TEACH Public Schools

TEACH Public Schools Special Meeting

Date and Time
Wednesday September 30, 2020 at 5:00 PM PDT

Location
Topic: TEACH Public Schools Special Board Meeting
Time: Sep 30, 2020 05:00 PM Pacific Time (US and Canada)
Join Zoom 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 change 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.
REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the Rehabilitation Act of 1973 and the American 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 TEACH Public Schools during normal business hours at as far in advance as possible, but no later than 24 hours before the meeting.
FOR MORE INFORMATION
For more information concerning this agenda or for materials relating to this meeting, please contact TEACH Public Schools, 10600 S. Western Ave. Los Angeles, CA 90047; phone: 323-872-0808; fax 323-389-4898.
www.teachpublicschools.org

Matt Brown is inviting you to a scheduled Zoom meeting.

Topic: TEACH Public Schools Special Board Meeting
Time: Sep 30, 2020 05:00 PM Pacific Time (US and Canada)

Join Zoom Meeting
https://teachpublicschools-org.zoom.us/j/83869197289

Meeting ID: 838 6919 7289
One tap mobile
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Agenda

	Purpose	Presenter	Time
I. Opening Items			**5:00 PM**
Opening Items			
A. Call the Meeting to Order		Sonali Tucker	1 m
B. Record Attendance and Guests		Shawnna Lawson	3 m
C. Public Comment	Discuss	Sonali Tucker	15 m

Board meetings are meetings of the Board of Directors and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the Board through the Chair of the Board. To ensure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must request a speaking slot via email. Please email Matt Brown, Chief Operating Officer of TEACH Public Schools at mbrown@teachps.org if you wish to address the Board. The email must contain speaker name, contact number or email, and subject matter and be submitted to the COO or Superintendent prior to the start of the meeting.

Members of the public may address the Board on any matter within the Board's jurisdiction and have three (3) minutes each to do so. The total time for each subject will be fifteen (15) minutes, unless additional time is requested by a Board Member and approved by the Board. The Board may not deliberate or take action on items that are not on the agenda. However, the Board may give direction to staff following a presentation.

The Chair is in charge of the meeting and will maintain order, set the time limits for the speakers and the subject matter, and will have the prerogative to remove any person who is disruptive of the Board meeting. The Board of Directors may place limitations on the total time to be devoted to each topic if it finds that the numbers of speakers would impede the Board's ability to conduct its business in a timely manner. The Board of Directors may also allow for additional public comment and questions after reports and presentations if it deems necessary.

	Purpose	Presenter	Time
II. CONSENT ITEMS			**5:19 PM**
A. Consent Items	Vote	Sonali Tucker	3 m

	Purpose	Presenter	Time

Consent Items - Items under Consent Items will be voted on in one motion unless a member of the Board requests that an item be removed and voted on separately, in which case the Board Chair will determine when it will be called and considered for action. Due to the set-up of BoardOnTrack, approval of any board meeting minutes will be done through consent and listed as items B-Z (as needed) under "Consent Items".

　　1. September 30th, 2020 Board Meeting Agenda

	Purpose	Presenter	Time
B. Approval of September 16, 2020 Regular Board Meeting Agenda	Vote	Sonali Tucker	

III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION   5:22 PM

	Purpose	Presenter	Time
A. TEACH Academy of Technologies Learning Continuity & Attendance Plan (LCAP)	Vote	Matthew Brown	5 m
B. TEACH Tech Charter High School Learning Continuity and Attendance Plan (LCAP)	Vote	Matthew Brown	5 m
C. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Learning Continuity & Attendance Plan (LCAP)	Vote	Matthew Brown	5 m
D. RESOLUTIONS RATIFYING DIRECTORS AND OFFICERS OF THE CORPORATION	Vote	Matthew Brown	5 m
E. TEACH Inc. & TEACH Las Vegas CMO Agreement Draft	Discuss	Matthew Brown	5 m

TEACH Las Vegas wishes to enter into a services agreement with TEACH Inc. for possible CMO services. This agreement would generate additional revenue for TEACH Public Schools (up to 10% of TEACH Las Vegas total state revenue). Agreement can be terminated by either party with 30 days notice. Contract would start January 1, 2021.

IV. Closing Items   5:47 PM

	Purpose	Presenter	Time
A. Upcoming Meetings	FYI	Shawnna Lawson	1 m

Regular Board Meeting - October 21, 2020

	Purpose	Presenter	Time
B. BOARD MEMBER COMMENTS	Discuss	Sonali Tucker	5 m

Time for board members to make any public comments.

	Purpose	Presenter	Time
C. Adjourn Meeting	Vote	Sonali Tucker	

Coversheet

TEACH Academy of Technologies Learning Continuity & Attendance Plan (LCAP)

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: A. TEACH Academy of Technologies Learning Continuity & Attendance Plan (LCAP)
Purpose: Vote
Submitted by:
Related Material:
2020_Learning_Continuity_and_Attendance_Plan_TEACH_Academy_of_Technologies_20200923.pdf

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
TEACH Academy of Technologies	Suzette Torres Principal	storres@teachps.org 323-872-0809

General Information

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

Covid-19 has had a profound impact on TEACH Public Schools. Since our LEAs are situated in communities where healthcare is often substandard or unavailable, Covid-19 has had a disproportionately negative impact. Stakeholders within our LEAs are often unemployed, or underemployed and therefore many have lost their jobs.   Since many members of our LEA communities are without healthcare insurance and or access, many have become victims and or casualties of Covid-19.

The social emotional impact that lack of access to others and the need to maintain physical distance is having on our student populous has yet to be determined. Depression, sadness, and withdrawal are common feelings students have voiced when given the opportunity.

LEA community members have articulated the negative impacts Covid-19 has had on them due to the adjustments TEACH Public Schools has had.   Parents have repeatedly voiced inability to both work and procure childcare without schools being open. Many stakeholders have struggled with electronic access for reasons ranging from technological inabilities to inaccessibility of WiFi. Lastly, due to the low-socioeconomic reality of our community as well as the lack of education for the parents of our students, there is a tremendous fear that our students are not well supported at home to complete the educational expectations set forth, as we work to provide a quality education via a remote platform.

Finally, fear of Covid-19 coupled with the uncertainty of when life will again obtain some familiarity with the way things used to be have led to anxiety, and feelings of powerlessness.

Stakeholder Engagement

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

Stakeholder feedback has been solicited as follows:
1) Varied ParentSquare parent and student surveys
2) ParentSquare Posts requesting feedback and encouraging outreach
3) Provision of Googlevoice numbers and work cell numbers encouraging contact
4) Seeking and extending partnerships with various outside service providers
5) Monthly Virtual Coffee with the Principal
6) Monthly Virtual meetings with various subgroups
7) Open forum for parents to attend ZOOM session with principal

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

All Board Meetings are public and ZOOM sessions are publicized on social media such as FaceBook and Instagram as well as the school and the main TEACH Public Schools website.

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

Parent surveys reveal:
- A need for support with the use of technology for their child(ren)
- Concern over child(ren) being able to access curriculum and stay on track
- A need for support with technology needs such as computers and hotspots
- A need for support with knowing and understanding academic expectations
- A need for social/emotional support for themselves and their child(ren)
- Frustration with the reality that students cannot physically attend school
- Satisfaction with our current program and the training and support provided to date
- Appreciation with communication and information provided regarding updates and educational programs

Community Partner feedback reveals:
- A desire to create opportunities for student participation in extra-curriculuar activities
- Frustration over limitations of current guidelines for social-distancing
- A desire to be creative with ways in which families can be supported

Student surveys reveal:
- A desire to return to school due to stressors at home
- A desire to return to school due to missing the social components of friends and teachers
- Frustration over developing the necessary skills to manage their classes, independent work expectations and work load
- Heightened state of anxiety over the unknown status of COVD-19

- Depression over lost family and friends due to death caused by COVID-19

Teacher feedback reveals
- A need for training and support for quality online instruction
- A need for quality curriculum and resources
- Improvement of student engagement as time progresses
- A desire for continued collaboration to increase student accountability and engagement
- Frustration over the loss of face-to-face interaction with students
- Positivity over the benefits of remote/distance learning

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

Addressing all stakeholder feedback is an ongoing process:
- Technology was provided for all students and needs for additional technology are monitored on a daily basis
- TEACH Academy of Technologies hired two (2) counselors to support the students, their families and the faculty and staff
- Professional Development and opportunities for collaboration are scheduled for each day of the week, after school
- Educational/Instructional Videos are published via ParentSquare and on an as-needed basis emailed to parents and students
- Partnership meetings are held on an ongoing basis to collaborate and discuss services needed or provided
- Fridays have been set aside for various social-emotional/health breaks for students and partner groups
- Individualized counseling is offered as students have been identified (via student survey) or as they are referred or self-refer

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.]

Teach Academy of Technologies monitors the monitoring list for the county of Los Angeles, which identifies that schools may consider re-opening for in-person instruction once in the Substantial Tier for two weeks. Once Los Angeles enters this Tier, TEACH Academy of Technologies will assess implementing the Re-opening protocols provided by the Public Health Department of Los Angeles County and LACOE.

These protocols include, but are not limited to:
1. Workshops and trainings for school community to address any mis-information or mis-communication regarding the importance of COVID-19 precautions
2. Small classroom sizes with necessary partitions for students and teachers
3. Safety equipment for all stakeholders
4. Safe Entering protocols for all stakeholders
5. Partitions where necessary throughout the school
6. Continued monitoring of local and county COVID-19 data
7. Continued cleaning and sanitizing of all surfaces and spaces
8. Signage throughout the campus to remind all stakeholders of protocols and procedures

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance any and all safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	$70,000	No
Janitorial and campus aide staff to provide a constant clean and COVID-19 free school site, ensuring the cleaning of equipment and common and shared spaces. Any additional supplies directly as a result of cleaning and sanitizing as a result of concern over the spread of COVID-19. (LLMF)	$100,000	No
Safe Passage Agreement (WACA) to monitor student safety in the community as they move to and from the school. (LLMF)	$30,000	No

2020-21 Learning Continuity and Attendance Plan for TEACH Academy of Technologies

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.]

Our LEA is committed to continuing instruction during the school year. We have specifically implemented a combined Synchronous and Asynchronous instructional model. This model is directly aligned to the CDE's guidelines for distance learning. All students receive live interaction with teachers everyday. More specifically, students sign in to Zoom 5 times a week for 240 minutes a day. Students take 1-30 minute instructional block to address their social-emotional and soft-skills needs and 5-90 minute instructional blocks in their core contents, with a combination of synchronous and asynchronous instruction.

Each teacher has developed a webpage where daily synchronous and asynchronous learning experiences are posted for ease of access to students and families.

School administrators monitor daily lesson plans and instructional experiences through the teachers webpages, observe classes by participating in the ZOOM sessions, evaluate student learning on a daily basis through daily debriefs to assess follow-up for the next learning cycle. Teachers collaborate vertically and horizontally to establish goals and assure alignment with expectations across the grade levels and the content areas.

Advisory teachers are responsible for daily follow-up with their Advisory cohort with regards to grades, social-emotional health and other needs as identified.

Weekly reminders are sent via ParentSquare reminding parents to check their student's grades and encourage reaching out to the teachers with comments, questions and concerns about their child's progress.

Access to Devices and Connectivity

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

TEACH conducts a Technology Survey will all families to determine students device and connectivity situation. TAT communicated via phone, Parent Square, email and in person during enrollment. TAT will provide 1-1 access to Chromebooks and needed accessories to ensure all pupils have access to a reliable device. Additionally, TAT will provide hot spots to any pupil who doesn't have access to reliable home internet, students with special needs or second language learners have been identified for possible prioritizing of additional technological needs. TAT has also added a full time IT Tech to its staff to provide tech support to students and staff to ensure students and staff are supported during distance learning and able to access/provide instruction. The new IT Tech will work closely with the Directors of Operations, Data & IT to ensure access to devices and connectivity for all pupils and staff. Applications and curriculum will be preloaded when possible on devices.

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.]

Our LEA is committed to assessing pupil progress through synchronous and asynchronous instructional minutes. Students receive synchronous instruction via Zoom videoconference platform each day.

Via either method, students are presented with instruction as closely mimicking in-person instruction as possible.

During synchronous instructions, students experience direct instruction and are provided with assignments and learning experiences similar to what they would experience during in-person instruction. Formative and summative assessments are provided throughout the various daily learning experiences, regardless of whether they are synchronous or asynchronous.

Each week, two data points connected to a formative or a summative assessment are documented in the PowerSchool grade book. The time value is noted on each assignment. Teachers will sign their grade books on a monthly basis for our weekly engagement record. Schools administrators review teacher grade books on a weekly basis and provide feedback to teachers as needed.

PowerSchool is also used to record student attendance and participation. Absences are noted on a period-by-period basis, parents receive notifications via ParentSquare at which time the reason for the absence is addressed.

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.]

Staff will participate in a two week professional development program before the start of the 20-21 school year.

Taking into account the needs for a successful distance learning program, new textbook platforms were purchased to provide students with a variety of learning experiences. Teachers will receive professional development in various instructional platforms as well as how to build a classroom website and create a learning experience that mimics the in-person classroom instruction as closely as possible.

Teacher resources include, but may not be limited to:
1. School issued technology
2. Online platform for core curriculum
3. Supplemental programs to support learning gaps
4. Security system that allow for student management and monitoring of online activity
5. Systems to reach out to parents to engage them in supporting our educational goals at home
6. Ongoing professional development to address questions, comments, concerns and needs as they arise

Staff Roles and Responsibilities

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

As a result of COVID and moving into distance learning, the following roles and responsibilities have occurred:

1. Increased support to push-in for special education and EL students
2. Teachers have had to increase their vigilance as it relates to students potentially experiencing depression or anxiety
3. School support staff has taken on the responsibility of being multi-faceted in the responsibilities they carry out, e.g., all staff have been trained in screening for COVID-19 exposure and symptoms, all staff have been trained in troubleshooting technology issues, all staff have been trained to identify potential for social-emotional concerns with families and their students, all staff have been trained to sanitize work spaces before, during and after use, etc.
4. Teachers have had to take responsibility for troubleshooting their own technology needs as they arise, versus having a technician that is available by walking over to the classroom to address the need.
5. All faculty and staff have taken on the responsibility of ensuring that lines of communications between the school and the parent community are ongoing and two-way.
6. Increased methods of communicating information to parents has fallen to all school personnel.
7. Training in protocols and procedures for identifying and addressing potential safety concerns observed via ZOOM videoconference

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.]

Our LEA is committed to providing supports to assist pupils with unique needs such as English learners, Special Education students, foster and students experiencing homelessness.

First and foremost all students have access to ChromeBooks and WiFi. If students do not have hotspots, our LEA had purchase enough hotspots to support families.

Support for students with unique needs is as follows:
- Students with IEPs benefit from an additional teacher or classroom aide pushing into their general education classes as well as offering independent tutoring and support outside of the classroom
- Students with English learner designation benefit from a classroom aide pushing into their general education classes as well as offering independent tutoring and support outside of the classroom

- Students with additional identified academic or social-emotional needs benefit from classroom aide pushing into their general education classes as well as offering independent tutoring and support outside of the classroom
- All students benefit from two in-house counselors to address their academic or social-emotional needs

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	$200,000	Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$60,000	Yes
Purchase software to ensure management of deployed equipment for distance learning	$70,000	Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$40,000	Yes
Certificated teachers to provide engaging standards based online instruction (LLMF)	$1,300,000	Yes
Two full time counselors to provide students with metal health support, counseling, social emotional learning. (LLMF)	$130,000	Yes
A full time Student Support Services Coordinator (LLMF)	$65,000	Yes
Two classroom aides to provide support for students with IEPs, EL designations, or a foster or homeless status	$70,000	Yes

2020-21 Learning Continuity and Attendance Plan for TEACH Academy of Technologies

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.]

The programs currently in place include:
1. Synchronous instruction that mimics in-person learning as closely as possible, with daily student interaction with all students
2. Formative and summative assessments to measure student current learning as well as how they progress along the continuum
3. Weekly updates to the parent community of student progress
4. Training videos for parents/guardians to assist their understanding of the education program, the school-wide expectations as well as how they can support their child at home
5. Supplemental educational program that address learning gaps as they are identified through baseline assessments
6. Instructional planning that includes identifying, addressing and bridging gaps as they are measured
7. Counseling for students that are deemed in need of improving their educational efficacy to be successful in managing their personal learning goals
8. After-school tutoring for students that are not meeting assessment targets

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.]

All students at TEACH Academy of Technologies fall into one or more of the categories identified in this section. The strategies identified have been put into place specifically because our students benefit from all of them. Students are identified one a one-by-one basis and the program offerings are made available to those that will benefit from them.

The programs currently in place include:
1. Synchronous instruction that mimics in-person learning as closely as possible, with daily student interaction with all students
2. Formative and summative assessments to measure student current learning as well as how they progress along the continuum
3. Weekly updates to the parent community of student progress
4. Training videos for parents/guardians to assist their understanding of the education program, the school-wide expectations as well as how they can support their child at home
5. Supplemental educational program that address learning gaps as they are identified through baseline assessments

6. Instructional planning that includes identifying, addressing and bridging gaps as they are measured
7. Counseling for students that are deemed in need of improving their educational efficacy to be successful in managing their personal learning goals
8. After-school tutoring for students that are not meeting assessment targets

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.]

Formative, summative assessments will take place for the academic measures.
Less qualitative data and more quantitative data will be gathered based on student surveys and intakes made by counselors and Advisory teachers, as well as administration.
Parent meetings and parent outreach via ParentSquare will serve as the basis for gathering qualitative and quantitative data from the families, about our education program and services.

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

Description	Total Funds	Contributing
Purchase of additional supplemental programs (LLMF)	$60,000	Yes
Maintaining additional classroom aide support (Duplicate Expense)	0	
Maintaining Counseling Staff (Duplicate Expense)	0	

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.]

Monitoring and supporting the mental health and social and emotional well-being of stakeholders is ongoing:
- Maintaining a two-person counseling team
- Student and parent survey were administered during the Orientation Fair, assisting counseling staff in identify and prioritizing student and parent support and areas of need
- Student counseling services are provided as identified
- Daily check-in with faculty and staff occurs at the end of each day
- Partnership meetings are held on an ongoing basis to collaborate and discuss services needed or provided
- Fridays have been set aside for various social-emotional/health breaks for students and partner groups
- Individualized counseling is offered as students have been identified (via student survey) or as they are referred or self-refer
- Counselors have an open-door policy to support parents, students, faculty and staff
- Variety of outside resources are provided to stakeholders as-needed
- Updates on the state of the school and the state of COVID-19 are provided as deemed necessary via student and parent conversations or school staff request
- Confidential self-referral form has been made available to all students

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.]

Pupil Engagement and Outreach occurs in multiple ways and is ongoing:
- Parents of students that are absent are sent notifications for each absence
- Parents contact is made daily
- Advisory teachers are responsible for monitoring core Advisory students and reaching out to families as needed
- All teachers are required to send ParentSquare messages, Google Classroom messages, or call home when concerns over attendance or missing work are identified (daily)
- Students identified as struggling with remote platforms receive 1:1 tutoring/review of how and where to access platforms (teacher websites, ZOOM links, electronic textbook and resources, grades, schedule, etc)

- Students in sub-groups are provided with additional support in their classrooms with school personnel that pushes into the classroom or provides tutoring after school or on Fridays
- Reinforcement of state guidelines and expectations for attendance and engagement are sent via video messages to school community via ParentSquare
- Parents are provided with individualized support as needed/requested or identified by school staff

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.]

TEACH Public Schools has been providing nutritional meals (breakfast and lunch) since the start of the school year (August 10, 2020) by providing 2 distribution days (to reduce the exposure) that would cover weekly meals from 3pm to 4:30pm. This will allow students to have their meals ready to go each day during their assigned breakfast and lunch break.

**Update - As of September 8, 2020, TEACH Public Schools is taking advantage of the USDA Seamless Summer Feeding Option (SSFO) Waiver (approved through December 31, 2020) to allow all students and community children under the age of 18 to receive a breakfast and lunch at on behalf of our school. Meal Distribution takes place daily at TEACH Academy of Technologies, a central location servicing our 3 network schools.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English	$60,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.5%	1,192,161

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.]

Technology purchases for student and staff use including tech support (IT Specialist) and Wi-Fi expense to ensure proper internet bandwidth is available for student so they can access web-based intervention and instructional materials.

Credentialed teachers provided tutoring and intervention with priority given to EL, Foster, and Low-Income students
EL Coordinator to provide additional supports for EL students

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

97% of students in the LEA are low income, foster youth, or English Learner pupils. TEACH subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions are LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:

1. Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of graduates with options for opportunities in the College and/or Career of their choosing.
2. Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students
3. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve
4. Maintaining and modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.
5. increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.
While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 16.1% of students not included in foster youth, English learner, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples include:
Professional Development to support English Learners and low-income students is being increased for all staff and families of ELs
? The District will increase English learner Professional Development for teachers, staff and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020.
? The District will improve the quality of English Learner and low-income Professional Development related to distance learning by surveying and interviewing teachers by September 4th, 2020.
? The District English learner Department and Site Administrators will complete a minimum of one cycle of ELD virtual walkthrough observations by October 30th, 2020 to measure professional development implementation and ensure ELD is taking place.
Chromebooks/Devices/Connectivity Increased for ELs and staff serving ELs
? The District will increase English learner online supports needed for distance learning by providing 100% of our bilingual paraprofessionals across the District with a Chromebook in order for them to connect to virtual classes and support distance learning instruction/intervention in collaboration with the teacher of record.
Increased monitoring of EL academic and linguistic progress
? The District will increase the monitoring of EL academic and/or linguistic progress via distance learning by providing teachers with criteria for measuring English learner progress towards English language proficiency.

Coversheet

TEACH Tech Charter High School Learning Continuity and Attendance Plan (LCAP)

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: B. TEACH Tech Charter High School Learning Continuity and Attendance Plan (LCAP)
Purpose: Vote
Submitted by:
Related Material:
2020_Learning_Continuity_and_Attendance_Plan_TEACH_Tech_Charter_High_School_20200923.pdf

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
TEACH Tech Charter High School	Dr. Monique Woodley Principal	mwoodley@teachps.org 323-872-0707

General Information

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

Covid-19 has had a profound impact on TEACH Public Schools. Since our LEAs are situated in communities where healthcare is often substandard or unavailable, Covid-19 has had a disproportionately negative impact. Stakeholders within our LEAs are often unemployed, or underemployed and therefore many have lost their jobs.   Since many members of our LEA communities are without healthcare insurance and or access, many have become victims and or casualties of Covid-19.

The social emotional impact that lack of access to others and the need to maintain physical distance is having on our student populous has yet to be determined. Depression, sadness, and withdrawal are common feelings students have voiced when given the opportunity.

LEA community members have articulated the negative impacts COvid-19 has had on them due to the adjustments TEACH Public Schools has had.   Parents have repeatedly voiced inability to both work and procure childcare without schools being open. Many stakeholders have struggled with electronic access for reasons ranging from technological inabilities to inaccessibility of wifi.

Finally, fear of Covid-19 coupled with the uncertainty of when life will again obtain some familiarity with the way things used to be have led to anxiety, and feelings of powerlessness.

Stakeholder Engagement

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

Each LEA has used on line surveys to determine the interests and specific needs of students and parents. During orientation stakeholders are encouraged to provide pertinent feedback. Target meetings such as Coffee with the principal and parent meetings were held to provide an opportunity for stakeholders to provide feedback.   Feedback is collected in all interactions with parents who come to school locations.

Whenever LEAs host events, such as food distribution, the sentiments of parents and stakeholders are solicited and collected. Finally conference calls and one-on-one interviews were utilized to obtain stakeholder input.

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

Stakeholders are allowed to participate in public meetings at each school site and at the district headquarters. Remote access is also provided for all board meetings.

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

Parents feedback has been primarily positive, but tempered with a desire for students to return to class. Many parents have participated in food distribution program and have openly voiced the fact that meals were needed and appreciated.

Students have almost unanimously provided feedback indicating a strong desire to return to campus. Many students have voiced frustration with the online learning platform. Students have articulated that they miss their friends and teachers and how difficult it is to remain engaged during remote learning.

Teachers have discussed frustration with the lack of access to students and facilities. While many have voiced initial issues with instruction there is growing comfort with the online methodology. Almost all teachers have indicated the strong desire to return to the classroom.

Community members have expressed their appreciation for the continued distribution of meals.

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

The following aspects of the Learning Community & Attendance Plan were specifically influenced by stakeholder input:

1. The remote learning platform and whether a hybrid model or all distance learning would be utilized
2. Times and dates for communication, meetings, and distribution of resources.
3. Most effective practices for food distribution: times, location, flow of traffic, etc.

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.]

Our LEA is located in a densely populated area that has had some of this highest COVID-19 testing rates. As a result our County and City still has many restrictions on gatherings and social interactions. As a result of this, in person instruction will resume when the L.A County Department of Public Health deems Los Angeles in person to be able to resume school at 50% attendance.

In preparation for 50% Reopening, our LEA has created an Reopening Plan that has been Board Approved. The ReOpening plan specifically has Six Phases for Reopening. The Six Phases are:

Phase I: Staff Training
Phase 2: Physical Site Specific Preparation
Phase 3: Promote Healthy Practices & Routines
Phase 4: Safe Daily Operations
Phase 5: Assign Learning & Support Models
Page 6: Procurement

We have ordered the following PPP materials.
Alcohol, facial coverings, hand sanitizer, soap, gloves, industrial cleaning and sanitizing supplies, temperature measurement instruments, tissue, signage. We have also staggered our cleaning and daily maintenance to have around the clock cleaning.
While we wait for 50% in person attendance to resume we are implementing Saturday school for students with multiple fails and technological issues. Saturday school includes no more than 10 students and is held in a socially distanced environment. All students will have their temper checked prior to entering campus and must review our ingress questionnaire.

If we can not support student learning in remote learning, we will suggest that Students with Disabilities, English Learners, Foster, Homeless students and students with significant learning loss (as defined by the NWEA assessment results and student grades) come into school for short periods of time and receive instructional support from a certificated staff member) for instructional support. This may not occur until October if or when cases slow down.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance halts and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	60,000	No
Janitorial and campus aide staff to provide a clean & safe school site & cleaning equipment and supplies (LLMF)	200,000	No
Safe Passage Agreement (WACA) (LLMF)	30,000	No

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.]

Our LEA is committed to continuing instruction during the school year. We have specifically implemented a combined Synchronous and Asynchronous instructional model. This model is directly aligned to the CDE's guidelines for distance learning. All students receive live interaction with teachers everyday. More specifically, students sign in to Zoom 5 times a week for 240 minutes a day. Students take 6 A-G approved courses with 90 minute instructional blocks.

We also purchased instructional digital materials to support distance learning. We purchased:
IXL is used to close math achievement gaps.
APEX to support students with credit deficiencies
iLit is used to support English Learners and their reading skills.
Spring Board as a math and English curriculum online.
Read theory is used at the 9th grade level to close student achievement gaps in English.
Kami is used to support student navigation through online word processing.
Near Pod is used to engage student in content and curriculum.

Kahoot! Is and interactive assessment platform.
Quizz is used as an interactive assessment platform.
We will be giving NWEA assessments on line 3 times a year. We will also be signing our students up for the PSAT, and AP exams per usual.

While school administrators will be observing classes daily and per period school administrators will also be observing and evaluating teachers formally via digi coach once a week.

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.]

TEACH conducted a Tech Survey will all families to determine students device and connectivity situation. TTCH communicated via phone, Parent Square, email and in person during enrollment. TTCH will provide 1-1 access to Chromebooks and needed accessories to ensure all pupils have access to a reliable device. Additionally, TTCH will provide hot spots to any pupil who doesn't have access to reliable home internet. TTCH has also added a full time IT Tech to its staff to provide tech support to students and staff to ensure students and staff are supported during distance learning and able to access/provide instruction. The new IT Tech will work closely with the Directors of Operations, Data & IT to ensure access to devices and connectivity for all pupils and staff. Applications and curriculum will be preloaded when possible on devices.

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.]

Our LEA is committed to assessing pupil progress through live contacts and synchronous instructional minutes. As mentioned in the previous question, students sign in to zoom each day for live interactions with their teachers. They also sign in for synchronous instruction 3 times a week.

We assess student progress formally via teacher gradebooks. Teachers must submit two grades per week (asynchronous or synchronous) with attached time value to each assignment. Teachers will sign their gradebooks on a monthly basis for our weekly engagement record. Schools administrators review teacher gradebooks on a weekly basis and provide feedback to teachers as needed.

We are also assessing student progress informally. For example verbal answers from students, exit tickets, classroom discussions, written responses during classroom via whiteboard or chat box as well as various classworks assigned throughout the week.

PowerSchool is also being used to record student attendance and participation. Parents calls all absent families three times a day and records student absences. Our office clerks also make personal phone calls to absent students.

Google forms are being used to record student attendance during tutoring and intervention.

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.]

Staff participated in a two week professional development program before the start of the 20-21 school year. During this time teachers will cover key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach will lead trainings on implementing Project Based Learning virtually. Trainings will include technology training conducted by the Director of Operations, Data & IT. Staff will be provided with a laptop, phone or google voice number and hot spots (as needed). Teachers have access to document cameras, projectors and other tech as needed. Tech support will be provide by the Director of Operations, Data & It and the site based IT Tech.

Staff Roles and Responsibilities

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

As a result of COVID and moving into distance learning, we have hired a part-time IT person to troubleshoot and support digital platforms at each of the campuses.

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.]

Our LEA is committed to providing supports to assist pupils with unique needs such as English learners, Special Education students, foster and students experiencing homelessness.

First and fore most we are ensuring that students have access to chromebooks, tablets, and wifi. If students do not have hotspots, our LEA had purchase enough hotspots to support families.

Our LEA is continuing to implement designated ELD supports. Our English teachers held multiple Zoom classes per week to check in with students and continue to sharpen their language skills. Our EL teacher held summer school classes for EL beginning EL students to continue their learning. Teachers are also translating needed documents Each teacher must select ELD standards of focus on their school weekly lesson plan. Also, during small group session times, teachers are working closely with EL and Sped students to support their needs.

Our counselor also holds weekly Zoom meetings with students to work with foster and low-income students that are experiencing trauma or depression during this time. Also, our Parent Coordinator provides resource materials to provide for our student and family community and is available to communicate with parents via phone, emails, or even home visits as needed.

We will continue to host Coffee with the Principal, School Site Council, as well as ELAC Meetings to keep in touch with our school community and provide information regarding what is going at school, get feedback back, and provided support.

Special Education related services will be provided through Zoom, Google Hangouts, Google Meets, Office Hours and/or video conference technology as appropriate. This ensures students with disabilities continue to have access to the curriculum, supports, and continue to make progress. Please be assured that we are making every effort to provide special education services so that students with disabilities continue to receive a Free Appropriate Public Education.

We have determined foster and homeless liaison at our school site.

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. (LLMF)	$150,000	Yes
Two week professional development offered to all teachers to support the development of high quality lessons for distance learning. (repeat expense)	0	Yes
Purchase software to ensure management of deployed equipment for distance learning (LLMF)	$70,000	Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$60,000	Yes

2020-21 Learning Continuity and Attendance Plan for TEACH Tech Charter High School

Description	Total Funds	Contributing
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$40,000	Yes
Special Education support staff, programs and resources	$175,000	No

Pupil Learning Loss

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

We have embedded daily tutoring intervention into our bell 2021 Bell Schedule. Tutoring is mandatory for the first 4 weeks of school. Tutoring takes place from 1:45pm to 2:45pm daily. Once we receive NWEA assessment in mid September we will assign students specific tutoring sections to attend. We will assessing students with the PSAT's, AP's and SAT's to determine College Readiness.

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.]

Our LEA is dedicated to conducting the following actions and strategies to accelerate pupil learning.

1. Monitor student attendance - We will ensure that we maintain over 95% daily attendance. If students are consistently absent we will conduct home visits and prepare lessons for students to complete asynchronously.

2. Assessing student Progress - We will provide students with formative and summative assessments on a monthly and weekly basis. We will use these assessment results as a focus for continued data driven instruction.

3. Providing Intervention - We will provide students will intervention (breakout rooms with T.A's, whole group, small group or 1 on 1) tutoring to close achievement gaps.

At the 9th and 10th grade levels we have included a math support class to focus on sub math standards and further close the math achievement gap. At the higher grade levels we are providing AP courses for students that demonstrate exceptional achievement.

At each data-driven discussion, we will highlight data points and discuss addition strategies for the following pupils: English Learners, Low-Income, Foster Youth, Pupils with exceptional Needs and pupils experiencing homelessness.

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.]

We will measure the 4 actions/strategies in the following ways:

1. Monitor student attendance - 95% attendance
2. Assessing student Progress - Percentage Basic and above
3. Providing Intervention - Student NWEA growth percentile
4. Counseling: Reports from counselors on student progress

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

Description	Total Funds	Contributing
Online assessments to measure pupil learning loss and progress (LLMF)	$40,000	Yes
Credentialed teachers to provide instruction, assessment, tutoring & intervention (LLMF)	$1,500,000	Yes
Instructional Aides providing intervention, tutoring and student support (LLMF)	$100,000	Yes

Mental Health and Social and Emotional Well-Being

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

Our LEA has developed the following plan to monitor mental health and social emotional well-being of pupils. We have distinguished tiered intervention strategies based on student emotional state.

TIER I (Sadness, Stress, Overwhelmed)
Teachers check-in with encouraging messages for students in lessons and on Zoom. For example, the following strategies to integrate social emotional learning
1)https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/'
2)https://www.edutopia.org/blog/6-opening-and-closing-routines-new-teachers-rebecca-alber

Our counselor will send weekly messages from our counselor on mindfulness and anxiety, and hold weekly Zoom Community Circles with our counselor. Our counselor has established a counseling website and google classroom where she keeps up to date with resources (counseling request form, anonymous referral) such as A-Z Coping Strategies.pptx.

TIER II (Trauma, Anxiety, Depression)
Staff are expected to immediately refer students to our counselor for Individual Counseling and Group Counseling. Our counselor will refer students to an outside agency for continued counseling such as Dignity Health, a therapist, or a referral to the LAUSD helpline.

TIER III (Abuse, Domestic Violence, Suicidal Ideologies)
As educators we are mandated reporters and must Report to DCFS any safety matters (all staff, notify admin) or Report to PET Team for further consultation on suicidal ideologies.

Resources
https://achieve.lausd.net/Page/16621#spn-content
https://insidesel.com/2020/03/12/covid-19/
Breathe for Change - Facebook Page

Teacher Professional Development
April 28, 2020 - Counselor
April 29, 2020 - 3pm Breathe for Change Educator Well-Being Training
Here is link to enter the Zoom meeting: https://go.breatheforchange.com/e/699923/digitalworkshop-4-30/bv5z4/121193311?h=RLcO6MtN3LTaXIPSXUywj4YxRvNb2juuP2xHQ7FoZFE
May 13, 2020 - Counselor
August, 12th, 2020 - Counselor
We will revisit mental health matters each month.

TPE: We here at the elementary school also have teachers check on their students at the beginning of the class with social-emotional check ins to see how they are doing. We also do a wellness check in with the parents if teachers are concerned and the school let's the parents know our office is open for any discussions or concerns. If a parent expresses a need for support our teacher recommends some extra assistance we offer outside counseling services parents are welcome to check out for their child/children and we put a service request in.

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.]

Pupil Engagement Outreach
Parent square is used to communicate information on a daily and weekly basis to parents.

Procedures for Tiered Reengagement strategies:
Tier I: We held a socially distanced orientation for all families to discuss the school opening procedures and provide all students with their class schedule textbooks, login, laptops and hotspots. Parents receive a phone call from Parent Square two times a day if their child is absent. Parents must respond to the message with the reason their child is absent. If parents do not respond to the message our office manager who serves as our attendance clerk personally calls families to inquire about the students absence. Advisory teachers also manage their advisory student attendance.
Tier II: We run a weekly report of consecutive absences and conduct home visits for all families that do not respond to our phone, calls, emails and letters.
Tier III: We hold an attendance meeting with families with chronic absenteeism to discuss the support that the families need. The attendance committee comprises school administrators, school counselor, parent liaison and a lead teacher. If the school determines there are underlying factors that the school can not support, then they will refer the student/family to DCFS for additional investigation.

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.]

TEACH Public Schools has been providing nutritional meals (breakfast and lunch) since the start of the school year (August 10, 2020) by providing 2 distribution days (to reduce the exposure) that would cover weekly meals from 3 pm to 4:30 pm. This will allow students to have their meals ready to go each day during their assigned breakfast and lunch break.

**Update - As of September 8, 2020, TEACH Public Schools is taking advantage of the USDA Seamless Summer Feeding Option (SSFO) Waiver (approved through December 31, 2020) to allow all students and community children under the age of 18 to receive a breakfast and lunch at on behalf of our school. Meal Distribution takes place daily at TEACH Academy of Technologies, a central location servicing our 3 network schools.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School Counselor providing social emotional supports (LLMF)	$90,000	Yes
Stakeholder Engagement	Bilingual Parent Coordinator engaging parents, students and other stakeholders. (LLMF)	$70,000	Yes
Distance Learning Program (Continuity of Instruction)	Instructional Coach proving teacher coaching, professional development. (LLMF)	$80,000	Yes
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English. (LLMF)	$50,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School Therapist/Psychologist to provide mental health supports/services (LLMF)	$53,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	EL Coordinator to support English Learners	$75,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.72%	$1,296,906

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.]

Technology purchases for student and staff use including tech support (IT Specialist) and Wi-Fi expense to ensure proper internet bandwidth is available for student so they can access web-based intervention and instructional materials.

EL Coordinator to provide additional supports for EL students

Credentialed teachers provided tutoring and intervention with priority given to EL, Foster, and Low-Income students

The Counselor will provide academic (college counseling) and social-emotional counseling services. The (2) Deans of Culture will

develop strategies to encourage positive behavior, and self-regulation to ensure a safe learning environment for all students, and address all social emotional and behavioral issues. TEACH Tech Charter High School serves highly vulnerable at-risk student propulsion and provides social-emotional counseling services from Hope Street Counseling and Tessy Cleveland Psychologist.

As part of TEACH Tech Charter High School's Initial implementation of MTSS our school staff and Parent Coordinator will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include: Hosting Parent education workshops on a multitude of issues including but not limited to: Attendance/chronic absenteeism; A-G College Admission Requirements, DACA; Communicating with families using Parent Square, Maintaining school's website, and attendance & Engagement Coordinator

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

97% of students in the LEA are low income, foster youth, or English Learner pupils. TEACH subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions are LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and
survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:
1. Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of graduates with options for opportunities in the College and/or Career of their choosing.
2. Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students
3. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve
4. Maintaining and modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.
5. increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and
interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.
While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportiate

increase or improvement in services for the 16.1% of students not included in foster youth, English learner, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples include:
Professional Development to support English Learners and low-income students is being increased for all staff and families of ELs
? The District will increase English learner Professional Development for teachers, staff and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020.
? The District will improve the quality of English Learner and low-income Professional Development related to distance learning by surveying and interviewing teachers by September 4th, 2020.
? The District English learner Department and Site Administrators will complete a minimum of one cycle of ELD virtual walkthrough observations by October 30th, 2020 to measure professional development implementation and ensure ELD is taking place.
Chromebooks/Devices/Connectivity Increased for ELs and staff serving ELs
? The District will increase English learner online supports needed for distance learning by providing 100% of our bilingual paraprofessionals across the District with a Chromebook in order for them to connect to virtual classes and support distance learning instruction/intervention in collaboration with the teacher of record.
Increased monitoring of EL academic and linguistic progress
? The District will increase the monitoring of EL academic and/or linguistic progress via distance learning by providing teachers with criteria for measuring English learner progress towards English language proficiency.

Coversheet

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Learning Continuity & Attendance Plan (LCAP)

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: C. TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Learning Continuity & Attendance Plan (LCAP)
Purpose: Vote
Submitted by:
Related Material: 2020_Learning_Continuity_and_Attendance_Plan_TEACH_Preparatory_Mildred_S._Cunningham_ &_Edith_H._Morris_Elemen_20200923.pdf

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
TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Sharon Rhee Principal	srhee@teachps.org 323-872-0708

General Information

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

Covid-19 has had a profound impact on TEACH Public Schools. Since our LEAs are situated in communities where healthcare is often substandard or unavailable, Covid-19 has had a disproportionately negative impact. Stakeholders within our LEAs are often unemployed, or underemployed and therefore many have lost their jobs. Since many members of our LEA communities are without healthcare insurance and or access, many have become victims and or casualties of Covid-19.

The social emotional impact that lack of access to others and the need to maintain physical distance is having on our student populous has yet to be determined. Depression, sadness, and withdrawal are common feelings students have voiced when given the opportunity.

LEA community members have articulated the negative impacts COvid-19 has had on them due to the adjustments TEACH Public Schools has had. Parents have repeatedly voiced inability to both work and procure childcare without schools being open. Many stakeholders have struggled with electronic access for reasons ranging from technological inabilities to inaccessibility of wifi.

Finally, fear of Covid-19 coupled with the uncertainty of when life will again obtain some familiarity with the way things used to be have led to anxiety, and feelings of powerlessness.

Stakeholder Engagement

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

TEACH conducted several parent surveys to solicit stakeholder feedback including a technology survey,

2020-21 Learning Continuity and Attendance Plan for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School
Page 1 of 13

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

TEACH conducts all public board meetings and public hearings via Zoom. Anyone from the public may participate via phone or computer. All regular board meeting and public hearing agendas are posted at least 72 hours in advance at all school sites and on the TEACH website. Parent Square messages are also sent to families to notify them of any public board meeting or hearing.

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

Parents feedback has been primarily positive, but tempered with a desire for students to return to class. Many parents have participated in food distribution program and have openly voiced the fact that meals were needed and appreciated.

Students have almost unanimously provided feedback indicating a strong desire to return to campus. Many students have voiced frustration with the online learning platform. Students have articulated that they miss their friends and teachers and how difficult it is to remain engaged during remote learning.

Teachers have discussed frustration with the lack of access to students and facilities. While many have voiced initial issues with instruction there is growing comfort with the online methodology. Almost all teachers have indicated the strong desire to return to the classroom.

Community members have expressed their appreciation for the continued distribution of meals.

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

The following aspects of the Learning Community & Attendance Plan were specifically influenced by stakeholder input:

1. The remote learning platform and whether a hybrid model or all distance learning would be utilized
2. Times and dates for communication, meetings, and distribution of resources.
3. Most effective practices for food distribution: times, location, flow of traffic, etc.

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.]

Our LEA is located in a densely populated area that has had some of this highest COVID-19 testing rates. As a result our County and City still has many restrictions on gatherings and social interactions. As a result of this, in person instruction will resume when the L.A County Department of Public Health deems Los Angeles in person to be able to resume school at 50% attendance.
In preparation for 50% Reopening, our LEA has created an Reopening Plan that has been Board Approved. The ReOpening plan specifically has Six Phases for Reopening. The Six Phases are:
Phase I: Staff Training
Phase 2: Physical Site Specific Preparation
Phase 3: Promote Healthy Practices & Routines
Phase 4: Safe Daily Operations
Phase 5: Assign Learning & Support Models
Page 6: Procurement
We have ordered the following PPP materials.
Alcohol, facial coverings, hand sanitizer, soap, gloves, industrial cleaning and sanitizing supplies, temperature measurement instruments, tissue, signage. We have also staggered our cleaning and daily maintenance to have around the clock cleaning.

If we can not support student learning in remote learning, we will suggest that Students with Disabilities, English Learners, Foster, Homeless students and students with significant learning loss (as defined by the NWEA assessment results and student grades) come into school for short periods of time and receive instructional support from a certificated staff member) for instructional support. This may not occur until October if or when cases slow down.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance halts and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	$40,000	No
Janitorial and campus aide staff to provide a clean & safe school site & cleaning equipment and supplies (LLMF)	$100,000	No

Description	Total Funds	Contributing
Safe Passage (WACA) (LLMF)	$15,000	No

Distance Learning Program

Continuity of Instruction

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

Students sign in to Zoom each day through Google Classroom and receive live interaction with teachers everyday. Students are grouped into a Purple or Gold group and have schedule which allows all students to have live interaction each day. The majority of their live interaction with teachers is based on which group they are scheduled for. Tk-K classes receive a total of 180 minutes a day, 1-3rd received a total of 230 minutes a day.

We are currently using the following Digital Platforms to support distance learning: Google Classroom - all teachers post Asynchronous and Synchronous assignments and informational materials for students. Teachers are able to monitor student progress on Google Classroom. Zoom is used for live instructional sessions, tutoring and club activities. TEACH Website is used for information and communication with all stakeholders. PowerSchool is used to record and report attendance and grades. Illuminate is used to record and report grades for TEACH Prep. Clever is used as a instructional material warehouse for all digital platforms. We also use GoGuardian to monitor student internet usage during instructional time.

We purchased digital instructional support programs such as Dreambox for Math, Edgenuity for ELA, and ZingyLearning for Science. Teachers also utilize Epic to support extra reading practices for students and they also utilize other online platforms such as Prodigy, as well as ReadWorks. Teachers also utilize ClassDoJo to provide classroom management and engagement of positive behavior for students and use Kahoot! for student engagement. Also, NextGenMath was purchased to support Math Assessments aligned with CommonCore Standards.

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.]

TEACH conducted a Tech Survey will all families to determine students device and connectivity situation. TPE communicated via phone, Parent Square, email and in person during enrollment. TPE will provide 1-1 access to Chromebooks and needed accessories to ensure all pupils have access to a reliable device. Additionally, TPE will provide hot spots to any pupil who doesn't have access to reliable home internet. TPE has also added a full time IT Tech to its staff to provide tech support to students and staff to ensure students and staff are supported during distance learning and able to access/provide instruction. The new IT Tech will work closely with the Directors of Operations, Data & IT to ensure access to devices and connectivity for all pupils and staff. Applications and curriculum will be preloaded when possible on devices.

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.]

Our LEA is committed to assessing pupil progress through live contacts and synchronous instructional minutes. As mentioned in the previous question, students sign in to zoom each day for live interactions with their teachers. They also sign in for synchronous instruction 3 times a week.

We assess student progress formally via teacher gradebooks. Teachers must submit two grades per week (asynchronous or synchronous) with attached time value to each assignment. Teachers will sign their gradebooks on a monthly basis for our weekly engagement record. Schools administrators review teacher gradebooks on a weekly basis and provide feedback to teachers as needed.

We are also assessing student progress informally. For example verbal answers from students, exit tickets, classroom discussions, written responses during classroom via whiteboard or chat box as well as various classworks assigned throughout the week.

PowerSchool is also being used to record student attendance and participation. ParentSquare generates calls to all absent families two times a day and records student absences. Our office clerks as well as classroom teachers also make personal phone calls to absent students.

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.]

Staff participated in a two week professional development program before the start of the 20-21 school year. During this time teachers will cover key instructional practices for distance learning and how to best conduct a class via Zoom. The Principal and Instructional Coach will

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lead trainings on implementing Project Based Learning virtually. Trainings will include technology training conducted by the Director of Operations, Data & IT. Staff will be provided with a laptop, phone or google voice number and hot spots (as needed). Teachers have access to document cameras, projectors and other tech as needed. Tech support will be provide by the Director of Operations, Data & It and the site based IT Tech.

Staff Roles and Responsibilities

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

As a result of COVID and moving into distance learning, we have hired a part-time IT person to troubleshoot and support digital platforms at each of the campuses. Additionally, due to result of COVID, one of our TA has transitioned into supporting our Resource teacher assisting our students with small groups and individual assistance virtually.

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.]

Our LEA is committed to providing supports to assist pupils with unique needs such as English learners, Special Education students, foster and students experiencing homelessness.

First and fore most we are ensuring that students have access to chromebooks, tablets, and wifi. If students do not have hotspots, our LEA had purchase enough hotspots to support families.

Our LEA is continuing to implement designated ELD supports. Our teachers held multiple Zoom classes as well as weekly packets were distributed per week to check in with students and continue to sharpen their language skills. Teachers also provided individual reading support through Epic books (getepic.com) and summer work packets were provided for students as well. Our 2nd grade teacher held summer school class to support our EL students.. Teachers are also translating needed documents Each teacher must select ELD standards of focus on their school weekly lesson plan. Also, during small group session times, teachers are working closely with EL and Sped students to support their needs.

Our Parent Coordinator provides resource materials to provide for our student and family community and is available to communicate with parents via phone, emails, or even home visits as needed. Classroom teachers as well as school staff check in with families on a weekly basis to see how our students are doing as well.

We will continue to host Coffee with the Principal, School Site Council, as well as ELAC Meetings to keep in touch with our school community and provide information regarding what is going at school, get feedback back, and provided support.

Special Education related services will be provided through Zoom,
Google Hangouts, Google Meets, Office Hours and/or video conference
technology as appropriate. This ensures students with disabilities

continue to have access to the curriculum, supports, and continue to make progress. Please be assured that we are making every effort to provide special education services so that students with disabilities continue to receive a Free Appropriate Public Education.
We have determined foster and homeless liaison at our school site.

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks, iPads, and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. (LLMF)	$50,000	Yes
Two week professional development offered to all teachers to support the development of high quality lessons for distance learning. (repeat expense)	0	Yes
Purchase software to ensure management of deployed equipment for distance learning (LLMF)	$30,000	Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$35,000	Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$15,000	Yes
Certificated teachers to provide engaging standards based online instruction (LLMF)	$525,000	Yes

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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 have created time during the end of the day for sessions for small group and on Fridays teachers meet either in small groups or individually to assess students and or work on needed skills.

Our LEA is committed to monitoring student progress during Distance Learning through continued assessments We have planned a full assessment calendar that will be board approved and disseminated to teachers, students and parents. We specifically are proctoring NWEA, IAB's and teachers created assessments. We will also be providing ELPAC assessments to all English Learners. We will analyze the data after each assessment and plan muti-tiered student interventions after each exam. Students will also be assessed with Diebles for ELA.

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.]

Our LEA is dedicated to conducting the following actions and strategies to accelerate pupil learning.

1. Monitor student attendance - We will ensure that we maintain over 95% daily attendance. If students are consistently absent we will conduct home visits and prepare lessons for students to complete asynchronously.

2. Assessing student Progress - We will provide students with formative and summative assessments on a monthly and weekly basis. We will use these assessment results as a focus for continued data driven instruction.

3. Providing Intervention - We will provide students will intervention (breakout rooms with T.A's, whole group, small group or 1 on 1) tutoring to close achievement gaps.

Teachers also use NWEA scores to align their online intervention tools such as DreamBox and Edgenuity to assign work to individual students or groups that struggle in certain standards to close the learning gap. We will also provide socio-emotional counseling for students to address any trauma that students have experienced.

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.]

We will measure the 4 actions/strategies in the following ways:

1. Monitor student attendance - 95% attendance
2. Assessing student Progress - Percentage Basic and above
3. Providing Intervention - Student NWEA growth percentile
4. Counseling: Reports from counselors on student progress

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

Description	Total Funds	Contributing
Online assessments to measure pupil learning loss and progress (LLMF)	$12,000	Yes
Credentialed teachers to provide instruction, assessment, tutoring & intervention (LLMF)	$524,000	Yes
Instructional Aides providing intervention, tutoring and student support (LLMF)	$70,000	Yes

Mental Health and Social and Emotional Well-Being

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

Student and parent survey were administered during the Orientation Fair, assisting counseling referrals and resources in providing student and parent support and areas of need
Partnership and referral privileges with Dignity Health's Hope Street program
Daily check-in with faculty and staff occurs at the end of each day
Partnership meetings are held on an ongoing basis to collaborate and discuss services needed or provided

Teachers, Principal and Resource Department as Counselor have an open-door policy to support parents, students, faculty and staff
Variety of outside resources are provided to stakeholders as-needed
Updates on the state of the school and the state of COVID-19 are provided as deemed necessary via student and parent conversations or school staff request

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.]

Parents of students that are absent are sent notifications for each absence
Parents contact is made daily
Classroom teachers are responsible for monitoring students and reaching out to families as needed.
All teachers are required to send ParentSquare messages, Google Classroom messages, or call home when concerns over attendance or missing work are identified (daily)
Students identified as struggling with remote platforms receive 1:1 tutoring/review of how and where to access platforms (teacher websites, ZOOM links, electronic textbook and resources, grades, schedule, etc)

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.]

TEACH Public Schools has been providing nutritional meals (breakfast and lunch) since the start of the school year (August 10, 2020) by providing 2 distribution days (to reduce the exposure) that would cover weekly meals from 3 pm to 4:30 pm. This will allow students to have their meals ready to go each day during their assigned breakfast and lunch break.

**Update - As of September 8, 2020, TEACH Public Schools is taking advantage of the USDA Seamless Summer Feeding Option (SSFO) Waiver (approved through December 31, 2020) to allow all students and community children under the age of 18 to receive a breakfast and lunch at on behalf of our school. Meal Distribution takes place daily at TEACH Academy of Technologies, a central location servicing our 3 network schools.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English.	$50,000	Yes
Mental Health and Social and Emotional Well-Being	School Therapist/Psychologist to provide mental health supports/services (LLMF)	$16,000	Yes
Stakeholder Engagement	Bilingual Parent Coordinator engaging parents, students and other stakeholders.	$16,000	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	EL Coordinator to support English Learners	$16,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.32%	$537,767

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.]

Technology purchases for student and staff use including tech support (IT Specialist) and Wi-Fi expense to ensure proper internet bandwidth is available for student so they can access web-based intervention and instructional materials. (LLMF)

Credentialed teachers provided tutoring and intervention with priority given to EL, Foster, and Low-Income students
EL Coordinator to provide additional supports for EL students

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

97% of students in the LEA are low income, foster youth, or English Learner pupils. TEACH subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions are LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and
survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).
The expenditures are focused on:
1. Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of graduates with options for opportunities in the College and/or Career of their choosing.
2. Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students
3. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve

4. Maintaining and modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.

5. increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 16.1% of students not included in foster youth, English learner, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples include:

Professional Development to support English Learners and low-income students is being increased for all staff and families of ELs

The District will increase English learner Professional Development for teachers, staff and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020.

The District will improve the quality of English Learner and low-income Professional Development related to distance learning by surveying and interviewing teachers by September 4th, 2020.

The District English learner Department and Site Administrators will complete a minimum of one cycle of ELD virtual walkthrough observations by October 30th, 2020 to measure professional development implementation and ensure ELD is taking place.

Chromebooks/Devices/Connectivity Increased for ELs and staff serving PLs

The District will increase English learner online supports needed for distance learning by providing 100% of our bilingual paraprofessionals across the District with a Chromebook in order for them to connect to virtual classes and support distance learning instruction/intervention in collaboration with the teacher of record.

Increased monitoring of EL academic and linguistic progress

The District will increase the monitoring of EL academic and/or linguistic progress via distance learning by providing teachers with criteria for measuring English learner progress towards English language proficiency.

2020-21 Learning Continuity and Attendance Plan for TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

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Coversheet

RESOLUTIONS RATIFYING DIRECTORS AND OFFICERS OF THE CORPORATION

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: D. RESOLUTIONS RATIFYING DIRECTORS AND OFFICERS OF THE CORPORATION
Purpose: Vote
Submitted by:
Related Material: Board of Directors Resolution Terms September 30, 2020.docx

September 30, 2020

TEACH, INC.
RESOLUTIONS RATIFYING DIRECTORS AND OFFICERS OF THE CORPORATION

WHEREAS, TEACH, Inc. ("Corporation") is a California nonprofit public benefit corporation .

WHEREAS, Article VII, Section 3 of the Corporation's Bylaws provides that, "All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

WHEREAS, Article VIII, Section 3 of the Corporation's Bylaws provides that, "The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract."

WHEREAS, the Board of Directors has appointed directors and elected officers of the Corporation in accordance with the terms of the Bylaws as documented by the Board meeting minutes of the Board of Directors..

WHEREAS, for administrative convenience and for future reference, the Board desires to ratify and confirm such prior appointment of directors and election of officers of the Corporation

NOW THEREFORE, BE IT RESOLVED:

The Board of Directors hereby ratifies and confirms that as of September 30, 2020, the identity of the Board of Directors, the directors' term end date and the officer positions held are as set forth below:

Director's Name	Term Ends	Officer Title
Dr. Sonali Tucker	September 11, 2022	Board Chair
Kristen McGregor	September 22, 2022	Secretary
James Lobdell	September 11, 2022	Vice President
Kelvin Piazza	May 14, 2022	Member
Austin Dragon	September 01, 2021	Member
Luz Castillo	May 01, 2021	Member
Spencer Burrows	May 01, 2021	Member
Vacant		
Vacant		

Coversheet

TEACH Inc. & TEACH Las Vegas CMO Agreement Draft

Section: III. ITEMS SCHEDULE FOR INFORMATION & POTENTIAL ACTION
Item: E. TEACH Inc. & TEACH Las Vegas CMO Agreement Draft
Purpose: Discuss
Submitted by:
Related Material: TEACH NV - CMO Agr v2 09-25-20 H&H mb.doc

MANAGEMENT SERVICES AGREEMENT

THIS MANAGEMENT SERVICES AGREEMENT (this "*Agreement*") is made as of this _____ day of _____ 2020 (the "*Execution Date*"), by and between TEACH Inc., a California nonprofit corporation ("*Manager*"), and TEACH Las Vegas, a Nevada nonprofit corporation ("*Company*" or "*School*") (collectively, the "*Parties*").

Recitals

WHEREAS, the Company, acting through its committee-to-form, is applying for approval to enter into a charter contract (the "*Charter Contract*") with its prospective authorizer, the Nevada State Public Charter School Authority (the "*Authorizer*" or "*SPCSA*"), to organize and operate a charter school in Clark County, Nevada, pursuant to the Charter School Act, Nevada Revised Statutes ("*NRS*") Chapter 388A (the "*Act*") and its accompanying regulations;

WHEREAS, Manager is a not-for-profit charter school management organization (a "*CMO*") which manages and provides support services to multiple charter schools located in Southern California;

WHEREAS, Manager therefore has the knowledge, skills, and experience to assist the School in opening and successfully operating its Nevada charter school, to ensure that the Board's mission and vision is faithfully and efficiently implemented;

WHEREAS, after careful and due deliberation by the committee-to-form, the Company desires to obtain Manager's Services in connection with the Company's operation of the Nevada school pursuant to the terms hereof, and Manager is able and willing to provide the Services as hereinafter set forth, all for the fundamental purpose of ensuring the academic, financial, and regulatory success of the School;

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Manager as hereinafter set forth, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

Agreement

1. **DEFINITIONS**. The following terms have the meanings set forth in the Section of this Agreement cross-referenced below:

Term	Section	Term	Section
"Act"	Recitals	*"FERPA"*	Section 8(a)
"Agreement"	Preamble	*"Indemnitees"*	Section 10(a)
"Authorizer"	Recitals	*"I.P. License"*	Section 8(b)
"Bankruptcy"	Section 3	*"Manager"*	Preamble
"Board"	Section 4(g)	*"NRS"*	Recitals
"Charter Contract"	Recitals	*"Parties"*	Preamble
"CMO"	Recitals	*"School"*	Preamble
"Deferred Fees"	Section 5(c)	*"School Records"*	Section 8(a)
"DSA"	Section 5(a)	*"Services"*	Section 4
"Execution Date"	Preamble	*"Service Fee"*	Section 5(a)
"Facility"	Section 4(d)	*"SPCSA"*	Recitals

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2. **APPOINTMENT**. Company hereby engages Manager on the terms and conditions hereinafter set forth to provide the described Services to Company; and Manager hereby agrees to provide the Services to Company, pursuant to the terms hereof.

3. **LEGAL COMPLIANCE**. The provisions of the Agreement are enforceable only to the extent they comply with the Charter Contract and all applicable laws and regulations, including the Act. Both Parties will also conduct all of their actions in accordance with the Charter Contract and all applicable laws and regulations, including the Act.

4. **TERM; TERMINATION**.

   (a) <u>Termination</u>. This Agreement shall commence on January 1, 2021 and shall continue until terminated by one of the Parties by written notice stating its intention to terminate this Agreement. Either Party may terminate this Agreement (i) upon thirty (30) days' prior written notice, if with cause (and provided there is no reasonable cure in that period); or (ii) upon ninety (90) days' prior written notice, if without cause. This Agreement shall automatically terminate (with no prior written notice) upon: (a) the SPCSA revoking the Company's Charter Contract; or (b) if Manager were to file a voluntary bankruptcy petition or a petition or answer seeking reorganization, arrangement, composition, a receivership, or similar relief under present or future federal or state bankruptcy codes or laws, or make an assignment for the benefit of its creditors, or admit in writing its inability to pay its debts as they become due, or consent to the appointment of any receiver, trustee or liquidator of all or a substantial part of its property, or if any petition seeking any such relief were commenced against Manager and not dismissed within ninety (90) days (any of the foregoing, a "*Bankruptcy*").

   (b) <u>Duties upon Termination</u>. In the event of a termination, the Parties shall work reasonably and cooperatively to ensure that the School's operations continue without substantial interruption or decline in performance. Manager shall immediately deliver to Company any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School, retaining only electronic copies as required by the law or for the purpose of adjudicating any dispute arising out of this Agreement.

5. **DUTIES OF MANAGER**. Manager shall provide the following services to the School (collectively, the "*Services*"):

   (a) creating the Company as a legal entity, including preparing and filing any and all required legal and financial filings with the Nevada Secretary of State and Internal Revenue Service;

   (b) creating, preparing and submitting the School's charter school application to the SPCSA;

   (c) reviewing and commenting on the draft Charter Contract;

   (d) researching, locating and preparing a suitable facility (the "*Facility*") to house the operation of the School, including consulting on the selection of suitable, independent third-party vendors and professionals (e.g., real estate brokers,

> **Comment [MJG1]:** I considered making additions here, but I'd be totally speculating about what the CMO will or won't do. For example, you mentioned it would assist in the "HR aspect," but that could mean different things: recruiting teachers, making hiring/firing suggestions, investigating complaints, instituting discipline, handling payroll, administering benefits, etc.

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architects, engineers, land-use consultants, attorneys, contractors, and subcontractors);

(e) researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;

(f) consulting with and advising the School's Board of Directors (the "*Board*") in matters of self-governance, regulatory compliance, and other core governing matters;

(g) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout each school year as necessary;

(h) providing or contracting for office services, such as accounting, payroll, human resources and billing;

(i) supervising the development, tracking, and amendment of the annual budget, and advising the Board on the same;

(j) oversee the preparation and maintenance of proper financial books and records;

(k) developing and executing fundraising opportunities;

(l) working with the SPCSA and other relevant governmental authorities as necessary, including complying with reporting requirements and any other general inquiries received from the SPCSA;

(m) attending Board meetings and reporting on the status and performance of the School and the Manager;

(n) assisting the Executive Director in supervising and evaluating senior School staff (e.g., the Superintendent [a/k/a Principal]);

(o) marketing for student enrollment;

(p) assisting with public relations;

(q) writing grants for state and other funding;

(r) providing guidance relating to the curriculum;

(s) providing support for information technology;

(t) providing financial support as needed; provided, however, that such support shall be agreed to by the Parties in a separate writing; and

(u) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager from time to time.

Any duties and obligations required to be carried out by the School, or for the operation of the school, and not listed under the Services above, shall be the Company's responsibility.

6. **SERVICE FEE**.

(a) Service Fee. In consideration for the Services, Manager shall receive a monthly "*Service Fee*" equal to ten percent (10%) of the total gross revenues actually received by Company from the State of Nevada in per-pupil funding for such

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month (including Distributive School Account ("*DSA*") payments, but excluding one-time or dedicated grants), determined in accordance with United States generally accepted accounting principles which are consistently applied.

(b)   <u>Payment Terms</u>. The Service Fee shall be payable by Company to Manager on or before the 30th day after the end of each calendar month during the term of this Agreement. The Service Fee is the only compensation or other payments to which Manager will be entitled hereunder; Manager shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including compensation and other benefits payable to any Manager employees, and including any and all travel, accommodation, meal, and other out-of-pocket expenses, costs, or "overhead."

(c)   <u>Deferral in Initial Years</u>. Notwithstanding Sections 5(a) and (b), during the interim (a/k/a "stub") year between authorization and the first day of the first school year, and during school years one (1) through three (3), the School shall have no obligation to pay [fifty percent (50%) of] the Service Fee if, in the reasonable opinion of the Board and based on a vote taken at an open, public meeting, the School's cash flow is so limited that it would be in risk of running over budget for that fiscal year if it paid out the full Service Fee, and thus a deferral is warranted ("*Deferred Fees*"). If Deferred Fees arise from time to time, the School shall promptly pay those Deferred Fees to Manager as soon as the cash flow permits (and no later than by the end of the first Charter Contract term, prior to any renewal by the SPCSA).

> **Comment [MJG2]:** Is it 50%...or really all of it? Would the CMO insist on its fee if that put the school in the red, which would spur SPCSA notices of concern?

7.   **INDEPENDENT ENTITIES; NO CONFLICTS OF INTEREST**.

(a)   <u>Independent Contractor</u>. It is expressly agreed by the Parties hereto that Manager is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement. Upon being authorized by, and entering into the Charter Contract with, the SPCSA, the School shall be formally governed by the School's Board. Manager acknowledges and agrees that it does and will not control the Board, which will instead remain an independent, self-governing public body whose powers and authority shall not be unlawfully usurped or interfered with. The Board will retain sole authority for setting and approving reasonable rules, regulations, policies and procedures for the School, including final decision-making over the budget, curriculum, student conduct, special education, school calendars, and student recruitment.

> **Comment [MJG3]:** The SPCSA is particularly looking to see words to this effect.

(b)   <u>Limited Authority</u>. Manager does not have, and will not purport to have, the power to bind or legally obligate the Company, to threaten or to commence any legal actions or proceedings of any kind on behalf of the Company, nor to defend the same (except pursuant to an indemnity obligation).

(c)   <u>No Conflicts</u>. Manager represents and warrants that it has not, and covenants that it will not, offer, gift, or transfer, whether directly or indirectly, a substantial gift, commission, or other benefit to any School director, officer, or employee, now or in the future. Manager will comply with the conflicts of interest rules set forth in

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the Charter Contract, as well as any and all Conflict of Interest Policies, Codes of Conduct, Bylaws, and other guidelines adopted by the School from time to time. No director, officer, or employee of the Manager will serve on the Board. If at any time there exists some relationship between the Manager and any other person or entity providing goods or services to the School, the Manager shall immediately disclose the nature and details of that relationship to the Board.

8. **RECORDS; INTELLECTUAL PROPERTY**.

    (a)   <u>School Records</u>. Company hereby grants permission to Manager to access the financial, educational, and student records pertaining to the School (the "*School Records*") solely for the purpose of providing Services under this Agreement. The School Records are the property of the Company. The Parties acknowledge and agree that such records may be subject to various state and federal laws governing both the disclosure and confidentiality of the same, including the Nevada Public Records Act (NRS Chapter 239) and the Family Educational Rights and Privacy Act ("*FERPA*"), and both Parties shall strictly act in compliance with the same.

    (b)   <u>I.P. License; Purpose</u>. During this Agreement, each Party is permitted to use the other Party's intellectual property. Each Party hereby grants the other Party a limited, revocable, world-wide, non-exclusive, royalty-free, personal, non-assignable, non-transferrable, and non-sublicensable license (the "*I.P. License*") to use its intellectual property (e.g., its trademarks and service marks) for the sole purpose of the other Party meeting its obligations in the Charter Contract, this Agreement, and under applicable law, and for no other purposes. The IP License is not a transfer or assignment, meaning each Party shall maintain sole and exclusive ownership of its own intellectual property.

9. **INSURANCE**. During the term of this Agreement, each Party shall procure and maintain general liability insurance coverage, as well as standard employment, workers' compensation, automotive, and criminal coverages, in no less than the amounts and coverages (i) required by the Charter Contract and applicable laws, and (ii) which are reasonable and customary for similarly-situated parties in Southern Nevada, consistent with sound business practices. All such policies shall name the other Party as an additional insured. Each Party will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance. Each Party shall supply the other Party with certificates from time to time which evidence its compliance with these insurance obligations.

10. **INDEMNIFICATION**.

    (a)   <u>Mutual Indemnity</u>. Each Party hereby agrees to indemnify, defend, hold harmless, and protect the other Party, and its directors, officers, employees, successors and assigns (collectively, the "*Indemnitees*") from and against any and all liabilities, fines, losses, claims, causes of action, suits, forfeitures, penalties, punitive, liquidated, or exemplary damages, or voluntary settlement payments, of whatever kind and nature, and costs and expenses incident thereto (including reasonable attorneys' fees) which an Indemnitee may incur, become responsible for, or pay out as a result of claims arising out of or connected to the acts, services, conduct or omissions of the indemnifying Party and its directors, officers, employees, successors and assigns, including any breach of this

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Agreement (except to the extent that the same is subject to indemnification by another Indemnitee).

(b) Procedure. Promptly after receipt by an Indemnitee of commencement of a proceeding against it, such Indemnitee shall, if indemnification is requested hereunder, give notice to the relevant indemnifying Party of such claim, but the failure to notify the indemnifying Party will not relieve it of any liability (except to the extent of any prejudice caused thereby). If the indemnifying Party assumes the defense of the proceeding, no compromise or settlement of such claims may be effected by the indemnifying Party without the Indemnitee's consent unless (A) there is no finding or admission of any violation of law by the Indemnitee, and (B) the sole relief provided is monetary damages that are paid in full by the indemnifying Party; and (c) the Indemnitee will have no liability with respect to any compromise or settlement of such claims. If notice is given to the indemnifying Party of the commencement of any proceeding and the indemnifying Party does not, within ten (10) days after the Indemnitee's notice is given, give notice to the Indemnitee of its election to assume the defense, the indemnifying Party will be bound by any determination made in such proceeding or any compromise or settlement effected by the Indemnitee.

11. **MISCELLANEOUS**.

(a) Agreement in Entirety. This Agreement constitutes the entire agreement of the Parties and supersedes and replaces any and all prior agreements and understandings.

> **Comment [MJG4]:** Virtually all of the provisions below are standard/routine "boilerplate" in virtually all contracts (charter or not). It'll give the appearance of there being more detail/length to the contract without venturing into new territory.

(b) School Obligations. All School obligations of the Company herein are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.

> **Comment [MJG5]:** This will be included in the Charter Contract as a provision which should be in all TLV contracts, so it's prudent to include it here.

(c) Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada. Any disputes arising hereunder shall be solely and exclusively heard in state courts located in Clark County, Nevada. The Parties waive any objection based on lack of jurisdiction, *forum non conveniens*, or venue in such courts.

(d) Fee Reimbursement. In any disputes arising hereunder, the losing Party shall pay to the prevailing Party the reasonable attorneys' fees incurred by the prevailing Party in connection therewith (even if no formal lawsuit is commenced), together with all costs and expenses of the prevailing Party.

(e) Reservation of Immunities. Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or any other applicable state and/or federal laws.

(f) No Personal Liability. Each Party agrees that absent clear and convincing evidence of fraud or willful misconduct, no Board member, owner, director, executive, agent, or employee of either Party shall be personally liable for payment or damages under this Agreement, and each Party shall only look to the other Party for payment or performance of the obligations herein.

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(g)   Further Assurances. The Parties agree to do any act or thing and execute any and all documents or instruments which is or are reasonably necessary or proper to effectuate the provisions and intent of this Agreement; provided, however, neither Party shall have any obligation to agree to changes which (i) materially increase that Party's obligations or materially reduce its rights, or (ii) materially alter the terms of the Agreement, including economic terms.

(h)   Severability. Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and such other provision shall remain in full force and effect. In lieu of such invalid, void or illegal provision, there shall be added to this Agreement a provision that is valid and enforceable and as similar (in purpose and effect) to such invalid, void or illegal provision as is reasonably possible.

(i)   Survival. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement for a reasonable period of time.

(j)   No Third-Party Beneficiaries. Except as otherwise provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third party, nor create any third-party beneficiary or fiduciary rights in any third party.

(k)   Negotiation; Counsel. Each Party has had a full opportunity to be represented by counsel in this Agreement. No provision in this Agreement shall be construed in either Party's favor based on who drafted or revised that particular provision.

(l)   Confidentiality. The Parties shall treat all of the terms of this Agreement, as well as any reasonably confidential and proprietary information of the other Party, confidentially and shall not disclose the terms hereof to any third party other than as required by federal or State law (including NRS Chapter 239), or by the Authorizer, or in order to meet the disclosing Party's obligations under this Agreement.

(m)   Force Majeure. Neither Party will be liable for any delay in performance or inability to perform due to acts of God, war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemic, epidemic, quarantine, or other acts or events beyond its reasonable control (which does not include mere financial inability to perform). If a Party encounters a Force Majeure event, it shall immediately contact the other Party and provide all known details regarding the same, and the Parties shall work together reasonably and in good faith to implement temporary measures to address the situation. The Parties acknowledge and agree that there is an existing Force Majeure event in effect as of the Effective Date—i.e., the COVID-19 pandemic—but the Parties do not currently anticipate the pandemic materially interfering in the performance of their obligations hereunder.

(n)   Prohibited Persons. Neither Party shall include any persons with whom U.S. citizens and companies are prohibited from conducting business due to federal or state laws concerning, for example, government embargoes, sanctions, terrorism, or money laundering.

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(o)   <u>Non-Discrimination</u>. Neither Party will discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by law.

(p)   <u>No Boycott</u>. If Manager's annual amount to perform hereunder exceeds $50,000, Manager hereby certifies that it is not currently engaged in, and will not during the Term of this Agreement engage in, a boycott of Israel as defined in NRS 332.065.

(q)   <u>Counterparts</u>. This Agreement may be executed in counterparts, each of which will be deemed an original, and all of which constitute one and the same instrument. Signatures may be delivered by facsimile or e-mail with the same force and effect as originals.

[*The remainder of this page is intentionally blank and the signature page follows*.]

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IN WITNESS WHEREOF, Company and Manager have caused this Agreement to be executed as of the day and year first above written.

Manager   *Company*

TEACH Inc.,   TEACH Las Vegas,
a California nonprofit corporation   a Nevada nonprofit corporation

By: _____   By: _____
Name: _____   Name: _____
Title: _____   Title: _____