatives, such as online surveys
- Compile all input into a full report for the board

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TCG Meets with the Board

- Review the Stakeholder Input Report together
- Confirm the district's strengths and needs and the characteristics desired in a new CEO

TCG Develops and Implements the Recruitment Plan

- Develop marketing brochure for board approval
- Arrange advertisements, including but not limited to EdCAL
- Prepare announcement distribution
- ♦ Contact the 28 TCG partners for recommendations and referrals
- Arrange email announcement to the 1000+ California assistant superintendents

TCG Provides Periodic Status Reports

PHASE II RECRUITMENT

TCG Organizes and Maintains Search Records

TCG Handles All Applicant Communication

TCG Screens All Applicant Submissions

- ♦ Verifies all application packets contain the required information
- Verifies that everything stated in their resume is true

TCG Conducts Extensive Background and Reference Checks

- Works through the assessment process to identify qualified candidates
- Identifies the candidates' hard skills

TCG Organizes a Panel of Experts to Identify Most Qualified Applicants

TCG Develops a Comprehensive Candidate Report for the Board

- Lists all applicants
- Summarizes backgrounds and qualifications
- Provides reference check findings
- Recommends finalists for interviews.

TCG Provides Periodic Status Reports

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PHASE III INTERVIEWS

TCG Meets with the Board

- ◆ TCG reviews Candidate Report with the board
- Board selects candidates to interview
- TCG facilitates and assists board selection of interview questions

TCG Schedules Interviews

- TCG arranges and facilitates interviews of all selected candidates
- ◆ TCG arranges and facilitates subsequent interview(s) as determined by the board
- ♦ TCG contacts all candidates who were interviewed regarding their status

PHASE IV APPOINTMENT OF NEW SUPERINTENDENT

TCG Facilitates Culmination and Final Board Approval

- ♦ TCG assists selection and confirmation of finalist
- ◆ TCG arranges board visit to finalist's district
- ◆ TCG reviews complete Stakeholder Input Report, including the summary and all detail, with new CEO
- ◆ TCG assists board announcement of the new district CEO (optional)

PHASE V SUPPORT

TCG Optional Services

Included in Fee

- Assist negotiation of key sections of the new CEO's employment contract
- Mentor and support new CEO for two years
- ♦ Conduct a Leadership Alignment Workshop with all board members and new CEO centered on initiating the new relationship by reviewing the Stakeholder Input Report establishing policies and expectations that are clearly understood by all.

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FOCUS ON THE BOARD/CHIEF EXECUTIVE OFFICER RELATIONSHIP

"An effective relationship between the board and the superintendent is key to a successful district."

New Jersey School Board Association

"Perhaps the most important characteristic of a professional governance board is a close and effective working relationship between the Superintendent of Schools and the Board."

By Shipman & Goodwin LLP

"Many studies have examined the connection between superintendents and school boards, and have found that a positive relationship between these two parties ultimately determines the success of the district."

Diligent Insights Resource Hub

Because TCG understands that the degree to which board members and the chief executive officer effectively function as a team is pivotal to the future of a school district, its search process incorporates opportunities to weigh the potential for developing a successful and productive working relationship with each candidate.

- ◆ Phase I of the TCG search process includes an opportunity for the board to collectively establish their preferences and expectations for the CEO/board working relationship.
- Phase II of the TCG search process provides an opportunity for applicants to describe their leadership styles and anticipated approach to the superintendent/board working relationship in a writing sample, a questionnaire, and/or the interview.
- ◆ Phase III of the TCG search process offers an opportunity for the board to compare the responses of the applicants provided in Phase II with the preferences and expectations established in Phase I.
- ◆ Phase V of the TCG search process includes an optional Leadership Alignment Workshop for the board and CEO that is centered on initiating the new relationship with mutually developed, defined and understood policies and expectations.

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TESTIMONIALS

"Their process and team leaders have a unique ability to balance driving the process and providing valuable input with listening and engaging the Board . . . "

Board of Education San Bernardino City Unified School District

"... we found our association with The Cosca Group to be a very successful experience."

R. Elizabeth Jaka Board of Trustee, President Vista Unified School District

"They demonstrated their extensive experience in superintendent searches along with their strong commitment to perform the work outlined in the proposal . . . "

Frank A. Tarantino, Board President Sweetwater Union High School District

"Our Board, District and community are thrilled with their professional work. We commend The Cosca Group for the high degree of professionalism and organizational skills demonstrated throughout this process."

Jannie Dutton President, Board of Trustees Keppel Union School District

"Very professional behavior with our stakeholders in gathering information about district strengths, challenges, and what they wanted to see in the new superintendent."

Peggy Foster Board President Eastside Union School District

"The Woodland Joint Unified School District has used The Cosca Group on two occasions and in both instances they have delivered a highly qualified Superintendent."

Samuel Blanco III Board President

"Our district and community have nothing but the utmost respect and praise for the work they did for us."

Lucy Rangel
President of the Board
Fillmore Unified School District

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A Leadership Development Corporation



"The Cosca Group was very professional throughout the entire process. From the onset, the process was thorough, professional, and extremely efficient. The process entailed time to get to know our "District, our staff, and our community, so that we could find a leader that would fit our particular needs."

D. Don Revelo School Board President Millbrae School District

"They promised a 'winner' and they delivered."

Brian Clapper Board President National School District

"As president of the EUSD school board, and on behalf of the entire board, I highly recommend the services of The Cosca Group as your educational executive search firm."

Martin J. Hranek, Trustee Escondido Union School District

"They are passionate about education and the importance of getting the right superintendent/district match for the sake of students and staff."

Elisabeth C. Ellers
Board President
South Pasadena Unified School District

"The attention to detail and understanding of our community were tremendous . . . I, on behalf of the Vista Unified School District Board of Trustees, offer our highest recommendation to the company."

Rich Alderson, President VUSD Board of Trustees Vista Unified School District

"The Board of Education for the Mammoth Unified School District thanks Mr. Shapiro and Dr. Britz for their selfless, professional, and excellent service in guiding us through the selection and hiring process of our new superintendent.

The end result of their process was outstanding."

John Stavio President of the Board of Education Mammoth Unified School District

"Steve Goldstone and Dave Brown, Cosca Group consultants, have carefully steered the district through a process that allowed all stakeholders input into this most critical action. This followed Cosca Group's mission statement: 'We involve district leadership in every phase and every key decision and provide continuous communication, frequent updates, and convenient access to consultants throughout the process.' As these consultants have delivered on these promises during the past four months, they have earned the respect of the trustees and the community, so that an extended wait for the right superintendent becomes more than an act of faith."

By: Lanny Lowery, Staff
The Community Voice Newspaper
Rohnert Park-Cotati-Penngrove

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"Cosca Group and its two consultants who have led this search realize their task goes far beyond the duties of headhunters. Public education, the foundation of American values, relies on the participation of all community members. Cosca Group asserts its belief system just below its letterhead: 'We believe that education is a cooperative effort of family, school, and community and that all children deserve the opportunity for success in schools'."

By: Lanny Lowery, Staff
The Community Voice Newspaper
Rohnert Park-Cotati-Penngrove

REFERENCES

TCG recently concluded an executive search conducted virtually for the Keppel Union School District:

Dominique Ballante Board President Keppel Union School dballante@keppel.k12.ca.us (661)269-6599

TCG is also pleased to offer the following references:

Jannie Dutton, Board President Keppel Unified School District 34004 128th Street East Pearblossom, CA 93553 (551) 547-0160

Nancy Armenta, Board President Rosemead Unified School District 3907 Rosemead Blvd. Rosemead, CA 91770 (626) 632-1398 John Stavlo Board President Mammoth Unified School Dist. 462 Sierra Park Road Mammoth, CA 93546 (760) 934-5674

Peggy Foster, Bord President Eastside Unified School District 45006 30th Street Lancaster, CA 93535 (661) 350-2553

More are available upon request as indicated in the extensive list of testimonials list provided above.

714.318.1826

2290 La Mer Court, Costa Mesa CA 92627



COST ANALYSIS

A total fee of \$19,500 is based on a search design specific to the Amethod Public Schools, inclusive of the services and expenditures described in this search proposal dated September 15, 2020 and presented September 23, 2020. Said fee is all inclusive and includes, but not limited to:

- Providing board support and guidance throughout the process
- Attending or participating in related meetings with the Board
- Conducting all community input sessions
- Providing an online survey for stakeholder input
- Preparing a written report detailing and summarizing all stakeholder input sessions
- Developing an electronic marketing brochure
- All state and national advertising expenses
- Fielding inquiries from potential and active candidates
- All application processing, assessing and paper-screening
- Preparing a written report detailing and summarizing all applicants for the position
- Preparing a list of candidates recommended for board interviews.
- Drafting interview questions for the Board
- Informing all applicants of their status throughout the process
- Conducting preliminary reference and background research of all viable candidates
- Conducting in-depth background checks of finalist(s)
- Scheduling and facilitating all interviews
- All candidate formal notifications
- Facilitating finalist site visit
- All proposal guarantees, including a second search conducted for expenses only
- Providing mentoring for the new chief executive officer
- All clerical expenses and copying expenses
- All lead consultant travel, lodging expenses and meals



SAMPLE AGREEMENT Amethod Public Schools

and The Cosca Group

THIS AGREEMENT made and entered into this day of , by the Amethod Public Schools, a political subdivision of the State of California (hereinafter "DISTRICT") and The Cosca Group, (hereinafter, "CONSULTANT").

1.

The DISTRICT desires to retain a CONSULTANT to perform special services for the search and recruitment of the chief executive officer.

11.

CONSULTANT is specially trained, experienced and competent to perform such special services and render such advice.

III.

- 1. CONSULTANT, upon notice to proceed from the DISTRICT, shall provide to the DISTRICT such special services and advice, more particularly as set forth in the Proposal presented to the DISTRICT on September 23, 2020, which is incorporated by reference herein.
- 2. In consideration of the foregoing, DISTRICT shall pay CONSULTANT A FEE NOT TO EXCEED \$19.500. CONSULTANT shall invoice DISTRICT in three installments as follows:
 - (1) \$6,500.00 at the time of the development and presentation of the profile.
 - (2) \$6,500.00 at the presentation of a slate of final candidates.
 - (3) \$6,500.00 at the appointment of the new Chief Executive Officer.

In addition, if the DISTRICT chooses an upgraded brochure the CONSULTANT will bill the DISTRICT for the actual and necessary expenses of said brochure, to be invoiced separately.

Terms of payment shall be net 45 days.

- 3. CONSULTANT shall well and faithfully perform each and all of the obligations set forth in the Agreement. CONSULTANT shall at all times be deemed an independent contractor, and neither the CONSULTANT nor any of its employees shall be considered employees of the DISTRICT for any purpose.
- 4. At all times, CONSULTANT shall work in cooperation with, and pursuant to the direction of the CEO of the DISTRICT, or the CEO's designee.

714.318.1826

2290 La Mer Court, Costa Mesa CA 92627



5. The DISTRICT shall have the right to terminate this Agreement at any time upon fifteen (15) calendar days' prior written notice. Should the Agreement be terminated, the DISTRICT shall be responsible for payment related to all services provided by the CONSULTANT up to the point of termination.

WHEREFORE, the parties have executed this Agreement on the date first above written:

Amethod Public Schools (AMPS)
Signature Board President
The Cosca Group
Signature Jan Britz, Partner

2290 La Mer Court Costa Mesa, CA 92627 Phone: 714-318-1826

Federal I.D. Number: <u>33-0972414</u>



PARTIAL CLIENT LIST

Baldy View Regional Occupational Program

Brawley Union High School District

Cotati-Rohnert Park Unified School District

Delhi Unified School District

El Rancho Unified School District

El Segundo City Police Department

Fillmore Unified School District

Hermosa Beach Unified School District

Keppel Union School District

Laguna Beach Unified School District

Lytle Creek Development Partners

Mammoth School District

Moreno Valley Unified School District

Mountain View-Whisman School District

Novato Unified School District

Orange Unified School District

Palisades Charter High School

Redondo Beach Unified School District

Rosemead School District

San Bernardino Unified School District

San Lorenzo Unified School District

Santee School District

South Pasadena Unified School District

Sulphur Springs School District

Tamalpias Union High School District

Vista Unified School District

Washington Union School District

Windsor Unified School District

Woodland Joint Unified School District

Millbrae School District

Bonita Unified School District

Chino Valley Unified School District

Culver City Unified School District

Desert Sands Unified School District

Eastside School District

Escondido Union School District

Hayward Unified School District

Huntington Beach City School District

King City Unified School District

Livermore Valley Joint Unified School District

Madera Unified School District

Monrovia Unified School District

Morgan Hill Unified School District

National City School District

Oceanview School District

Palos Verdes Peninsula Unified School District

Paradise Unified School District

Rialto Unified School District

Saint Helena Unified School District

San Gabriel Unified School District

Santa Ana Unified School District

Silver Valley Unified School District

Sweetwater Union High School District

Tahoe Truckee Unified School District

University of Southern California

Washington Unified School District

Waugh School District

Wiseburn School District

Yosemite Unified School District

714.318.1826

2290 La Mer Court, Costa Mesa CA 92627

Jan Britz, Ed.D.

A Life-Long Career in Pursuit of Excellence

3240 Texas Avenue Simi Valley, CA 93063 805.796.9772 Mobile 805.522.1097 Land Line JanBritz@GMail.com

EXPERIENCE

Partner, The Cosca Group

A Leadership Development Corporation

Superintendent of Schools

Burbank Unified School District

Assistant Superintendent of Schools

Burbank Unified School District

Assistant Superintendent

South Pasadena Unified School District

Director of Human Resources

South Pasadena Unified School District

Principal

Simi Valley High School, Simi Valley Unified School District

Valley View Middle School, Simi Valley Unified School District

Sequoia Junior High School, Simi Valley Unified School District

Adjunct Professor

California Lutheran University

California State University, Los Angeles

California State University, Northridge

Moorpark Community College

EDUCATION

Ed.D. University of Southern California

M.S. California State University

M.A. California State University Northridge

B.A. Eastern Michigan University

PHILOSOPHY

Every child has a right to the finest possible education in a safe and healthy environment.

SPECIAL EXPERTISE

- ➤ Program Planning and Implementation
- ➤ Personnel Practices
- ➤ Board/Superintendent Relationships
- Leadership and Management
- ➤ Performance Evaluation
- ➤ Policy Development
- > Stakeholder Engagement
- > Instructional Supervision
- ➤ Public Relations

RECOGNIZED FOR

- ➤ Leadership
- ➤ Loyalty
- ➤ Perseverance
- > Work Ethic

CERTIFICATIONS

➤ K-12 Administration

California Life

➤ K-12 Teaching, Mathematics

California Life

Frederick Navarro, Ed.D.

Raising the Academic Achievement Bar for Every Child

6247 E Metz Street Long Beach, CA 90808 (949) 734-0355 Mobile (562) 896-0221 Personal factor3657@gmail.com

SELECTED ACHIEVEMENTS

Partner, The Cosca Group

A Leadership Development Corporation

Superintendent of Schools

Newport Mesa Unified School District

Superintendent of Schools

Lennox School District

Assistant Superintendent of Schools

Anaheim Union High School District

Director of Secondary

Newport Mesa Unified School District

Assistant Director of Human Resources

Long Beach Unified School District

Principal

Costa Mesa High School, Newport Mesa Mark Keppel High School, Alhambra DeMille Middle School, Long Beach

Adjunct Professor, Guest Lecturer

UCLA Graduate School of Education

CERTIFICATIONS

K-12 Administration, California

K-12 Single Subject, California

EDUCATION

Ed.D. University of California, Los Angeles

M.Ed University of California, Los Angeles

B.A. California State University, Dominguez Hills

PHILOSOPHY

Cause student success by establishing systems that develop college-ready graduates. These systems focus on building the capacity of leaders and of instructors that are responsive to needs of all learners to succeed in a college preparatory curriculum.

SPECIAL EXPERTISE

- ➤ Governance Team Goal Setting
- ➤ Instructional Analytics

 Systems and Responsive

 Teaching Methods
- ➤ Curriculum Design and Instructional Interventions
- ➤ Performance Evaluation
- ➤ Group Collaboration and Consensus Guided Decision Making
- ➤ Policy Analysis and Guidance
- ➤ Media and Public Relations
- ➤ Community Involvement

RECOGNIZED FOR

- ➤ Recruitment and Development of Highly Effective Leaders
- Consensus and Shared Vision
 Constructs
- Commitment, Conviction and Determination
- > Integrity

Theresa A. Daem, Ed.D.

A passionate advocate for serving the unique needs of every child

401 Seaward Road Villa 13 Corona Del Mar, CA 92625 949.922.7300 Mobile 949.723.5023 Office stdaem@sbcglobal.net

SELECTED ACHIEVEMENTS

Partner, The Cosca Group

A Leadership Development Corporation

Founder and Executive Director

The National Association of School Superintendents

Superintendent of Schools

Laguna Beach Unified School District

Superintendent of Schools

San Bruno Park School District

Associate Superintendent

Brawley Union High School District

State Superintendents Committee Member

Association of California School Administrators

Board President

San Mateo County School Insurance Group

Adjunct Professor, Educational Leadership

University of Santa Clara

Local Program Director

State Department of Education Designated Exemplary School Improvement Program

Chairperson

South Orange County SELPA

School Support Team Leader

Nevada Department of Education

CERTIFICATIONS

K-12 Administration	California	Life
Reading Specialist	California	Life
English	California	Life

PHILOSOPHY

Excellence is not an accident; it is the product of an unrelenting focus on continuous improvement.

SPECIAL EXPERTISE

- Board/Superintendent Relationships
- Leadership and Management
- School Improvement
- > Instructional Supervision
- Performance Evaluation
- HR Practices
- Policy Development

RECOGNIZED FOR

- Dedication
- Commitment to Continuous Improvement
- Leadership
- Loyalty
- Perseverance
- Work Ethic

EDUCATION

- Ed.D. University of Southern California
- M.S. Eastern Montana State University
- B.S. Education, Eastern Montana State University



Proposal to Conduct a Chief Executive Officer Search for



AMETHOD PUBLIC SCHOOLS

September 15, 2020





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Search Firm and Consultant Contact Information







Lead Consultants

Phil Quon 408.242.7795 pquon@leadershipassociates.org

Fred Van Leuven, Ed.D. 805.714.8413 fvanleuven@leadershipassociates.org

Leadership Associates

3905 State Street #7-407 Santa Barbara, CA 93105 www.leadershipassociates.org

Penny Pyle

Executive Assistant 530.302.5112 ppyle@leadershipassociates.org



3905 STATE STREET, #7-407 SANTA BARBARA, CALIFORNIA 93105 (805) 364-2775 WWW.LEADERSHIPASSOCIATES.ORG

ERIC ANDREW & KENT BECHLER & MARC ECKER & RICHARD FISCHER & SALLY FRAZIER & JUAN GARZA & PEGGY LYNCH & MIKE MILLER & PHIL QUON & DENNIS SMITH & RICH THOME & SANDY THORSTENSON & DAVID VERDUGO

September 8, 2020

Peter Hanley Board Chair Amethod Public Schools 2102 Livingston Street Oakland, CA 94606

Dear Chair Hanley and Amethod Public Schools Board of Directors:

Leadership Associates is pleased to submit a proposal to partner with you and Amethod Public Schools to select a new Chief Executive Officer.

Our firm has worked with a wide variety of school districts, charters, and various education organizations throughout California since our founding in 1996. Since that time, Leadership Associates has completed more than 500 executive searches, and more than 85% of the finalists selected have remained in their positions for more than five years. We are an executive search firm that focuses its work in California, which has helped us deepen our understanding of the ever-changing California educational landscape.

Our most recent experience incorporates conducting most, if not all, of the phases of a search in a virtual format, given the desires of the Board and the circumstances that exist at the time. We understand the challenges your organization may be facing during this time, and we are prepared to adapt our processes and protocols to meet or exceed your specific expectations throughout the entire search.

Our work includes partnering with Boards for superintendent, superintendent/principal, CEO and executive director positions in several similar and/or nearby districts and organizations such as Lucia Mar USD, Olive Grove Charter, Oakland USD, San Mateo UHSD and Santa Clara USD.

Through the continued participation of several of our partners in education organizations such as the California Collaborative for Educational Excellence (CCEE) and the California County Superintendents Educational Services Association (CCSESA), we have remained current on key education policy and system wide developments including Local Control and Accountability Plan (LCAP) and Local Control Funding Formula (LCFF) legislation. We have a strong record of success in helping districts find superintendents who meet the profile developed by the Board with extensive engagement from staff, parent leaders and community led by Leadership Associates.

Through our years of experience, we have come to understand and respect the uniqueness of each board and organization. While there are similarities among education organizations,

we believe that each education organization has a unique culture that is important to respect and understand. There are many good chief executive candidates but only some will be the right match for Amethod Public Schools. It is our job and our commitment to you to find those candidates that best match your ideals and beliefs.

In considering the uniqueness of Amethod Public Schools, we are aware and respectful of the organization's accomplishments and priorities:

- Strong support from students, parents and community members during the Charter's lengthy renewal process
- California State Board of Education's approval and direction for the charter renewal process
- Previous State and National Recognition for excellence
- Charter's well-articulated Mission and Core Value statements

We would welcome the opportunity to partner with the Board to discuss the search process, including options for staff and community input, an overview of the potential candidate pool, timeline, and the importance of maintaining a confidential process. We also want to obtain from the Board and subsequently from staff, parents and community groups' perspectives on District strengths and challenges as well as the desired qualities and characteristics of the new chief executive officer. Once this is done, we will prepare a summary report for the Board, develop a position description for Board review, and begin recruiting and vetting candidates who will be an excellent fit for you to choose from to serve as your next chief executive officer.

If our firm is selected, Fred Van Leuven and I will be the lead consultants actively involved with this search. We are highly proficient in this field and are also former superintendents with many years of experience. In addition, to ensure the widest possible pool of qualified candidates, all partners who are located in various geographical regions of the state will actively support and assist with the search. Profiles of each partner are provided in the Qualification Statement of our proposal. We will use our extensive leadership network at the state and national level to help find the best candidates for this exciting, challenging, and rewarding position.

We look forward to having an opportunity to discuss this proposal with you and address any questions you may have. We realize how important it is for the Board to have a relationship with its search firm that is based on trust and respect. We will be fully committed to you and will provide the Board with high quality candidates who are a good match for the special community that is the Amethod Public Schools.

Respectfully,

Phil Quon Lead Consultant

Leadership Associates

Fred Van Leuven, Ed.D. Co-Lead Consultant Leadership Associates

Rock 6



EXECUTIVE SUMMARY

"Why Leadership Associates is best for this assignment?"

This Executive Summary is a concise look into our proposal. The Consultants are ready and available to elaborate on any aspects of our proposal and look forward to your questions.

- Most successful and respected executive search firm in California
- More than 2/3 of school boards select Leadership Associates for their search
- A two-year guarantee finding a top match for your education organization
- Longevity of successful leadership placements 85% of our placements remain with their districts for at least five years or more
- Highly networked and successful former superintendents serve as your consultants
- In addition to a successful search process, we also provide team building to the Board and community
- Our community outreach procedures include the use of technology to maximize stakeholder input which will be summarized in a report to the Board
- All 13 partners in the firm collaborate to identify successful candidates for your district
- All partners have a vested interest in our firm and your successful chief executive officer selection
- We have conducted executive searches for numerous charter organizations SIATech, Inc., River Charter Schools, Birmingham Community Charter, City Heights Charter School
- The consultants assigned most recently completed the search for Olive Grove Charter in Santa Barbara and San Luis Obispo Counties
- Our Partners and Associates have served in leadership positions in California and Nationally: CCEE, CALSA, ACSA, WASC, CCSESA, California City Superintendents, and AASA.
- We have successfully worked with SBE authorized charter organizations spanning multiple counties

Our fee for this search is all inclusive with no hidden charges or reimbursements due.

\$26,500 total fee. Half (\$13,250) will be invoiced at the conclusion of Community Input. Half to be billed when a finalist candidate is selected.

CEO Search, Amethod Public School September 15, 2020





KEY SUCCESS FACTORS

Leadership Associates is a California executive search firm with a national reach that specializes in helping California education agenicies and organizations find new educational leaders. We have done so since 1996 and have assisted with more executive searches than any search firm working in California. Our success is based on the following key factors:

- 1. We view each education agency as unique and therefore work as partners with the organization to develop a customized approach that the Board may use to select its new leader.
- 2. Through more than 500 searches in California we have developed processes that lead to the successful hiring of an education executive who meets the profile developed by the Board. These processes include engaging key stakeholders, conducting extensive recruiting and thorough reference checking, and working with the agency throughout the interview and contract approval processes.
- 3. Our partners are all former superintendents with successful leadership experiences in a variety of education agencies and in state and national organizations. We know the work. And we know who will do it well.
- 4. We understand and respect the factors that contribute to a highly effective administative team. We are committed to helping cabinet and board members work collaboratively with each other throughout the various stages of the selection process. Done well, a search will always strengthen the work of the educational agency and pave the way for a successful leader.
- 5. We bring highly qualified candidates. In some respects our job is to make your ultimate decision a difficult one. We are proud of the high quality leaders we have been able to bring forward for consideration.
- 6. Our belief is that in order for educational leaders to be successful they must have successful leadership experience leading and managing complex organizations. They should know what excellence in curriculum and instruction looks like and be deeply committed to equity. Their behavior must be of the highest integrity and reflect ethical values in their relationships with students, staff, community, administration, and the Board. They must support powerful teaching and learning, build leadership capacity, and strengthen systems and processes that support high levels of achievement for all students.
- 7. We will always provide our best recommendations including those related to the hiring of specific candidates and the importance of maintaining a high degree of confidentiality so that the best possible candidates come forward.





Leadership Associates has developed criteria to provide Organization Boards or Board of Directors with a 9-phase process for selecting their next leader. The following is a brief description of each of the key steps of the search process. When needed, administrative support staff will be guided by our executive assistant and provided with guidelines, templates, samples, checklists, and personal communication throughout the process.

*Indicates meetings with the Board

Phase 1: *Initial Meeting with Board (Key Personnel: Consultants, Board, LA / Organization's Admin. support)

Leadership Associates will confer with the Board upon our selection to represent your organization. We will discuss Scope of Services, including the characteristics the Board is seeking in the next leader; the organization's strengths and challenges for the future; the process for engaging groups and individuals in the organization and community in the search process; the final timeline and meeting dates; Board and Search Firm protocols during the search; possible contract parameters for the new leader; potential internal candidates; the Board's liaison with Leadership Associates and spokesperson; and all other matters which the Board may wish to discuss. We will also meet with the Board individually, in person or by phone to learn each one's unique perspective. Immediately following the initial meeting we will work with staff to create a Search webpage on the organization's website where members of the community can receive updates on the search process, including timelines, dates of community engagement opportunities, and access to online surveys.

Phase 2: Engagement Plan (Key Personnel: Consultants, LA / Organization's Admin. support)

After working with you to develop a community engagement plan, we confer with the individuals and groups you request (community, staff, students). We share the search process, timeline, answer questions, and solicit input regarding the desired qualities, characteristics, background, and experiences of the new Leader and we discuss the key characteristics of the organization's culture, strengths, and future challenges and issues. We spend the time necessary to ensure full input. If individuals are unable to attend the meetings, but would like to provide additional information, or prefer to submit their ideas in a different format, opportunities are provided to contact us via email or telephone. We also have an online survey that can be posted on the organization'swebsite to encourage broader participation of staff and community. We prepare a thorough report containing the comments from each group, individuals, and the survey, and send it to the Board approximately one week after the input. We follow up with you after you receive the report to review any questions you have.

Phase 3: Position Description (Key Personnel: Consultants, LA / Organization's Admin. support)

The Position Description is prepared to reflect input received on qualities and characteristics desired, a description of the organization and community, and key search dates. The Board reviews the draft and makes changes before the description is finalized. The description is posted on our website, distributed widely, and can be posted on the organization's website.

Phase 4: Advertising, Recruitment, Reference Checking (Key Personnel: Consultants)

After our community engagement phase has been completed, we advertise and actively recruit both statewide and nationally. We will also conduct reference and database checks on all potential candidates. All partners participate in this process in order to take advantage of our extensive state and national network. These are very critical activities as we work diligently to find the candidates that best match those qualities and characteristics

CEO Search, Amethod Public School September 15, 2020



on the Position Description. We verify degrees, credentials and professional experiences. We do extensive confidential reference checking including conversations with people not listed on the candidate's application. We keep the Board informed on a regular basis about the progress of the search.

Phase 5: *Selection of Finalists (Key Personnel: Consultants, Board, LA / Organization's Admin. support)

At this meeting we will review and discuss all applicants, recommend candidates you should consider interviewing, and explain our rationale for recommending some and not others. We will provide an executive summary on each candidate that will include a tiered ranking of candidates for your review. The Board, however, makes the final decision on those to be interviewed and determines the interview schedule and location. We offer sample interview questions developed by consultants, and assist the Board in finalizing them with a focus on the specific needs of the organization as gleaned from community and staff input and reflected in the position description. In addition to making interview arrangements with the candidates, we provide all the materials the Board needs for the interview, and make logistical arrangements in coordination with the Board's assistant or designated liaison.

Phase 6: *Final Interviews (Key Personnel: Consultants, Board, LA / Organization's Admin. support)

The Board conducts the interviews with the consultants observing and handling all the logistics. We are present during the interviews and will help facilitate discussions assisting the Board as needed to help you in making your selection of the final candidate. We also assist with various follow up steps that need to be completed and inform all candidates of the outcome.

Phase 7: Validation Process and Contract (Key Personnel: Consultants, Board, Finalist, Organization's Admin. support)

The purpose of the validation process is to confirm the Board's choice prior to the official contract offer. The Board will determine who will participate in this process; the consultants will work with the Board and the finalist as needed to develop final parameters for an agreement on the leader's contract. We recommend prior discussions on this topic since it is our intention to recruit candidates who will work within the contract parameters established by the Board.

Phase 8: Public Approval of the New Leader (Key Personnel: Consultants, Board, New Leader, Organization's Admin. support)

Following the validation process, the Board takes public action at a regularly scheduled board meeting to employ the new Leader. Leadership Associates will assist the Board and staff with a communication plan and other activities to support the approval of the contract.

Phase 9: After the New Leader is Signed (Key Personnel: Consultants, New Leader)

We provide and review the Board and community input with the new Leader. We are available to provide additional follow up services as desired. These services could include developing a transition plan and an initial workshop for the governance team to establish goals for the new Leader, and the evaluation process.

Confidentiality: Leadership Associates strongly believes the quality of the applicant pool is directly dependent on the confidentiality of the process. Leadership Associates will not divulge the names of interested applicants to any party other than the Board within Closed Session. Reference checks will also be conducted using strategies that will maintain the confidentiality of the process. Throughout the process Leadership Associates will be available to answer any questions you may have.





Note: Blue italicized text indicates Board Participation

Phase 1

Initial Meeting with Board of Directors



- Review search process
- Discuss collectively with the Board of Directors:
 - o Characteristics desired in new Leader
 - o Organization's strengths and challenges
 - Community / staff input process
 - Online survey
 - Search Protocols and Agreements
- Finalize timeline

Phase 2 Community Engagement



- Confer with individuals and groups per Board's request (including individual board members if desired) to solicit input:
 - o Characteristics desired in new Leader
 - o Organization's strengths and challenges
- Post online survey following Board approval
- Present survey results to Board of Directors

Phase 3

Position Description



- Development of Position Description including key search dates / timelines
- Review of Position Description by Board Members
- Position Description published on Leadership Associates website, Organization's website, and distributed to candidates

Phase 4

Advertising, Recruitment, Reference Checking



- Advertise in trade publication(s)
- · Actively recruit
- Conduct reference and database checks on all potential candidates
- Conduct individual interviews with all potential finalists

Phase 5

Selection of Finalists



- Meet with Board of Directors to review all applicants
- Discussion and determination of top candidates
- Board determines finalists to interview
- Review interview process and prepare interview questions

Phase 6

Final Interviews



- Board conducts interviews with assistance from Leadership Associates
- Board selects finalist
- Consultants inform all candidates of outcome

Phases 7, 8 & 9

Validation Process Contract Offer Public Approval of New Leader after New Leader is Signed



- Board conducts a validation process prior to official contract offer
- Work with Board and finalist as needed to develop final parameters for contract and to prepare press release
- Board takes public action at a regularly scheduled meeting to employ new Leader
- Leadership Associates will provide and review Community Engagement results with new Leader
- Leadership Associates will provide follow-up services as desired





PROPOSED TIMELINE

(Flexible based on Board direction)

Amethod Public Schools Chief Executive Officer Search 2020-2021

Note: Blue italicized text indicates Board Participation

Note: Blue italicized text indicates Board Participation			
	September 15	AMPS receives proposals	
SEPTEMBER 2020	September 23	Proposal Presentations / Board Selects Firm Information posted on Leadership Associates website	
	October 14	Board meets with consultants and determines characteristics, skills and qualities desired in a new CEO; Board publicly announces timeline and procedures for CEO selection	
OCT 2020 – JAN 2021 Phases 1-4	October - November	Consultants meet with staff and community designated by the Board to receive input; Online survey is posted to the district website	
	September -January	Consultants identify potential candidates; Development and posting of recruitment materials and Position Description	
	January 11 & 18	Advertising and active recruitment; Ad appears in EdCal, (Two consecutive publications)	
	January 25, 5:00 PM	Deadline for applications	
JAN - FEB 2021 Phase 5	January 25, 5:00 PM January 25 - February 5	Deadline for applications Consultants complete comprehensive reference and background checks on applicants	
2021		Consultants complete comprehensive reference	
2021	January 25 - February 5	Consultants complete comprehensive reference and background checks on applicants Board meets with consultants, reviews all applications and selects finalists to be	
2021	January 25 - February 5 Week of February 8	Consultants complete comprehensive reference and background checks on applicants Board meets with consultants, reviews all applications and selects finalists to be interviewed	
2021 Phase 5 FEB - MAR 2021	January 25 - February 5 Week of February 8 Week of February 15	Consultants complete comprehensive reference and background checks on applicants Board meets with consultants, reviews all applications and selects finalists to be interviewed Board interviews finalists Board completes the validation process and makes a final determination on selected	





COST PROPOSAL & SEARCH COMPONENTS

AMETHOD PUBLIC SCHOOLS CHIEF EXECUTIVE OFFICER SEARCH 2020-2021

TOTAL FEE TO CONDUCT SEARCH: \$26,500 (all-inclusive)

This fee includes:

- All expenses incurred by consultants
- All meetings with the Board
- Development and posting of the position description announcing the position
- Cost of advertising in EdCal (Two consecutive publications)
- Acceptance of applications and responding to all inquiries regarding the position
- Recruitment of candidates and extensive background checks
- Gathering of community and staff input and providing Board with a written report, including online survey
- Coordination of logistics of the search:
 - o scheduling appointments
 - o notification of unsuccessful candidates
 - o scheduling community visit
- Assisting in the development of interview questions and supporting the Board with the interview process
- Assisting the Board's administrative assistant throughout the process with templates, online posting updates and sample agenda language
- Acting as an advisor to the Board of Directors
- Assisting the new chief executive officer and Board through transition and community verification visit, if conducted

GUARANTEE

Should the new chief executive officer leave within two years, Leadership
Associates will conduct a new search at no cost except for travel and
advertising expenses, provided the Board majority remains the same.

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CEO Search, Amethod Public School September 15, 2020





SAMPLE CONTRACT & BILLING SCHEDULE

LEADERSHIP ASSOCIATES

www.leadershipassociates.org 3905 State Street #7-407 Santa Barbara, CA 93105 (530) 302-5112

AGREEM	ENT FOR CONSULTANT SERVICES
	lay of September 2020 between LEADERSHIP ASSOCIATES, Amethod Public Schools, hereinafter called the EDUCATION
The Contractor agrees to perform service	es for the Education Agency as follows:
The Contractor will conduct a Chief Exec	utive Officer search, as delineated in the attached proposal.
(\$26,500) for services provided. Payme completion of stakeholder input, and (2)	ne Contractor TWENTY-SIX THOUSAND , FIVE HUNDRED DOLLARS ent is to take place in two increments: (1) \$13,250 upon , \$13,250 upon selection of a finalist. The Contractor will submit ach of the payment increments. Payments are due within 30
508	dership Associates n: Linda Hunt 55 Washington Street #C-205 Quinta, CA 92253
The Contractor is to perform the above s	ervices beginning September, 2020.
employees with respect to all damages,	d indemnify the Education Agency, its officers, agents, and costs, expenses or claims, in law or in equity, arising or asserted or damage to, destruction, loss, or theft of property arising out performed by Contractor hereunder.
carrying out and complying with any of contractor and is not an officer, agent,	by both parties hereto that the Contractor, while engaged in the terms and conditions of this contract, is an independent or employee of the aforesaid Education Agency. Either party iding the other party with ten (10) days written notice. Upon d on a pro rata basis.
Associates and the Education Agency considered creditable toward the STR	cipate in a California public pension system. Leadership understand that the work/services provided should not be S earnings limit as the work is not normally performed by and requires less than 24 months (496 business days). REF. CA
CONTRACTOR: LEADERSHIP ASSOCIATES Taxpayer ID#: 68-038 3653	EDUCATION AGENCY: AMETHOD PUBLIC SCHOOLS
Ву:	By:
Name: Phil Quon	Name:
Title: <u>Lead Consultant</u>	Title:
Date:	Date:

CEO Search, Amethod Public School September 15, 2020





REFERENCES

AMETHOD PUBLIC SCHOOLS Chief Executive Officer Search

[DISTRICT	CONTACT NAME	TITLE	PHONE	EMAIL
1	Lucia Mar USD	Vicki Meagher	Board President	(805)474-3000 x 1082	vicki.meagher@lmusd.org
2	Olive Grove Charter	Deb Willems	Board Chair	(805) 623-1111	dwillems@olivegrovecharter.org
3	Oakland USD	James Harris	Board President (at time of search)	(510) 710-0497	James.harris@ousd.org
4	San Mateo UHSD	Peter Hanley	Board Clerk	(650) 558-2201	phanley@smuhsd.org
5	Santa Clara USD	Michelle Ryan, Ph.D.	Board President	(408) 673-1620	mryan@scusd.net





QUALIFICATION STATEMENT

EXPERIENCE AND QUALIFICATIONS OF THE FIRM

Leadership Associates has conducted over 500 executive searches in California since 1996. We have 14 partners and associates, all active educators and former, successful California superintendents who reside throughout the state – north, south, and central valley. While we are dedicated to California school districts, we have networks throughout the country and have assisted many education organizations in finding top candidates from outside the state.

A few other facts about the partners of the firm:

- All keep superintendent/executive leader searches as their core work
- All have national and state-wide networks and alliances including Council of the Great City Schools; Urban Education Dialogue (UED); Association of California School Administrators (ACSA); California Association of Latino Superintendents and Administrators (CALSA); California Association of African-American School Administrators (CAAASA); California Collaborative for District Reform; (CCDR); American Association of School Administrators (AASA); Suburban School Superintendents; and California City School Superintendents
- All belong to organizations which include top and emerging leaders
- Three were California State Superintendent of the Year
- Three chaired the California state superintendent's committee for ACSA; two were presidents of ACSA
- A number are bi-lingual in Spanish
- Many facilitate workshops in districts throughout the state: board/superintendent relations; board/superintendent protocols; strategic planning; superintendent evaluations; team building; and instructional improvement. Several coach and mentor superintendents and other top district leaders
- Most have taught or are currently teaching leadership courses at universities
- All have received awards for educational and community work, regionally, statewide, and nationally; and one was honored by the Mexican Consulate
- Partners have authored or co-authored the following publications; A Practical Guide to Effective School Board Meetings; Eight at the Top; Superintendent-School Board Practices; and The Superintendent's Planner
- Distict/Board Executive Assistant and administrative staff receive ongoing support and guidance from highly-qualified personnel with parallel district office experience

QUALIFICATIONS OF LEAD CONSULTANTS

Phil Quon - Partner / Lead Consultant

Phil served as Superintendent for 19 years in the Bay Area – 13 years at Union School District in San José and the last six years in Cupertino Union School District. He served as the President of the statewide ACSA Superintendents Council, the Chair of the ACSA Superintendents' Symposium, and the President of the California City School Superintendents. He also served on the American Association of School Administrators (AASA) Governing Board and on the CSBA Annual Education Conference Planning Committee and Education Legal Alliance Advisory Group. He has been the Director of the ACSA Superintendents Academy as well as a presenter in the ACSA "Leading the Leaders" Program for newly appointed superintendents in California. He has chaired numerous WASC accreditation teams in California and Hawaii. Phil was a

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member of the CTC Teaching Mathematics Advisory Panel and a contributor to the National Journal Online Education Blog. Phil received his Bachelor's Degree in Mathematics from UCLA and his Master's Degree in Education Administration from CSULA.

Fred Van Leuven, Ed.D. – Associate / Co-Lead

Fred served as President of Accrediting Commission for Schools of the Western Association of Schools and Colleges, (ACS WASC) for the San Francisco Bay Area from 2013 through 2018. He has served as the School Assistance Intervention Team Lead for Roosevelt High School in Fresno Unified and DAIT Team Member in Palmdale Elementary School District. He has assisted school boards, school districts and schools throughout California, Hawaii and Guam in a variety of key areas. He served as Superintendent of Santa Ynez Valley Union High School District for 12 years beginning in 1996, after three years as Director of Secondary Education for the Conejo Valley Unified School District, and retired in 2008. He also served as teacher and administrator for 13 years in the Saddleback Valley Unified School District and four years as Poway High School Principal in San Diego County. Fred is a graduate of the University of Southern California and holds a Doctorate in Education.

QUALIFICATIONS OF SUPPORTING CONSULTANTS

Eric D. Andrew, Ed.D. - Partner

Eric served as Superintendent of Campbell Union School District from February 2010 until his retirement in 2017. Throughout his education career from 1979 through 2017, he has served in the districts of Claremont, Redlands and Glendora Unified as a teacher, Director of Student Services and Assistant Superintendent of Educational Services. Eric teaches in the National Association of School Superintendents' Leadership Educational Administration Program for the Santa Clara County Office of Education. He has earned several distinctions, including being named a finalist for the National Association of School Superintendents (NASS) Superintendent of the Year and ACSA Region 8 Superintendent of the Year. He holds a masters degree in education from Cal-Poly Pomona and a doctorate in education from the University of LaVerne.

Kent L. Bechler, Ph.D. – Partner, Leadership & Organizational Development

Kent served as superintendent of the Corona-Norco Unified School District, the 9th largest school district in California until his retirement in 2012. The district was named a 2012 finalist for the \$1 million Broad Prize for Urban Education. He also served as superintendent in Walnut Valley Unified and Duarte Unified School Districts. Kent received a Bachelor's Degree in social work from Azusa Pacific University, a Master's Degree in educational administration from California State University, Los Angeles and a Ph.D. in education from Claremont Graduate University. Kent has extensive training experience in management, leadership, systems, policies and procedures, strategic planning, labor relations, and developing collaboration and teamwork within organizations. His academic work includes teaching adjunct classes at the university level and consulting with educational institutions, businesses and other organizations. During Kent's 32 year career in K-12 education, he served in professional organizations including Association of California School Administrators (ACSA), California Collaborative on District Reform, American Association of School Administrators (AASA), Southern California Superintendents, Urban Education Dialogue and Educational Research Development Institute (ERDI).

Tom Changnon – Associate

Tom served as Stanislaus County Superintendent of Schools from 2007-2019. In his 12 years in office, Tom championed Civics Education, Character Development, Parent Involvement and Career Technical Education (CTE) programs. He earned his BA degree from Stanford University, Master Degree(s) in School Administration (St. Mary's, USF), and Teaching Certifications from College of Notre Dame. Tom has over 40 years of education experience at the elementary, middle, and high school levels. He also served as Assistant Superintendent and Superintendent prior to his election as the County Superintendent. Tom is an active member of the Association



of California School Administrators (ACSA) serving on many local, regional and state committees including ACSA's Small School District Committee. Tom has received a number of awards, including being selected twice for the Bill Ullom Award and twice a recipient as the regional Superintendent of the Year award. In 2018 he received the Chamber Lifetime Citizen Achievement Award.

Marc A. Ecker, Ph.D. - Partner, Chief Financial Officer

Marc retired in December, 2014 as Superintendent of the Fountain Valley School District for 18 ½ years in that position. He served as Chair of the Orange County Special Education Alliance and is a past president of the Orange County Superintendents' Organization. Marc is a past State President of the Association of California School Administrators (ACSA). He served with other leading superintendents in providing input and advice on the development of the Local Control Funding Formula to the Governor and his staff. He also served on the State Public Schools Accountability Act Advisory Committee and two terms on the Financial Crisis Management Assistance Team Advisory Board. Marc is the financial officer for the California League of Schools and served as president of the Association of Middle Level Education. He is a full-time faculty member at California State University, Fullerton in the position of Distinguished Professor in the College of Education. He directs the ACSA mentor program and is currently the chairperson of the Schools First Federal Credit Union Board of Directors. Marc received his Bachelor's Degree from UCLA, his Master's Degree from California State University, Fullerton and his Doctorate from Alliant University. He is currently the Chief Financial Officer for the firm.

Richard Fischer – Partner

Rich served as Superintendent of Schools for 19 years in the Mountain View Los Altos Union High School District, Lake Tahoe Unified School District and the Harmony Union School District. He currently serves as Director of the Executive Leadership Center and is also a member of the El Dorado County Board of Education. Rich has been Director for the ACSA Superintendents' Academy and presenter and trainer for California Association of School Business Officials, California Foundation for Improvement of Employer-Employee Relations (CFIER), California State Superintendents' Symposium, El Dorado County Instructional Leaders - Series on Effective Leadership Techniques, Leadership Mountain View, and California School Leadership Academy. He has been honored as ACSA Regions 1,2,3 Superintendent of the Year and Administrator of the year as well as being named Los Altan of the Year in 2006. Rich received his Bachelor of Arts Degree from California State University, Northridge and his Master's Degree from California State University, Sacramento.

Sally Frazier, Ed.D. – Partner, Member at Large

Sally was elected Madera County Superintendent of Schools for six consecutive 4-year terms. She received her Doctorate from University of Southern California, and her Master's and Bachelor's degrees from California State University, Stanislaus. Sally served the California County Superintendents' Educational Services Association as President, Legislative Chairperson and numerous terms on its Executive Board. She was CCSESA's representative to ACSA's Superintendents Committee and its liaison to the Springboard Schools Board of Directors. Sally chaired CCSESA's Commission on the Organization of Policy Groups, Organizing for Action. Sally was appointed by former State Superintendent of Public Instruction, Delaine Eastin, to the Education Commission for Technology in Learning. Sally was also appointed by Governor Schwarzenegger to the Advisory Commission on Juvenile Justice and Delinquency.

Juan Garza – Partner

Juan has been a superintendent for 15 years in Kings Canyon Unified School District, a district that has 22 schools. He has worked 27 years in the district that serves Reedley, Orange Cove and the communities of Navelencia, Squaw Valley, Dunlap and Miramonte. He was inducted into the Reedley Chamber of Commerce Hall of Fame, has been awarded Administrator of the Year, and has been a featured keynote speaker in various workshops on topics such as Building Effective Governance Teams, and Working With the Members of your Rural Communities,

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sponsored by Lozano Smith. Mr. Garza is also an active member of the California Association of Latino Superintendents and Administrators, (CALSA), where he has presented as part of a panel featured in CALSA workshops.

Peggy Lynch, Ed.D. – Partner

Peggy served as Superintendent for San Dieguito Union High School District in San Diego County until her retirement in April 2008. She also served as Superintendent of the Brea Olinda Unified School District in North Orange County for seven years, part of her nearly 14 years serving as a superintendent. Peggy has experience conducting executive searches since 2009, and has facilitated or assisted in the facilitation of more than 30 executive searches. She received her doctorate from the University of La Verne, her Master's Degree from Fullerton and her Bachelor's Degree from Parsons College in Iowa. Peggy chaired the ACSA Orange County and San Diego County Superintendents, was chair of the ACSA Superintendents' Symposium and ACSA's State Annual Conference. Peggy has received recognition from various organizations, including Southern California Women in Educational Management, Stanford University School of Engineering and the PTA. She has also co-authored several books, including Effective Superintendent-School Board Practices; The Superintendent's Planner, A Monthly Guide and Reflective Journal; and Eight at the Top: A View Inside Public Education.

Dennis M. Smith, Ed.D. – Partner, Search Lead

Dennis served as Superintendent of Schools for the Placentia Yorba Linda Unified School District (27,000 ADA) in Orange County until his retirement in June 2012. He also served as superintendent of the Orange County Public Schools in Orlando, Florida, the 16th largest school district in the United States. Prior to that, he served as superintendent of the Irvine Unified, Cajon Valley Union and Laguna Beach Unified School Districts. Dennis served a total of 26 years as a Superintendent of Schools. Dennis has experience conducting executive searches since 2005, and has facilitated or assisted in the facilitation of more than 70 executive searches. Dennis was recognized as one of the top 100 Executive Educators in North America by the National School Boards Association, one of the 89 Rising Stars to Watch by the Los Angeles Times, one of the 100 Most Influential Business Leaders in Central Florida by the Orlando Business Journal, and the ACSA Region XVII Superintendent of the Year. He also served as President of the Southern California Superintendents' Association. Dennis received his Bachelor of Arts and Master's Degree from Arizona State University and his Doctorate from the University of Arizona. In addition, he has been an adjunct faculty member at California State University, Fullerton. Dennis has spoken at the local, state and national level on Board-Superintendent relations, Strategic Planning and Goal Setting and Organizational Management. He has consulted with school districts across the United States assisting school boards with superintendent searches and conducting workshops, trainings and organizational efficiency audits.

Rich Thome – Partner

Rich Thome has conducted over 98 executive searches and 167 Board Workshops since 2003. Rich joined Leadership Associates in 2006. Prior to joining Leadership Associates, he also served as Director, Professional Learning in the Mobile Technology Learning Center (MTLC), a research center in the School of Leadership and Education Sciences (SOLES), at the University of San Diego. Prior to that assignment, he served as Director Educational Leadership Development Center at the University. In addition, Rich was an Executive Coach for Pivot Learning Partners in Los Angeles and San Diego Counties. His prior work included serving as Superintendent of the South Bay Union and Cardiff School Districts, Assistant Superintendent of Human Resources and Technology, and Superintendent Search Consultant for the San Diego County Office of Education. He also worked for 23 years as Teacher, Principal, Coordinator, Director and Assistant superintendent in the Capistrano Unified School District. Rich recently served on the University of San Diego School of Leadership and Education Sciences Advisory Board and on the Classroom of the Future Foundation Board of Directors. He received his Bachelor's degree from CSU, Los Angeles, and his Master's from Pepperdine University. Rich is Latino, is fluently

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bilingual in Spanish and received his Bilingual, Cross Cultural Specialist credential in California. Rich was awarded the prestigious Ohtli Award in 2008 for his 40 years of services to the Latino Community. In 2007 he was awarded the Excellence in Leadership Award by the University of California, San Diego, and in 2006, the Willie Velasquez Community Service Award. He is also a recipient of the Honorary Service Award from the California Congress of Parents, Teachers and Students; and the Orange County Hispanic Educator of the Year Award.

Sandy Sanchez Thorstenson – Partner

Sandy Sanchez Thorstenson served as the Superintendent of the Whittier Union High School District for fifteen years having spent her entire 39-year career in Whittier Union. Prior to becoming Superintendent, Mrs. Thorstenson served as Assistant Superintendent, Educational Services, High School Principal, Assistant Principal and Teacher. The Whittier Union High School District, a minority-majority high school district with a student enrollment comprised of eighty-six percent Latino and sixty-nine percent socio-economically disadvantaged students, has demonstrated remarkable gains in student achievement at every school, in multiple indicators and over time. Most importantly, Whittier Union has narrowed the achievement gap from 35% to 9% and has proven on behalf of their students that demographics do not determine destiny. The Association of California School Administrators selected Mrs. Thorstenson as California's 2016 recipient of the Marcus Foster Administrator Excellence Award and its 2012 California Superintendent of the Year for AASA. She was selected as ACSA's Region XV Superintendent of the Year for 2007. Sandra Thorstenson served as president of ACSA's State Superintendency Council, president of California City School Superintendents Association, and was a member of Southern California Superintendents' Association and Urban Education Dialogue. She also served on the board for Pivot Learning Partners and the board of directors for the Whittier Chamber of Commerce, Mrs. Thorstenson was appointed by Governor Brown as the superintendent representative of the five-member board of the California Collaborative for Educational Excellence and served as chair helping to launch the state agency focused on providing support and assistance to school districts throughout California. She is a member of the California Collaborative for District Reform and currently serves on the board of directors of the Soroptimist International of Whittier.

David J. Verdugo, Ed.D. - Partner

David served as Superintendent for the Paramount Unified School District (17,000 ADA) in Los Angeles County for 9 years. He also served as Assistant Superintendent of the Placentia-Yorba Unified School District (25,000 ADA, Director of Secondary Education, Principal at both Elementary and High School levels, teacher, and coach. He has a total of 43 years in the field of education spanning Grades K-12. His duties have included school facility management, extensive involvement with budget development, implementation of technology programs, employer/employee relations, curriculum and instructional strategies, and organizational development. His experience includes serving students of diverse populations and socioeconomic levels in urban and suburban settings. He was named the Association of California Administrators (ACSA) Region XIV Superintendent of the Year; received the California State University, Long Beach Outstanding Superintendent Leadership Award in 2012; the ALAS, Association of Latino Administrators and Superintendents; National Outstanding Educator Award in 2013; and, in 2020, was inducted into the University of Southern California USC Rossier School of Education "Hall of Fame", making him only the 23rd recipient of this prestigious award. He earned his Bachelor's Degree from Whitworth College in Spokane, Washington and his Master's Degree from the University of La Verne. His Doctoral Degree in Educational Administration was earned at the University of Southern California, Dr. Verdugo is a past Governing Board member to AASA and has addressed and spoken on State and National topics from building a case for reform to the importance of Arts in schools. He was the Executive Director of the California Association of Latino Superintendents and Administrators (CALSA) until 2019, as well as the former Superintendents' Leadership Academy Director for the Association of Latino Administrators and Superintendents (ALAS) based in Washington, D.C.





STATEWIDE

Association of California School Administrators (ACSA)

California Collaborative for Educational Excellence (CCEE)

California County Superintendents Educational Services Association (CCSESA)

WestEd/GATES

Executive Director

Executive Director

Executive Director

Executive Director

COUNTY OFFICE OF EDUCATION SUPERINTENDENT

 Los Angeles County – 2011
 1,500,000+ ADA

 Santa Clara County – 2008
 275,000+ ADA

SCHOOL DISTRICT SUPERINTENDENT (2013-Current)

<u>District</u>	County	<u>ADA</u>
Fresno USD	Fresno	73,356
San Francisco USD	San Francisco	58,865
Santa Ana USD	Orange	57,410
Capistrano USD	Orange	53,833
Corona-Norco USD	Riverside	53,148
Sacramento City USD	Sacramento	47,616
Oakland USD	Alameda	46,486
Riverside USD	Riverside	42,560
Stockton USD	San Joaquin	40,984
Fontana USD	San Bernardino	40,374
San Jose USD	Santa Clara	32,938
Anaheim Union HSD	Orange	32,085
San Ramon Valley USD	Contra Costa	31,900
Mt. Diablo USD	Contra Costa	31,013
West Contra Costa USD	Contra Costa	30,596
Bakersfield City SD	Kern	30,262
Modesto City Schools	Stanislaus	30,718
Orange USD	Orange	28,522
Saddleback Valley USD	Orange	27,803
Rialto USD	San Bernardino	26,468
Placentia-Yorba Linda USD	Orange	25,821
Palm Springs USD	Riverside	23,332
Lake Elsinore USD	Riverside	22,000
Hemet USD	Riverside	21,977
Pajaro Valley USD	Santa Cruz	20,438
Folsom-Cordova USD	Sacramento	19,865
Anaheim City SD	Orange	19,312
Alvord USD	Riverside	19,255
Coachella Valley USD	Riverside	18,861
Riverbank USD	Stanislaus	18,750
Antioch USD	Contra Costa	18,352
Panama-Buena Vista Union SD	Kern	18,250
Ventura USD	Ventura	17,430
Santa Rosa City Schools	Sonoma	16,700
Oxnard SD	Ventura	16,533
Burbank USD	Los Angeles	16,207
Cajon Valley Union SD	San Diergo	16059
Paramount USD	Los Angeles	15,681
Santa Clara USD	Santa Clara	15,509
Walnut Valley USD	Los Angeles	14,658
Vallejo City USD	Solano	14,554
West Covina USD	Los Angeles	14,402
Fullerton SD	Orange	13,661
Vacaville USD	Solano	12,561
Inglewood USD	Los Angeles	12,570
San Dieguito UHSD	San Diego	12,485

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		Septem
<u>District</u>	<u>County</u>	<u>ADA</u>
Palo Alto USD	Santa Clara	12,357
Natomas USD	Sacramento	12,300
Metropolitan Education	San Jose	12,000
Oak Grove SD	Santa Clara	11,800
Upland USD	San Bernardino	11,665
Victor ESD	San Bernardino	11,531
San Lorenzo USD	Alameda	11,530
Evergreen School District	Santa Clara	11,385
Alameda USD	Alameda	11,299
Franklin-McKinley SD	Santa Clara	11,269
Merced City USD	Merced	11,009
Lucia Mar USD	San Luis Obispo	10,710
Pittsburg USD	Contra Costa	10,560
Azusa USD	Los Angeles	10,518
Berkeley USD	Alameda	10,340
Dublin USD	Alameda	10,000
Roseville City ESD	Placer	9,943
Los Alamitos USD	Orange	9,833
YucaipaCalimesa Joint USD Ocean View SD	San Bernardino	9,655
Westminster SD	Orange	9,461
Santa Maria JUHSD	Orange Santa Barbara	9,264 7,633
East Whittier City ESD		8,829
Davis Jt. USD	Los Angeles Yolo	8,626
San Mateo Union HSD	San Mateo	8,163
Novato USD	Marin	8,078
South Bay UESD	San Diego	7,682
San Rafael City Schools	Marin	7,200
Santa Cruz City Schools	Santa Cruz	7,092
Newhall SD	Santa Clarita	6,831
Fountain Valley USD	Orange	6,337
Newark USD	Alameda	6,294
Ukiah USD	Mendocino	6,214
Brea Olinda USD	Orange	5,973
Alta Loma SD	San Bernardino	5,900
Santa Paula USD	Ventura	5,454
Orcutt Union ESD	Santa Barbara	5,087
Oakley Union SD	Contra Costa	4,871
Buena Park SD	Orange	4,684
Moreland SD	Santa Clara	4,670
Charter Oak USD	Los Angeles	4,581
Sonoma Valley USD	Sonoma	4,564
San Lorenzo Valley USD	Santa Cruz	4,444
Belmont-Redwood Shores SD	San Mateo	4,308
Wiseburn USD	Los Angeles	4,301
Ravenswood City SD	San Mateo	4,296
Paradise USD	Butte	4,261
Duarte USD	Los Angeles	4,247
Lindsay USD	Tulare	4,150
Central UHSD	Imperial	4,104
Cypress SD	Orange	4,000
Brawley ESD	Imperial	3,980
Eureka City Schools	Humboldt	3,884
Lake Tahoe USD	El Dorado	3,872
Hanford Joint Union HSD	Kings	3,802
Amador County USD	Amador	3,829
Lemon Grove SD	San Diego	3,797
Mountain View-Los Altos UHSD	Santa Clara	3,753
Goleta Union SD	Santa Barbara	3,718
Del Norte County USD	Del Norte	3,591
Cabrillo USD	San Mateo	3,357
Cambrian SD	Santa Clara	3,349

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		Septer
<u>District</u>	<u>County</u>	<u>ADA</u>
Pacifica SD	San Mateo	3,150
San Marino USD	Los Angeles	3,146
Mill Valley Elementary SD	Marin	3,086
Exeter Public Schools	Tulare	3,000
Standard ESD	Kern	2,979
South Whittier ESD	Los Angeles	2,918
San Bruno Park ESD	San Mateo	2,785
Oroville City ESD	Butte	2,696
Castaic Union SD	Los Angeles	2,568
Fowler USD	Fresno	2,562
Scotts Valley USD	Santa Cruz	2,482
Jefferson SD	San Joaquin	2,402 2,477
Carmel USD	·	2,468
	Monterey	
Bear Valley USD	San Bernardino	2,453
Galt JUHSD	Sacramento	2,287
Lammersville JUSD	San Joaquin	2,200
Woodlake USD	Tulare	2,192
Red Bluff Union ESD	Tehama	2,178
Plumas USD	Plumas	2,130
Fort Bragg USD	Mendocino	1,917
Willits USD	Mendocino	1,907
Mariposa County USD	Mariposa	1,816
Byron Union SD	Contra Costa	1,686
Reed Union SD	Marin	1,556
Larkspur-Corte Madera SD	Marin	1,523
Colusa USD	Colusa	1,450
Las Lomitas ESD	San Mateo	1,336
Sierra USD	Fresno	1,323
Wilsona SD	Los Angeles	1,315
St. Helena USD	Napa	1,295
Guadalupe Union SD	Santa Barbara	1,280
Fall River JUSD	Shasta	1,209
Kentfield SD	Marin	1,177
Taft UHSD	Kern	1,045
University Preparatory School	Shasta	900
		891
Bass Lake JUSD	Madera	
Lassen UHSD	Lassen	825
Banta ESD	San Joaquin	770
Wheatland UHSD	Yuba	739
Rancho Santa Fe SD	San Diego	700
Emery USD	Alameda	687
Summerville UHSD	Tuolumne	624
Calaveras COE	Calavera	450
Eastern Sierra USD	Mono	417
Le Grand Union ESD	Merced	401
Kings River Union ESD	Tulare	476
Alview-Dairyland Union SD	Madera	367
Clay Joint ESD	Fresno	250

EXECUTIVE DIRECTOR/DIRECTOR

Baldy View ROP

Birmingham Community Charter HS

East San Gabriel Valley SELPA

Oxford Preparatory Academy

San Ramon Valley SELPA

So Orange County SELPA

San Bernardino

Los Angeles

Corange

Contra Costa

Orange





Mt. Pleasant ESD: At every step of the way we found the services of the staff at Leadership Associates to be responsive to the specific needs of our district and the rapidly changing circumstances surrounding the [COVID-19] crisis. I highly recommend the services of Leadership Associates and specifically Eric Andrew and David Verdugo.

CCSESA: It was a pleasure to have your outstanding team provide such an important service to this process! This is a critical position and your team did a superb job in helping to ensure the process was collaborative, transparent and resulted in a selection of a top notch person!"

Lucia Mar USD: Thank you to Leadership Associates, especially Phil Quon and Fred Van Leuven, for leading our district through a professional and successful superintendent search. Your pre-search activities, outreach, screening, organization of materials and leadership was outstanding. We found our new superintendent and are confident we found a perfect fit."

Fresno USD: Thank you to Leadership Associates for all your assistance in the process. As you know, only two of us were on the Board the last time a Superintendent was hired and at that time, there was no search process. It was invaluable to have the assistance of a team that has experience in the selection of a Superintendent.

Wiseburn SD: Thank you for your thoughtful leadership and guidance in the process. It was an absolute pleasure meeting you, getting to know you and working with you. I certainly look forward to future opportunities and interactions with you. I think we made two excellent choices in Leadership Associates and Dr. Blake Silvers.

Bass Lake JUESD: Thank you Sally. I cannot express enough how grateful I am that we chose you and Leadership Associates for this process. The confidence I felt, throughout this process, in your ability to guide us, was tremendous. The step by step process that you lead us through was focused, intentional, and direct. It was a pleasure to be a part of something that was so well thought out, with excellence as your minimum standard. You are so good at what you do! I wish you continued success for all the districts that you work with in the future. They need you whether they know it or not!

Whittier City SD: Leadership Associates' process ensured the school and community that the Board valued their input and wanted them to fully participate in the process. Leadership Associates was very accessible to our needs and calls. We are extremely pleased with the support we received ...and would rehire them again without question.

Plumas USD & Plumas COE: Leadership Associates are exceptional at what they do. They helped us find an amazing superintendent, which has allowed us to move forward in achieving our educational goals. We would emphatically recommend Leadership Associates to any district looking to fill a superintendent vacancy. Their outstanding competence and character combined to make the experience both wildly successful and pleasant. We don't anticipate needing another superintendent for quite some time, but if we did, we would call them immediately.

East Whittier City SD: Thank you for appointing Sandy Sanchez Thorstenson and Marc Ecker to supervise and coordinate our superintendent search. They ran the interviews like clockwork with plenty of time for reflection of each candidate at the end of the interview. We were presented with six outstanding candidates. It was challenging to decide which of them was the best fit for our District. We are confident that our choice of superintendent is that best choice. We were delighted to work with Sandy and Marc, and will gladly recommend them as the premier search team.

Carmel USD: The entire process was extremely smooth and conducted with utmost respect for all parties involved. We were on time, and communication was regular, open and transparent. The most difficult part of the process was at the end of the interview process. The board had to choose only one candidate from the experienced pool of multiple candidates presented by Leadership Associates. We consider the superintendent search led by Leadership Associates an absolute success. The individual we hired is the perfect match for our students, staff and community.

Panama-Buena Vista SD: Leadership Associates is well connected throughout the state. The process from beginning to end was well communicated and very organized. Leadership Associates is literally a "who's who" of educators in the state. A successful superintendent search and hiring was our goal and Leadership Associates delivered!

Ft. Bragg USD: Leadership Associates brought to the search an impressive wealth and breadth of experience and contacts from large and small, urban and rural, coastal and inland school districts. Leadership Associates listened to us and recognized that although we are a small, rural district, we have high, twenty-first century goals for our kids.

Palo Alto USD: We recognize the selection of a superintendent is the most important decision we make as a school board, Leadership Associates designed an effective process to get to know us and to meet our needs - including recruiting candidates who were not looking for a new position.

Summerville JUHSD: Thank you for all the work you and the firm have completed. Wel know we were demanding because we have a really involved community. But you just moved forward and got the job done Great work!! We will highly recommend your service to any District in our County.

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CEO Search, Amethod Public School

September 15, 2020 University Preparatory School: Leadership Associates was constantly available to us. Leadership Associates brought much more than guidance and experience; (the consultant) brought genuine kindness, creative vision and integrity that underpin all great endeavors. I highly recommend Leadership Associates.

Encinitas Union: Leadership Associates has years of experience in working with districts throughout California and their expertise was clearly evident when they provided us with an outstanding field of candidates. Their networking resources are unparalleled.

Irvine USD: With an unprecedented number of superintendent vacancies across the state, we were impressed with Leadership Associates' ability to attract highly qualified candidates, due in no small part to their excellent reputation and exceptional attention to confidentiality.

San Ramon Valley USD: Your team was responsive to questions raised during the process. The background checks on our candidates were thorough and there were no surprises.

Placentia-Yorba Linda USD: Your diligence, patience, professionalism, and the confidential manner in which you conducted the search were exemplary. Indeed, one would be hard pressed to find a team to match the level of expertise and recognition within the professional learning community which you so ably employed on our behalf.

Palo Alto USD: Not only does Leadership Associates bring an incredible wealth of experience and competence to the task, they also are so personally engaging and professional that it makes the process most pleasant.

Oceanside USD: Their work with our administrative staff, our teachers, classified staff, and our community groups was excellent. They received praise for this work throughout our community. Our principals and central office staff were treated with utmost respect, and they were very complimentary of the professionalism of this search firm.

Walnut Valley USD: Not only are they consummate professionals, but their process in conducting the search was impeccable – from soliciting input from the Board and community members to developing personal and professional profiles, to screening the applicants to recommending the final candidates, to helping the Board finalize the main hiring points for our new superintendent.

Standard SD: Leadership Associates had regular communications with the board and dependably delivered on each step in our timeline. Trust in the process was a result of Leadership Associates' extensive experience and in the actions and care.... while respecting the role of trustees as the decision makers of the district.

Fullerton SD: Our Board was especially appreciative of the professional manner in which Leadership Associates reached out in a meaningful way to the educational community and listened to the direction of the Board of Trustees. I highly recommend Leadership Associates to any board seeking to conduct a thorough and in-depth superintendent recruitment and selection process.

Eureka City Schools: Leadership Associates persevered and actively recruited candidates suitable for our unique location. Their combined knowledge and experience were invaluable. It had been 13 years since our district's last superintendent search and they supported our board throughout the entire process.

Folsom-Cordova USD: They received applications from California as well as other states in the country. They performed in-depth reference checks that resulted in a list of outstanding candidates to interview. Without their services as recruiters, we would not have had the rich field of candidates from which we eventually selected our new superintendent.

Fowler USD: Leadership Associates was completely thorough from their initial proposal to the Board, through the actual hiring of a successful superintendent candidate. The communication to all members of the Board and the designated District contact was exemplary throughout the process. Parents/community members/staff felt very comfortable sharing with Leadership Associates representatives the various traits valued in our next Superintendent. The on-line survey they utilized was especially helpful for members of the community and parents, as it gave them an opportunity for their voice to be heard if they were unavailable to schedule a meeting in person.

Fremont USD: Thank you all so much for your support and diligent work finding a great pool of candidates and helping us to select the best of the best.

Evergreen SD: Leadership Associates did an excellent job in our recent Superintendent Search process. This was the first time that our district has ever engaged in an external search process, and I found it much more rewarding and less stressful because of the superb support of Eric and Fred.

Santa Maria JUHSD: Great candidates! Appreciate your thorough vetting; best work yet for this district. My first-choice search firm does it again!!

Kentfield: Each of us is grateful for your great work on the search for Kentfield. we could not be more pleased by the thoughtful and extremely thorough search process. We particularly appreciated your flexibility, responsiveness, and creativity with the search over the past several weeks. Quite simply, you never skipped a beat with the search process, despite a global pandemic looming in the background. If there is ever a potential client on the fence about hiring you auys have them call me. They would be lucky to have you auys in their corner.



Amethod Public Schools

Edgility Proposal to support the Chief Executive Officer search

September 15, 2020

Edgility Consulting. Building inclusive searches. Placing exceptional leaders. Advancing equity. Every time.



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WHAT WE UNDERSTAND ABOUT YOU

Amethod Public Schools is looking to recruit a Chief Executive Officer. Founded in 1994, the AMPS network as made great strides from a singular, suffering middle school to six state and nationally-recognized high achieving schools. AMPS serves over 2000 students and is looking for a leader to take their network to the next stage.

AMPS is looking for a leader who is results-driven, with high expectations for themselves as well as the talent they manage and recruit. AMPS is seeking a leader ready to strengthen the existing network of schools and community, in addition to fostering a strong AMPS culture throughout.



WHO WE ARE

Edgility Consulting helps youth-serving nonprofits and education organizations find, hire, and keep the talent they need to make a difference. Led by a team of experts in recruitment and talent strategy, we have connected hundreds of clients with strong, diverse senior leaders and created transparent and equitable programs for compensating their teams. Let us do the same for you.

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of nonprofit executive search projects, including:

- CEO, Value Schools
- Head of School, Lighthouse Public Schools
- Executive Director, Oakland Public Education Fund
- CEO, Navigator Schools

Please visit www.edgilityconsulting.com for a full list of our past work.



90% of Edgility clients are Very/Extremely satisfied with our services

90% of Edgility clients are likely to work with us again

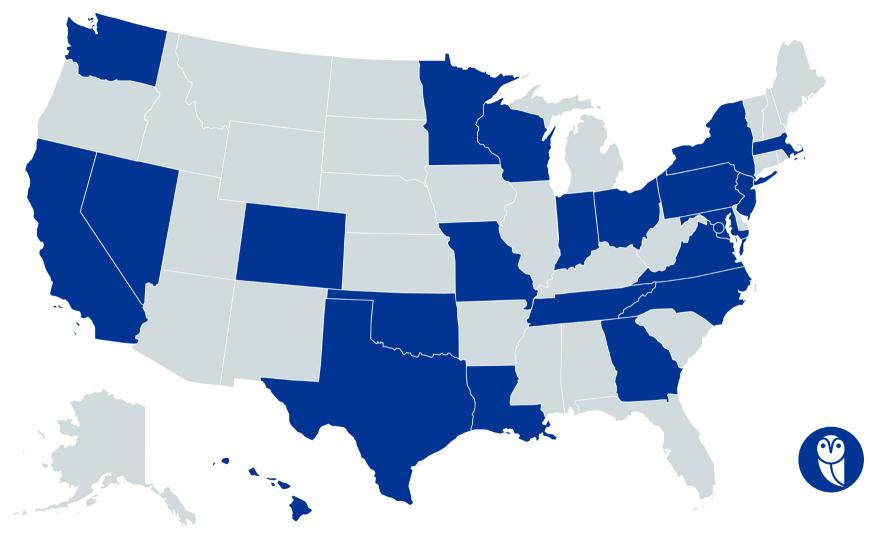
95% of Edgility clients would recommend us to others



Edgility

Search

Placements



WHO WE ARE

As a national firm, Edgility works with education organizations of varying types and sizes across the country, including school districts, charter schools and school management organizations, mission-driven nonprofits and companies, and funders.

At Edgility, we keep diversity, equity, and inclusion at the core of our work. We believe that a rich variety of networks, perspectives, and abilities help us all to do our best work. We believe solving the challenges related to educational inequity requires a broad and diverse group of people leading the work. Only in this way can we ensure that those most impacted by structural racism and discrimination are represented at the highest levels of the organizations leading that work.

Therefore, we encourage clients to move their culture forward by proactively emphasizing equity and inclusion at each stage of our engagements, including project scoping, needs assessment, outreach, selection strategy, compensation, career pathways, and board advisement.



OUR COMMITMENT TO DIVERSITY

EDGILITY PLACEMENTS IDENTIFIED AS PEOPLE OF COLOR



EDGILITY PLACEMENTS IDENTIFIED AS WOMEN



DIVERSITY, EQUITY AND INCLUSION IN OUR PROCESS

We believe that education organizations benefit from leaders who reflect the diversity of the communities they serve. Therefore, Edgility weaves diversity, equity, and inclusion (DEI) into the full search process as follows:

REVIEW: Taking stock of the client organization's overall approach to DEI and speaking to a diverse range of staff members and other stakeholders during the initial needs assessment;

DESIGN: Prioritizing from among a range of potential competencies, skills, qualities, and experiences, based on the needs assessment;

RECRUIT: Building a diverse pool of candidates -- including the use of the organization's DEI stance and/or materials in candidate outreach -- and highlighting candidate diversity and outcomes during client check-ins;

INTERVIEW: Ensuring that there are questions related to DEI on the interview guide, and holding an anti-bias session with the search committee or board before candidate interviews; and

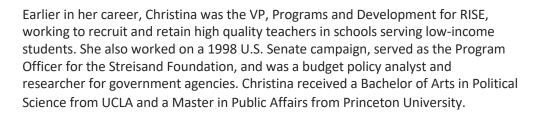
IMPLEMENT: Calling out any potential concerns around equity or inclusion throughout the search process.



MANAGEMENT TEAM

Christina L Greenberg, Partner

Christina is passionate about helping entrepreneurial education organizations find, hire and support high-quality diverse talent, building organizations that live up to their promise of equity, excellence and inclusion. Before co-founding Edgility, she was the Founder and Principal of Redwood Circle Consulting (another education sector talent management firm) for five years. Christina was also the Director of Admissions and Strategic Partnerships for New Leaders' California operation from 2006-2010 where she led the recruitment, selection, and placement of Resident Principals and managed efforts to establish and maintain strategic partnerships for the Bay Area region.



Christina lives in Oakland, CA and is an active volunteer in her community, including serving on multiple nonprofit charter school boards and leading pro bono searches for her synagogue community. When she is not cheering for her kids on the sidelines of a soccer or flag football game or in the audience of a theatre performance, Christina loves hiking and running with her dog in the local redwood forest, cooking and eating great food, catching up on the latest political news, or consuming one of her many favorite podcasts.



MANAGEMENT TEAM

Allison Wyatt, Partner

Allison Wyatt is passionate about building equitable talent practices in organizations committed to achieving exceptional, scalable results for all students.

Allison's 15 years of professional experience in talent spans both the for-profit and nonprofit sectors. Prior to launching Edgility Allison built and scaled a Human Capital consulting practice at a national retained executive search firm. In addition, she has served as a talent executive in a national, rapidly growing education reform organization as the Vice President of Human Capital for Education Pioneers. In this role, Allison was responsible for building the organization's HR department from the ground up to fuel the growth of the organization's operating budget and staff by over 500%. Allison began her career at a subsidiary of Time Warner where she led the company's college recruiting program and provided HR support to the international, sales and marketing, and business development units.

Allison received her master's degree in Business Administration from The MIT Sloan School of Management and her Bachelor of Arts in East Asian Studies from Wesleyan University.

Allison lives in Southern New Hampshire where she volunteers on the Friends of Chesterfield School parent committee. She has three boisterous boys who keep her busy with Lego engineering escapades, skiing, and serving as their most ardent basketball, soccer, and baseball fan. She also enjoys long hikes with her golden retriever and silver lab, horseback riding with her Belgian Warmblood, hosting extravagant dinner parties with friends, and is an international travel junkie.



RECRUITMENT TEAM

Kevin Bryant, Principal

Kevin brings many years of recruitment and outreach experience from his work supporting low-income schools and non-profits. As the Director of Recruitment for Uncommon Schools, Kevin co-led a team of 21 recruiters that annually hired 700+ teachers, principals, and support staff. In 2016, Kevin was selected as an "Emerging Human Capital Leader" in education: a year-long fellowship headed by Education Pioneers and the Urban Schools Human Capital Academy. Prior to joining Uncommon Schools, Kevin was the Regional Director of Outreach for Parents for Educational Freedom in Raleigh, NC, where he advocated for expanded school options for low-income families.



Ron Rapatalo, Principal

Ron has been a talent shepherd for 15 years, recruiting and selecting hundreds of candidates to become education and nonprofit leaders. Before joining Edgility Consulting, he had his own national executive search consulting practice. In addition, Ron worked at Newark Public Schools and New Leaders, leading various aspects of leadership hiring over a 9-year period. His first foray into education was working at Teach for America as their National Office Manager.



Serena Moy, Recruitment Director

Serena Moy's career has encompassed over 20 years of human resources experience in the private, public, and non-profit sectors. Her true passion is working for start-up and mission-driven organizations. In her first foray in the education non-profit world, she served as the Director of Human Resources at the KIPP Foundation during a period of intense growth, managing the talent acquisition function for Foundation staff in offices located in San Francisco, Chicago, and New York. Serena worked as an independent consultant, specializing in talent management and talent recruitment for various educational non-profit organizations before joining Edgility in 2016.



RECRUITMENT TEAM

Ila Shah, Recruitment Director

Ila has over 18 years of professional experience with a focus on education and talent acquisition. She cares deeply about providing educational access and opportunity to young people. After completing the CORO fellowship in Public Affairs, Ila was a program specialist in New York City at The After-School Corporation. Ila continued her professional career as a Search Consultant at Commongood Careers for over 6 years. In this capacity, Ila led over 40 searches and successfully hired key executive positions for a variety of non-profit organizations across the US in areas including education, healthcare, and philanthropy.



Zachary Harr, Senior Recruitment Manager

Zachary has spent more than six years supporting low-income schools and nonprofits, both as a middle school teacher with Teach For America and through many unique recruitment roles. As an Associate Director of Recruitment at Uncommon Schools, Zachary co-led the sourcing and selection of teachers and school leaders for the network's 54 schools across six regions. Most recently, Zachary worked as an independent recruitment consultant, executing detailed outreach and selection strategies.



Angelica Molero, Senior Recruitment Manager

Angelica is deeply passionate about partnering with organizations to develop their biggest asset: their people. She has worked with nonprofit and private sector organizations big and small, locally and globally, to unlock human potential and foster a culture of learning, collaboration, and inclusion. She is recognized for her ability to forge strong relationships built on trust and design learning experiences to motivate others to learn, reflect, and excel.



OUR STRENGTHS



Experienced: our team has significant experience in education leadership and recruiting for more than 100 organizations.



Connected: we have an extensive network of more than 40,000 managers and leaders skilled in education.



Proactive: we conduct research and outreach to tap into diverse leadership well beyond the "usual suspects".



Strategic: we balance data about what works in other organizations with a tailored understanding of your culture and structure.



Relational: we develop authentic relationships with board and leadership to understand the organization's needs, and with candidates to connect them with the right opportunities.



Hands On: we provide useful tools to use throughout the search process.

Needs Assessment

Edgility and its founders have worked with hundreds of education organizations across the country on a variety of nonprofit executive search projects.

For you, our process is as follows:

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

Throughout the process, we schedule regular check-in calls to share insights with the appropriate point people at your organization as well as gather real-time feedback to inform our process. Christina Greenberg will lead this engagement with support from our senior recruitment leads. For more details about our team, please visit this page of our website.



Proactive Recruitment



Candidate Screening





Needs Assessment

The first stage of our search process is to get better acquainted with the priorities and needs of key stakeholders including board members, senior leaders, staff, and community members. This includes conversations with these constituents about their values and priorities as well as a review of materials related to the organization's current health and strategic vision. From this information, we develop an ideal candidate profile, key criteria, and position competencies.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- 2-3 candidate profiles to guide our marketing efforts
- Final job description for wide distribution
- Compensation study to evaluate market for position
- List of recommended job posting sites
- Candidate outreach templates
- Targeted lists of candidates to cultivate
- Interview protocol for Edgility-led phone conversations



Proactive Recruitment

Our team will design and execute against the detailed recruitment plan we develop with your input. We circulate the opportunity to our internal list of over 40,000 nominators as well as other high-potential candidates that we research based on your criteria while conducting cold calls and personalized email outreach to high potential leads. We also have access to a number of databases of quality candidates from prominent educator preparation and support programs that we leverage to spread the posting to a wide group of talented individuals.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- Cultivation calls, outreach emails, engagement of referral networks
- 50+ potential candidates for cultivation & initial screening
- Real-time tracking and reporting of metrics related to marketing outreach, email and phone responses, and applicant sources



Candidate Screening

Once the recruitment campaign has introduced us to quality applicants, our team manages all of the candidate flow from our applicant tracking system including screening resumes, conducting initial cultivation calls, leveraging recorded video interviewing technology, and leading detailed phone interviews with candidates before passing them onto your team.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- Weekly or bi-weekly calls to discuss overall candidate pool and progress of individual applicants
- Submission of 4-6 candidates for initial client interviews



Placement Support

As experts in the assessment in the capability of education leaders, our firm is also well-equipped to support your candidate diligence process by sharing best practice-based materials, project managing your onsite interview process, and facilitating hiring committee interviews and debrief conversations.

- » Needs Assessment
- » Proactive Recruitment
- » Candidate Screening
- » Placement Support

- Interview guides, performance tasks, rubrics, and other materials for client use during your semi-finalist and finalist round screening
- Onsite interview support including scheduling and oversight of finalist interviews and facilitation of committee debrief sessions
- Reference and background checks for finalists

SAMPLE SCHEDULE



OCTOBER

Conduct needs assessment, including leading interviews with board, leadership team, staff and other key stakeholders to define key qualities and characteristics for the search position

LATE OCTOBER

Finalize job description, application, posting list and initial outreach targets

LATE OCTOBER

Launch outreach to internal networks, preparation programs, potential partner orgs

Ongoing, focused OCTOBER - DECEMBER

Lead proactive recruitment and intro conversations with high potential individuals

Ongoing, beginning Early NOVEMBER

Edgility reviews resumes and conducts initial phone interviews, with input from board leads and search committee

JANUARY

Client hiring team conducts semifinalist interviews

FEBRUARY

Finalist interviews including "meet and greet" sessions with finalist(s) to gather feedback from staff and other stakeholders.

PROJECT FEE

The fee for this project as outlined above would be \$60,000, assessed on the following schedule:

- 50% payable upon signature of the contract;
- 25% when four highly qualified candidates are presented;
- 25% when offer letter is signed.

*This fee does not include travel or other hard expenses, which are preapproved by the Client and billed back as actuals. Travel usually ends up being \$2,000-3,000 and advertising typically runs between \$2,000-2,500.





thank you!

Thank you for the opportunity to submit a proposal to Amethod Public Schools to help you recruit a Chief Executive Officer. Edgility Consulting has unparalleled experience in recruiting education leaders. We understand how education organizations work and what leaders need in order to drive transformational results. We combine that deep knowledge with an intimate understanding of your organization's specific needs and use that information to connect the right candidates with this distinctive opportunity.



Leadership Associates:

Chief Executive Officer Search Proposal created for

AMPS

AMETHOD PUBLIC SCHOOLS



Powered by BoardOnTrack 105 of 32'

Your Team of Search Consultants







Leadership Associates

Administrative Support During Search



Becky Banning
Executive Assistant,
Search Services



Penny Pyle Executive Assistant, Search Services



Linda Hunt
Office Administrator,
Leadership
Development and
Fiscal Services

Leadership Associates has *highly-qualified executive* assistants assigned to each search. All are former Senior Executive Assistants to Superintendents who will provide exceptional support to the Board's and Superintendent's administrative staff throughout the entire search process, including:

- Comprehensive, on-call support throughout each phase of the search process
- Detailed guidance related to Brown Act requirements and Board Agenda protocols
- Personalized written guidelines, templates, sample documents, and checklists
- Prompt, responsive communication delivered by dedicated assistants who've experienced searches from every perspective

Amethod Public Schools Accomplishments

- Strong support from students, parents and community members during the Charter's lengthy renewal process
- California Board of Education's approval and direction for the charter renewal process
- Previous State and National Recognition for Excellence
- Charter's well articulated Mission and Core Value statements





Leadership Associates

California's Premier Executive Search Firm



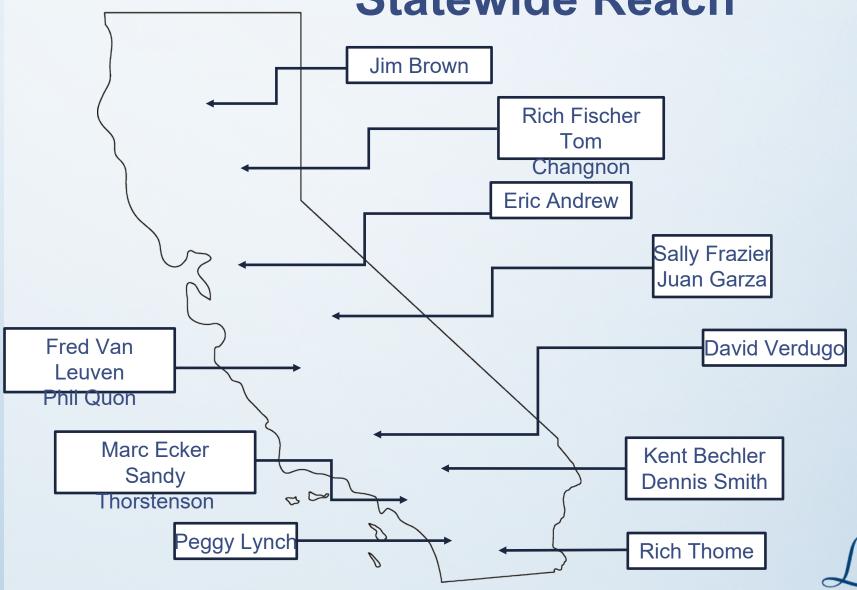
A Sampling of Searches:

- ➤ 500+ California Superintendents and Education Leaders since 1996
- 7 out of 10 searches (70%) conducted by Leadership Associates in the State of CA
- Lucia Mar USD
- Olive Grove Charter
- Oakland USD
- San Mateo UHSD
- Santa Clara USD



Leadership Associates

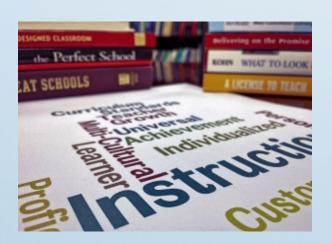
Statewide Reach



Leadership Associates

State and National Network Connections





We are affiliated with the following state and national organizations:

- American Association of School Administrators (AASA)
- California Association of Latino Superintendents and Administrators (CALSA)
- Association of California School Administrators (ACSA)
- California Association of African-American Superintendents and Administrators (CAAASA)
- Suburban School Superintendents (SSS)
- California Collaborative for District Reform (CCDR)
- American Leadership Forum
- California County Superintendents Educational Services Association (CCSESA)



Leadership Associates What is our "Why?"



What...

"Assist school boards in the recruitment and selection of their next School District Superintendent"

Why...

"A deep belief that public education is at the core of American society and that every school district deserves a passionate, caring, and inspired leader who is focused on ensuring all children receive the highest quality education"



The Leadership Associates 4-Step Key to Success for Over 20 Years

Presentation of Candidates

final selection, including optional presentations

Recruitment Campaign & Outreach

In Depth Candidate Profile

Successful
Amethod
Public Schools
Chief Executive Officer



Stakeholder Input (in person or virtual)

> Extensive Interviews online survey and personal outreach to

> district employees, stakeholders, and community leaders

Personal outreach,
broad advertisement,
intensive vetting,
and thorough
reference checks



Leadership Associates...



- We are active leaders in California public education with a variety of leadership experiences including service on different boards
- We practice what we preach excellence, effective communication, diversity of our firm, and vested ownership
- We are committed to continuous improvement for ourselves and our clients
- We see our mission not just to help Boards find high quality leaders but also to help find leaders who will improve the quality of education for all students and be culturally responsive. Other firms do the "what"; we do the "why."
- We are diverse in our partners and able to meet the diverse needs of California's population
- We are California-based and California-savvy with a track record of success (over 550 searches)

LEADERSHIP ASSOCIOATES

Leadership Associates Classica Thoughts

Closing Thoughts

- > Our search will be your search
- > Our search fee is *all-inclusive*
- Our highly-qualified administrative office team will support the Superintendent's Executive Assistant throughout entire search process
- Our search processes are personalized, effective and high-tech
- We are an experienced California firm with a national reach





Questions...





Coversheet

Learning Continuity and Attendance Plan

Section: IV. Business

Item: B. Learning Continuity and Attendance Plan

Purpose: Vote

Submitted by:

Related Material: BJE LCAP 2020-21 Final.pdf

JHHS LCAP 2020-2021 Final.pdf OCA LCAP 2020-21 Final.pdf OCHS LCAP 2020-21 Final.pdf RCA LCAP 2020-21 Final.pdf DCA LCAP 2020-21 Final.pdf California Department of Education, July 2020

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/lrngcnt-ntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Benito Juarez Elementary	Anjelica Zermeno, Site Director	azermeno@amethodschools.org (510) 215-7009

General Information

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

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work ascended in service and labor workforce and as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities. The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted. The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted structural racism, include the killing of George Floyd, and local condemnations on black and brown students families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter schools has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff. As the district planned a contingent reopening plan, we created a task force whose members consisted of individuals from various stakeholder groups including parent, board members, local experts, and key staff. The AMPS COVID Taskforce attend meetings hosted by local health officials, attend meetings with local charter authorizer entities, and also meet with the AMPS Community Outreach team who have increased

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

- 1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
- 2. Results Driven (Assessments & Accountability): Data is about systems with a predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
- 3. Cultivating Excellent Talent: Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
- 4. Relationships & Partnership: Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publicly, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
- 5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Stars.

 Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has

included the following factors to the pillars as we adapt to the disruption:

- Health, Safety and Well-being: Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain
 as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning
 space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Access and availability: Teacher availability to students outside of direct, live instruction.
- Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
- **Tiered student support and intervention:** Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and after school programs.
- Collaboration: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home
 office

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM departments to improve outcomes for students based on data and student need.

- **Professional development and supports for educators:** Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, various software platforms and Zoom that ensures students access to learning grounded in the essential standards.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrant from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the September 3, 2020 and September 17, 2020. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of September 23, 2020.

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

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020. Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

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

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning
- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- · Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.'
- This is an opportunity to do things differently/disrupt the status quo to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed routine virtual experiences.
- Accountability needs to be called out in our planning

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- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.
- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness
- Survey data indicates over 66% of students feel more stress, we need to increase SEL services and support/mental wellness
- Teachers share that their levels of stress has increased, we need more mental health support
- Parents indicate the need for more tutoring and support services for their students and themselves.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Teachers need to be available for parents and students to reach have office hours where they can be contacted.
- Teachers need more professional development in distance learning to support subgroups and ALL students.
- Teacher retention was a concern by parents
- Teachers need more planning time to share and develop virtual lessons.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.] The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

(Pending) Description of influence of input from August meetings, broad input, Learning Options survey, and public hearing.

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.]

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal as to provide as much in- person instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders AMPS worked closely with our local authorizers and discussed worked to prepare scenarios for the upcoming year. In mid-July, both our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is *tentative* and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students 'active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials. Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will

develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family. Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.
 Hybrid Partial distance and school Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).

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 Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites that cannot, we will adjust the cohort size and schedules.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services
 schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually track health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

• Face Coverings/Masks: Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

- **Physical distancing:** Amethod Public Schools Special Meeting of the AMPS Board of Directors Agenda Monday, September 28, 2020 at 6:00 PM

 Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Proper disinfection procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic

- flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated "Triage" Room':** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	\$20,000	N

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Description	Total Funds	Contributing
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$1,000	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$25,000	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	\$5,000	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$10,000	N
Furniture for families needing space to work sent home and not returned or destroyed.	\$5,000	N
Curriculum, books and materials sent home and not returned or destroyed.	\$5,000	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	\$5,000	N
Radios for communications and conducting drive through and operations for distribution of family materials.	\$2,000	N
Planning/collaboration time for teachers to develop and share virtual lessons.	\$40,000	N

Distance Learning Program

Continuity of Instruction

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

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To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities. In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas. A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition. Prior to the start of the year, teachers will attend a full two week professional development sessions to address:

- Building Positive Relationships and Restorative Practices
- Student Expectations and PBIS during Distance Learning
- Virtual Learning Etiquette and Tips for Teachers and Students
- MTSS and Counseling
- Best Practices for Supporting ELLs during Distance Learning
- Tech Tools--Zoom and Flipgrid
- Creating Intentional Spaces for Our Students
- Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level as required by CDE. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Assistant Principal. In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

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

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi. The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and has been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of 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.]

One of the AMPS 'Five Foundations is a focus Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding. 'This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students 'needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

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

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

The Summit trainings are mandatory for all staff. As we have learned voluntary trainings for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include: Community and Relationship Building in the Online Classroom, Supporting Students with Special Needs in the Virtual Classroom, IXL, Fastbridge, Gizmos, Zoom, Pear Deck, Google Slides, Zoom, and Restorative Practices in a Virtual Setting,

- All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan
 and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments.
 To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
- 2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
- 3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
- 4. All AMPS sites and home office will effectively engage parents and families as partners in their students 'learning.
- 5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress

- Amethod Public Schools Special Meeting of the AMPS Board of Directors Agenda Monday September 28, 2020 at 6:00 PM Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk 'virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organizations leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments.

• Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be
 meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.

Paraprofessionals will support a range of distance learning-related actions. They will focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS) as needed **Health and Safety Protocols:** The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and
 providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential—during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information

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 COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect he

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- 1. Identification of the needlest groups in our schools
- 2. Making initial and continuous contact with families whom have high needs: this includes families who have been impacted by the corona virus. Maintain the inclusion of each and every learner.
- 3. Assist beyond academic needs
- **4.** Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Communicate with schools/teachers & parents/students to locate 'missing 'students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

Supports specific to Students with Disabilities

Providing proper supports to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning
- Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

- 1. Identification of homeless populations in our schools
- 2. Establishing Trust: Families deserve respect and integrity
- Maintaining communicating with affected families and/or youth;
- 4. Accessing needed supports, such as food, hygiene, shelter, and medical care;
- 5. Establish systems collaboration; and partnerships to best assist, and
- 6. Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available. Supports specific to Foster Youth will include:
 - Communication with case management, county support and Chaffee liaisons to support all foster youth.
 - Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
 - Monitoring of attendance/engagement and communication with teachers and administrators when needed.
 - Referrals to both district and community agencies for additional support/resources as needed.
 - Online tutoring services will be offered to eligible foster youth.
 - Linkages to programs such The John H. Chafee Foster Care Program

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$30,000	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	\$12,000	N
Zoom licenses for teachers and staff	\$2,000	N

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Description	Total Funds	Contributing
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	\$15,000	N
Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators	\$40,000	N
Multilingual Literacy: Maintain staffing and supports that specifically address English	\$60,000	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$60,000	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	\$30,000	N
Collaboration/Planning Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$20,000	N
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$40,000	N
Portion of Sites Director's Salary & Benefits	\$30,000	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM We are concerned of some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have supports from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic. To address identified learning loss, AMPS will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all other in the organization to navigate the different data system that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students 'progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students 'learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth

of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students 'individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time 'rather than 'just in case 'approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. In terms of Professional Development, (34 instructional staff members, of those 60% are teachers) teachers will attend (23) days of staff development focusing on student engagement strategies for distance learning platforms and programs, on-going home-school connection.

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 and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\.Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

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

Description	Total Funds	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	\$15,000	N

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Description	Total Funds	Contributing
Data Dashboard and Software Tools:	\$7,000	N
Infinite Campus, zoom licenses, virtual platforms for teachers		
Mental health and wellness: Telehealth/health screenings, Mindfulness project	\$15,000	N
One on one interventions for additional supports.	\$50,000	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staffing:

- Counselors
- Paras
- Ed Specialists
- Deans
- Student Clubs
- After school programs
- Art/ self-expression
- Advisory

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.

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Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

Tier 1: Universal Mental Health Encouragement and Awareness Strategies

Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Community Resources
- Mindfulness Classes
- School wide SEL curriculum and lessons
- Home Visits ** (COVID Regs)
- Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response
- Planned communication focus on promoting well-being
- Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, SuicidePrevention, etc.
- Wellness Warm-line in community
- Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups

Tier 2: Targeted Wellness Strategies

Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.

- Coordination of Services with partner organizations in the community
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental individual counseling (in person or virtually) for students and their caregivers
- Professional Learning for staff & caregivers

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- Referral and linkage to community-based services
- Suicide Risk: Assessment & Safety Planning
- Crisis Intervention hotlines
- Behavior contract support
- Special Education advocacy
- Small group Counseling/one on one

- Child protection services

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.]

School administration teams which include Site Directors, deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students offered weekly on Tuesday's via drive-throughs.

Better For You, our school lunch program, will begin operating at our elementary, Junior and high school sites at accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Better For You, throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Grab and Go Meals are offered weekly on Tuesdays via a drive-through operation.

The distribution of school lunches will be provided at each of the schools for both in-person instruction and distance learning as applicable. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and

staff required per state and county health orders When AMPS moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. In the hybrid model, all students will either consume meals in the classroom, isolated rooms, or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equipment.	\$5,000	N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth.	\$10,000	N
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$6,000	N
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.	\$10,000	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
20.7%	\$985,104

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.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter school were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serving all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS): Differentiated instructional and social programs to address academic needs of all students; close
 the achievement gap with underserved students
- Essential data monitoring of: homeless, foster, SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM Essential data monitoring of EL student progress through the levels to reach fluency

- Reading and Math Support
- Designated English Learner Support Time

ELD will be provided using targeted universal strategies via one-on-one and small group instruction/designated groups. The ELD coordinator will serve as a liaison between classroom teachers and students, offering guidance for individualizing assignments and assisting students with meeting their personal goals as per their EL access plan.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

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

- Surveys for all subgroups have been provided to determine the universal needs for students.
- Lesson plan adaptations have been designed to consider virtual learning and virtual strategies for students and families.
- Schedules for teachers and students include additional time to offer universal learning with small group and one and one instruction for readily available family support and communication.
- Family coordinators with the site leader offer multiple weekend open support of technology for families
- ASES tutoring includes special open sessions for one on one family support and training.
- Grouping and one on one has been designed specifically as a transition should students be allowed to return to school.
- Weekend training for families
- Student Attendance Review Team

PERCENTAGE TO INCREASE OR IMPROVE SERVICES

IDENTIFY THE PERCENTAGE BY WHICH SERVICES FOR UNDUPLICATED PUPILS MUST BE INCREASED OR IMPROVED AS COMPARED TO THE SERVICES PROVIDED TO ALL STUDENTS IN THE LEARNING CONTINUITY PLAN YEAR AS CALCULATED PURSUANT TO 5 CCR SECTION 15496(A)(7).

- Current enrollment: what is percentage increase or decrease in subgroup categories
 - How about staff? What did trainings look like as you identified the given subgroup enrollment percentages in your school?
 - Our services for all unduplicated students will include the following:
 - Implementation of telehealth services via Hazel Health Screening assessing and implementation of mental health services
 - Additional technology including but not limited to, devices and personal WiFi
 - Daily Social Emotional Learning for students, teachers and parents
 - Increasing the professional development for all staff, including but not limited to, virtual trainings
 - Development of the Student Attendance Review Team for truancy and family support.

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California Department of Education, July 2020

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
John Henry High School		sflores@amethodschools.org (510) 235-2439

General Information

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

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected, and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the school closed and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction through digital means.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total school population are classified as low income and as such, the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities.

The COVID-19 pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a taskforce whose members consisted of individuals from various stakeholder groups including parents, board members, local experts, and key personnel. The AMPS COVID Taskforce attend meetings hosted by local health officials, attend meetings with local charter authorizer entities, and also meet with the AMPS Community Outreach

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM. team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

- 1. Fostering High Expectations: This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
- 2. Results Driven (Assessments & Accountability): Data is about systems with a predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
- 3. Cultivating Excellent Talent: Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
- 4. Relationships & Partnership: Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
- 5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- Health, Safety and Well-being: Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation to the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Consistent, direct, live instruction for every student: Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- Access and availability: Teacher availability to students outside of direct, live instruction.
- Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.

- Tiered student support and intervention: Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.
- Collaboration: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home office departments to improve outcomes for students based on data and student need.
- Professional development and supports for educators: Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID-19 pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback and information to the school began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff with valuable input to inform the school's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via Zoom starting as far back as April 2020.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the school's vision for reopening schools, guiding principles informing planning and distance learning frameworks.

Dedicated sessions were held through virtual platforms and included over 100 participants each time. Translation was provided for families whose primary language is something other than English. We also provided the capability for stakeholders to connect through a computer or a phone. We used the chat feature to gather questions and feedback as well as a survey for families to fill out. In addition, we created times for families to provide spoken feedback and comments. We relied heavily on the cultural competency of the AMPS organization to set up alternatives to internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback through use of our social media platforms. Materials were translated into multiple languages and sent home through US Postal Service to reach as many stakeholders as possible. Additional input received during the September 3, 2020 Public Hearing supported final refinement of the plan leading toward the approval date of September 28, 2020.

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The Zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Translation services have been provided at every meeting. Public meetings have been announced through our website, letters sent through the mail, email messages, and phone/text messages. The chat feature was used to collect input and answer questions. There was also a time for comments for the people who wanted to voice them instead of using the chat feature.

The AMPS Board of Directors meets regularly and has adhered to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID-19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the Zoom video platform. The platform allows for public participation. The AMPS Board of Directors have discussed the COVID-19 pandemic and the organizational responses and plans at multiple board meetings. All materials and policies enacted by the AMPS Board and administration are posted on the organization's website.

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

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall.

The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance Learning
- Guidance/support for how they can support their students through the required minutes of synchronous instruction
- Well-being and social emotional resources links in the community are also important
- The need to focus on our most vulnerable students in our planning and implementation
- Relationship building and mental health need to be prioritized alongside physical health/safety
- Access to counselors is important

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. We need to develop a team mentality so each department is connected.
- This is an opportunity to do things differently/disrupt the status quo to better serve all students.
- Grade level meetings should happen often and with a purpose in mind.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.

- Student engagement is essential.
- Relationships between staff and students/staff and parents are a key piece to ensure student success in Distance Learning.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed routine virtual experiences.
- Accountability is critical to mitigate learning loss.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized below:

- Multi-tiered support needs to continue during distance learning.
- We need to focus on mental health in addition to physical health these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to send children back to in-person instruction or keep them at home for virtual learning.
- We need thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff.
- Teachers need to be available for parents and students to reach have office hours where they can be contacted.

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

The specific stakeholder input received throughout the summer months has significantly influenced the school's Learning Continuity and Attendance Plan both through the impacts on development of the district's taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The school has also included, as part of the plan, the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later when we move to hybrid learning. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The school has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM they need to support students in meeting goals. Parents will be able to access this information through Google Classroom. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

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.]

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the AMPS COVID-19 Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID-19 pandemic, our goal was to provide as much in-person instruction as could safely be delivered.

AMPS worked closely with our local authorizers and worked to prepare scenarios for the upcoming year. In mid-July, both of our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools would be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan hybrid learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decisions based on public health expert opinions at the state and county level and based on orders and guidance provided by Governor Newsom. Included below is the plan regarding instructional models, including scheduling and delivery methods. Please note that this plan is tentative and will continue to be responsive to state and county guidance and the school's own monitoring of community conditions and needs.

The school will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the

Amethod Public Schools,- Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM school will ensure that all students in need of a technology device are provided one and all families in need of internet access are provided a hotspot.

All school sites will administer assessments, including formative, benchmark and summative, to determine progress towards standards in distance learning. School site teams will follow processes, which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters), to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google Classroom in both in-person and distance learning. This would allow students at home to participate in synchronous instruction with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Hybrid/Partial Distance and School Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the school may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In-person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.

- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the school's physical space and classrooms have determined that we have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those spaces that cannot, we will adjust the cohort size and schedules.
- We will continue to schedule students into six courses and utilize a block schedule. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods being held on alternating days.

<u>Staffing</u>

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical, given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have Significant Behavioral or Physical Support Needs

- For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP or 504 Plan will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

 The AMPS Taskforce continually tracks health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus. The plan to mitigate this includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key Safety Measures to be Included from Recommendations

- **Face Coverings/Masks:** Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Physical Distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Proper Disinfection Procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- **Entrances and Exits:** Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop-off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated "Triage" Room:** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the
 front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be
 limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- **Recess and Play Spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health and Contra Costa Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 70% alcohol.	\$20,000	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Hiring an additional full time custodian.	\$37,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$1,500	N
Health Materials: Additional thermometers to screen student temperature and supplies to respond to students who display any signs of illness, including building a space for students who are ill to wait for parents to pick them up.	\$3,000	N
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$11,000	N

Distance Learning Program

Continuity of Instruction

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

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level. Teams of teachers and Deans are meeting to design curriculum and instruction to support distance and/or in-person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education

services, English Language Development classes, Reading and Math Program intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domains was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, teachers will attend a full two-week professional development session to address:

- Building Positive Relationships and Restorative Practices
- Student Expectations and PBIS during Distance Learning
- Virtual Learning Etiquette and Tips for Teachers and Students
- MTSS and Counseling
- Best Practices for Supporting ELLs during Distance Learning
- Tech Tools--Zoom and Flipgrid
- Creating Intentional Spaces for Our Students
- Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again.

In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of Instruction or Assistant Principal.

The school will provide a block schedule where three periods meet for synchronous instruction, for 80 minute class periods, per day.

In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

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.]

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The AMPS IT Department has inventoried all devices this summer and collected all non-working devices to ensure updates and equipment is ready for student distribution. Hotspots were made available to students and has been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken following CDE guidelines. Staff will personally follow up with children who are not attending school consistently.

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.]

One of the AMPS' Five Foundations is a Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during distance learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time are used to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs, and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending inperson. For distance learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the 240 minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

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

Following spring school closures, AMPS leadership teams started to discuss and plan around the two main scenarios for teaching modalities that were the most likely to be implemented. The first was the focus on a full distance model and the second was prepping for a very detailed and comprehensive hybrid model. Every year, the AMPS organization hosts a week-long all staff training institute called the AMPS Summit, where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

Monday	Tuesday	Wednesday	Thursday	Friday
CEO Welcome Address Welcome Back! AMPS Vision and Mission	Official Welcome for Teachers and Staff	Supporting Students with Special Needs in the Virtual Classroom	IXL (Math) Fastbridge (ELA) Gizmos (Science)	Please work on SafeSchools Training, Our JHHS Getting to Know You Google Slide, complete the Staff surveyRestorative Practices & Relational Trust in the Virtual Setting
Pick up Materials from JHHS	Community and Relationship Building in an Online Classroom	Infinite Campus (Student Information System) Teacher Training	Technology Tools for All: Zoom & Pear Deck	Best Practices for Supporting English Learners
Spring 2020 Reflections and 20-21 School Goals	Department Meetings (Teachers and Paras)	Setting up gradebooks, taking attendance, looking up student demographics, parent/guardian contact information	Work Time	Lesson Planning and Week 1 Close Out
		Assessment Tools		Please work on SafeSchools Training, Our JHHS Getting to Know You Google Slide,

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM complete the Staff survey	
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The Summit trainings are mandatory for all staff. As we have learned voluntary trainings for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

- 1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
- 2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
- All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
- 4. All AMPS sites and home office will effectively engage parents and families as partners in their students' learning.
- 5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans

and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an inperson context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the school. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organizations leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning

management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments.

- Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- Paraprofessionals will support a range of distance learning-related actions. They will focus on support at the school site level to
 implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports
 will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of
 Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, Contra Costa County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing
 online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional

Amethod Public Schools - Specjal Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information

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 COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect he non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- I. Identification of the neediest groups in our schools
- II. Making initial and continuous contact with families whom have high needs: this includes families who have been impacted by the corona virus. Maintain the inclusion of each and every learner.
- III. Assist beyond academic needs
- IV. Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

Supports specific to Students with Disabilities

Providing proper supports to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning

Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

(1) Identification of homeless populations in our schools

- (2) Establishing Trust: Families deserve respect and integrity
- (3) Maintaining communicating with affected families and/or youth;
- (4) Accessing needed supports, such as food, hygiene, shelter, and medical care;
- (5) Establish systems collaboration; and partnerships to best assist, and
- (6) Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available. Supports specific to Foster Youth will include:
- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

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

Description	Total Funds	Contributing
Technology: Connectivity devices, including hotspots, Chromebooks, laptops, and headsets.	\$30,000	N
Online Programs : Kickboard licenses for SEL monitoring and PBIS, Adobe Creative Cloud school license for signature gathering and Graphic Design classes.	\$6,000	N
Student School Supplies: Purchasing masks, notebooks, calculators, pencils, pens, paper, folders, school planners, graphing notebooks, art sketchbooks, colored pencils, and pens.	\$15,000	N
Outreach: Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators.	\$30,000	N
Postage and Mailing: Stamps, paper, envelopes, and other supplies to mail home announcements, bulletins, and other communication to support parents who do not have email addresses.	\$7,000	N
Professional Development: Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Other professional development opportunities for instructional staff to support students in Distance Learning.	\$12,000	N
Administrative Support: Portion of Site Director's Salary & Benefits	\$40,500	N

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6 Description	Total Funds	Contributing
Administrative Support: Portion of Dean's Salaries & Benefits	\$64,500	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We are concerned of some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have supports from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, AMPS will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The school will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all other in the organization to navigate the different data system that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development, all staff and teachers will attend five days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection. Additionally the team meets weekly. We have three ongoing professional develop arcs focused on student engagement, SEL wellness for students and staff, best practices and culturally relevant pedagogy in the virtual classroom and best practices for struggling learners, ells and special education students.

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 and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- **AMPS** domains

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Online Assessments: Purchasing IXL student licenses for online diagnostic assessments and progress monitoring, NWEA for online benchmark assessments and growth measurements, and Clever for easier integration.	\$10,000	N
Credit Recovery Program: Edgenuity school license to support students with credit recovery.	\$10,000	N
Youth Truth Survey: Purchased Youth Truth school license to survey parents, students, and teachers and assess whether we need to make program changes to support learning loss.	\$5,000	N
Online Instructional Materials: Purchased online licenses that would support instruction to mitigate and lessen pupil learning loss.	\$15,000	N
English Language Development: Purchasing English 3D curriculum to better address learning gaps for EL students and those who are below grade level in English.	\$17,000	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staffing:

- Counselors
- Paras
- Ed Specialists
- Deans
- Coaches: athletes
- Student Clubs
- After school programs
- Art/ self-expression
- Advisory
- AVID

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Schools: Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Counseling for staff: Kaiser, providers

TIERSTRATEGIES

Tier 1: Universal Mental Health Encouragement and Awareness Strategies

Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Community Resources
- Mindfulness Classes
- School wide SEL curriculum and lessons
- Home Visits ** (COVID Regs)
- Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response
- Planned communication focus on promoting well-being
- Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.
- Wellness Warm-line in community
- Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups.

Tier 2: Targeted Wellness Strategies

Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.

- Coordination of Services with partner organizations in the community
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental individual counseling (in person or virtually) for students and their caregivers
- Professional Learning for staff & caregivers

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- Referral and linkage to community-based services
- Suicide Risk: Assessment & Safety Planning
- Crisis Intervention hotlines
- Behavior contract support
- Special Education advocacy
- 504 advocacy & supports
- Child protection services

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.]

School administration teams which include Site Directors, deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before COVID, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Meals are available for pick up at Richmond Charter Academy, which is next to our site.

Better 4 You Meals, our school lunch program, will begin operating on August 17th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every family is encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. Families can access our meal program at 1450 Marina Way South on Tuesdays from 2:00 pm to 5:00 pm. Due to the recent federal changes, families may additionally pick up meals from any one of the WCCUSD Grab and Go meal distribution sites. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

When AMPS moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Meals will be delivered to the classrooms. In the hybrid model, all students will either consume meals in the classroom, or outdoors. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$8,000	N
Technology Services	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely.	\$2,800	N
Counseling/Mental Health	Hired an additional School Counselor to provide core and supplemental counseling services to students. Provide supports to implement equity-driven staffing processes and course scheduling.	\$68,000	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
20.8%	\$755,468

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.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans

and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter school were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serving all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS): Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of homeless, foster, SPED and low-income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

Our English Language Development team will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction. ELD Specialists will serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. ELD Specialists and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Paraprofessional support staff
- Office and Nutrition support staff focused on student and family and student tutorials and outreach
- Counselors
- Teacher Collaboration Time
- PBIS and SFI

Lesson plan adaptations to COVID, all teachers use the same template for lessons and post it in their Google Classrooms with all links for zoom classes, videos and assignments to ensure a student friendly routine and structure that is particularly vital for our most vulnerable students but serves all equally well.

The block schedule allows students to continue to engage in our standards aligned college preparatory curriculum while allowing them ample time to attend to demands in their personal lives. The adoption of this schedule supports all learners and provides additional benefits to our most vulnerable students. Survey data, teacher input and research went into the design of our schedule. Students have three courses per day instead of six, and these six courses alternate day to day irrespective of holidays in a tumbling fashion. This ensures that our students are able to continue with our high quality programming in all classes.

Engagement with families, we added monthly community nights to our school calendar, these meetings are held over zoom and have been very well attended. This provides us an opportunity to learn from our community how well we are serving the needs of all learners and allows us to effectively share resources to support our students and families.

Prevention services: Our Community Outreach Team and counselors work to identify students who need extra support and link students and families with community organizations to provide additional supports to students as needed.

Tutoring: teachers provide a minimum of two hours of tutorial time each week outside of the three synchronous classes they teach daily. An additional 62.5 hours of tutorial are provided daily by our paraprofessional team. Office, operations and lunch staff make weekly phone calls reminding students to attend tutoring hours and troubleshooting tech and other needs as they arise.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.
- Counselors: The goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context.

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Philip Ellingberg	pellingberg@amethodschoools.org
	Site Director	(510) 719- 7810

General Information

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

Like all schools, the immediate closure of our campus in March impacted many aspects of our school programming. With our county on the active watch list, we are currently not in a position to program any "in-person" instructional offerings. In response to this challenge we have spent considerable time and resources in developing a remote learning plan that will promote learning continuity and high student engagement. With many members of our school community being essential workers, the need for comprehensive student supports is more now than ever. The current circumstances demand that we provide these supports remotely. With ongoing student nutritional, technological, academic, and mental health needs we have worked to redefine roles and reassign resources to meet the needs of our community. Frequent family surveys and town halls have provided us with the data needed to do so appropriately.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many

families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work ascended in service and labor workforce and as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities.

The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided inperson, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted structural racism, include the killing of George Floyd, and local condemnations on black and brown students families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter schools has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a taskforce whose members consisted of individuals from various stakeholder groups including parent, board members, local experts, and key staff. The AMPS COVID Taskforce attend meetings hosted by local health officials, attend meetings with local charter authorizer entities, and also meet with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

- 1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
- 2. **Results Driven (Assessments & Accountability):** Data is about systems with a predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
- 3. **Cultivating Excellent Talent:** Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the

- organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
- 4. **Relationships & Partnership:** Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
- 5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however, the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- **Health, Safety and Well-being:** Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Consistent, direct, live instruction for every student: OCA scholars receive 250 minutes of daily live synchronous instruction.
- Access and availability: Our teachers, paraprofessionals, and tutors are available for over 30 hours per week in addition to the live instructional hours.
- Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all
 offerings of school education models by using the IEP process to customize educational opportunities and supports
 when necessary.

- **Tiered student support and intervention:** Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.
- **Collaboration**: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home office departments to improve outcomes for students based on data and student need.
- **Professional development and supports for educators:** Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that ensures students access to learning grounded in the essential standards.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.

Stakeholder Engagement

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework.

Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrant from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the

cultural competency of the AMPS organization to set up alternatives to internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The ZOOM meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

The AMPS Board of Directors meets regularly and has practiced the practice of adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted y the AMPS Board and administration are posted on the organization's website.

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with the distancing learning, technology needs, and communication.

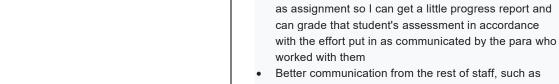
Families Engagement Survey

Question	Results
Rate the communication for the school in regards	1-5: 35%
to Distance Learning. (1-10)	6-10: 65%
Rate the work your child is doing: Class	1-5: 33%
Assignments.	6-10: 67%

Rate the support your family received with	1-5: 26%
Technology; hotspots and Chromebooks.	6-10: 74%
Rate the overall distance learning at OCA.	1-5: 37%
	6-10: 63%

Teacher Engagement Survey

Question	Results
Rate overall experience at OCA thus far.	1-5: 0%
	6-10: 100%
What have been some of the professional and/or personal gains. (Example Responses Provided)	 I have gained a lot more knowledge of technology from implementing it into my virtual class. learning more about the craft of preparing and facilitating lesson plans, learning about building an environment that is safe and welcoming of all students, learning about setting boundaries with my work and personal time I have become more familiar with distance learning, zoom, and google classroom. I have gained some teaching resources for ELA. meeting other good teachers, expanding my knowledge in virtual academics Working with competent, caring teachers to provide the best we can for students.
What are some things that can be improved, so	It would more useful if the follow up with families
that you feel better supported at OCA?	continued for students that are chronically absent.
(Example Responses Provided)	more clear information about ASES and ELD times that
	I can relay to students, more communication from paras
	about where my students are, it's super helpful when
	they let me know that they worked with a students on



 Better communication from the rest of staff, such as returning emails, and supporting new staff. Some of the PD's on tech/testing/protocols felt kind of rushed, and I sometimes feel like I am struggling to keep all the new information in mind.

The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers and/or students reporting that they were displeased with distance learning and desire to see signs of improvement.

The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning
- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- · Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.'

- This is an opportunity to do things differently/disrupt the status quo to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed routine virtual experiences.
- · Accountability needs to be called out in our planning

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff
- Teachers need to be available for parents and students to reach have office hours where they can be contacted.

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from re-watching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its

definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Continuity of Learning

In-Person Instructional Offerings

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal as to provide as much inperson instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders

AMPS worked closely with our local authorizers and discussed worked to prepare scenarios for the upcoming year. In mid-July, both our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this

planning is *tentative* and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that
 maintain the community of learning and meet identified student needs. These supports include office hours for students
 and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and
 professional learning with colleagues.

Hybrid Partial distance and school Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Zoom breakout rooms to group students who are in-person and engaging in distance learning.

Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within
classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites
have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For
those sites that cannot, we will adjust the cohort size and schedules.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses and utilize a traditional 6 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a
 related services schedule will be developed for each site and determination made as to which related services will be
 provided on days of in-school attendance and as to which students and related services are deemed appropriate for
 continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the

student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually track health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

- Face Coverings/Masks: Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors
 unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face
 shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological
 instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for
 medical reasons.
- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Proper disinfection procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- **Designated "Triage" Room':** Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$10,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$1,000	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$25,000	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$10,000	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$10,000	N

Distance Learning Program

Continuity of Instruction

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, teachers will attend a full two week professional development sessions to address:

- ✓ Building Positive Relationships and Restorative Practices
- ✓ Student Expectations and PBIS during Distance Learning
- ✓ Virtual Learning Etiquette and Tips for Teachers and Students
- ✓ MTSS and Counseling
- ✓ Best Practices for Supporting ELLs during Distance Learning
- ✓ Tech Tools--Zoom and Flipgrid
- ✓ Creating Intentional Spaces for Our Students

✓ Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again.

In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Assistant Principal.

The instructional minutes to be provided by grade level are as follows:

Grade Levels Minimum Number of Instructional Minutes Per Day				
	Synchronous	Asynchronous	Total	
4-6	250		250	
Middle School	250		250	
(MTuWF)				
Middle and High	250		250	
School Thursday				

In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Access to Devices and Connectivity

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures

deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and has been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of school.

Pupil Participation and Progress

One of the AMPS' Five Foundations is a focus Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting

each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Distance Learning Professional Development

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

Monday	Tuesday	Wednesday	Thursday	Friday
CEO Welcome Address 8:00am-9:00am Welcome Back! AMPS Vision and Mission	Spring 2020 Reflections and 20-21 School Goals 9:00am- 10:30am	Department Meetings (Teachers and Paras) 9:00am-10:30am Supporting Students with	Assessment Tools 10:15am-11:15am IXL (Math) Fastbridge (ELA) Gizmos (Science)	Restorative Practices & Relational Trust in the Virtual Setting 9:00am-10:30am Best Practices for Supporting English
Pick up Materials from JHHS 9:00am-12:00pm		Special Needs in the Virtual Classroom 10:45am-12:15pm	Technology Tools for All: Zoom & Pear Deck 11:20am-12:20pm	Learners 10:45am-12:15pm Lesson Planning and Week 1 Close Out
Official Welcome for	Community and	(Student Information System)	<u>Department</u> <u>Meetings Part 2</u>	1:00pm-2:30pm

Teachers and Staff 1:00pm-4:00pm	Relationship Building in an Online Classroom 1:00pm- 3:00pm	Teacher Training 1:00pm-4:00pm Setting up gradebooks, taking attendance, looking up student demographics, parent/guardian contact information	1:30pm-3:00pm Work Time 3:00-4:00pm Please work on SafeSchools Training, Our JHHS Getting to Know You Google Slide, complete	Work Time 2:30-4:00pm Please work on SafeSchools Training, Our JHHS Getting to Know You Google Slide, complete the Staff survey
			the Staff survey	

The Summit trainings are mandatory for all staff. As we have learned voluntary trainings for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

- 1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
- 2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
- 3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
- 4. All AMPS sites and home office will effectively engage parents and families as partners in their students' learning.
- 5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

• Use of Google Classroom as the Learning Management System for a virtual/blended environment

- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- · Monitoring student engagement, participation, and progress
- · Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organizations leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments.

- Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- **Program specialists** support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- **Counselors** will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- Paraprofessionals will support a range of distance learning-related actions. They will focus on support at the school
 site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new
 teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide
 implementation of a Multi-Tiered System of Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they
 need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information

Supports for Pupils with Unique Needs

The COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect he non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- I. Identification of the needlest groups in our schools
- II. Making initial and continuous contact with families whom have high needs: this includes families who have been impacted by the corona virus. Maintain the inclusion of each and every learner.
- III. Assist beyond academic needs
- IV. Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

• Grades 6-8: 60 minutes/week (120 minutes/week for newcomers)

Supports specific to Students with Disabilities

Providing proper supports to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements
outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of
services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to
recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to
instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were
provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation
from staff or additional accessibility tools to actively engage in distance learning.

Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

(1) Identification of homeless populations in our schools

- (2) Establishing Trust: Families deserve respect and integrity
- (3) Maintaining communicating with affected families and/or youth;
- (4) Accessing needed supports, such as food, hygiene, shelter, and medical care;
- (5) Establish systems collaboration; and partnerships to best assist, and
- (6) Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available.

Supports specific to Foster Youth will include:

- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

Actions Related to the Distance Learning Program

Actions Related to the Distance Learning Program [additional rows and	Total Funds	Contributing
actions may be added as necessary] Description		
Devices: Chromebooks and Hotspots made available for all students who need a device to access distance learning at home.	\$6,000	N
Zoom Licenses for Teachers and Support Staff	\$4,000	N
Purchase of Student school supplies including; masks, tote bags, notebooks, calculators, pencils, paper, pens, folders, OCA school planner, colored pencils, highlighters, and board markers.	\$5,000	N
Purchase of Turnitln, Pear Deck, and Bloomz and Professional Development	\$4,200	N
Multilingual Literacy: Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$24,000	N
Counselors will provide student supports for academics, mental health, and referral processing.	\$20,000	N

Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for	\$48,000	N
both position types and adapt delivery of services and supports to distance learning context.		
Principal's time spent developing and managing robust student support systems.	\$40,500	N

Pupil Learning Loss

We are concerned of some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have supports from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, OCA will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all other in the organization to navigate the different data system that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development, 17/23 staff members will attend 2 days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

Actions to Address Pupil Learning Loss

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary] Description	Total Funds	Contributing
Summer Learning Program: Students will receive 5 full weeks of ELA and Math Instruction.	\$20,000	N
Purchase of Pear Deck and Bloomz to support online learning and monitoring.	\$10,000	N
Infinite Campus Data Dashboard and Software Tool: Maintain Infinite campus data system to support implementation of the district's common assessment system and school closure dashboard.	\$5,000	N
Paraprofessional after school tutorial hours.	\$35,000	N

Mental Health and Social and Emotional Well-Being

Staffing:

- Counselors
- Paras
- Ed Specialists
- Deans
- · Coaches: athletes
- Student Clubs
- · After school programs
- Art/ self-expression

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Schools: Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Counseling for staff: Kaiser, providers

	T
TIER	STRATEGIES
Tier 1: Universal Mental Health Encouragement and Awareness Strategies Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	 Community Resources School wide SEL curriculum and lessons Home Visits ** (COVID Regs) Professional Learning for staff: Traumalnformed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response Planned communication focus on promoting well-being Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc. Wellness Warm-line in community Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups,

Tier 2: Targeted Wellness Strategies

Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.

- Coordination of Services with partner organizations in the community
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental individual counseling (in person or virtually) for students and their caregivers
- Professional Learning for staff & caregivers

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach.

Community Outreach teams will, so conduct necessary check ins with households as needed.

Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- Referral and linkage to communitybased services
- Suicide Risk : Assessment & Safety Planning
- Crisis Intervention hotlines
- Behavior contract support
- Special Education advocacy
- 504 advocacy & supports
- Child protection services

Pupil and Family Engagement and Outreach

School administration teams which include Site Directors, Deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

School Nutrition

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students.

Revolution Foods Inc. our school lunch program, will begin operating on August 10, 2020 at accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Revolution Foods Inc. throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact.

The distribution of school lunches will be provided at each of the schools for both in-person instruction and distance learning as applicable. OCA Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

When OCA moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Nutrition Services will offer multiple days of meals for curbside pick-up on the day's students participate in remote learning. In planning the return of students and staff to

the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$10,000	N
Mental Health and Social and Emotional Well- Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context	\$25,000	N
Multiple Areas	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$10,000	N
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports teacher connections with families and students- especially vital during full remote learning mode	\$20,000	N

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

· · ·	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.0%	\$569,026

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.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter school were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serving all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS): Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of: homeless, foster, SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

Our English Language Development team will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction. ELD Specialists will serve as liaisons between classroom teachers and students, offering guidance

for individualizing assignments and assisting students with completing work. ELD Specialists and classroom teachers will offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Commented [A1]: NEEDS REVIEW

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

- Current enrollment: what is percentage increase or decrease in subgroup categories
- Identify services, programs, tools, plans, etc. around added percentages
- SEL as well

Commented [A2]:

- How about staff? What did trainings look like as you identified the given subgroup enrollment percentages in your school?

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Principally Directed and Effective: For these actions, explain how:

- The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

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

Consistent with the requirements of 5 CCR Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.

- To improve services means to grow service in quality and to increase services means to grow services in quantity.
- MTSS: https://www.cde.ca.gov/ci/cr/ri/

Commented [A3]:

These bullets are for you to think about your program and

Commented [A4]: I do not have these numbers. F

Commented [A5]: There are so many areas to pull from above, but feel free to add what else you believe should be added here. The Finance team will have to add the \$\$\$ numbers.

- Universal Design: https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works
- Interim Assessments and data dives. Progress Monitoring

Commented [A6]: Enrollment numbers and adding program text. Much above, but also feel free to add

Learning Continuity and Attendance Plan (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Bianca Forrester, Site Director	bforrester@amethodschools.org 510-436-1000 ext. 501

General Information:

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

The final Learning Continuity and Attendance Plan will be presented to the Board of Education at the September 23, 2020 meeting. The Amethod Public Schools Organization herein referred to as the "district" anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes \$ 113,989. from the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$505,171 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF).

Like all schools, the immediate closure of our campus in March impacted many aspects of our school programming. With our county on the active watch list, we are currently not in a position to program any "in-person" instructional offerings. In response to this challenge we have spent considerable time and resources in developing a remote learning plan that will promote learning continuity and high student engagement. With many members of our school community being essential workers, the need for comprehensive student supports is more now than ever. The current circumstances demand that we provide these supports remotely. With ongoing student nutritional, technological, academic, and mental health needs we have worked to redefine roles and reassign resources to meet the needs of our community. Frequent family surveys and town halls have provided us with the data needed to do so appropriately. Many members of our teaching staff have also expressed concern with being on campus for any reason, even if we are technically permitted to do so. In addition to this, the transition to extended daily screen time has posed challenges for our students, families, teaching staff, and administrators. Lastly, being in a situation where we are currently not occupying our facilities anywhere near capacity has brought up concerns around the leases on our buildings while we remain in a remote program.

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. With our county on the active watch list, we are currently not in a position to program any "in-person" instructional offerings. In response to this challenge we have spent considerable time and resources in developing a remote learning plan

that will promote learning continuity and high student engagement. With many members of our school community being essential workers, the need for comprehensive student supports is more vital than ever. All instruction at OCHS was and continues to be delivered through a remote learning model in which students participate in activities at home, receiving instruction primarily through digital means.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work in the service and labor industries; as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Moreover, parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities.

The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted in structural racism, including the killing of George Floyd, and local condemnations on black and brown students' families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter school has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a task force whose members consisted of individuals from various stakeholder groups including parents, board members, local experts, and key staff. The AMPS COVID Taskforce attends meetings hosted by local health officials, attends meetings with local charter authorizer entities, and also meets with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

- 1. Fostering High Expectations: This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
- 2. Results Driven (Assessments & Accountability): Data is about systems with predominant factors that include student and educator practice.

 Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
- 3. Cultivating Excellent Talent: Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
- 4. Relationships & Partnership: Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic.

- Thus, AMPS crafted a communications plan that has been adapted and carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
- 5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- Health, Safety and Well-being: Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We continue to take all possible precautions to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. Likewise, we continue to create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as
 possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and
 designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Consistent, direct, live instruction for every student: OCHS scholars receive 240 minutes of daily live synchronous instruction.
- Access and availability: Our teachers, paraprofessionals and tutors are available to student for over 30 hours per week in addition to the hours of daily live instruction
- Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.
- Tiered student support and intervention: Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.
- Collaboration: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home office departments to improve outcomes for students based on data and student need.
- Professional development and supports for educators: Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Zoom and Google Classroom, ensuring student access to learning grounded in the essential standards.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The organization held multiple meetings via ZOOM starting as far back as April 2020.

At OCHS we surveyed our students, parents and staff in May of 2020 and again in July of 2020 in order to solicit feedback on our progress towards meeting the needs of our students, staff and families. Beginning in May, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning frameworks.

Our parent and community surveys revealed weeks before Governor Newsom's decision that 100% of our Mandarin speaking families, 78% or our Spanish speaking families and 84% of our English speaking families were not prepared to return their children to in person instruction. The communities we serve have been hit hard by the pandemic and the zip code for our school remains at the time of this writing one of the two highest covid-19 infection rates zip codes in the county.

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

Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

At OCHS we mailed home postcards with bitly abbreviated links to community reopening meetings held over zoom.. We held two reopening meetings, one in Spanish, and one in Mandarin and English. Between these two meetings and our monthly community meetings we hosted over 350

participants. Our robust efforts to engage the community we serve at every turn paid rich dividends in the development of a truly comprehensive educational program that seeks to meet the needs of every learner. . We were able to contact 100% of our students and families to ensure a food supply, internet access, and a home computer and delivered any missing components to student homes. We worked with parents as well to ensure understanding of expectations and supports. Finally, we created a grading policy ensuring student grades would not fall below their pre-COVID scores in order to avoid unnecessarily penalizing students for a situation outside their control.

As part of our survey, OCHS gathered information on technology needs prior to the start of the school year and provided computers and hot spots to all who indicated a need. For the initial disbursement of chromebooks and hotspots we prioritized our most vulnerable students including students with special needs and English language learners. Every OCHS family received multiple personal phone calls and text messages to invite them to participate in our survey, we also provided support by having our operations staff call families and fill out the survey responses over the phone in cases where families indicated they could not access our surveys. As a result, we have ensured that options are available for all to participate in public meetings and hearings and that lack of technology is not a barrier. In addition to ensuring families had the means to participate, we also provided extensive communication regarding this process. We kept our school office open throughout the summer hosting daily hours for families to come in and get individual support with filling out registration paperwork, calling up and following up to ensure that no family was left behind. Families continue to receive text alerts of important messages, and we use our school messenger service as an additional method to communicate with those who primarily speak a language other than English. We post weekly updates to our website, to ensure everyone is able to access our information.

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The ZOOM meetings always have a phone line listed for those individuals who may not have access through computer technology.

The AMPS Board of Directors meets regularly and has practiced the practice of adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted y the AMPS Board and administration are posted on the organization's website.

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

At OCHS we surveyed our students, parents and staff in May of 2020 and again in July of 2020 in order to solicit feedback on our progress towards meeting the needs of our students, staff and families. We again conducted a student wellness the first week of September. Our survey data indicates that over 80% of our parents know where to go for academic support for their children through distance learning. 75% Strongly agreed that their children had access to access to the tools, papers, books and materials they needed to successfully complete assignments and 74% strongly agreed that they had access to technology tools, laptop and wifi and/or a working hotspot. 90% of OCHS families reported that teachers provided clear instructions for how to complete assignments, while 87% indicated that they were comfortable with the online interactions students were having in class and 79% stated that they were able to monitor their students online activity in class. Additionally, The instructional leadership team which includes teachers, administrators and support staff met several times over the summer to provide feedback on distance learning and hybrid plans as they developed.

Parents and teachers alike expressed concern around in-person classes due to safety concerns. Teachers also raised concerns about learning loss and worry over the social and emotional wellness of their students. As noted previously, parent survey feedback focused on a desire to close the school and move to remote learning out of safety concerns. Parents also expressed concern about student stress, grading and how remote learning would impact student education and GPAs. During our Family Staff Meetings, and community nights parents also expressed concern around the socio-emotional development of their children and resulting stress and anxiety from both the pandemic and loss of social support. Feedback has been overwhelmingly positive since the school year began with 100% of our parents reporting that they feel supported by OCHS. During our FST and community meetings parents have reported the that they are grateful that their children are participating in daily synchronous learning, that our master schedule move to a tumbling block makes a lot of sense for their children and balances well the need for students to progress academically while mitigating concerns for student stress and digital overload. Parents, students and teachers have reported that mailing home the school calendar with color coded days indicating the schedule has enabled everyone to clearly understand the schedule and facilitated student achievement. Additionally 100% of students, parents and teachers responded enthusiastically to the school supplies OCHS tote bag we provided to every students. Students appreciated the thought that went into the color coded three subject notebooks corresponding with their three classes per day as well as the plethora of school supplies, OCHS branded quality mask, granola bars and general school supplies.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important. The OCHS student wellness survey revealed a 40% increase in the number of students requesting to meet with our wellness and counseling support staff.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Proactively assigning paraprofessionals by grade level and department has been critical to support our most vulnerable populations.
- This is an opportunity to do things differently/disrupt the status quo to better serve all students and engagement is key.

- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed routine virtual experiences.
- Accountability needs to be kept at the forefront when planning and we have to come up with novel ways to ensure students are submitting their own work.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff
- Teachers need to be available for parents and students to reach have office hours where they can be contacted.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring and summer included the need to provide: (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology.

Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation some lessons will be available through recording such as the use of Edpuzzle to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers, counselors and paraprofessionals are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Our current school schedule was created by a collaborative group of almost 10 teachers and administrators centered on specific input from parents regarding screen time, access to teachers support, social emotional wellness. The resulting schedule includes two advisory sessions per week, classes begin at 9:00, 11:00 and 1:00 every day and allow for substantial breaks between classes and is in block-schedule format to address screen time concerns. Teacher office hours by class period have been scheduled throughout the week including late into the evening to accommodate the needs of our high school students and their preference to study in the evenings.. Additionally, in response to parent concerns around student emotional support and well-being our advisory lessons center on community, health and wellness in addition to supporting our college going focus. This Learning Continuity Plan also encompasses addressing learning loss, which was an expressed concern of our stakeholders. OCHS invested in adaptive on line diagnostic and assessment tools to be able to accurately gauge student learning loss and progress towards the standard. All students have taken the IXL math diagnostic and Fastbridge ELA diagnostic and teachers have been provided ample time during 1:1 instructional coaching meetings, department meetings and all staff meetings to analyze the data and plan lessons that address gaps in student knowledge and performance.

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

The OCHS FST/PAC/ELAC and Community meetings held on August 12th, September 2nd, and September 9th invited robust parent participation in our planning and we specifically invited parents to attend our September 23rd board meeting during which this plan will be voted on. Additionally parents were invited and encouraged to attend the September 9th board meeting and provide public input into this plan. Moreover, the AMPS Board of Directors meets regularly and has practiced the practice of adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meeting utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted y the AMPS Board and administration are posted on the organization's website.

Continuity of Learning

In-person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on 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.

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal as to provide as much in- person instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders

AMPS worked closely with our local authorizers and discussed worked to prepare scenarios for the upcoming year. In mid-July, both our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to

complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Hybrid Partial distance and school Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites that cannot, we will adjust the cohort size and schedules.

Secondary School Scheduling

• Secondary schools will continue to schedule students into six courses and utilize a tumbling block schedule with three classes per day and advisory two times per week. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

• Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually tracks health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and

Key safety measures to be included from recommendations:

- Face Coverings/Masks: Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Proper disinfection procedures: The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated "Triage" Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

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disinfection procedures.

- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Physical Education (PE) Classes: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$10,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$500	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$50,000	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$25,000	N
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$10,000	N

Distance Learning Program

Continuity of Learning

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.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling support virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, OCHS teachers will attended a full week of professional development sessions to address:

- ✓ Building Positive Relationships and Restorative Practices
- ✓ Student Expectations and PBIS during Distance Learning
- ✓ Virtual Learning Etiquette and Tips for Teachers and Students

- ✓ MTSS and Counseling
- ✓ Best Practices for Supporting ELLs during Distance Learning
- √ Tech Tools--Zoom and Flipgrid
- ✓ Creating Intentional Spaces for Our Students
- ✓ Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Assistant Principal.

OCHS students will have 20 hours of synchronous, academic direct instruction and 1 hour of SEL curriculum direct instruction weekly. Classes will be held on Zoom and classroom assignment and communications will be posted through google classroom. OCHS has a technology point person who trains students, staff and families to ensure that access to technological tools and comfort with the tools is not a barrier to student success. Curriculum for core content classes will follow state standards and aim to keep students at or above grade level. OCHS designated two weeks to textbook and school supplies pick up. Moreover, our community outreach personnel were assigned to deliver books and materials to families who were unable to travel to campus due to health concerns or access to transportation. The math diagnostic IXL, and ELA diagnostic Fastbridge was administered to all students to diagnose learning loss and provide current lexile and math grade level knowledge. This information is used in the design and delivery of curriculum and additional targeted tutorial support for all learners. These adaptive diagnostic tools will be used regularly throughout the school year to monitor reading growth and mathematical proficiency growth. All academic departments will continue to monitor the established metrics for student growth to have a close watch on areas of learning loss due to remote programming. Advisory meetings will happen on Tuesdays and Thursdays to promote student engagement and provide socio-emotional supports. A designated employee will make phone calls to the households of all students who are absent each day and communicate with the operations student support team the needs of the family to provide necessary support to promote ongoing student engagement and learning.



Teaching & Learning

Minimum Instructional Minutes

	OLD Minimum # of Minutes		NEW Minimum	
Grade Level / Program	Minutes Per Year	Minutes Per Day (Approx.)	# of Minutes Per Day	
Kindergarten	36,000	205	180	
Grades 1 - 3	50,400	288	230	
Grades 4 - 8	54,000	308	240	
Grades 9 - 12	64,800	370	240	
Students in Grades 11 & 12 who are enrolled part-time in CSU/UC classes	N/A	N/A	180	
Any students who are enrolled part-time in a community college	N/A	N/A	180	
Students enrolled in a continuation HS	N/A	N/A	180	

EC Section 43501

In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

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.

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and have been pre-formatted to make the connection to the hotspot easier for students and parents. OCHS has a dedicated bilingual hotspot support person who meets with students and families and teaches them how to activate the devices as well as provides regular ongoing tech support as needed. Additionally, OCHS has a dedicated student and staff technology support person who trains our team in zoom, pear deck, and other online teaching and learning tools. Students are provided daily support with access to zoom classes and google classroom navigation. OCHS provided a chromebook and hotspot to every student who is in need of this technology. Surveys were sent out families followed up by individual phone calls in Spanish and Englishto determine who needed this support. Any students who do not show up to classes will continue to be contacted by the appropriate support person to determine if there is a technological need in their household. If a family is unable to travel to campus to receive appropriate technology, a member of our community outreach staff will deliver the technology to the home of the student.

Furthermore, AMPS has upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of 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.

One of the AMPS' Five Foundations is a focus Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a

practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day.

Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Pupil progress will be assessed through observation in a synchronous learning setting, student homework completion, and formal assessments. OCHS students spend 1,260 minutes in synchronous learning each week. Time value of pupil work outside of this synchronous time varies according to the subject (AP classes spend more time and non-AP less for instance), the target time of non-synchronous work is between 60-90 minutes daily for each student. Participation will be measured through daily attendance and completion of homework. Any students who exhibit reason for concern with daily attendance or homework completion will be contacted by the appropriate member of our student support team and a support plan will be developed with the student, family and our staff. Students who are struggling academically will be referred to our mandatory tutorial program held MN, TU, TH & FR after school from 2:30-5:00 and staffed by our teachers and paraprofessionals.

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.

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model.

Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

Monday 8/3/2020	Tuesday 8/4/2020	Wednesday 8/5/2020	Thursday 8/6/2020	Friday 8/7/2020
8-9:00 CEO AMPS Mission and Vision Opening & Welcome Back https://us02web.zoom.us/j/8 9325590429 12:30-2:45PD Continuity & Community presenters: Forrester, Becker, Caberera Combs, Sidransky & Ceja Chau: OCHS Continuity & Community PD All Staff/Zoom Link Break 2:45-3:00 3:15- 4:15 Instructional Framework Distance Learning presenter: Forrester & Cabrera Zoom link: OCHS Instructional Framework PD All Teachers & Paraprofessionals	8:00-12:00 Mandated Reporting, 40 min, Students Sexual Abuse Prevention, 52 min, Sexual Harrasment Prevention, 1 hour (please look for email invitation from home office, let Forrester know if you do not receive the invite please) 12:00-12:45 Lunch 1:00- 1:30 Student needs textbooks, supplies ect. Presenter: Forrester Zoom link: OCHS Student Needs & Department Meetings 1:40-4:00 Instructional Framework PD part 2 & Department Meetings Cabrera: Social Studies Chee: Math Foreign Language: Forrester English: Reynolds Science: De OCHS Student Needs & Department Meetings PARENT ORIENTATION NIGHT 7:00 PM SPANISH	9:00-10:30 Best Practices Department Share out each department will share highlights Zoom link: OCHS Best Practices Department Share 10:45- 12:15 Special Education PD, how to support students with special needs in the virtual classroom Presenter: Robin Cerato OCHS Supporting Students with special needs PD 1:00pm-4:00pm Student Information Systems Mandatory Training High School Teachers, leaders & paraprofessionals Presenter: Edna Phile from Infinite campus zoom link: Middle School and High School Teachers zoom link: PARENT ORIENTATION NIGHT 7:00 PM ENGLISH & MANDARIN	9:00-10:00 Advisory Planning & Expectations Presenter: Becker Zoom link: Advisory Expectations 10:15-11:15 IXL - presenters Chee & Vue Math (for math department only) Fastbridge - Cabrera (for ELA department only) Gizmos - presenter De (for science department only) Join Zoom Meeting Science Team Gizmos training 11:20-12:20 Technology tools support: Zoom/Pear Deck Presenter: Scholz/Garcia Zoom link: Technology Tools Support Session 12:30 -1:15 Lunch 1:30-3:00 Teacher/Para Professional expectations and responsibilities in the age of Covid, nuts & bolts, safety presenter: Forrester Zoom link: OCHS ALL STAFF Expectations	9:00-10:30 Restorative Practices & relational trust in the virtual classroom, presenter: Frost Restorative Practices & Relationship Building 10:45-12:15 PD ELD, best practices for serving Ells in the virtual classroom & beyond Presenter: Forrester zoom link: Best Practices for supporting Ells in the virtual classroom & beyond 1:00-2:00 Student conduct expectations & Disciplinary procedures in the virtual classroom. Presenter: Becker, Scholz, Forrester Zoom link: Student Conduct & Expectations First Day of School 8/10/20!

Summit professional development training is mandatory for all staff. As we have learned, voluntary training for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

- 1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
- 2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
- 3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
- 4. All AMPS sites and home office will effectively engage parents and families as partners in their students' learning.
- 5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- SPED strategies for distance learning
- Student engagement strategies for distance learning
- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the use of Pear Deck, Edpuzzle, Gizmos, Turnitln, IXL & Fastbridge as well as ongoing zoom trainings and support
- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Weekly or biweekly observation and debrief protocols with a dedicated instructional coach.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can

inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stands for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area. -All roles are shifting to some degree to support the transition into a comprehensive remote learning program. For instance our front desk support will be shifting responsibilities to include monitoring of attendance and tracking student engagement and grades. Our Technology manager is taking on a significant increase in responsibility to configure all hot spots and chromebooks, while our special projects coordinator has taken on the duty of providing tech support to students, staff and families. Our paraprofessionals are working with office staff to support material pick-up and drop offs for students and all teachers roles are shifting to include extensive use of technology on a daily basis and increased student outreach and tutorial time. Office operations staff are also working closely with the administration team and college advisors to provide intensive student support to our most vulnerable students. They make daily phone calls to families, schedule attend and track student success meetings and follow up by tracking student engagement and success data, monitor the progress of students in their designated grade level as well as translate for parent meetings over the phone and zoom. At OCHS our lunch services manager and assistant now spend four days a week tracking student success, calling students and families and offering individualized support.

School Board: School board members work together with their organization's leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also sends a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements. The OCHS principal spends approximately 40% of her time on monitoring student progress, meeting with parents and families, designing and ensuring fidelity to systems designed to catch our most vulnerable students and families before students fail. Our Assistant Principal and Dean of Instruction spend approximately 15% of their work week dedicated to these efforts while our Special Projects coordinator spends 40% or more of his time each week on tasks related directly to supporting our struggling learners.

• Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.

- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Coach teachers and staff to effectively reach out to parents, students and families towards providing robust support for struggling learners.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

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Office Staff: Actively model and support all required public health measures. Maintain accurate student records, and communicate effectively to support our students and families. Call students and families to inform families of student progress, troubleshoot technology issues and inquire about any other needs the family may have and provide referrals to community support providers. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts. The OCHS front office staff spend approximately 25% of their time monitoring student progress, maintaining accurate student success trackers and providing assistance to families in need.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Paraprofessionals are more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments. At OCHS we dedicated a full time paraprofessional to support our English language learners and significantly shifted responsibilities of the others to provide direct outreach and tutorial support to our students.

• Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- Paraprofessionals will support a range of distance learning-related actions. They will focus on support at the school site level to implement
 inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up
 of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS) as
 needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick

students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and department chairs to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information.

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 COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS

philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect the non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- Identification of the needlest groups in our schools
- Making initial and continuous contact with families who have high needs: this includes families who have been impacted by the coronavirus.
- Maintain the inclusion of each and every learner.
- Assist beyond academic needs
- Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. One paraprofessional is dedicated solely to providing support to our Ells including outreach and tutorial support. Designated ELD Instruction will meet or exceed the following amounts:

• Grades 9-12: Designated class Sheltered English class and daily tutorial support across the curriculum.

Supports specific to Students with Disabilities

Providing proper support to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success. Additionally at OCHS one paraprofessional is dedicated solely to student support for this vulnerable group of learners. Duties include meeting with teachers, students and families, providing outreach to students and families, providing small group push in and pull out support, and daily tutorials for our students with disabilities.

• Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning

Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

- Identification of homeless populations in our schools
- Establishing Trust: Families deserve respect and integrity
- Maintaining communicating with affected families and/or youth
- Accessing needed supports, such as food, hygiene, shelter, and medical care
- Establish systems collaboration and partnerships to ensure needs of students are addressed in a timely manner.
- Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available.
- Ensuring that there are robust supports in place including tutorials, outreach and counseling services as needed.

Supports specific to Foster Youth will include:

- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

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

Description	Total Funds	Contributing
Summit PD Week for teachers to develop skills, knowledge and pedagogy focused on virtual instruction to understand approaches to improving student achievement. Summit was focused on learning how to assess and address learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID	\$2,600	N
Zoom licenses for teachers and staff	\$3,880	N
Increased Special Education Consultants	\$ 25,000	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	\$15,000	N
Increased technology for students and staff including hotspots and chromebooks	\$33,160	N
Purchase of IXL, Turnitln, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	\$12,657	N
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Through the distance learning context, counselors will provide	\$120,000	N

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small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students.		
Reassignment for daily attendance monitoring and communication with student support	\$55,000	N

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 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.

We are concerned about some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have support from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, OCHS invested in the IXL and Fastbridge online assessment tools for mathematics and ELA respectively. Teachers are using data from these assessments to design and implement targeted lessons that address gaps in student learning. Further teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups.

Teacher referrals of students of concern are reviewed weekly, each student is assigned a point person who will review their academic progress with grade level teachers. For struggling students, invitations are extended to attend teachers and paraprofessional office hours for individualized attention and support. Office hours provide small group tutoring or one-on-one support. English learners are enrolled in designated English Language Development courses and receive additional instruction and support for their classes.

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all others in the organization to navigate the different data systems that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment,

attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development, all OCHS staff and teachers will attend five days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection. Additionally the OCHS team meets weekly on Wednesdays from 2:45-4:15. We have four ongoing professional develop arcs focused on student engagement, SEL wellness for students and staff, best practices and culturally relevant pedagogy in the virtual classroom and best practices for struggling learners, ells and special education students.

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 and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

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

Description	Total Funds	Contributing
Summer Learning Program Included our High School Credit Recovery program, Edgenuity and was with ongoing monitoring and tutorial support by four teachers, three tutors, five paraprofessionals and one three counselors. Incoming 9th grade students received a full five weeks of ELA instruction, one week of math instruction and five weeks of peer to peer mentoring programming.	\$26,850	N
Purchase of IXL, Fastbridge, Gizmos & Pear Deck to support online learning and provide up to the minute diagnostic data on student achievement.	\$12,657	N

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Infinite Campus Data Dashboard and Software tool: Maintain Infinite Campus data system to support implementation of the district's common assessment system and school closure dashboard. Otus serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	\$2,600	N
1.0 FTE Dedicated EL support provider	\$64,500	N
Paraprofessional after school tutorial hours	\$ 51,000	N

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any 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.

Staffing:

- Counselors
- Paraprofessionals
- Ed Specialists
- Deans
- Coaches: athletes
- Student Clubs
- After school programs
- Art/ self-expression
- Advisory

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.

- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Schools: Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Counseling for staff: Kaiser, providers

TIER	STRATEGIES
Tier 1: Universal Mental Health Encouragement and Awareness Strategies Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	 Community Resources School wide SEL curriculum and lessons Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response & Culturally revelant pedagogy. Planned communication focus on promoting well-being Parent Outreach & Engagement sessions focused on topics such as Self-Care,
Tier 2: Targeted Wellness Strategies Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive	 School-based mental individual counseling (in person or virtually) for students and their caregivers Psycho-educational groups as needed to provide additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.

interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.	 Linkage to community-based services Professional Learning for staff & caregivers
Tier 3: Intensive Strategies Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral	 Referral and linkage to community-based services Suicide Risk : Assessment & Safety Planning Crisis Intervention hotlines Behavior contract support Special Education advocacy 504 advocacy & supports Child protection services

Pupil Engagement and Outreach

disorders, and students impacted by toxic stress

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.

School administration teams which include Site Directors, deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who did not access office hours, turn in assignments, attend live virtual instruction, or connect with the teacher

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and/or trauma.

in any way for three days. If a student is "absent" from multiple classes or multiple days, the student support team will reach out to students and seek to understand what is going on and work with the student to re-engage them.

Student support providers will including counselors, paraprofessionals, administrators and office staff will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free or reduced-price meals for pupils participating in both in- person instruction and distance learning, as applicable.

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students. Meals are available from our two sister schools, Downtown Charter Academy and Oakland Charter Academy.

Better 4 You Meals, our school lunch program, will begin operating on August 10th, 2020 at an accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Better 4 You Meals throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Every OCHS family is encouraged to fill out the free and reduced lunch program however, new changes to the federal guidelines ensure that any family may access our meals program regardless of qualifying for the program. OCHS Families can access our meal program through two safe, secure drive through locations, Oakland Charter Academy located at 4215 Foothill Blvd. Oakland CA 94601 and Downtown Charter Academy located at 2000 Dennison St. Oakland CA 94606 on Mondays from 1:00 pm to 5:00. Due to the recent federal changes, families may additionally pick up meals from any one of the OUSD 22 Grab and Go meal distribution sites. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and use of masks for community and staff required per state and county health orders.

When AMPS moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Meals will be delivered to the classrooms.. In the hybrid model, all students will either consume meals in the classroom, or outdoors.. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Description	Total Funds	Contributing
Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment	\$2,800	N
Mental Health and Social and Emotional Well-Being: Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context.	\$55,000	N
Pupil and Family Engagement and Outreach: Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the community engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits and other outreach to make contact with 'unreachable ' students.	\$38,000	N
Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	\$3,000	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
21.7%%	\$1,175,608

Required Descriptions

For each action 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 goals for these students.

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter schools were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serve all students through a data improvement lens.

Unduplicated funds will be principally directed to support foster youth, English learners and low-income students. The OCHS student body comprises over 80% unduplicated students, hence the needs of foster youth, English learners and low-income students represent the needs of almost all OCHS students and as such are the focus of our actions. Funds will be effective in improving the quality of instruction by ensuring a high quality and well-rounded distance learning curriculum, professional development for teachers and staff, timely and accurate data reporting, including student assessment, as well as providing technology and technological support to improve instruction and access for all students. Additionally, funds will also allow for OCHS to provide mental health and social-emotional support to students. Finally,, funds will be used to support the physical safety of all staff and students through the increased availability of PPE, classroom sanitation supplies and modified school schedules when in-person learning is

available. There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS): Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of: homeless, foster, SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

The El teacher and paraprofessional will continue to serve as liaisons between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. The ELD teacher and paraprofessional will work with classroom teachers and offer students individualized support during check-in meetings. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. For some students in need, paper packets will be provided in order to limit the amount of work completed on a device.

Devices and Connectivity The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home which is the vast majority of the students we serve. The district repaired and distributed computers to any student in need and will continue to distribute devices to incoming students, and any continuing students who still need a device. Targeted outreach to identify students who need further support is occurring through our office operations and special projects coordinator in partnership with the family and community engagement team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots headphones and microphones are being provided.

Counselors: Implementing robust and predictable academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and the path to college and career. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. Students who are historically less likely to self-advocate or have advocates at home, which can often include unduplicated students, will have increased access to college preparatory and advanced coursework and other classes that meet their individual needs through the changes in our

master schedule and addition of new courses such as The History of Film Class, the Creative Technologies II course and our AP courses as well as increased monitoring and support by our counseling team, administrators and paraprofessionals.

Teacher Collaboration Time: Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL): These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

To improve services means to grow service in quality and to increase services means to grow services in quantity.

- MTSS: https://www.cde.ca.gov/ci/cr/ri/
- Universal Design: What Is Universal Design for Learning?
- Interim Assessments and data dives. Progress Monitoring

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Paraprofessional support staff
- Office and Nutrition support staff focused on student and family and student tutorials and outreach
- Counselors
- Teacher Collaboration Time
- PBIS and SEL
- Lesson plan adaptations to COVID, all teachers use the same template for lessons and post it in their Google Classrooms with all links for zoom classes, videos and assignments to ensure a student friendly routine and structure that is particularly vital for our most vulnerable students but serves all equally well.
- The innovative tumbling block schedule allows students to continue to engage in our standards aligned college preparatory curriculum while allowing them ample time to attend to demands in their personal lives. The adoption of this schedule supports all learners and provides

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additional benefits to our most vulnerable students. Survey data, teacher input and research went into the design of our schedule. Students have three courses per day instead of six, and these six courses alternate day to day irrespective of holidays in a tumbling fashion. This ensures that our students are able to continue with our high quality programming in all classes.

- Engagement with families, OCHS added monthly community nights to our school calendar, these meetings are held over zoom and have been very well attended. This provides us an opportunity to learn from our community how well we are serving the needs of all learners and allows us to effectively share resources to support our students and families.
- Prevention services: Our Community Outreach Team and counselors work to identify students who need extra support and link students and families with community organizations such as IWAY and La Clinica to provide additional supports to students as needed.
- Tutoring: OCHS teachers provide a minimum of two hours of tutorial time each week outside of the three synchronous classes they teach daily. An additional 62.5 hours of tutorial are provided daily by our paraprofessional team. Office, operations and lunch staff make weekly phone calls reminding students to attend tutoring hours and troubleshooting tech and other needs as they arise.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.
- Counselors: The goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context..

A description of how the LEA utilized any federal funds provided to backfill reductions to the local control funding formula on a dollar-for-dollar basis generated on the basis of the number and concentration of unduplicated pupils.

[Provide description here]

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California Department of Education, July 2020

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/lrngcnt-ntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Anjelica Zermeno, Site Director	azermeno@amethodschools.org (510) 215-7009

General Information

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

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work ascended in service and labor workforce and as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities. The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted. The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted structural racism, include the killing of George Floyd, and local condemnations on black and brown students families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter schools has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff. As

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM. the district planned a contingent reopening plan, we created a task force whose members consisted of individuals from various stakeholder groups including parent, board members, local experts, and key staff. The AMPS COVID Taskforce attend meetings hosted by local health officials, attend meetings with local charter authorizer entities, and also meet with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

- 1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
- 2. Results Driven (Assessments & Accountability): Data is about systems with a predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
- 3. Cultivating Excellent Talent: Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
- 4. Relationships & Partnership: Our school is founded in deep rooted community partnerships. Given all of the recent anti-charter school messaging voiced very publicly, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
- 5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Stars.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- **Health, Safety and Well-being:** Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Access and availability: Teacher availability to students outside of direct, live instruction.
- Appropriate supports for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and supports when necessary.

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 Tiered student support and intervention: Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and after school programs.
- Collaboration: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels and home
 office

departments to improve outcomes for students based on data and student need.

- **Professional development and supports for educators:** Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, various software platforms and Zoom that ensures students access to learning grounded in the essential standards.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum through distance and hybrid learning models.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework. Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrant from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities. Language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to internet through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the September 3, 2020 and September 17, 2020. Advisory meetings/public hearing supported final refinement of the plan leading toward the Board approval date of September 23, 2020.

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

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020. Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The zoom meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized.

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

As noted above, the parent/caregiver survey and the student survey revealed a significant level of concern with over 50% of families concerned with the learning loss and the need for tutoring, small group learning and one on one support. 99% of families reporting indicated that connectivity was not an issue. Comments left by parents indicated a concern for the social and emotional supports of their children as well as a need to support the family with help they would need as they learn to tutor and teach their own children during the COVID time. The above findings reinforce the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning
- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.'
- This is an opportunity to do things differently/disrupt the status quo to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed routine virtual experiences.

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 Accountability needs to be called out in our planning

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- Survey data indicates that students need a quiet place to study and a quiet place to reduce anxiety.
- Survey data indicates, over 30% of families indicate that their stress level has gone up since Covid-19, we need to offer family support and mental wellness
- Survey data indicates over 66% of students feel more stress, we need to increase SEL services and support/mental wellness
- Teachers share that their levels of stress has increased, we need more mental health support
- Parents indicate the need for more tutoring and support services for their students and themselves.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- Teachers need to be available for parents and students to reach have office hours where they can be contacted.
- Teachers need more professional development in distance learning to support subgroups and ALL students.
- Teacher retention was a concern by parents
- Teachers need more planning time to share and develop virtual lessons.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.] The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement. To support parents and caregivers in supporting their own students 'learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

(Pending) Description of influence of input from August meetings, broad input, Learning Options survey, and public hearing.

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.]

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal as to provide as much in- person instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders AMPS worked closely with our local authorizers and discussed worked to prepare scenarios for the upcoming year. In mid-July, both our authorizers (Oakland Unified School District and West Contra Costa Unified School District) announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is *tentative* and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students 'active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials. Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community

Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family. Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.
 Hybrid Partial distance and school Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.

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 Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites that cannot, we will adjust the cohort size and schedules.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services
 schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually track health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

• Face Coverings/Masks: Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to

- Amethod Public Schools Special Meeting of the AMPS Board of Directors Agenda Monday September 28, 2020 at 6:00 PM, enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical
 distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even
 more vital.
- **Proper disinfection procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- **Ventilation and Air Flow:** Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic

- flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated "Triage" Room": Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the
 front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be
 limited and activities that bring students close together will be modified.
- **Common Areas:** Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Sanitizing stations, plastic protective equipment for locations where families/staff need to pick up items.	\$10,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$1,000	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$15,000	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness, Telehealth services.	\$5,000	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$5,000	N
Furniture for families needing space to work sent home and not returned or destroyed.	\$2,500	N
Curriculum, books and materials sent home and not returned or destroyed.	\$2,500	N
Materials for packaging of foods/curriculum, student hands/on learning materials, packing and us mail.	\$3,000	N
Radios for communications and conducting drive through and operations for distribution of family materials.	\$1,000	N

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Planning/collaboration time for teachers to develop and share virtual lessons.	\$20,000	N

Distance Learning Program

Continuity of Instruction

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

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities. In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling supports virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas. A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition. Prior to the start of the year, teachers will attend a full two week professional development sessions to address:

- Building Positive Relationships and Restorative Practices
- Student Expectations and PBIS during Distance Learning
- Virtual Learning Etiquette and Tips for Teachers and Students
- MTSS and Counseling
- Best Practices for Supporting ELLs during Distance Learning
- Tech Tools--Zoom and Flipgrid

- Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level as required by CDE. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Assistant Principal. In addition to direct, live instruction every day for every student, a key expectation of the plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

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.]

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi. The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and has been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of 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.]

One of the AMPS 'Five Foundations is a focus Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students 'needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

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.]

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of trainings related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum trainings, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit (site based):

The Summit trainings are mandatory for all staff. As we have learned voluntary trainings for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include: Community and Relationship Building in the Online Classroom, Supporting Students with Special Needs in the Virtual Classroom, IXL, Fastbridge, Gizmos, Zoom, Pear Deck, Google Slides, Zoom, and Restorative Practices in a Virtual Setting,

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 1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
- 2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
- 3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
- 4. All AMPS sites and home office will effectively engage parents and families as partners in their students 'learning.
- 5. All leaders/schools will deepen learning in improvement math as one of the organizations priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the usage of the Infinite Campus and Otus data systems for staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff
- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk 'virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organizations leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, and be available to support teachers within Google Classroom and help students with assignments.

• Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.

Paraprofessionals will support a range of distance learning-related actions. They will focus on support at the school site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide implementation of a Multi-Tiered System of Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Taskforce plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who drop misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designee if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing
 online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.

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Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential—during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources. Guardians/parents should make attempts to attend the school webinars, and ZOOM town halls for resources and up-to-date information

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 COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs supports and this will continue through the distance and hybrid learning model. We expect he non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- 1. Identification of the neediest groups in our schools
- 2. Making initial and continuous contact with families whom have high needs: this includes families who have been impacted by the corona virus. Maintain the inclusion of each and every learner.
- 3. Assist beyond academic needs
- **4.** Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Communicate with schools/teachers & parents/students to locate 'missing 'students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

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 Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

Supports specific to Students with Disabilities

Providing proper supports to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning
- Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

- 1. Identification of homeless populations in our schools
- 2. Establishing Trust: Families deserve respect and integrity
- 3. Maintaining communicating with affected families and/or youth;
- 4. Accessing needed supports, such as food, hygiene, shelter, and medical care;
- 5. Establish systems collaboration; and partnerships to best assist, and
- 6. Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available. Supports specific to Foster Youth will include:
 - Communication with case management, county support and Chaffee liaisons to support all foster youth.
 - Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
 - Monitoring of attendance/engagement and communication with teachers and administrators when needed.
 - Referrals to both district and community agencies for additional support/resources as needed.

- Linkages to programs such The John H. Chafee Foster Care Program

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$15,000	N
Purchase of IXL, TurnitIn, Gizmos, Pear Deck,Fastbridge, & Kutaworks software	\$8,000	N
Zoom licenses for teachers and staff	\$1,000	N
Purchase of Student school supplies including tote bags, masks, notebooks, calculators, pencils, pens, paper, folders, OCHS school planner, graphing notebooks, granola bars, art sketchbooks, colored pencils, and pens.	\$10,000	N
Community outreach time and service to assist our most vulnerable populations and weekly attendance monitoring and communication with school administrators	\$25,000	N
Multilingual Literacy: Maintain staffing and supports that specifically address English	\$30,000	N
Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$20,000	N
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	\$15,000	N
Collaboration/Planning Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$10,000	N

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Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$10,000	N
Portion of Sites Director's Salary & Benefits	\$30,000	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We are concerned of some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have supports from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic. To address identified learning loss, AMPS will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all other in the organization to navigate the different data system that isolated only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present

data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students 'progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students 'learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning

Pupil Learning Loss Strategies

needs

[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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students 'individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time 'rather than 'just in case 'approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. In terms of Professional Development, (34 instructional staff members, of those 60% are teachers) teachers will attend (23) days of staff development focusing on student engagement strategies for distance learning, focusing on behavioral engagement, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

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.]

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The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

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

Description	Total Funds	Contributing
Community Outreach, family materials/furniture, family training, and home visits.	\$10,000	N
Data Dashboard and Software Tools: Infinite Campus, zoom licenses, virtual platforms for teachers	\$3,000	N
Mental health and wellness: Telehealth/health screenings, Mindfulness project	\$15,000	N
One on one interventions for additional supports.	\$20,000	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staffing:

- Counselors
- Paras
- Ed Specialists
- Deans
- Student Clubs
- After school programs

- Art/ self-expression
- Advisory

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

Tier 1: Universal Mental Health Encouragement and Awareness Strategies

Provided to students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Community Resources
- Mindfulness Classes
- School wide SEL curriculum and lessons
- Home Visits ** (COVID Regs)
- Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response
- Planned communication focus on promoting well-being
- Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, SuicidePrevention, etc.
- Wellness Warm-line in community
- Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups

Tier 2: Targeted Wellness Strategies

Targeted mental health practices and systems for students and staff who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.

- Coordination of Services with partner organizations in the community
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental individual counseling (in person or virtually) for students and their caregivers
- Professional Learning for staff & caregivers

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services of professionals through community and social outreach. Community Outreach teams will, so conduct necessary

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- Referral and linkage to community-based services
- Suicide Risk: Assessment & Safety Planning
- Crisis Intervention hotlines
- Behavior contract support
- Special Education advocacy
- Small group Counseling/one on one
- 504 advocacy & supports
- Child protection services

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.]

School administration teams which include Site Directors, deans, and Vice Principals will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

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.]

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Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students offered weekly on Tuesday's via drive-throughs.

Better For You, our school lunch program, will begin operating at our elementary, Junior and high school sites at accessible more centralized school site regardless of remote learning or in-person status. We will continue to use Better For You, throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Grab and Go Meals are offered weekly on Tuesdays via a drive-through operation.

The distribution of school lunches will be provided at each of the schools for both in-person instruction and distance learning as applicable. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders When AMPS moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. In the hybrid model, all students will either consume meals in the classroom, isolated rooms, or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Section	Description	Total Funds	
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, packaging materials, staff support and Personal Protective Equipment.		N
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement programs and support school initiatives. Professional learning expanded to address distance learning context. SEL for students, families and Teachers via mindfulness project and Telehealth.	\$10,000	N

Amethod Public School Section	ls - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 Pt Description	M Total Funds	Contributing
Multiple Areas	School Psychologists/counselors: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$6,000	N
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports to support organization wide parent engagement. Within the school closure context, the Community Engagement staff are partnering closely with the school front offices and administration in each region to conduct home visits, SART meetings and other outreach to make contact with 'unreachable ' students. Weekend meetings for training for families.	\$10,000	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	
20.7%	\$517,343	

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.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter school were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serving all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS): Differentiated instructional and social programs to address academic needs of all students; close
 the achievement gap with underserved students
- Essential data monitoring of : homeless, foster, SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time

ELD will be provided using targeted universal strategies via one-on-one and small group instruction/designated groups. The ELD coordinator will serve as a liaison between classroom teachers and students, offering guidance for individualizing assignments and assisting students with meeting their personal goals as per their EL access plan.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter in place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college,

Amethod Public Schools - Special Meeting of the AMPS Board of Directors - Agenda - Monday September 28, 2020 at 6:00 PM career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture.

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

- Surveys for all subgroups have been provided to determine the universal needs for students.
- Lesson plan adaptations have been designed to consider virtual learning and virtual strategies for students and families.
- Schedules for teachers and students include additional time to offer universal learning with small group and one and one instruction for readily available family support and communication.
- Family coordinators with the site leader offer multiple weekend open support of technology for families
- ASES tutoring includes special open sessions for one on one family support and training.
- Grouping and one on one has been designed specifically as a transition should students be allowed to return to school.
- Weekend training for families
- Student Attendance Review Team

PERCENTAGE TO INCREASE OR IMPROVE SERVICES

IDENTIFY THE PERCENTAGE BY WHICH SERVICES FOR UNDUPLICATED PUPILS MUST BE INCREASED OR IMPROVED AS COMPARED TO THE SERVICES PROVIDED TO ALL STUDENTS IN THE LEARNING CONTINUITY PLAN YEAR AS CALCULATED PURSUANT TO 5 CCR SECTION 15496(A)(7).

- Current enrollment: what is percentage increase or decrease in subgroup categories
 - How about staff? What did trainings look like as you identified the given subgroup enrollment percentages in your school?
 - Our services for all unduplicated students will include the following:
 - Implementation of telehealth services via Hazel Health Screening assessing and implementation of mental health services
 - Additional technology including but not limited to, devices and personal WiFi
 - Daily Social Emotional Learning for students, teachers and parents
 - Increasing the professional development for all staff, including but not limited to, virtual trainings
 - Development of the Student Attendance Review Team for truancy and family support.

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy		cllee@amethodschools.org 510-499-0453

The final Learning Continuity and Attendance Plan will be presented to the Board of Education at the September 23, 2020 meeting. This early draft includes several of the anticipated actions to implement the plans described. The Amethod Public Schools Organization herein referred to as the "district" anticipates receiving additional funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes \$75,131 from the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$288,980 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The final allocations of these anticipated dollars to district actions and services is still being determined and was not available at the time of this draft. Projected expenditure details will be included in later drafts.

General Information

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

The unprecedented COVID-19 pandemic has affected the entire globe. Locally, our communities have been greatly affected and the pandemic and subsequent shelter in place orders have altered the lives of our students, families, and staff dramatically. As a result of the COVID-19 pandemic and under the guidance of the state and local county public health department, the entire six school Amethod Public School (AMPS) closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a remote learning model in which students participated in activities at home, receiving instruction primarily through digital means.

The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many

families by challenging their ability to access basic services. Over 80% of our total district population are classified as low income and work ascended in service and labor workforce and as such the broader economic impacts of the pandemic, such as mass unemployment, have increased existing challenges. Parents/guardians working in the home face the challenge of helping their children with learning while also completing their own work responsibilities.

The COVID pandemic has also resulted in increased isolation for children due to the physical and social separation from the classroom and school community. The physical separation from targeted supports and services that are typically provided inperson, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities have also been disrupted.

The pandemic has also exposed and heightened many societal problems that have been under the surface of mainstream society for some time. These issues are matters that deal with issues of poverty and racial inequities that have surfaced through the months of the pandemic. Issues such as a lack of technological connection for the poor and mainly communities of color we serve made the abrupt shift to distance learning a challenge. In addition, many of our community members continue to experience trauma as a result of deeply embedded systemic racism and violence. Recent events rooted in structural racism, including the killing of George Floyd, and local condemnations on black and brown students' families whose schools have been targeted and attacked through actions as calls for removal from shared campuses and closures of their beloved schools just for being a public charter school has caused deep pain. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and attacks have layered on additional trauma to our students, families and staff.

As the district planned a contingent reopening plan, we created a task force whose members consisted of individuals from various stakeholder groups including parents, board members, local experts, and key staff. The AMPS COVID Taskforce attends meetings hosted by local health officials, attends meetings with local charter authorizer entities, and also meets with the AMPS Community Outreach team who have increased their role in family advocacy through the pandemic. The Taskforce merged the AMPS Five Foundations, the traits which guide the day to day instruction in our schools, to adapt and include responses and actions due to the COVID pandemic. The AMPS Five Foundations are as follows:

- 1. **Fostering High Expectations:** This is the core of our program as we seek to disrupt the opportunity gap for the most underserved students such as ELL, SPED, poor kids of color and immigrants- even through a global disruption such as the COVID Pandemic.
- 2. **Results Driven (Assessments & Accountability):** Data is about systems with predominant factors that include student and educator practice. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.
- 3. **Cultivating Excellent Talent:** Education is essential work that is both personal and personnel driven. Recently AMPS revised the instructional domains for the district to assure that they reflect a more student centered focus. This year the

- organizational wide summer training known as the AMPS Summit incorporated training targeted for distance and hybrid learning to adapt to the current situation.
- 4. **Relationships & Partnership:** Our school is founded in deep rooted community partnerships. Given all of the recent anticharter school messaging voiced very publically, our communities, specifically our Black and Brown families, were feeling exasperated prior to the pandemic. Thus, AMPS crafted a communications plan that has been adapted and carried over to the current situation. Our communities will have the information and resources they need to be safe. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.
- 5. Building an AMPS Culture: A first-rate free and public education is at the cornerstone of this America's success; however the inequities in outcomes for low income predominantly Black and brown children is unacceptable. Higher education is the surest path to future success for the families we serve and thus the success of all students is our North Star.

Given the deep impact and necessary adaptations to our program through a once in a lifetime pandemic, the AMPS Administration has included the following factors to the pillars as we adapt to the disruption:

- **Health, Safety and Well-being:** Our actions during and after the pandemic are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
- Adaptability: This is one of the core values of the AMPS organization. Due to the unpredictable public health crisis, we will remain as fluid as possible to balance educational needs with safety and public health. Our learning environment and strategies were analyzed, debated, and designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.

As part of the adaptation of the abrupt disruption due to the pandemic, AMPS has outlined specific expectations that parents/guardians and students should have of the district for distance learning:

- Consistent, direct, live instruction for every student: Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.
- Access and availability: Teacher availability to students outside of direct, live instruction.
- Appropriate support for students receiving Special Education: Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.
- **Tiered student support and intervention:** Multi-tiered Support System (MTSS) to school differentiated programs to continue focus support for improved academic outcomes for all tiered levels through remote tutoring, office hours, and afterschool programs.

- Collaboration: Meaningful and structured collaboration between teachers, directors, and colleagues from grade levels
 and home office departments to improve outcomes for students based on data and student need.
- Professional development and supports for educators: Professional development for all educators on strategies
 needed to deliver high-quality instruction and on the District's learning management system, Google Classroom, that
 ensures students access to learning grounded in the essential standards, ZOOM professional accounts and setting
 management, trauma informed instruction, addressing equity in the virtual classroom, expectations and accountability in
 an online setting, Student Information system with student and families portal training, adapting gradebooks, tailoring
 lesson plans and instruction to hit the key fundamental skills students must learn by grade level, etc.
- Support for English Learners and families: Address systems and adapted teaching strategies to continue designated
 and integrated instruction in English language development including assessment of progress toward language proficiency
 and targeted support to access curriculum through distance and hybrid learning models.
- **Data Driven Instruction:** Target the needs of our most vulnerable students by offering intensive synchronous small group instruction to support assignment completion and key content according to proficiency levels.

Stakeholder Engagement

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

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback and input since our transition to Distance Learning on March 16, 2020. In order to inform this plan, we have used the input to design learning that will address learning loss and accelerate learning progress for pupils as we start the 2020-21 school year. The efforts to solicit stakeholder feedback to provide feedback and information to the district began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

The organization held multiple meetings via ZOOM starting as far back as April 2020.

A corresponding survey was also administered to students, families, and staff members to seek their feedback on the distance learning experience. Since June and in early July, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding distance learning for the 2020-21 school year. These sessions included brief overviews of the district's vision for reopening schools, guiding principles informing planning, and distance learning framework.

Dedicated sessions were held in each of the regions and counties where AMPS has school locations. The district has an overwhelming number of families that are first and second generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include lack of internet, a lack of connectivity to wireless capabilities, language barriers and flat out time due to the societal effects of the pandemic, so we had to rely on the cultural competency of the AMPS organization to set up alternatives to the internet availability through usage of our phone and text system. We also posted COVID resources and plans on our website and solicited feedback from through use of our social media as well. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the 9.3.20 Public Hearing supported final refinement of the plan leading toward the approval date of 9.17.20.

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

A local governing board/body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20 (https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf), published on March 18, 2020

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. The ZOOM meetings always have a phone line listed for those individuals who may not have access through computer technology. Plans for providing remote participation options for the public hearing are in progress and will be detailed when finalized. Students are provided with hotspots and computers as needed and parents can use these devices to attend school meetings.

The AMPS Board of Directors meets regularly and practices adherence to the Brown Act, making all information available to the public, and also by videotaping meetings. In addition, California Gov. Gavin Newsom issued Executive Order N-29-20 on March 17, which amended some of the Brown Act public meeting requirements (Gov. Code Sec. 54950 et seq.) that are not practical in light of the current public health crisis attributed to the COVID 19 pandemic. Thus, within the law and by adhering to the required policies through the pandemic, the AMPS board has continued to hold consistent board meetings utilizing the ZOOM video platform. Furthermore, the platform allows for public participation. The AMPS Board of Directors have discussed the COVID Pandemic and the organizational responses and plans at multiple board meetings. All materials, and policies enacted by the AMPS Board and administration are posted on the organization's website.

Particularly for LCEP, DCA collected feedback from stakeholders as follows: During the September 8th meeting, AMPS Board and the public were previewed with the draft of the LCEP, and all their feedback was included. Then, DCA presented the Plan to parents and staff members on September 17th. Parents suggested including social gatherings for students in addition to the academic program, and Fun Friday and other small events were programmed to allow students to socialize in a more flexible

environment. Teachers suggested tech enhancement for instruction as a way to compensate learning loss, and ipads and ipens were purchased for lead teachers. Subsequently on September 23rd, the LCEP was presented to the AMPS Board during the monthly meeting in its final version for their approval.

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

Regardless of the difficulties encountered by families during the pandemic, DCA parents' gave a high rate to the school for the efforts in providing academic support. The rubric we used was: 0 N/A-5 Excellent.

Students Feedback:

Students gave a high rate to: access to food, technology and electronic devices, supervision, help with technology and assignments

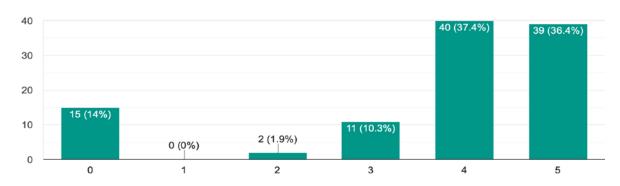
Challenges of distance learning: motivation, engagement, connection with friends and teachers.

Gains: free time, family time, sleep, concentration, flexible schedule, working at their own pace, better grades, support with assignment completion.

Families feedback:

Rate the quality of the student academic support and/or tutoring that your student receives. 评价学生获得的学术支持和/或辅导的质量。

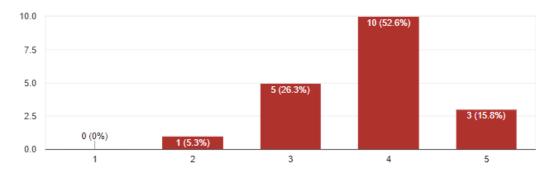
107 responses



Teachers' Feedback

4. Rate your overall experience at DCA during Distance Learning?

19 responses



The above findings were encouraging, given the level of involvement and commitment of our staff, however, everyone was grateful and acknowledged the importance of the requirements set forth by Senate Bill 98 for distance learning implementation in the fall. With significant percentages of parents/caregivers, students and staff members. all the Distance learning schedules, programming and supports were put in place.

The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents/caregivers also indicated a clear priority for additional resources to support technology use and student learning.

The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2020-21 school year. Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from Distance learning
- Guidance/support for how they can support their students through the required minutes
- Wellbeing and social emotional resources links in the community are also important.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online can be difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- No one should work in silos. The attitude of every staff member needs to be one of each person working with each child. NOT as 'somebody else's problem.'
- This is an opportunity to do things differently/disrupt the status quo to better serve all students.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction online.
- Student engagement is essential
- Relationships with adults and kids are a key piece that cannot be provided for the same at home as at school.
- Mental health, emotional support, and social wellbeing all need to be priorities
- Consistency in education is needed routine virtual experiences.
- Accountability needs to be called out in our planning

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue, not stop, during distance learning.
- We need to focus on mental health in addition to physical health these are both part of safety. This needs to be part of training and staff need support to address this.
- We need to support families who are supporting students at home.
- We need to have a choice of whether to attend in-person instruction and thoughtful planning for how to serve the most vulnerable students and focus on their needs.
- We need technology training for parents/families and staff
- Teachers need to be available for parents and students to reach have office hours where they can be contacted.

In addition, during the August and September meetings, our stakeholders requested these additional supports:

- Free time for students to connect socially
- A modification to the after school schedule to allow a longer time for lunch before the beginning of the extra curricular activities
- Planning around MAP results for English and Math that help teachers prioritize the lessons and fundamental skills by grade to reduce learning loss
- Extension for enrollment in extra curricular activities

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's Taskforce and through direct feedback on the plan itself. Key takeaways from the family and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to support their students learning and use of technology, (d) enhancement of technology resources for instructional staff, (e) additional small group instruction to provide the support for our most vulnerable students.

Development of clear expectations for daily, live instruction for all students. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of

social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. The district has also prioritized the expansion of its definition of engagement to encompass Emotional Engagement in addition to Behavioral and Cognitive Engagement. Regular surveys will be used by teachers and schools to monitor emotional engagement.

To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, criteria by which student success will be measured, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Parents requested an extension for enrollment in extra curricular activities, now that students have settled down into the regular daily schedule. We are offering 18 clubs in the after school program that range from artistic endeavors with music production and instrumental music and plastic arts, to fitness classes in addition to the PE lessons, and mindfulness. Parents expressed that this programming has been key to students who need to continue developing their artistic talents and who need fun, positive and constructive ways to spend their time at home, other than academic lessons.

In addition, Fun Friday every month was instituted to allow students to socialize with their peers in a flexible environment. Teachers are going to organize games, competitions, interesting topic conversations, etc., so that students have the opportunity to communicate with their peers socially. They will also allow for more informal interactions during the Social Emotional Period every Friday.

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.]

Through mid-July, AMPS was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Members of the Taskforce stayed in contact with local health and education officials through the process as information was evolving so quickly. The original goal under the summer dynamics of the COVID pandemic, our goal was to provide as much inperson instruction as can safely be delivered. The time allotment for our most vulnerable populations remained a priority of many stakeholders

AMPS worked closely with our local authorizers and discussed work to prepare scenarios for the upcoming year. In mid-July, both our authorizers, Oakland Unified School District, announced their decision to start the school year in full distance learning model. This decision was later affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, AMPS is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. AMPS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is *tentative* and will continue to be responsive to state and county guidance and the districts own monitoring of community conditions and needs.

The district will provide instruction to students through a comprehensive remote learning plan that requires students' active engagement every day. Based on the feedback that was received from multiple stakeholder groups, including families, remote learning for the 2020-21 school year will focus on instruction and engagement. Beyond the assignment of work and digital tools, instruction will be focused on learning and engagement aligned to content standards, and support for executive functioning. Students will be monitored through assessment, and feedback. Opportunities for social-emotional learning, and peer connections

will be provided daily. Students will interact daily with their teacher(s) and peers in an effort to support academic progress and social-emotional wellness and connection. Students will receive daily instruction, and will be assigned and expected to complete work each day. Students will participate in virtual interactions with teachers and peers daily, such as class meetings, follow-up lessons, one-on-one and small-group check-ins, and office hours/tutorials.

Students will engage in online learning through various digital programs that will assist teachers in monitoring student progress, and they will interact with peers and staff members every day through online platforms. To access the digital curriculum and instructional program, the district will ensure that all students in need of a device are provided one and all families in need of Internet access are provided a hot spot.

All school sites will administer the K-12 Assessment calendar that includes formative, benchmark and summative assessments to determine progress towards standards both in remote and distance learning. School site teams will follow processes which include AMPS Community Outreach teams to conduct home visits (within social distancing parameters) to check on and monitor students who may become disengaged during remote learning. Teachers will communicate regularly with site teams regarding students who they are concerned about, and they will develop plans to engage and support these learners. They will also reach out to students who are not completing their work, not progressing as expected with online learning platforms, or not attending virtual sessions. Teachers, counselors, administrators, and other school staff will contact the families in order to work together as a team to re-engage students and provide needed supports and resources for the family.

Modes of Instruction

Again, AMPS is preparing for potential shifts in instructional model as determined by public health conditions or student needs. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

Full Distance Learning:

To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from once allowable by the local health officials and determined by the California Department of Education. These will include a 100% distance learning model and a blended (Hybrid) learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

• Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.

During times of the week when all students are engaged in the distance model, teachers will provide key supports that
maintain the community of learning and meet identified student needs. These supports include office hours for students
and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and
professional learning with colleagues.

Hybrid Partial distance and school Cohorts:

In order to maintain the safest conditions, we will return in a cohort model. Classes will be divided to offer two sessions per day with ½ the class in-person at a time. In order to ensure equitable access to the educational program and academic and other supports, where authorized by the County Health Department, the district may choose to provide in-person learning opportunities five (5) days per week for the students described in SB98 so long as they are part of a stable classroom cohort for all five days while maintaining all other provisions of this MOU. In person cohorts will not exceed 15 students.

- To effectively coordinate with Alameda and Contra Costa County Public Health efforts to conduct contact tracing, students
 will be placed in a cohort, or kept in designated clusters, as much as possible. Where this is not possible due to specific
 course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students
 and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within
 classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have
 the capability to bring approximately 50% of students on campus for in-person instruction at any one time. For those sites
 that cannot, we will adjust the cohort size and schedules.

Secondary School Scheduling

- Secondary schools will continue to schedule students into six courses and utilize a traditional 6 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.
- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, and 5 and periods 2, 4, and 6 being held on alternating days.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons.
- Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile of have significant behavioral or physical support needs

For our students who are medically fragile, our team of Regular and Special Education staff will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The AMPS Taskforce continually track health expert guidelines and have planned to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key safety measures to be included from recommendations:

- Face Coverings/Masks: Wearing a cloth face covering is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- **Physical distancing:** Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- **Proper disinfection procedures:** The set procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once
 per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are
 open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Sites will continue to implement a staggered schedule for drop off and loading. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated "Triage" Room: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage
 appropriate distancing practices, and help maintain cohorts.
- **Recess and Play spaces:** Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- **Physical Education (PE) Classes:** Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

AMPS Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Alameda County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$10,000	N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$500	N
Custodial Services: Increase & maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$50,000	N

Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$25,000	N
Disinfecting Supplies: Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$10,000	N

Distance Learning Program

Continuity of Instruction

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

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level, teams of teachers, and deans are meeting to design curriculum and instruction to support distance and/or in person learning. They are collaborating with grade level partners to re-tool units of instruction so that there will be a continuity of learning whether in person or in distance learning. In the scope of their professional duties, Counselors will schedule regular and on-going check-ins for students needing additional support regarding access to social-emotional learning offerings, and supporting their access to distance learning opportunities.

In the full distance learning model, all students will receive synchronous and asynchronous instruction and content five days per week. The lesson design and type of instruction provided shall be at the discretion of the classroom teacher in accordance with SB98. All content shall be aligned to grade level standards that is provided at the level of quality and intellectual challenge substantially equivalent to in-person instruction. This daily live interaction shall be designed by the teacher to meet the needs of students. AMPS will continue to provide Special Education services, English Language Development classes, Reading and Math Program intervention sessions, and counseling support virtually to students. All students with IEPs will receive direct instruction from all IEP service providers virtually. Teachers will develop standards-based activities that encompass a progression of learning across all content areas.

A key decision supporting symmetry and cohesion in the AMPS teaching domain was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Prior to the start of the year, teachers attended professional development sessions to address:

- ✓ Building Positive Relationships and Restorative Practices
- ✓ Student Expectations and PBIS during Distance Learning
- ✓ Virtual Learning Etiquette and Tips for Teachers and Students
- ✓ MTSS and Counseling
- ✓ Supporting students with different learning needs and SPED in a virtual classroom
- ✓ Best Practices for Supporting ELLs during Distance Learning
- ✓ Tech Tools--Zoom, Google Classroom
- ✓ Online curriculum in all disciplines: Math, Science, History, English, ELD and PE
- ✓ Creating Intentional Spaces for Our Students
- ✓ Encouraging Community and Relationship Building in the Virtual Classroom

The overall AMPS community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AMPS will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again.

In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports in small group instruction will be provided synchronously. When providing distance learning, academic content, classwork, independent work, assignments, projects, synchronous instruction, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes per grade level. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the classroom teacher overseen by a Dean of instruction or Site Leader.

The instructional minutes to be provided by grade level are as follows:

DAILY MINUTES - CORE CLASSES: Math, Science, History, English and PE				
MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	FRIDAYS
310 MIN SYNCHRONOUS for ALL students	310 MIN SYNCHRONOUS Small group instruction for EL, SPED and Tier 2 and 3 students. ASYNCHRONOUS Independent study for Tier 1 students		310 MIN SYNCHRONOUS Small group instruction for EL, SPED and Tier 2 and 3 students. ASYNCHRONOUS Independent study for Tier 1 students	

WEEKLY AFTER SO	CHOOL AND TUTORIN	G		
90 MIN/STUDENT	45 MIN	SYNCHRONOUS	EL SYNCHRONOUS	SYNCHRONOUS
SYNCHRONOUS	SYNCHRONOUS	SPED Services as	Integrated in a Co-	OFFICE HOURS
EXTRACURRICUL	TUTORING AS	per IEPs	teaching model.	AND
AR ACTIVITIES	NEEDED		Asynchronous	ASYNCHRONOU
			Designated as	S INDEPENDENT
			needed	WORK for Tier 1
				students as
				needed

SUPPORT FOR OUR MOST

LEARNING LOSS Tuesdays and Thursdays schedule addresses learning loss and protects instructional time for our unduplicated and most vulnerable students in small group instruction.

VULNERABLE STUDENTS

Attendance is called on a daily basis during Homeroom. Students are expected to attend all classes and tutoring sessions. Parents will receive a call when their students are not present

Engagement tracker is filled out on a daily basis and students with more than 3 calls will be referred for support and parent meeting

In addition, SPED students receive synchronous push in and pull out services stipulated in their IEPs.

Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Fortunately, all our college-bound curricula have the appropriate virtual resources to support students and teachers. And science teachers, for example, put together small packages of science disposable items so that students can p[ick them up and perform their experiments and have hands-on practice at home.

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.]

This crisis has laid bare not only the lack of quality equity in classrooms among race and performance, but the consequences for student learning when access to aligned content is absent. The technology gaps identified at the outset of school closures deepened the understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. AMPS is committed to ensure equitable access to education for all students and shall confirm and/or make provisions so that all pupils have adequate access to connectivity and technological devices to participate in the educational program and complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The AMPS IT Department has inventoried all devices this summer and collected all outstanding devices and ensure updates and equipment is ready for new distribution. Hotspots were made available to students and have been pre-formatted to make the connection to the hotspot easier for students and parents. AMPS has also upgraded the student data system and has purchased the licenses for Infinite Campus which will allow for easy integration to CALPADS, attendance, and academic tracking. Live

attendance will be required starting on day one. Attendance will be taken as usual. Staff will personally follow up with every child not attending by the first day of 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.]

One of the AMPS' Five Foundations is a Focus Results Driven practice where data influences the next lessons. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. Assessments during learning and throughout the school year that evaluate how students are progressing individually both in the moment and over time to address achievement gaps and learning loss before and after the school closure.

To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. The Interim Assessments are implemented during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

All AMPS teachers will document attendance/engagement for each student in the Student Information System (Infinite Campus) every day. Documentation of attendance in Infinite Campus is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

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.]

Following spring school closures, AMPS Leadership started to discuss and plan around the two main scenarios for teaching modality that were the most likely to be implemented. The two were the focus on a full distance model and the second was prepping for the very detailed hybrid model. Every year the AMPS organization hosts a weeklong all staff training institute called the AMPS Summit where teachers, paraprofessionals, front office staff, school leaders and all other departments in the organization get together for a series of training related to their specific subject, grade level, and /or department functions. The week after the Summit is also a Professional development week at AMPS, but specific to school sites. This year the AMPS Summit Committee composed of Site administration, Career Path Teachers and home office staff began to plan and incorporate sessions that addressed the regular focus of student engagement, curriculum training, and such but it also incorporated sessions that addressed the adjustments schools have to make under the COVID pandemic. The table below details one week of the AMPS Summit for Downtown Charter Academy:

SIS: Infinite Campus	Google Classroom and ZOOM	PE Curriculum Overview	SIS: Attendance
Restorative Practices in a Virtual Classroom	English Learners Support Guidelines during COVID- 19	Math Curriculum Overview	Youth Development
Health and Safety Plans	SPED Services in an Instructional Blended Model	Science Curriculum Overview	Community Building in a Virtual Environment
Black Lives Matter Movement and the History of Inequity	Observations and Coaching	History Curriculum Overview	PBIS and Restorative Practices
Expectations and Engagement in a Virtual Classroom	Mandated Reporting, 40 min, Students Sexual Abuse Prevention, 52 min, Sexual Harrasment	English Curriculum Overview	Trauma Informed Instruction

Prevention, 1 hour	

The Summit training is mandatory for all staff. As we have learned, voluntary training for staff will not offer enough of a guarantee that teachers will receive pertinent information and strategies to serve our students to the best ability. One key philosophy in the AMPS system is a focus on how school and organizational culture absolutely matters. Moreover, an effective organization and school focus on instruction and culture as the two main drivers for school and student success and as such, AMPS has been hosting the Summit for over eight years.

Building upon this work, some of this year's goals of professional learning for school leaders and teachers to support effective delivery of distance learning include:

- 1. All AMPS school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
- 2. All AMPS school leaders/teachers will continue to use data to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
- 3. All AMPS school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
- 4. All AMPS sites and home offices will effectively engage parents and families as partners in their students' learning.
- 5. All leaders/schools will deepen learning in improvement math as one of the organization's priorities this year. AMPS is in the middle of completing a Root Cause Analysis to better understand the need in our math programs.

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Trainings in the usage of the Infinite Campus and Otus data systems for instructional staff, school leaders, and home office staff
- Administration and analysis of common assessments and use of resulting data to drive instruction, including the use of the new data system to administer/build assessments
- Monitoring student engagement, participation, and progress
- Zoom trainings on new attendance and engagement processes for attendance staff

- Administrator professional learning on new attendance and engagement expectations
- Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content
 area
- Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment.

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback coaching from Site Directors. AMPS expects school administrators including Site Directors, Deans and Vice Principals to regularly join teachers during virtual collaborative sessions and 'walk' virtual classrooms just as they would in an in-person context. Following and during these visits/observations, school administrators can act as thought partners, providing timely and specific feedback on teacher practice. Regular observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the common assessments to inform lesson and unit design.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. However, in the AMPS philosophy, everyone from teachers to cafeteria staff are school leaders and representatives of what the organization stand for, thus all members of the AMPS team may be tasked with new tasks in response to the pandemic. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are a few updates to roles and responsibilities of staff, organized by area.

School Board: School board members work together with their organization's leader as a governance team to make decisions that will best serve all students in the community. In the midst of a significant emergency such as the COVID-19 pandemic, this collaborative relationship is especially critical for the safety and support of all. It also send a clear message that they too are all in with the programs to benefit all kids and families during these unprecedented times.

Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.

- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Maintain parents, school staff, and students informed and updated of all academic endeavors and community events and information.
- Provide support to instructional and non instructional staff as needed.

Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with safety coordinator to follow protocols that lower the risk of infectious students being on campus. Front office staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement to the specific measures being used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. The responsibility of contacting families regarding absences will no longer fall to the office staff only as teachers, and administrators will also have this responsibility through the pandemic shifts.

Attendance and Engagement: Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement.

Teaching Assistants and Tutors: Teaching Assistants and Instructional Tutors will be more systematically used to support individual students than they were in the spring. They are assigned to classrooms helping the teacher manage instruction and small group instruction. In accordance with the student's IEP, SPED tutor will provide support in breakout rooms and, as appropriate, be available to support teachers within Google Classroom and help students with assignments.

- Support student learning, provide enrichment programming through Google Classroom and Zoom, and maintain attendance records for student engagement; and ensuring targeted synchronous instruction is effective.

Special Education: All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage
parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or
telephonic setting.

- Counselors will work collaboratively with their current site teams to schedule consultation and counseling sessions with
 the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning
 setting. These sessions will be conducted virtually or by telephone.
- Deans will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model.
- Teaching Assistants will support a range of distance learning-related actions. They will focus on support at the school
 site level to implement inclusive practices. They will offer direct support, including coaching, for teacher teams and new
 teachers. Specific supports will include set-up of Special Day Classrooms, new teacher support for IEPs, and site wide
 implementation of a Multi-Tiered System of Supports (MTSS) as needed

Health and Safety Protocols: The roles and responsibilities outlined within this section are from AMPS Task Force plan which was established by the AMPS Administration and board of directors. This plan was developed using recommendations from the Alameda County Public Health, UCSF Medical, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Responses to the situation regarding any students, staff, or family member with a diagnosis or exposure to COVID-19.

Community Outreach and Engagement: Attend all family outreach and committee meetings and make presentations regarding needs and services available for the school. Assist in the support of all students being present for classroom time in distance learning by calling families and parents of any student who misses a class. Attend to a higher leveled concern of a specific family and/or student and conduct a home visit as needed following all safety protocols such as social distancing.

Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies of EP approved disinfectants as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact facility operations designate if a large-scale disinfecting/cleaning is required.

Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

AMPS Educators: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular hand washing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office. Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

- Invite site administrators and career path teachers to join Google Classrooms
- Develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
- Observe established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus and/or Engagement Tracker.

Students: To be successful for their own learning, especially older advanced grade levels, students must dedicate appropriate time to learning, using the time on task recommendations or as guided by teachers. They must check the online platforms for information on classes, assignments, resources daily. Ensure that they know their usernames and passwords for instructional resources that are accessible via the district portal and/or website.

- Identify a comfortable and quiet space to learn and study and/or communicate to a school staff member if they need assistance and or advice in doing so
- Engage in online learning activities being offered by your teachers and/or provided through online resources.
- Submit assignments by due dates established by your teacher(s).

Families/Guardians: Communication between school staff and families will be essential during the full distance model. Families should stay up to date with communications and information regarding school notices that will or eventually will touch on areas such as: instructional continuation plans, school opening or closure updates, and distance learning resources, students engagement and socio-emotional needs. Guardians/parents should make attempts to attend the school webinars, parent advisory meetings and ZOOM town halls for resources and up-to-date information

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 COVID-19 pandemic has further exposed pre-existing and untenable inequities in California's education system that leave some of our most vulnerable students and families without critical support when they need it most. This is not new to California educators and as such one of the AMPS philosophies is to foster and support high expectations and rigor for ALL students. Far too many times, students with unique needs have often been patronized or receive dumbed down instruction instead of supported instruction and this we have understood as an often veiled discriminatory practice that only helps to keep the opportunity gaps for these populations wide. Instead, AMPS seeks to support students with more needs through more time, and programs support and this will continue through the distance and hybrid learning model. We expect the non-instructional needs of the most vulnerable populations will be exacerbated so we will be planning to prepare additional resources for these students and families by working together with key community partners to prepare resource links for our families.

Facets for our student with unique needs include but are not limited to the following:

- I. Identification of the neediest groups in our schools
- II. Making initial and continuous contact with families who have high needs: this includes families who have been impacted by the coronavirus. Maintain the inclusion of each and every learner.
- III. Assist beyond academic needs
- IV. Appropriate supports for academic and social needs of students

Community Outreach Teams: Our outreach teams will be a critical component to our process in assuring that our most at risk populations receive the necessary resources, supports, programs, and tools to assure that they are not left behind during the distance learning process. The AMPS Community Outreach team is composed of local multilingual culturally competent individuals of color who have already gained the trust and engagement of the AMPS families.

AMPS Community Outreach Teams will seek to:

- Coordinate & communicate with shelters to engage students in distance learning
- Coordination & communication with homeless providers and agencies
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
- Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordinate with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Establish Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Supports specific to English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week (80 minutes/week for newcomers)
- Grades 1-6: 60 minutes/week (120 minutes/week for newcomers)
- Grades 7-12: Designated class or 60 minutes/week (Designated class for newcomers)

Supports specific to Students with Disabilities

Providing proper support to students with disabilities in online and blended learning environments requires the attention of all involved in the planning and execution of the student's educational program and plan as well as the aforementioned comprehensive approach to the child. Attention to multiple sound instructional and intervention strategies that differentiate learning opportunities, expected learning outcomes, student-specific supports, and student voice will help maximize student success.

• Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning

Supports specific to Homeless Youth and Foster Youth will include

Many students who have experienced homelessness or foster care do not have a strong support system to which they can turn to in times of crisis. They may not have a caring adult to call for advice or information on how to keep safe and healthy. This lack of familial support can mean they do not have help to prepare in times of a public health crisis, nor manage the additional life stressors the crisis brings. COVID-19 is affecting many people of all ages, but students are especially vulnerable and cannot be overlooked. Our focus with our homeless youth is:

- (1) Identification of homeless populations in our schools
- (2) Establishing Trust: Families deserve respect and integrity

- (3) Maintaining communicating with affected families and/or youth;
- (4) Accessing needed supports, such as food, hygiene, shelter, and medical care;
- (5) Establish systems collaboration; and partnerships to best assist, and
- (6) Supporting virtual or distance learning by assuring they have the basic technological needs such as internet accessibility available.

Supports specific to Foster Youth will include:

- Communication with case management, county support and Chaffee liaisons to support all foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Linkages to programs such The John H. Chafee Foster Care Program

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

Description	Total Funds	Contributing
Summit PD Week for teachers focused on instructional strategies and skills for distance learning, anticipate learning loss and address support to students with unfinished learning and most vulnerable students. A list of workshops was presented above.	\$3,000	N
Zoom business licenses for ALL teachers and staff, including After School instructors for 12 months	\$3,600	N
Purchase of Student school supplies notebooks, pencils, pens, paper, folders, school planner, graphing notebooks, colored pencils, and pens.	\$5,000	N
Special Education paraprofessional to offer math support students with IEP	\$48,000	N
Increased technology budget to provide 60 hotspots and chargers to students. Enhanced technology for teachers: ipads, ipens and large monitors to improve virtual classrooms instruction	\$6,000	N

2 hours/day of part time paraprofessional dedicated to family engagement for 4 weeks	\$18,000	N
Principal's time spent developing and managing robust student support systems	\$40,500	N
Deanss time spent supporting needs of vulnerable learners by following engagement tracker and contacting students and families and supporting interim assessments NWEA to provide online testing logistics and support for ALL students, and in particular SPED, EL and Tier 2 and 3 students.	\$49,500	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We are concerned about some of the trends that have been published by educational researchers who have analyzed and are demonstrating that when students miss school for a prolonged period, it will likely have major impacts on student achievement, especially in the area of mathematics where over the past years many American public schools have been sliding in downward trends. This is especially poignant among populations of color.

Thus, it is our goal first to assure all students and families have access to appropriate, engaging mathematics and reading materials, and that they are available through distance and hybrid learning. Moreover, effective instruction needs to be engaging and offer synchronous individual practice for students so as to have support from their teachers through learning of the material. Effective instruction, and support during coronavirus closures is one important way we can prevent opportunity gaps from growing. This will require addressing the most pressing challenges first, like closing the digital divide by providing increased access to the internet and technology. Then, school leaders and educators must continue to address the instructional challenges that quite frankly, have existed long before the COVID pandemic.

To address identified learning loss, AMPS will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of the interim and diagnostic assessments. Teachers will monitor individual

student growth throughout the school year, based on diagnostic data. The District will use the strategies below to provide specialized support to student groups:

AMPS is in the process of launching a new data management system to a new data and assessment management system offered through Otus and Edtec, a key partner to the organization. The platform will allow teachers to build multiple assessment types like simple and advanced, multiple choice, and rubrics with items from the Navigate item bank, designed by experts and aligned to standards. The program will make it less cumbersome for teachers, administrators and all others in the organization to navigate the different data system that are isolated and only give a partial picture of the issues facing a group, class or individual students. The system makes it easier for staff to Import third-party K-12 data, including benchmark assessments like NWEA, SBAC, PARCC, and more. Our goal is to identify and group students based on past and present data like assessment, attendance, and behavior and to confidently address the gaps through multiple measures and target instruction effectively by monitoring students' progress on grade level appropriate assessments and adjust supports based on student results.

All stakeholders including families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs

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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of

information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

In terms of Professional Development at DCA, all our 23 instructional staff members participate in weekly meetings by grade level and department, weekly staff meeting, and bi-weekly meetings with specialists during which, the following topics have been presented and discussed as part DCA's culture of growth mindset:

- Social Emotional curriculum for online learning
- Data analysis for MAP testing
- SST meetings and Safety Net
- PBIS and Restorative Practices
- Student Information System
- ipad and ipen as instructional tools
- Anticipating students mistakes and creating target questions to improve understanding
- Bi-wwekly sessions of class observations and coaching for instructional practices

In addition, to the summit and training before the school started listed above, teachers will attend 4 days of staff development focusing on student engagement strategies for distance learning, behavioral engagement and equity, cognitive engagement (executive functioning) and emotional engagement, consistency of learning platforms and programs, on-going home-school connection.

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 and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

- Interim Data
- Attendance numbers
- Parent engagement (attendance and response)
- Surveys
- AMPS domains..\..\..\Documents\AMethod Academic-Philosophies and methods\AMPS Teacher Domains\AMPS Essential Domains of Instructional Program Framework V2.pdf

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

Projected investment to make up for 100 lost and broken chromebooks lended to students during	\$30,000	N
distance learning mode to keep the 1-1 student-device ratio		
Projected Extended Summer School	\$20,000	N
Enhanced Tech for Instructional Staff: ipads, ipens, large monitors.	\$10,000	N
1-1 Instruction and individual support when needed projected for 10 students for 4 weeks	\$5,000	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Staffing:

- Counselors
- Teaching Assistants, Tutors and Paras
- Ed Specialists
- Deans
- Mindfulness instructor
- Coaches: athletes

- Student Clubs
- After school programs
- Art/ self-expression
- Advisory
- AVID

Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditory with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Through Community Outreach Teams, Regions can be a support system and facilitate connections to essential needs in response to COVID and other social needs.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Provide community resources for mental health to families
- SEL curriculum and schedule
- Provide small group support for social skills, stress management and executive functions to students as needed
- Counseling for staff: Kaiser, providers

Tiered supports for mental health promotion, awareness, and supports are outlined in the table below to add structure to this.

TIER	STRATEGIES
Tier 1: Universal Mental Health Encouragement and Awareness Strategies Provided to students regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.	 Community Resources Mindfulness Classes School wide SEL curriculum and lessons Home Visits ** (COVID Regs) Professional Learning for staff: Trauma-Informed Practices K-12, Mindfulness, Suicide Prevention & Mental Health Crisis Response Planned communication focus on promoting well-being

Parent Outreach & Engagement sessions focused on topics such as Self-Care, Trauma Informed Care & Building Resilience, Suicide Prevention, etc.

- Wellness Warm-line in community
- Clubs/social groups for staff: New staff happy hour, career path mixer, book club, personal care groups,

Tier 2: Targeted Wellness Strategies

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures for using, with a focus on connecting students to school and supporting their engagement.

- Coordination of Services with partner organizations in the community
- Psycho-educational groups: provides additional practice in developing social skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced.
- Linkage to community-based services
- School-based mental individual counseling (in person or virtually) for students and their caregivers
- Professional Learning for staff & caregivers

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a person's mental being, and quality of life by offering counseling services to professionals through community and social outreach. Community Outreach teams will, so conduct necessary check ins with households as needed. Continuing to use all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism,

- Referral and linkage to community-based services
- Suicide Risk : Assessment & Safety Planning
- Crisis Intervention hotlines
- Behavior contract support
- Special Education advocacy
- 504 advocacy & supports
- Child protection services

emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.	

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.]

School administration team which includes the Site Director, dean, and registrar will oversee the engagement and outreach of pupils for reengagement strategies in the following way. Each step is progressive:

Teachers do the first level of outreach to try to re-engage the student. For students who remain un-engaged, Administrators receive documentations for teachers to input students' names who hadn't accessed office hours, handed in homework, or connected with the teacher in any way for a whole week. If a student is "absent" from multiple classes or multiple days, the administrations will reach out to their respective students and seek to understand what is going on and work with the student to re-engage them.

Administrators will reach out to the student and/or parent to express concern, explain the importance of continuing with remote learning and encourage students to re-engage, and do follow up checks. The next step would be a home visit with a community outreach team member.

Continuing with outreach efforts throughout the summer, AMPS Community Outreach teams together with school administration, created cohorts of students who had attendance problems before covid, during the initial shelter in place in the spring, and set up prevention based contacts with families and students. Visits and services will be provided to pupils and their guardians in their language of preference and through a trained culturally competent staff. AMPS sites will provide telephonic translation as needed.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up provides Grab and Go meals to students on a weekly basis.

B4YM, our school lunch provider will begin delivering students' meals on the first day of school, August 10th, 2020. We will continue to use B4YM throughout the 2020-21 school year. Their lunches comply with the county health requirements and will be distributed a la carte, pre-bagged and labeled for each student to reduce contact. Our families filled out the lunch forms during the first 2 weeks of the school. However, Amethod Public Schools will be providing free meals (5 breakfast and 5 lunch meals per week) to all students regardless of meal eligibility status. This meal service is also open to the community, which means that siblings of enrolled Amethod Public Schools students, and anyone in the community under the age of 19 is welcome to pick up meals. Meals will be available on a first come, first serve basis.

The distribution of school lunches will be provided at the school's curb during the distance learning model. AMPS Nutrition staff ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use face masks for community and staff required per state and county health orders.

When AMPS moves to on-campus learning program B4YM will provide the meals and the Nutrition Services staff will serve breakfast and lunch for students, adhering to health and safety protocols and all requirements. Students will pick up meals at the kitchen and will eat them at the cafeteria or blacktop outdoors. In the hybrid model, all students will either consume meals in the classroom, isolated rooms, or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning. In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Section	Description	Total Funds	Contributing
Mental Health	50% of additional School Counselor time to lead and implement	\$25,000	N
	Independent Study Plans support for students facing emotional and		
	mental health issues during COVID-19		
Professional	Professional Development for teachers on Trauma Informed Instruction,	\$5,000	N
Development	Health and Safety Protocols, and Social and Emotional Learning		

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

IIIIIIIIIIII SELVICES	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students	
21.0%	\$678,816	

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.]

The overwhelming majority of students (above 80%) enrolled in the AMPS Network meet one or more of the identified unduplicated percentage of targeted disadvantaged pupils classified as English learners, homeless, foster youth, and low income. As we have seen and really ion of the reasons why we exist is due to the issue that all underserved populations such as Foster

Youth, Homeless, low income and ELL groups have faced an uphill battle historically in America's public school system throughout the decades, and no matter how many plans and bureaucracy is created, the data continues to demonstrate that face opportunities (opportunity gap). Foster Youth and Homeless youth in particular experience higher rates of societal barriers due to instability outside of the school walls. The original reasons why charter schools were created in the first place was to address the continual dismal outcomes of these and other populations and as such, our schools face 5 year renewal reviews and could face closure if not meeting the targets stated in the petition. This key difference between regular public schools and public charter schools is what has always driven our programs to be keen to serve all students through a data improvement lens.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. Some of these actions were already in existence within the previous pre pandemic program while others were adapted and are unique to the school closure/distance learning context. Some of these include, but are not limited to:

- Multi-Tiered System Support (MTSS): Differentiated instructional and social programs to address academic needs of all students; close the achievement gap with underserved students
- Essential data monitoring of: homeless, foster, SPED and low income populations
- Homework program at the middle school and targeted elementary sites
- High-quality ELD curricular materials and professional development
- A focused and adapted parent involvement and communication to address full distance model
- Essential data monitoring of EL student progress through the levels to reach fluency
- Reading and Math Support
- Designated English Learner Support Time
- Teacher training to address equity, social emotional learning and instructional skills in a virtual classroom

At DCA, our English Language Development teacher will provide targeted reading, writing, and vocabulary lessons through one-on-one and small-group instruction and serve as liaison between classroom teachers and students, offering guidance for individualizing assignments and assisting students with completing work. ELD Specialist and classroom teachers will offer students individualized support during check-in meetings in an integrated and designated model. They will regularly communicate with their students' families to determine other needs they may have, and they will communicate with staff to help families access the needed resources. The ELD teacher will provide ELPAC testing and will place students in their appropriate support according to their levels in collaborative work with general education teachers and the school ELAC committee, including the appropriate process for reclassification.

Low-income students, homeless and foster youth will receive targeted supports and services, as needed to access digital instructional platforms. It was our goal in the spring during the first days of the shelter-in-place to ensure all students in need of a device and waif were provided one. AMPS will ensure all families in need of Internet access are provided a preprogrammed

hot spot for easier connection. At some grade levels and for students in need, paper packets will be provided in order to limit the amount of work completed on a device

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. At DCA, we have included a 60 minute block for Social Emotional Learning, in addition to 20 min a day for homeroom time. As per parents' suggestion, we are also having a Fun Friday events to allow for students' socialization during distance learning.

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

- Small Group instructions that ranges from 660 minutes/week to 60 minutes/week to English Learners, SPED students, Foster youth, low income student, Tier 2 and Tier 3 students
- Instructions adapted to distance learning that target key fundamental skills per levels of proficiency
- Partnering teachers and Teaching Assistants in all classrooms to improve teacher-student ratio and support for class assignments
- Mid morning break and 1 hour lunch break during Distance Learning mode
- Physical Education 4 times/week for 100% of students
- Engagement tracker that provides additional check ins for our most bulb=erab;e students and continuous communication with parents
- Extra curricular activities with 18 different club offerings

- Musical instruments lending program and supply bags for students who want to take instrumental music, music
 production, plastic arts, etc.
- After school homework help when needed
- SST Meetings with parents and students
- Daily Mindfulness classes in the afternoons
- Community Outreach services and home visits when needed
- Social Emotional in-person support when needed
- School Office Open daily for tech pick up and other families' needs

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 CCR Section 15496(a)(7).

DCA	2019	2020	Percentage to increase or improve services
Enrollment	326	318	
Socioeconomically Disadvantaged	207	65%*	
English Learners	12.50%	16%**	
Foster Youth	0%	0%	

^{*}Not all parents have submitted the Lunch Forms. This percentage includes direct classification. Families did not fill out Title 1 this year.

not finished comp

^{**}We have not reclassified students yet. We did not administer the ELPAC testing in the Spring; we are just finishing it now. The state gave us until September 30th. The final percentage could be very close to last years'

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

For the actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students and that are being provided on an LEA-wide or schoolwide basis, provide a general explanation of these actions consistent with 5 CCR Section 15496(b).

Principally Directed and Effective: For these actions, explain how:

- The LEA considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to meet the needs of the students in response to the COVID-19 pandemic.

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

Consistent with the requirements of 5 CCR Section 15496, describe how the services marked in the Learning Continuity Plan as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students contribute to meeting the percentage calculated as compared to the services provided for all students. Additionally, consistent with the requirements of 5 CCR Section 15496, please describe any other actions or services that contribute towards meeting the increased or improved services requirement.

- To improve services means to grow service in quality and to increase services means to grow services in quantity.
- MTSS: https://www.cde.ca.gov/ci/cr/ri/

- Universal Design: https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works
- Interim Assessments and data dives. Progress Monitoring

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Paraprofessional support staff
- Office and Nutrition support staff focused on student and family and student tutorials and outreach
- Counselors
- Teacher Collaboration Time
- PBIS and SEL
- Lesson plan adaptations to COVID, all teachers use the same template for lessons and post it in their Google Classrooms with all links for zoom classes, videos and assignments to ensure a student friendly routine and structure that is particularly vital for our most vulnerable students but serves all equally well.
- The innovative tumbling block schedule allows students to continue to engage in our standards aligned college preparatory curriculum while allowing them ample time to attend to demands in their personal lives. The adoption of this schedule supports all learners and provides additional benefits to our most vulnerable students. Survey data, teacher input and research went into the design of our schedule. Students have three courses per day instead of six, and these six courses alternate day to day irrespective of holidays in a tumbling fashion. This ensures that our students are able to continue with our high quality programming in all classes.
- Engagement with families, in addition to the monthly Family-Team meetings, we are providing weekly updates to keep parents informed of weekly assignments, community services and health and safety updates. Prevention services: Our Community Outreach Team and counselors work to identify students who need extra support and link students and families with community organizations such as IWAY and La Clinica to provide additional support to students as needed.
- Tutoring: teachers and Teaching Assistants provide tutorial time each week. Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase

services include:

• Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own.

Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

• **Counselor:** The goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context.