

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
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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 1: 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.

Quizizz 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 with 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

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 providing 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 Tessa 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 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.