

# 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<br>Principal | srhee@teachps.org<br>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,

[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 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.

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 with 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

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          |

## **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 multi-tiered student interventions after each exam. Students will also be assessed with Diablos 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          |

# 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.