

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
N.E.W. Academy Canoga Park	Dr. Clara M Guerrero, Principal	cguerrero@nacpdolphins.org (818) 710-2640	June 24, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

N.E.W. Academy Canoga Park (NACP) began working on our Distance Learning Plan after school closures were announced the morning of March 13, 2020. Because the school had been closed for deep cleaning and disinfection, NACP Administration sent out announcements to families (via Messenger, School Website, Social Media platforms, and Communication apps) and staff (via email). NACP teachers created paper-based Home Study Packets for students to use. Each Home Study Packet included activities/assignments for two weeks in core subject areas: Language Arts, Math, Science, Social Studies, etc. Students were also provided with basic learning tools such as pencils, pens, highlighters, crayons, scissors, etc.

The next phase in NACP's Distance Learning plan included moving into Online Learning (technology based). On March 23, 2020 teachers and administrators joined forces in articulating what the school's plan for distance learning would look like. We decided instruction would consist of:

- * Daily whole group instruction during "Morning Meeting" via Zoom
- *Assigning classwork in Google Classroom
- *Providing daily small group teacher guided instruction
- *Providing daily small group instruction by instructional assistants via Zoom for "at risk" students
- *Reading Intervention Teacher to provide support for Long Term English Learners and those at Risk of becoming Long Term English Learners
- *Special Education providers to provide services to students with IEPs

Teachers began implementing the above plan on March 30, 2020. **NACP's Distance Learning Grids** (on our school website) were launched on April 14, 2020 to give students easy access daily learning. Intervention groups with instructional assistants were also launched on April 14, 2020 with a focus on ELA, Math, and ELD support. Within their Google Classroom students will find the Zoom Link for their morning meeting and then can complete assignments (*must do* activities) before moving on to enrichment activities, such as Virtual Field Trips, PBS Learning, Prodigy, Reading A-Z, Math Playground, Epic, Khan Academy, Art, P.E., etc. Library time is also scheduled with our librarian for extra special story time and meetings with scientists and authors.

Most teachers have been able to provide instruction to 100% of their class. School-wide, we have reached approximately 85-90% of students. NACP has implemented the following plan to reach the remaining 10-15% of students:

- *Parent Liaison to call parents
- *Teachers and IAs to contact parents
- *Provide IT support and/or replace faulty devices
- *Send automated messages
- *Office Staff to review and update contact information

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

NACP is supporting English Learners by providing Designated and Integrated ELD during Zoom teacher guided lessons, through classroom assignment in Google Classroom, and enrichment activities. Teachers design Designated and Integrated ELD lessons utilizing the California ELD Standards in tandem with the CCSS to foster students' listening, speaking, reading and writing skills. They employ the ELD component of the adopted Benchmark Universe curriculum, which has online futures for virtual learning. Teachers supplement their lessons with visuals, realia, videos, and TV shows from the PBS learning channel.

In providing Integrated ELD, teachers utilize the 2012 California English Language Development standards in tandem with CCSS for ELA/Literacy, CCSS for mathematics, NGSS, and the 2016 History-Social Science Standards. Teachers make sure that ELs not just learn the content, but also develop English Language skills through collaborative work, discussions, interpreting informational and literary texts, and writing narrative, opinion, and informative pieces. Collaborative work takes place during the ZOOM sessions in different modalities, including breakout rooms. Students also collaborate through Google Docs in writing activities. Students learn about English and how it works to communicate effectively. Teachers use several strategies, such as SDAIE strategies, Bloom's Taxonomy and DOK levels, Thinking Maps, visuals, videos, L1, realia and audio. Teachers intentionally plan their lessons and activities based on student English language proficiency levels by differentiated instruction and flexible student groupings.

To continue supporting ELLs, teachers have begun to incorporate the ELPAC tasks, digital and non-digital options. These incorporations are allowing teachers to make a connection between ELPAC and ELD. NACP continues to provide resources and professional development to equip teachers in transitioning from the traditional classroom setting to online learning. Similarly, some of our teachers attended professional development on Designated ELD offered by Multicultural Academic Support (MAS) Unit from the Los Angeles County Office of Education (LACOE). NACP's ELD Coordinator will be supporting teachers through coaching and support. Furthermore, she will be working closely with our Reading Intervention Specialist to help her plan lessons to help Long Term English Learners (LTELs) and those at risk of becoming LTELs. They will both continue to collaborate with teachers to create a system of support for all ELs. To further support teachers and to provide updates on EL instruction, Distance Learning and Resources our ELD Coordinator provides Newsletters to teachers and admin on a bi-weekly basis.

In considering our low income families, NACP provided every family in need with a Chromebook. Some families received multiple devices to accommodate more than one student per household with conflicting ZOOM instruction/intervention schedules. NACP filled 100% of the technology requests received. This equated to providing 188 Chromebooks to families. We offered several technology exchange appointment days to pick up or exchange non performing technology. We provided a list of internet companies, and their contact information, that offered free internet access during COVID-19. In addition, our staff provided onboarding and troubleshooting to students and parents who needed assistance and/or may not have had technology background. We also contracted with a company to provide additional support directly to NACP parents and students with their technology needs.

NACP currently records 0% foster youth.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

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*Assigning classwork in Google Classroom

*Providing daily small group guided instruction

*Instructional Assistant led skills based small group intervention/support

*Reading Intervention Teacher to provide support for Long Term English Learners and those at Risk of becoming Long Term English Learners

*Special Education providers to provide services to students with IEPs

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Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

NACP families were provided a list of community Grab and Go locations in the area. Updates are provided to families as soon as they are available. We are looking to form a partnership with New Economics for Women and the Food Bank, like the one formed at our sister school NASA, to ensure families can go to our school site to receive weekly food boxes. NACP staff helped in the distribution of Angelino cards to local families. NACP families were provided information on the COVID-19 Pandemic EBT benefits. NACP's School Business Manager, Food Services Coordinator and Administration are working together to apply for the Summer School Food Services Waiver to allow the school dispense food to families.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

NACP participated solely in a distance learning program. No students were on campus. Our partners at LA's Best After School Program were asked to provide supervision, if possible. Unfortunately, due to financial hardship and budget constraints, they were unable to fill that request. Although we researched for other local partnerships, all outside local supervision resources were also closed due to COVID-19 health and safety restrictions.

NACP provided information on mental health community resources available to our parents and students. These resources were made available through our school website in an effort to support their social emotional well-being while away from school campus.

These resources included:

*Child Care Resource Center (CCRC), <https://www.ccrcca.org/>

20001 Prairie Street, Chatsworth, CA 91311

*Los Angeles County Department of Mental Health: West Valley Mental Health Center

Get Help Now (800) 854-7771 (open 24/7) or text "LA" to 741741

20151 Nordoff, Chatsworth, CA 91311, <https://dmh.lacounty.gov/>

NACP reached out to Luminarias in February, prior to school closure, for a partnership. NACP is currently working with NASA to gain a partnership with Luminarias, since they have recently established one. With that partnership, we hope to provide a full-scope of school-based services for mental well-being. Luminarias provides a set of workshops on depression, anxiety, stress from immigration, parenting classes, coping with divorce and separation, how to deal with violence in the community, bullying or intimidation, anger outburst, peer pressure, academic underachievement, grief and loss, and alcohol abuse. We hope these services will be beneficial to our families in general but especially during our anticipated altered school scheduling.

California Department of Education

June 2020