

# 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-curricular 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 COVID-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

## 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 with 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



## **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.

