

# 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.]

The mission and vision of N.E.W. Academy Canoga Park (NACP) is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

**The Core Values of New Academy Canoga Park are:**

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

It is with this focus that NACP began the task of developing a Distance Learning Program that would continue to deliver high quality instruction for the students and parents of our community. In doing this, we had to keep in mind the needs of the community that we serve. N.E.W. Academy Canoga Park (NACP) is a Transitional Kindergarten through Fifth Grade elementary school in Canoga Park in the county of Los Angeles. The area was and is a high-density area with both apartment and single-family homes that is largely populated with Latino immigrant families and identified with poverty. Many of our students live in multi-family dwellings in the nearby communities. New Economics for Women, through their work to improve the lives of Latinas and their families, and as a community development organization in the early to mid-2000s, saw the need for a school that would empower and help families in the areas of Pico Union and Canoga Park.

The Distance Learning Plan developed by NACP teachers and administrators serves as a roadmap in providing continuity in instruction as well as, social emotional support for NACP’s students, families and staff. This plan is an extension of the Distance Learning Plan developed

during Spring. The strategies and programs selected for implementation during distance learning can be easily transitioned and supported once we go back to learning at our brick and mortar site per guidelines from state and local authorities, when allowed.

NACP teachers and administrators started working on a Distance Learning Plan immediately after learning of school closures from the district and the state, with the immediate solution being Home Study Packets (paper based) and moving into Online Learning (technology based) if the closures extended beyond the two weeks. On March 13, 2020 teachers started working remotely on Home Study Packets. Teachers were scheduled to use the workroom to prepare (copy) packets. 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. that would aid students in completing their assignments. Families were informed on Friday, March 13, 2020 that Home Study Packets would be available for pick up starting at 8:00am on Tuesday, March 16, 2020. Every NACP student received a Home Study Packet. School Administration and Teachers worked on the development of the school's technology based Distance Learning Plan. We sent out a survey to families to learn what the needs of each family in terms of technology and internet access. We distributed 176 Laptops ensuring that more than 90% of our families had a school issued device. Some families indicated they had access to a personal device at home and declined a school issued device.

NACP's updated Distance Learning plan includes providing every family with a Chromebook/Laptop and access to the internet. All NACP families now have a device from the school. We continue to work with families who are currently struggling to obtain internet access. NACP recently received a shipment of over 300 hotspots that will be shared with families who may not have reliable internet access. Although there remain some challenges to our transition from face-to-face instruction, to remote learning, our staff continue providing innovative solutions and using strategies that facilitate effective teaching and learning.

**NACP Teachers and Instructional Assistants (IAs) are using the following Technology-based distance learning platforms to provide instruction to students:**

- ZOOM
- Remind
- RAZ Kids
- Mystery Science
- ESGI
- School Messenger
- Accelerated Reader
- NWEA MAP
- EPIC!
- G-Suite (i.e. Google Classroom, gmail, etc.)

**Synchronous (Live) Instruction is delivered using the ZOOM platform and includes the following:**

- Teacher led daily whole group instruction
- Teacher led daily small group guided instruction
- Visual and Performing Arts 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 specialists provide services to students with IEPs

Teachers created/updated NACP’s Distance Learning Grids (sample below) to help parents and students access their grade level and teacher’s Google Classroom and Resources. Each Learning Grids has interactive links that students can click on to access their Google Classrooms (teacher boxes at the top). Students must enter their credentials and passwords in order to access these platforms. Within their Google Classroom students will find the Zoom Link for their morning meeting and then can complete assignments (*two 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.

The screenshot shows a digital grid for TK/Kinder students. At the top, it says 'Welcome TK/Kinder Dolphins!' and 'FIRST, CONNECT WITH YOUR CLASSROOM COMMUNITY!'. Below this are four buttons for teachers: Mrs. Coronado, Mrs. Peters, Ms. Alvarez, and Mrs. Sanchez. A callout box points to these buttons, stating 'Links to Teacher Google Classrooms- Zoom Meetings and Assignments'. Below the teacher buttons, it says 'NEXT, YOU CAN CONTINUE YOUR ACADEMIC LEARNING!' and 'Click on the extension links below:'. The main part of the grid is a table titled 'Learning Extensions' with columns for Monday through Friday. Each column lists subjects like English Language Arts, Science, and Math with specific activities. A callout box points to this table, stating 'Daily Learning Extensions/ Enrichment Activities'. To the right of the table is a vertical box labeled 'Additional Quick Links' with a 'More Online Fun' button. A callout box points to this area, stating 'Links to Additional Grade Level Resources'. At the bottom of the grid, there is a 'Need Help?' section with contact information for the office.

Attendance has been steady with some classes reaching 100% of student attendance on a daily basis, while others on average reached about 85% to 90% of their students. Teachers, instructional assistants, office staff and our Parent Liaison were consistent in their efforts to reach the remaining students via phone and or Remind notifications. By making these calls, we were able to learn that at least one student did not have secure internet service, some devices were not working properly, and that two numbers were no longer in service. NACP will continue to make every effort to reach all families and students by implementing the following plan:

- Replace devices that are not working properly (NACP offered exchange dates for families or parents went to the school, by appointment, to exchange their devices)
- Our Parent Liaison will work with the parent who has not been able to secure internet services- step by step
- Support staff will continue calling families and/or emergency contacts to ensure absent students log in
- NACP will send weekly Messenger (Robocalls) to families to remind them that they are missed and would like to see them participating in classroom lessons
- NACP will have Dolphin Spirit Week to help students stay connected

Attendance will be taken daily and phone messages will go out to families to ask parents to provide a reason or reasons for their child's absences. A learning plan that best fits the needs of those students will be developed and implemented to help them continue learning in accordance with the guidance of the California Department of Education.

### **PARENT COMMUNICATION**

NACP has continued to communicate with families as new information becomes available. NACP uses the following platforms to inform parents.

- Messenger- Phone Blasts
- Website
- Social Media
- Remind
- Google Classroom
- Zoom Meetings
- Personal Phone Calls

The impact of COVID-19 has resulted in re-imagining the instructional program at NACP. We must now operate in a "new normal" which has helped our staff to develop new and exciting ways to teach, improved the use of technology with students and their families, and is preparing us for a bright future as we facilitate teaching and learning in the 21<sup>st</sup> Century.

# Stakeholder Engagement

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

N.E.W. Academy Canoga Park stakeholder engagement includes consulting with parents, pupils, teachers, principals, administrators, other school personnel, and the community at large, in developing its Learning Continuity Plan. Communication with families has continued via Remind App, Social Media postings, Zoom, weekly newsletters, social media postings, emails, phone messages, and our school website.

We use these platforms not only to provide information to the community, but also to solicit feedback. We have created and distributed surveys on areas like technology, internet access and connectivity, and meal distribution input. We provide information and updates on the Covid-19 pandemic and NACP’s response. We provide information/discourse on what NACP is doing to protect students and our community during this pandemic. Information on food distribution at NACP and during spring of closest Grab and Go centers was shared with families. NACP used Zoom meetings to communicate with parent organization such as ELAC, SSC, and during Coffee with the Principal. Teachers used Zoom to create distance learning classrooms with our students.

We use the same platforms to communicate with teachers in staff meetings, instructional assistants and Special Education support provider meetings and for online professional development, webinars and other workshops.

We created the NACP Covid-19 Task Force, which consists of various stakeholders who help formulate and implement our distance learning plan and strategy. We have met with the group via Zoom. We will use these platforms to meet with the School site Council (SSC), the English Learner Advisory Committee (ELAC). The work done by this task force will be presented at an informational meeting with the NEW Academy Board.

The LCP will be presented at a public hearing of the governing NEW Academy Board on September 2, 2020 for review and comment. Additionally, the NEW Academy Board is scheduled for adoption of the plan on September 23, 2020. Agenda’s will be posted 72 hours before these meetings and the NACP Learning Continuity and Attendance Plan (LCP) will be posted on NACP’s on the school website.

All communication with families is done in English and Spanish.

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

NACP stakeholder engagement has included consulting with parents, students, teachers, principals, administrators, other school personnel, and the community at large, in the development of its Learning Continuity Plan. NACP provides opportunity for remote participation in any public meetings and public hearings via teleconferencing, Zoom and through phone calls as well as other online modes (Zoom, google meet, etc.).

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

**Parents:** Parent feedback trended to concerns related to uncertainty, economics, jobs, health, technology capability, accessibility, logistics, student needs,. Parents initially wanted to know how school would educate their students given the situation with the Covid-19 pandemic. Much of the feedback evolved from basic concerns and needs. As an example, technology was an issue as many did not have internet or computers and devices. Once they had internet service and a device, many needed help in navigating technology and software. They were unfamiliar with platforms, such as how to get on Zoom or Google Classroom. After connecting to a distance communication platform, specific navigation through educational software was a challenge.

**Students;** Student feedback came through parents and teachers and related to modes of learning, technology and particulars on equipment and software related to classroom needs. How do they connect to the classroom? How does zoom or google classroom work? Etc.

**Teachers and other staff:** Teachers and staff were mainly concerned about safety, health and wellbeing of students, and also related to how they would teach (classroom or remotely, or a hybrid?) Once it was determined delivery of instruction would be remotely, teacher feedback related to technology and platforms that we would use for delivery, curriculum, software that would be used for instruction, connectivity of students, strategies for remote learning, etc.

**Task Force and surveys:** (see Vanessa and Patricia) covid 19 parent survey

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

Aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholder input include:

Staff will continue to receive professional development and IT support related to the use of appropriate software and technology so that they can deliver seamless quality distance-learning opportunities to our students. To accomplish this, we contracted an IT agency to support our technology needs and be available to service our students, families, and staff during this tech-dependent learning period.

**Learning Management System (LMS):** The Learning Management System for the 2020-2021 school year will be Google Suite. Students and families will be asked to use the Google Suite / Google Classroom for distance learning, to access and submit assignments, receive updates and to track student progress. Teachers have learned to use other technology tools such as Zoom, Accelerated Reader, Envision Math online, Benchmark Universe Online Designated ELD Curriculum, BrainPop, BrainPop Spanish, BrainPop ELL, Reading A-Z, RazKids, Epic Books, Achieve 3000, Khan Academy and more to increase student engagement.

Attendance will be based on records of: students being present during virtual classes and completion of weekly assignments. All students will receive multiple opportunities to engage in a virtual meeting with their teachers every day. Every grade level has 3 live synchronous sessions Monday, Wednesday, and Friday. On Tuesday and Thursday, students will participate in asynchronous learning activities demonstrating attendance through their assignment completion as well as participation in any intervention groups they may be invited to.

**Tech Support:** Students and families will continue to have access, in both English and Spanish, to tech support through the IT agency contracted with the school. This support will be provided by phone, text, or email and by appointment. Also, the Parent Center will offer tech training either via Zoom or pre-recorded videos which will be posted on our school website.

Based on stakeholder input and in an attempt to provide equitable access to all students, NACP will provide one-on-one devices to all students and connectivity hot spots based on need.

## 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.]

Although NACP will not be providing in person learning this semester, we understand that students learn best when they are on campus with their teachers and their peers. Once the California Department of Public Health and Los Angeles County Department of Public Health deem it is safe and advisable to reopen our campuses for instruction, we may consider following a hybrid model. This model could help us achieve our goals of maintaining social distancing and reducing the number of interactions between people.

#### Additionally We Plan to Have the Following Health Measures on Campus:

- Symptom checks and screening
- Modified classroom layouts
- Staggered start times
- Require physically distancing (6+ feet)
- One-direction traffic in hallway
- Require face coverings
- Frequent opportunities to wash or disinfect hands
- Disinfect desks, tables, chairs, and other surfaces in between uses
- Upgrade air filtration systems

The following schedules are samples for what school configurations may look like in a hybrid model. While no schedules have been finalized, these examples represent options that maximize instructional time for our students and ensure responsible health and safety practices for all by reducing the number of students on campus at any given time.

	MON	TUES	WED	THUR		FRI	SAT
<b>Cohort A</b>		Onsite (AM)	Onsite (AM)	Onsite (AM)		Onsite (AM)	Optional instruction and enrichment
<b>Cohort B</b>		Onsite (PM)	Onsite (PM)	Onsite (PM)		Onsite (PM)	



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

Description	Total Funds	Contributing
Symptom checks and screening	[\$ 51,000.00]	[Y]
Staggered start times		
Require physically distancing (6+ feet)		
One-direction traffic in hallway		
Require face coverings	5000	
Frequent opportunities to wash or disinfect hands		
Disinfect desks, tables, chairs, and other surfaces in between uses		
Upgrade air filtration systems		

**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.]

To ensure continuity of instruction during the school year, NACP has developed a schedule based on the California Department of Education’s guidelines for distance learning. This schedule includes the allotted synchronous instructional daily minutes for students, including 180 minutes for grades TK-K, 230 minutes for grades 1-3, and 240 minutes for grades 4-5 from Monday through Friday. The schedule also includes activities students will do during the asynchronous time. According to our schedule, students will engage in instruction from 8:00 a.m. to 12:00 p.m. From 1:05 p.m. to 2:05 p.m., teachers will communicate with parents and assist students who need extra help. For the remaining time until 3:30 p.m., teachers will collaborate with their grade level colleagues, instructional assistants, and the RSP teacher. They will design lesson plans that meet the academic, language, and emotional needs of all NACP students, including English learners, students with special needs, English only students, and RFEP and IFEP students. In providing the best learning opportunities to our students, teachers will integrate science and social studies with Language Arts and math to give a more holistic curriculum. Instruction will take place via Zoom and Google Classroom. In addition to these platforms, teachers will utilize the G-Suite, RAZ Kids, AR Learning, Amazing Science, G-Suite and other software to ensure learning.



## **LESSON PLANNING AND CURRICULUM**

Our teachers continue to work collaboratively and lesson plan on a weekly basis. Teachers use a Google Document that was created for them to record these lessons. Lessons in core areas include: Language Arts, Math, Science, Social Studies and ELD. Teachers include Essential Standards being addressed by the lesson, including ELD standards. For asynchronous instruction, teachers might include links to websites, learning channels, articles, virtual field trips, etc.

Teachers will continue using charter school adopted core curriculum plus additional resources that have been made available due to COVID-19

### **Core Curriculum:**

- Language Arts: Lucy Calkins Readers and Writers Workshop
- Maravillas (Dual Immersion Classrooms)
- Envision Math
- Benchmark Universe- Online Designated ELD Curriculum
- Brain Pop, Brain Pop Spanish, Brain Pop ELL
- Reading A-Z
- RazKids
- Epic Books
- Achieve 3000
- Brain Pop, Brain Pop Spanish, and Brain Pop ELL
- PBS Kids Learning/Education
- Mystery Science
- Scholastic Magazine - Online edition
- TPT Purchased and Free Resources
- Khan Academy
- Other Resources
- Virtual Field Trips

## **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.]**

NACP has purchased 490 new Chromebooks to ensure one-to-one connectivity for each student. Each student will be provided one Chromebook for use to support distance learning. Additionally, NACP has purchased 300 hot Spots for families to use if they are having connectivity issues with the internet or do not have access to internet services. Our goal is that by September 14th, all 455 students will have an individual Chromebook and internet access at home.

## 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.]

At NACP, we will assess pupil progress in five different ways: 1) We will assess all of our students in NWEA MAP in Fall, Winter, and Spring of the school year to identify grade level proficiency of each student in reading and math. This will give us a measure of grade level proficiency growth in reading and mathematics over the entire school year. 2) Student participation will be evident every day through a morning activity that all students will participate in and complete daily during live / synchronous instructional time. This will be one way to measure engagement and live participation at our school. 3) Every M,W, F in the afternoons, teachers will have a set time to hold live office hours to make contact and checks-ins with struggling students or meet with parents. 4) Measurement of participation and time value of pupil work will be through the completion and presentation of weekly work kept in students' digital Google Classroom Portfolios. This will measure growth of student mastery over the year. 5) Reading & Math online software will be used to assess academic progress and will be compared with NWEA MAP results to see if there is correlation in growth and progress in Reading & Math throughout the district.

In accordance with Senate Bill 98, all students will receive daily live contact with certificated staff using the Zoom teleconferencing software. Teachers and Instructional Assistants will utilize Google Classroom to assign coursework, track student progress, determine grades, and verify student participation. All independent / asynchronous work in weekly playlists will be designed to ensure the minimum of 240 minutes are achieved each day. Staff will complete a student engagement log to verify student engagement and instructional minutes as well as to identify students who are at-risk for learning loss.

The schedules account for:

- 180 minutes of instruction for TK & K (synchronous & asynchronous)
- 230 minutes of instruction for 1<sup>st</sup> through 3<sup>rd</sup> grade (synchronous & asynchronous)
- 240 minutes of instruction for 4<sup>th</sup> & 5<sup>th</sup> grade (synchronous & asynchronous)
- Progress will be assessed using distance learning. Teachers will use formative assessment, running records (for ELA)

## 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 t

### PROFESSIONAL DEVELOPMENT AND STAFF MEETINGS

#### **Weekly Zoom Meetings:**

- iDeal Institute Distance Learning for Teachers and Administrators August 11, 2020 and once a month ongoing thereafter
- Maravillas Online Training for Dual Language Teachers with two dates to choose from: August 27, 2020 or September 3, 2020
- Benchmark Universe ELD Online Training for all teachers, September 15, 2020

- Powerschool Attendance for Teachers and Office Staff
- Admin Team Mondays 2:00-4:00pm
- Teachers Tuesdays 2:00-4:00pm
- Instructional Assistants Every Other Monday 10:30-11:30am
- SPED Team Thursdays 9:00-10:00am
- Finance Team Every Other Monday 9:00-10:30am
- Trainings & Webinars (Distance Learning, ELD, SPED, Science, Guided Reading, etc.)
- Other Meetings as Needed
- Emails/Google Collaborations/Phone Communication as needed*

Prior to school officially beginning, NACP administration, teaching and Instructional Assistant staff participated in online workshops presented by Loyola Marymount University's (LMU) iDEAL Institute. These workshops included: Moving from In-Person to Online Learning and Creating and Maintaining a Strong Classroom Culture. NACP will continue to participate in another workshop focusing on distance learning strategies.

Teachers and administrators will also participate in weekly professional development meetings to enhance distance learning skills and technological support. Teachers are using Google Classroom to connect to students and support is provided if they have any logistical or technical issues. Teachers have access to multiple online platforms and software to engage students' learning and provide a system to gauge and assess student learning.

The online programs/software are available either at a cost to the school or free. Paid programs currently used are: Learning A-Z (Reading A-Z, RazKids, ELL edition and Connected Classroom); Brain Pop including BrainPop, Jr., Espanol, and ELL edition; Achieve 3000: Differentiated Literacy Solutions (3<sup>rd</sup>-5<sup>th</sup>) and Smarty Ants (TK-2<sup>nd</sup>); Renaissance – Accelerated Reader; Envisions Math online software; Scholastic Digital Magazine subscriptions; and Mystery Science.

Free online programs include: Khan Academy, Epic!, Starfall, Math Playground, Math Game Time, National Geographics Kids, Go Noodle, Flip Grid, and Prodigy (Math).

In addition to the above trainings and staff development topics, teachers, administrators and support staff received training on EpiPen, Bloodborne Pathogen, Special Education on meeting the need of all students, and child abuse reporting.

## **Staff Roles and Responsibilities**

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

Due to the change to distance learning, NACP will not replace two Instructional Assistants (IAs) vacant positions. Prior to COVID19, IAs provided not only instructional support in the classroom but also provided supervisory support on the playground before school, during recess and lunch times. Currently, during distance learning, IAs continue to provide instructional support to students online by providing small group instruction and/or intervention and other instructional tasks assigned by the teachers. IAs also provide support on site as necessary (e.g., packet and device distribution).

NACP has also hired a Reading Intervention Specialist to provide Tier 2 and Tier 3 reading intervention instruction to both English and Spanish speaking students. The Specialist will also work closely with the English Language Development Coordinator to provide ELL students who need further intervention in English Language Development.

## **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.]

### **SUPPORTING STUDENTS AT RISK**

NACP is supporting all students at risk by providing daily small group instruction in Zoom Meeting sessions and also by using the breakroom feature. Teachers design lessons that include targeted skills students are working on such as: fluency, phonemic awareness, reading comprehension, math facts, sight word recognition, solving work problems, etc.

- Instructional Assistants provide daily targeted intervention in the areas of Language Arts, Math and ELD to small groups of students
- Teachers and Instructional Assistants have an intervention schedule and ZOOM intervention groups
- Teachers provide instructional assistance guidance in the skills they will focus on with each group
- Teachers, IA's, and Intervention Specialist will monitor students' progress; Groups are fluid

### **SERVICES AND/OR ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

N.E.W. Academy Canoga Park is working closely with our Charter Operated Programs Special Education Option 2 Representative to ensure that we are following the guidance from the Department of Education (DOE), California Department of Education (CDE), and LAUSD SELPA. School closures for safety and self-isolation have required that we adopt the strategy of distance/remote teaching for our students with IEPs. As with the rest of our students, we started by sending home study packets. Our Assistant Principal/SPED Director worked closely with our support providers and classroom teachers to create a schedule to accommodate IEP services. NACP reached out to parents to explain how services would be provided through our Prior Written Notice. Providers are using the Zoom platform to deliver the bulk of services.

However other tools being used include: Printed Materials (instructional packets, curriculum), telephone and video calls, emails, web conferencing, social media, school specific websites & applications, PowerSchool, school website, Remind app, etc

NACP has students with needs in RSP services, speech and language, occupational therapy, and counseling. NACP administration created an excel sheet that includes pertinent student information including: Students with IEPs, contact information, services, teachers and service providers, tech devices available to family, and parent language.

Providers service students through the distance learning modes outlined above. NACP will continue to provide services to students with IEPs to ensure students continue making progress towards attaining the goals outlined in the IEP document. Providers will track interactions in the Welligent platform as stipulated in our training following guidelines set by LAUSD through Charter Operated Programs. The SPED team of providers will continue to work collaboratively with general education teachers, instructional assistants, administration, and parents to ensure students receive the support they need.

### **SUPPORTING ENGLISH LEARNERS**

NACP is supporting English Learners by providing Designated and Integrated ELD during Zoom teacher guided lessons, through classroom assignments in Google Classroom, and enrichment activities. Teachers design Designated and Integrated ELD lessons to foster students' listening, speaking, reading, and writing skills. Teachers use the California English Language Development Standards to design lessons. 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.

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 the Multicultural Academic Support (MAS) Unit from Los Angeles County Office of Education (LCOE). NACP's ELD Coordinator will be supporting teachers through professional development training, 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 monthly basis.

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

Description	Total Funds	Contributing
NACP hired a Reading Intervention teacher during the Spring 2020 semester. The reading intervention teacher is fluent in Spanish and provides small group instruction supporting English Language Learners.	\$56,000	Y
Online Platforms/subscriptions/software purchased to support ELLs include, BrainPop-ELL, BrainPop Espanol, McGraw Hill- Benchmarks, Reading A-Z - ELL Edition, Scholastic Magazines On-line, Mystery Science.	\$14,000	Y
NACP's Special Education teacher will need to be replaced due to a resignation. We will need to enter a contract with an outsourcing entity to provide Special Education services. Additional cost will be associated with this expense. The Special Education teacher will provide services according to the students' IEPs.	\$90,000-\$110,000	Y

## 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.]

NACP will measure learning loss using NWEA MAP assessments to measure grade level proficiency loss in ELA & Math. Other curriculum-embedded assessments for English language arts, English language development, and mathematics will be used to more identify specific skills and standards that may be deficient. This data will help teachers design a learning path for each student. Progress will be monitored by individual classroom teachers, by grade level leads, and by school site administration, who will identify targeted intervention strategies that will address the areas of learning loss. Instructional schedules include intervention groups, which is dedicated time for teachers and instructional assistants to work with students in their areas of highest need.

## 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.]

The following are some actions and strategies to address learning loss and accelerate learning progress: Actions/Strategies for ALL Student Subgroups Experiencing Learning Loss:

- Provide access and use of all of our supplemental software curriculum programs
- Provide instructional methods, materials, resources, and technological tools

- Provide additional support through intervention small groups
- Provide support for social and emotional needs through psychological services shared by our school psychologist.

Actions/Strategies for English Learners: All English learners will receive integrated and designated English Language Development. Individual student needs will be supported additionally through our Reading Interventionist. Our school implements the Benchmarks ELD curriculum for our designated ELD. Teachers will assess and identify where students are academically and linguistically. Based on their gathered assessment data, teachers will set individual goals for each student and will monitor their individual progress in ELA, Reading, Math and ELD. A portfolio of work will also be kept to show language progress through Google Classroom.

Actions/Strategies for Low Income Students: NACP continues to assess and provide support to low income students tailored to their specific needs. Learning resources, including materials to be used at home during distance learning, are provided to all students.

Actions/Strategies for Foster and Homeless Youth: None reported at this time. However, foster and homeless youth are connected with agencies and referred to community resources as needs are identified. Backpacks filled with resources including clothing, toiletries, and school supplies.

Actions/Strategies for Students with Exceptional Needs (IEPs): As identified in the Individualized Education Plan (IEP), students are supported to meet their goals through instructional methods, materials, resources, and technological tools. Professional development for staff is designed to support instruction during distance learning and to meet the needs identified through the IEP process.

## 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.]

The effectiveness of these strategies will be measured in three ways:

1. Comparing progress on growth by monitoring stored Google Classroom portfolios of individual and group work/projects completed.
2. Comparing growth made through NWEA MAP assessments at the following time periods: Fall 2019; Winter 2020; Fall 2020; Winter 2021; & Spring 2021 as tracked by school and district teams on a regular basis. (Other supplemental assessment measures may be used to compare and validate student learning loss and progress embedded in our supplemental software for Reading & Math)
3. Monitoring of daily attendance and engagement through Powerschool and Google Classroom; tracked by Office support staff and site administrators.



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

Description	Total Funds	Contributing
NACP hired a Reading Intervention teacher during the Spring 2020 semester. The reading intervention teacher is fluent in Spanish and provides small group instruction supporting English Language Learners.	\$56,000	Y
Online Platforms/subscriptions/software purchased to support ELLs include, BrainPop-ELL, BrainPop Espanol, McGraw Hill- Benchmarks, Reading A-Z - ELL Edition, Scholastic Magazines On-line, Mystery Science.	\$14,000	Y
NACP's Special Education teacher will need to be replaced due to a resignation. We will need to enter a contract with an outsourcing entity to provide Special Education services. Additional cost will be associated with this expense. The Special Education teacher will provide services according to the students' IEPs.	\$90,000-\$140,000	Y

## 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.]

NACP will monitor and support the mental health and social and emotional wellbeing of students and staff. We will continue our counseling referral process and support conducted by our school psychologist. This support is for grades TK-5 as well as staff. In addition, students who receive mental health services designated in their IEP will continue to receive virtual services from our school psychologist. The school psychologist will monitor student progress and wellbeing and will take appropriate measures to increase service or support when they have determined a student is struggling or is in crisis. In addition, our school utilizes The Second Step program. It provides a curriculum that promotes social, emotional and academic success. It supports social-emotional learning; bullying prevention; positive change in school culture and student behaviors; professional development for teachers; and parent education.

Students: The mental health and social and emotional wellbeing of the student population will be monitored continuously, utilizing teacher to student check-in questions, e.g., How are you feeling today?

Staff: The staff will be monitored via Zoom check-in's, e.g., How are you feeling? What do you need to feel supported? What celebrations do you want to share? In addition to the Zoom wellness check-in, professional development will be provided via virtual presentation(s) addressing SEL topics. Staff may make electronic student recommendations for counseling. Resources and support are provided to staff and students via our school website. In addition, the staff may reach out to our school psychologist for one on-one support by email. We recognize that staff will be in need of additional care due to the change in the work environment. NACP administrators will be checking in

regularly with staff members, in group settings and individually. These check-ins will provide opportunities for staff to discuss their experiences. At the beginning of the year and based on these check-ins, the administrators will share mental health resources and supports accessible through our human resources department and insurance benefits programs.

Parents: Training sessions will be offered in our Parent Center that include social and emotional learning and trauma awareness, including the impacts of COVID-19. In addition to these sessions, NACP has made information easily accessible to parents by providing mental health resources available on our website.

## 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.]

Each day, teachers will check in with students who did not engage during that day. In addition, the office staff and site administration will track student engagement and provide tiered interventions to students who have significant absences. These interventions may include phone calls, emails, parent contacts, wellness checks, and collaborating with county agency partners for support services. Services and support will be provided bilingually.

NACP teachers and office staff will continue to have frequent communication with families via personal phone calls or messages, phone blasts, email, Remind Application, social media accounts, and our school website.

NACP will also provide engagement opportunities by offering: (1) workshops in technology, distance learnings, testing, and other topics of interest to families, (2) offering the Latino Literacy Project Reading Program, (3) Meetings such as Coffee with the Principal, ELAC, SSC, Task Force, and (4) CABE's Project to Inspire.

## 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.]

NACP is providing nutritionally adequate meals for all students while on distance learning. "Grab and Go Meals" are available for parents to pick up on Mondays, Wednesdays and Fridays at the front of the school. Parents can stop by between 7:00am and 9:00am. Although meals are available for pick up only three days a week, parents will receive meals to cover each for each day of the week the school is normally in session as follows:

- Mondays parents pick up meals (breakfast and lunch items including drinks) for Monday and Tuesday
- Wednesdays parents pick up meals (breakfast and lunch items including drinks) for Wednesday and Thursday
- Fridays parents pick up a meal (breakfast and lunch items including drinks) for Friday
- When students return to the school, students will receive their lunch based on their eligibility (e.g., free and reduced-priced).

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

## 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
10%	\$2,000

### 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.]

NACP looked at starting school via distance Learning using paper packets and workbooks, then moving to online learning, while we plan our safe return to school. It includes a plan to use core curriculum and ZOOM instruction with supplemental support software that helps to meet the academic, social, and emotional needs of our students.

As we looked at how to support and consider the needs of Foster Youth, English Learners, and Low-Income students, providing resources for mental health and trauma services were considered important. In addition, since this population is more likely to disengage from the educational process, we have instructional assistants available to support in smaller group settings.

In addition to these supports for these most vulnerable subgroups, we plan on expanding these supports to the parents as well. We have been doing this through our Parent Center. The school has provided interpreting and translation services, as well as technology support for parents, students, and staff. This support has been via phone, email, social media, in-person, and other resources that are bilingual and as needed, by in-person appointments. NACP has been able to maintain communication throughout the pandemic experience.

Increased Technology Supports: Looking at the needs of our foster youth, low-income, and English learners, it was clear that NACP needed to close the equity gap presented by students and staff who are unable to connect in a distance learning environment through either limited connectivity or substandard devices has been the biggest challenge! Devices are being provided to all students and connectivity to each family and staff in need. All students TK through 5th grade will receive a Chromebook or laptop immediately and eventually all new Chromebooks. Families that have needed internet access and requested it, will receive a hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment. By acquiring technology devices and connectivity to meet the needs of students and staff, we are ensuring the infrastructure upon which distance learning is built and gives us the need to respond to the digital learning needs of our foster youth, low income, and English learners which have been an essential priority. While we know these needs may exist across all students, they have been the most pronounced in our unduplicated student populations.

Other Supports: In order to support our low-income and foster youth families, we offer school materials and supplies that can support their academic success.

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

The services and supports listed above are responsive and leverage the various supplemental resources we have acquired in technology programs, platforms, professional development, and curriculum that integrate ELD and effective best teaching strategies. For English Learners experiencing difficulties accessing the curriculum, we will provide targeted interventions with an instructional assistant to ensure that students have the support they need. Supports for students are available including counseling and mental health services.