



NEW OPPORTUNITIES ORGANIZATION

12500 RAMONA AVENUE, HAWTHORNE CA 90250 – PHONE & FAX (310) 776-6479

• NEW OPPORTUNITIES CHARTER SCHOOL • FAMILY FIRST CHARTER SCHOOL
“CREATING PATHWAYS TO SUCCESSFUL PARTICIPATION IN SOCIETY”

www.newopps.org

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NOTICE OF PUBLIC HEARING New Opportunities Organization 12500 Ramona Avenue, Hawthorne CA 90250 (Prepared and Distributed September 14, 2020)

The New Opportunities Organization Board of Directors will hold a public hearing of the Draft of the New Opportunities Charter School 2020-21 Learning Continuity and Attendance Plan (LCP). The LCP provides information at the LEA level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 year.

Students, teachers, and members of the community are encouraged to attend.

The public hearing will be conducted on September 17, 2020 at 6:10 pm via Virtual Meeting.

Public Participation: Members of the public may call in at this time to make comments on the public hearing at (669) 900-9128 ID 826 28 24 2925# Passcode 779492. Please note only comments regarding this specific subject matter are allowed. If you receive a voicemail recording or busy signal during this open hearing please hang up and call again. After the open hearing has closed for this item, no further calls will be accepted.

For more information, please contact:

Carmen Rosas, Operations Director at (310) 776-6479.



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NOTICE OF PUBLIC HEARING New Opportunities Organization 12500 Ramona Avenue, Hawthorne CA 90250 (Prepared and Distributed September 14, 2020)

The New Opportunities Organization Board of Directors will hold a public hearing of the Draft of the Family First Charter School 2020-21 Learning Continuity and Attendance Plan (LCP). The LCP provides information at the LEA level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 year.

Students, teachers, and members of the community are encouraged to attend.

The public hearing will be conducted on September 17, 2020 at 6:15 pm via Virtual Meeting.

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**NEW OPPORTUNITIES ORGANIZATION, INC.
BOARD OF EDUCATION (VIRTUAL) MEETING – PUBLIC HEARING**

Main Meeting Location

Family First Charter School

12500 Ramona Avenue, Hawthorne CA 90250

THIS MEETING WILL BE HELD VIA TELECONFERENCE – ZOOM MEETING LINK BELOW

THURSDAY, SEPTEMBER 17, 2020

OPEN SESSION AT 6:00 P.M.

(Prepared and distributed: 9/14/2020)

This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.

NOTICE OF INTENT TO RECORD

This meeting will be tape recorded for purposes of recording the minutes. In consideration of others, please turn off all electronic devices before the start of the meeting.

MEETING AGENDA & RELATED MATERIALS

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website, if applicable, 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

SPECIAL PRESENTATIONS MAY BE MADE

Notice is hereby given that, consistent with the requirements of the *Bagley-Keene Open Meeting Act*, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting the office of the Executive Director at 12500 Ramona Avenue, Hawthorne, CA 90250, (310) 355-0001, at least 48 hours prior to the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to this meeting, please call the office of the Executive Director at 12500 Ramona Avenue, Hawthorne CA 90250, (310) 776-6479, at least 48 hours prior to the meeting.

TELECONFERENCE PARTICIPATION

Join Zoom Meeting <https://us02web.zoom.us/j/82628242925?pwd=SVp1d0JoRHRTUzdNMm56RDZOREltdz09>
Meeting ID: 826 2824 2925 Passcode: 779492 ----- One tap mobile: +16699009128,,82628242925#

For audio participation, please dial +1 669 900 9128 Conference ID 826 2824 2925# Passcode: 779492

CALL TO ORDER: _____ PM

- a. FLAG SALUTE
- b. ROLL CALL

| | | |
|-------------------------------|---------|--------|
| Board Members: | Present | Absent |
| Bernie Konig, President | _____ | _____ |
| Ermina McKelvy, Clerk | _____ | _____ |
| Francisco Carrillo, Treasurer | _____ | _____ |
| Lulu Camberos, Member | _____ | _____ |
| Bernie Konig, President | _____ | _____ |
| Mary Agnes Erlandson, Member | _____ | _____ |

2. APPROVAL OF AGENDA

| | | | |
|----------------|------------|------------|----------------|
| Motion: | | | |
| Second: | | | |
| Vote: | | | |
| Member | Aye | Nay | Abstain |
| Konig | | | |
| McKelvy | | | |
| Carrillo | | | |
| Camberos | | | |
| Erlandson | | | |
| Roque | | | |

3. INFORMATIONAL ITEMS

- a. Presentation – New Opportunities Organization Learning Continuity and Attendance Plan (LCP) Draft – Dr. Everardo Carvajal

4. PUBLIC HEARING OF THE DRAFT OF THE NEW OPPORTUNITIES CHARTER 2020-21 LEARNING CONTINUITY AND ATTENDANCE PLAN (LCP)

Public Hearing opens at: _____(posted for 6:10 pm)

Public Participation: Members of the public may call in at this time to make comments on the public hearing at (669) 900-9128 ID 826 28 24 2925# Passcode 779492. Please note only comments regarding this specific subject matter are allowed. The phone line has been adjusted to receive multiple calls. If you receive a voicemail recording or busy signal during this open hearing please hang up and call again. After the open hearing has closed for this item, no further calls will be accepted.

Presenter: Dr. Everardo Carvajal, Director of Correctional Education

Public Hearing closes at: _____

5. PUBLIC HEARING OF THE DRAFT OF THE FAMILY FIRST CHARTER 2020-21 LEARNING CONTINUITY AND ATTENDANCE PLAN (LCP)

Public Hearing opens at: _____(posted for 6:15 pm)

Public Participation: Members of the public may call in at this time to make comments on the public hearing at (669) 900-9128 ID 826 28 24 2925# Passcode 779492. Please note only comments regarding this specific subject matter are allowed. The phone line has been adjusted to receive multiple calls. If you receive a voicemail recording or busy signal during this open hearing please hang up and call again. After the open hearing has closed for this item, no further calls will be accepted.

Presenter: Dr. Everardo Carvajal, Director of Correctional Education

Public Hearing closes at: _____

6. PUBLIC COMMENTS

7. BOARD MEMBER REPORTS

8. EXECUTIVE DIRECTOR REPORT

- a. Executive Director Report to the Board

9. ADJOURNMENT TIME : _____

| | | | |
|----------------|------------|------------|----------------|
| Motion: | | | |
| Second: | | | |
| Vote: | | | |
| Member | Aye | Nay | Abstain |
| Konig | | | |
| McKelvy | | | |
| Carrillo | | | |
| Camberos | | | |
| Erlandson | | | |
| Roque | | | |

Next Board Meeting: October 8, 2020

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 |
|-------------------------------------|------------------------|-----------------------|
| [Insert LEA Name here] | Dr. Everardo Carvajal | Ecarvajal@newopps.org |

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Covid-19 pandemic significantly impacted _____, the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, and social needs of our students and ultimately compounded the pre-existing barriers.

Our school serves a large proportion of learners often designated as high-risk. The risk posed by Covid-19 has impacted our students more than a physical threat, it has led to reduced opportunities for support in areas such as social emotional support, housing, food, and employment insecurity, thus extended more generally as overall personal/familial insecurity. Prior to the pandemic, our students were already in financially tenuous circumstances as over 80% would qualify for free and reduced meals. _____ is also certified as an alternative dashboard status school (DASS), a system designed to recognize the unique circumstances of schools whose student populations are disproportionately impacted students. Most of our students have previously dropped out of school and most of our students are highly transient.

_____ Is an Urban school that serves students in metropolitan communities in addition to the Los Angeles County Jail Facilities. Students in the facilities were impacted the greatest because their lack of access to technology and the limitations for connecting with students based upon health regulations and requirements. This meant no contact with teachers or support staff. All distance learning material was relayed through the Sheriff’s Department and for safety reasons required extensive measures to distribute and collect student material. Most of these students represent learners who thrive in face to face contact with their teachers, and the Pandemic exacerbated their need for support. ____ attempted to connect virtually, telephonically, but we were only able to connect with our students via exchanges f paper and assignments. Fortunately, _____ was able to support several learners to the completion of their diplomas despite these obstacles.

Our community based students, non-incarcerated or formerly incarcerated, were impacted to similar depths, only in different ways. Whereas incarcerated students were away from their families, our community students live with their families and many were impacted financially by

loss or reduction of employment. These financial burdens challenged students' ability to attend class, focus on their assignments, or manage the stress of the general uncertainty. As these students shifted to distance learning, _____ extended web and digital access to students. In terms of curriculum and support resources these students were largely working within our established ecosystem of online curriculum and support material. Since a majority of these students were already familiar with the platforms, this transition was not as challenging as it was for other student groups. Our ESL and CTE students experienced a more challenging time since their learning has historically relied on day-to-day collaboration and close student-teacher interactions. Our instructional and support teams toiled to ensure that students persisted through the challenging shift

Concerns about student learning and equity led to _____ to offer alternative assessments and curricular modifications. As it was determined by instructional staff and administration that our students were better served by modifying grading and curricular decisions to the circumstances of the pandemic and the safer at home orders. The school board approved the modifications as requested by our executive director after which teachers collaborated to modify assessments and curriculum towards equitable outcomes so that a student was only expected to learn what they could have reasonably gained given the circumstances.

Last school year ____ was identified for (CSI) support due to the dashboard indicator's calculation of the graduation rate and the rate of student engagement in SBAC assessments. We plan to continue serving students towards those ends, only it will need to be recalibrated for the current pandemic proximity restrictions and student needs.

Stakeholder Engagement

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

_____ engages in a tiered approach to feedback, recognizing that community members and stakeholders provide invaluable feedback at different access points. We implement both formal and informal feedback systems to include anonymous and open door policies. Student surveys and teach to student meetings provided the initial data to understand the impact of the pandemic on our learners.

Staff Survey

Administration Surveys

Student Surveys

Family Night Presentations

Classroom presentations
Staff Presentations

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

Dial In public hearings
Remote surveys
Video with survey
Admin
Students
Family
Staff
ELL Feedback
SPED

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

Admin
Students
Family
Staff
ELL Feedback
SPED

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

Changes resulting from the feedback

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.]

_____ reopening is contingent upon guidance from state/county educational and health guidelines. _____ will closely monitor Los Angeles County Public Health, California Department of Public Health, along with CDE'S ongoing pandemic policy revisions. The 2020-2021 Fall semester began via a bend of distance learning due to the unstable and rising rates of infection at the time of planning. It is our intention to provide in person services whenever safe as deemed by the public health agencies and the reported local statistics.

Instructional Model Overview

In-person support and instruction will prioritize contact with students most vulnerable to learning loss and school disengagement. As allowed by the infection rates, the school plans to transition to hybrid models beginning with the highest needs students.

Ensuring Equity and Eliminating Barriers

In order to anticipate equity and access barriers that students and staff may face during the 2020-2021 school year, the administrative team analyzed feedback from the spring of 2020, student surveys, as well as the guidance from the California Department of Education (CDE) to plan priorities for 20-21 school year. _____'s plan includes building relationships from a distance, social emotional learning, digital norms, planning, schedules, feedback, assessment, and professional learning opportunities. We have also targeted technology barriers by constructing a lending library for electronic devices for distance learning. For the past three years, _____ has targeted differentiation strategies to meet the needs of our learners. This year will be no different and hone in on the particular needs during this pandemic. In order to prepare staff for the upcoming year we began with 8 days of professional development which emphasized all of the above in addition to other areas impacting student learning.

Mitigating Learning Loss and Tracking Engagement

_____ conducts a recurring CASAS assessment throughout the year, and each assessment informs teacher lessons and school decision making create equitable learning for all students. Extrapolated data is will be used to reassess instructional strategies, resources and

possibly teacher assignments. Despite the high transiency of our students, small percentage of them are expected to continue from the previous year. For these students and all others, recurring CASAS assessments will allow us to compare against year-to-year performance averages. Therefore, teachers and support staff will remotely administer the English Language Arts and Mathematics diagnostic assessment. By choosing to continue this testing, results will also help teachers and intervention professionals identify students who are at greater risk of learning loss due to the school closures, and adjust instruction accordingly. CASAS results will also help to both mitigate learning loss and accelerate learning for students. It will be administered five times during the 2020-2021 school year. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. This instructional framework will be used in Distance Learning and provides the flexibility to move to in-person instruction in a hybrid model.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| [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] |
| [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] |

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.]

Technology Supports

Since the pandemic upended our seat based classrooms, _____ began lending tablets and laptops allowing for 1:1 digital learning. Our lending library is available to all students. In order to support students, all teachers have created Google Classrooms prior to the first day of school. These classrooms operate as hubs for student communication with teacher posts and resources. Additionally, all teachers are assigned are assigned hours to be dedicated for live supplemental sessions and 1 on 1 check-ins.

In terms of curriculum, prior to the pandemic _____ procured a wide range of curriculum options for teachers to align student course assignments with available material. This year we continued piloting a targeted online curriculum called Comprehend, this online curriculum

platform offers a thorough survey of course content and allows for highly targeted assessments. Additionally, ____ has added another online curriculum to meet specific needs of English Language Learners.

____ also identified technology use as a significant barrier for a segment of our students, our English Language Learners were accustomed to being in class and they did not need to access the teacher virtually. As a way to support these students or any students uncomfortable with the steps required with online learning, ____ developed a position as a technology teacher and school support. This teacher conducts classes, mini-support lessons, class pop-ins and 1:1 tech guidance for any student in need. This assignment as specifically been developed to narrow the digital divide for students at risk of disengaging.

Equipment is currently distributed amongst students who have self-identified as needing support though the school continues to build an inventory to support newly enrolled students and students who were initially reluctant to identify as in need.

Professional Learning

The 20-21 school year began with eight days of professional training. Topics included several refreshers and some deep dives into tools for remote instruction and engagement. These topics were presented with online tutorials and live video-conferencing sessions. Most of these learning sessions have been hosted by school personnel, but also in consultation with our student support services. Recorded training sessions have been made available for later use. Surveys were conducted at the end of each day to assess the needs daily. Daily surveys allowed ____ to adjust the tempo and depth of the training so that presenters were told to shorten their trainings or explore others more deeply. We will continue our teacher feedback cycle this year so that administrators and teachers can work together to collaborate and foster a supportive learning environment in spite of the limitations presented by Covid-19. We will continue to engage in various staff and student surveys throughout this school year to ensure our teachers have the support they need to create equitable classrooms for their students.

Assuring Equitable Curriculum

In terms of curriculum, prior to the pandemic ____ procured a wide range of curriculum options for teachers to align student course assignments with available material. This year we continued piloting a targeted online curriculum called Comprehend, this online curriculum platform offers a thorough survey of course content and allows for highly targeted assessments. Additionally, ____ has added another online curriculum to meet specific needs of English Language Learners. Teachers will be using core curriculum to meet the needs of students. All community students will be set up in digital platforms for core curriculum from the beginning of the school year.

Instructional Models

Lessons will consist of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will create virtual classrooms which will allow students to track completed and anticipated assignments. The virtual classroom will

also allow teachers to post course updates and general communication. ____ meets provides individualized enrollment sessions and assesses student interest and availability to determine the most appropriate course of study.

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.]

To ensure equity of access, _____ created distribution points for students at each school site. Students are surveyed at enrollment for their various needs. In addition, students in needing high-speed Internet connectivity will be supported with a WIFI hotspot as they become available. Technology personnel continue to offer technical support to teachers and added a system to provide at home technology support for students and parents.

Student Technology Devices

Following school closure in the 2019-20 school year, a student access to technology assessment was sent to all students. The survey asked parents a) if they had access to a capable device, b) if they have internet access at home. The survey was opened between thru and generated responses.

__ responded that they would like to pick up. Based on the survey response, arrangements were made to have available for pick at the respective school site. After the distribution was complete, were picked up.

Student Connectivity

Students returning for the 2020-21 school year will participate in a survey at the school site level to assess Internet connectivity. _____ will also work to provide connectivity through hotspots or working with our local vendors for connectivity.

Teacher Technology Devices

All teachers were furnished with a laptop at the start of the 2019-20 school year. Teachers typically take home their technology devices. After the school closure, teachers were also permitted to take home other classroom devices like the document camera to continue teaching remotely. Additional laptops were purchased in anticipation of new teachers for the current school year to support the distance learning and in-person hybrid model.

Technical Support and Assistance

In order to best serve technology challenged student populations, staff has been rehired and reassigned to a community technology teacher position. In this role, a teacher functions as a technological bridge with small group computer classes and separate individualized student consultations. bridge for students with trouble connecting to the online material or otherwise challenged by online navigation in general. This teacher supports students with individual consultations but he also conducts classes for students in person because technology is especially challenging subject to teach via technology. In these cases, small groups of approximately eight students are engaged in face to face instruction that will culminate as a course completion and the skills to access online curriculum. While thi teacher conducts classes on technology, they serve all students in needs, however the majority of their efforts are directed towards English Language Learners and students with extensive technology use gaps.

Printed Distance Learning Material

_____ maintains a catalog of printable course material available for cases where technology becomes a burden on the students' ability to make progress or some other unique need is identified. All coordination will be conducted through the student's primary teacher though students are also screened at enrollment. Students can arrange with teachers for specific material pickup. Alternatively, students with printing capabilities may be emailed printable resources and work.

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.]

Measuring Attendance During Distance Learning

Teachers provide each student with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using an online learning management system, such as Google Classroom and one of several content platforms. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment.

Documentation and recording of student progress are accomplished using the teacher's learning management system, in addition to their gradebooks. All school sites have common expectations for the time value of pupil work and will participate in professional learning communities to ensure equity and consistency.

To track student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned in each instructional day using an electronic reporting form based on the proposed template advanced by the California Department of Education. Each lesson and activity is identified and indicates whether the activity is synchronous or asynchronous, and general nature of students' participation and engagement in each lesson and activity. This allows for student engagement analysis at the site level, academic pathway level, and classroom levels.

Flexibility with Student Assignments

During the closures in the Spring, the curriculum team and teacher teams created subject matter driven alternative assessments to allow for flexibility in how students show mastery toward grade level standards. Teachers retain the ability to conduct curricular modifications when planning for instruction. Progress will be measured using informal feedback as well as through rubrics. Our intention is to utilize professional learning communities to develop among other tools, sample protocols for effective feedback in distance learning using one-point rubrics and other feedback alternatives. The administrative team will continue to support teachers with professional development around feedback during distance learning, as well as when we transition to a hybrid model, and finally when back to full in class instruction.

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.]

Introduction

_____ distance learning professional development is designed to be ongoing, intensive, and embedded in practice. Training formats will include synchronous "live" sessions, as well as self-paced multimedia materials designed for asynchronous learning. The content of these sessions will include the use of digital tools such as core content student learning platforms, learning management systems, and the use of multimedia tools to help instruct, communicate with, assess, and support students at a distance. Resources will also include content to aid in the development and implementation of a successful and robust distance learning program.

Synchronous (Live Interaction) Resources

Scheduling of live professional learning sessions will be convenient for teachers and recorded, whenever possible, for those who cannot attend. These sessions will promote active engagement including frequent discussion, checks for understanding, and extensive use of appropriate digital resources to aid in the understanding of concepts presented. Instruction will be differentiated to reflect participants' background knowledge, skills, and interests. Sessions will be focused, with objectives clearly articulated at the start of every session,

addressed through instruction throughout, and then evaluated at the session's conclusion to determine to what degree they were met. In addition to sessions hosted by school personnel, staff members will also be provided with "live" peer collaboration time to share best practices and develop additional resources. Scheduled professional learning sessions will be communicated to staff members via email and will also be noted on the shared school professional development calendar.

Asynchronous (Self-Paced) Resources

Professional development for ____ staff will include the use of asynchronous professional learning materials. These resources will enable teachers to self-select relevant learning at any time, based upon their needs, and their self-paced nature will allow them to review concepts multiple times, as necessary, to ensure understanding of concepts. Similar to _____'s "live" professional learning offerings, these resources will provide support in the use of various core student learning platforms, digital tools needed to provide learning at a distance, as well as strategies for developing and implementing a successful distance learning program. The format for these materials includes video lessons, multimedia slideshows, as well as digital documents. These self-guided trainings were successful last year so that over 70 courses were completed in a range of areas aligned with school goals, WASC action plan, and LCAP.

Professional Learning Content

_____’s remote professional learning is designed to reflect the cultural, intellectual, social, emotional, and physical needs of each learner. To that end, wherever possible, both "live" and self-paced learning resources will be differentiated to ensure that they support diverse experiences that ensure the highest quality experience possible for each learner. Access to all learning resources, digital tools, and technology is equitable to ensure that all educators can participate fully.

Assessment

To assess the effectiveness of the ____ professional learning program, stakeholders will use student data, disaggregated by student groups, in order to identify the most critical student needs. Additionally, surveys will be conducted on an ongoing basis among both educators and families. This data will help to determine strengths and growth areas as ____’s distance learning program continues to develop. Data will be reviewed at leadership meetings, data cabinet meetings and support staff meetings. This will also help personnel determine priorities in the development of staff, parent, and student support resources.

Technology Support

For the ____’s distance learning program to function properly, it is critical that teachers, administrators, students and their families have access to timely technology support. To that end, _____’s support staff will continue to provide remote assistance when software, hardware, and connectivity issues occur.

Staff Roles and Responsibilities

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

All staff roles and responsibilities have adapted to better meet the needs of our students and community.

During distance learning, teachers will need to prepare for and conduct live interactions with students each day by phone, Google Meets, or Zoom; and prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes via established web-based curriculum and Google Classrooms. Teachers will document attendance of students in the morning for the previous day, assign time values to each synchronous and asynchronous activity daily, and document each student's engagement using the weekly template provided by _____

Teachers have been asked to engage with students and deliver instruction from a distance. Whether in-person or online, teacher variations of distance learning include:

- Direct instruction face-to-face via online tools
- Demonstrating learning activities through the use of technology
- Engaging students using differentiated strategies
- Encouraging student persistence while working through distance learning.
- Counselors and teachers providing social emotional services through online interface to support anxiety and disengagement from the learning process

_____ hired 1 Intervention Teacher to provide intervention support to mitigate learning loss and disengagement during school closures. Although their work will be similar to that provided during a traditional school year, their focus will be primarily on supporting learning as a student experiences challenges before, in anticipation of, and after disengagement.

Support staff have been asked to provide service outside their regular job description. Support staff have risen to the challenge of repurposing their roles to meaningfully support the instructional environment for students. Employees will work with their supervisor to provide added support to positions that remain essential during this period. Examples of employees embracing this include:

- Providing academic support and intervention to students struggling with this learning format.
- Sanitizing work areas between use to minimize the spread of germs.
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.

- Staff has trained on conducting remote testing since on-site testing is limited or unavailable.
- Additional safety protocols have called for all staff to remain vigilant for students in need of support and at risk if withdrawing.

_____ has created a reopening plan to keep students and staff safe while they are on campus.

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.]

Every student in _____ an assigned core teacher for distance learning. We have also provided differentiated curriculum, both digitally and in printed form, to reinforce skills as part of our ongoing curriculum refresh. For our English Learner students, teachers have identified language acquisition curriculum to reinforce English language instruction. We also have curriculum to differentiate lessons for students based on their instructional level. We are currently awaiting delivery of hotspots for all students, especially for homeless, former foster youth, and low-income students.

Meeting Needs of Families

Our student support team and support staff will reach out to families of students who are not engaged at school, as well as families who previously attended before school closure, to offer additional community resources. Wellness home visits may be considered for all students not responding to emails, calls, or text messages. During the home visits, families who in need of access to the Internet will be identified and supported through either referral for low-cost plans otherwise they may be loaned portable Wi-Fi hotspots. Other parents were contacted with information about how school learning is continuing even during the physical closing of the school.

Support for Students with Exceptional Needs

Students with disabilities will be provided with services and supports, as appropriate, to help them make progress toward their goals as identified in their Individualized Education Programs, or IEPs. All special education students will remotely complete diagnostic assessments in the beginning of the school year to determine present levels. Students' days will consist of both a synchronous, live interaction with special education teachers and service providers, as well as asynchronous time.

Support for Homeless Students and Foster Youth

Student support team will maintain its hosting of community connection virtual meetings to connect students in need of support beyond our material resources in areas such as housing, health, employment and food.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| [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] |
| [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] |

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.]

Overview

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we move to the new school year, we will be administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the student pathway (assigned online platform) to focus on accelerating student learning through curriculum. Students will be engaged in personalized learning pathways for ELA, ELD, and Mathematics.

Diagnostics

Support staff will start the school year by remotely administering CASAS Reading and Math diagnostic assessment. This diagnostic assessment will be administered upon registration for all students. Subsequently, students will post-test at five times throughout the year as identified in our testing calendar. Teachers and site administrators will analyze this data and use the reports available to plan for whole

group, small group, and individualized instruction. Regular student, class and student profiles will be extrapolated from testing data to provide teachers with an overall report on student performance on both reading and math skills which can then be used to drive instruction and planning.

Additional assessments

Teachers will also use assessments from their core curriculum program, performance tasks, and daily checks for understanding to plan for instruction. Students may also keep online and paper portfolios that show growth over time.

Monitoring Progress of English Learners

English Learners' (EL) language acquisition will be monitored. EL students will participate in assessments delivered to students. For returning students, _____ will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification.

Family/Student Communication

Updates and available resources will be announced repeatedly through virtual classrooms, synchronously and asynchronously.

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.]

Overview

Teachers will use a cycle of inquiry process that includes assessing, planning, teaching, reflecting, and action to determine if actions and strategies are improving student outcomes. In order to accelerate learning for students, teachers are using research based instructional practices and a viable curriculum. The curriculum and instruction team will provide ongoing training around best practices for instruction and curriculum implementation for distance learning, hybrid, and in-person models. ____ will work collaboratively within professional learning communities (PLC's) to identify the tiered support components of our core curriculum and use those to meet supplemental and intensified student need.

Best Practices and Curriculum

Over the past several years, cohorts of teachers have been provided professional development in Differentiated Instruction (DI). The use of data has refined this focus to ensure that students gain various access points to critical material. This emphasis will continue though it will be especially focused on the conditions of the current pandemic.

Supplemental and Intensified Supports

The intervention teacher will collaborate with support staff and the student success team to ensure that any and all high-risk students are identified in advance of full disengagement from school. ____ will also continue to field teachers and external practitioners to identify additional ancillary material to compliment current core curriculum.

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.]

Professional learning communities, professional development, and ongoing surveys will assist in identifying bottleneck patterns of disengagement. Additionally, student testing will be monitored through the data cabinet, site based leaders and professional learning communities to monitor that growth trajectories resemble the steady increase exhibited in a traditional school year.

Collected data will be shared with the instructional team for analysis and disaggregation by way of data protocols. Staff is trained on how to disaggregate data by student groups and down to individual students. Furthermore, the teachers are able to monitor usage and task completion to evaluate implementation.

Regular data cabinet meetings will discuss this topic and its associated data at regular meetings and in turn will drive the direction of professional development and allocation of resources to address identified needs.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| [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] |
| [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] |

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.]

Measuring Student and Staff Mental Health and Well Being

_____uses survey monkey to collect surveys aligned with some of the more common SEL student self-assessment.

Most commercially available surveys are aligned with assessments that are not culturally relevant to our student population. For this reason, our own student support clinicians help design various tools to assess student and staff needs. The surveys also help us to identify how students are feeling emotionally by providing a temperature check on student's emotional well-being. This allows us to provide students who are experiencing negative emotions with targeted supports.

Staff Survey

Just like students, we will be measuring the emotional well-being of our staff during distance learning and providing supports to them based on their needs. The SEL survey will help us identify staff ability to collaborate with colleagues during distance learning. The results will help us mitigate any barriers that might be preventing them from being able to virtually collaborate with their teammates and site administrators.

Tiered Support

To address social emotional needs, _____operates a dedicated student support team consisting of certified and experienced clinicians. In addition, _____ will pilot a refined tiered student support approach.

Tier 1-3 indicates an increasing level of need and associated risk for disengagement.

Tier 1

Under revision

Tier 2

Under revision

Tier 3

Under revision.

Additional Parent Training

_____ is incrementally adopting practices associated with trauma informed practices. While we currently do not have a systemic description of these efforts, professional development this year will attempt to identify key areas for future emphasis. We intend to also pilot this same presentation to families of students via webinars.

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.]

To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In Google forms, teachers assign a narrative to each activity and they indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week.

Ensuring Attendance and Engagement Equity

Prior to the start of the school year teachers, site administrators and student attendance clerks will continue to train and conduct spot checks to assess attendance accounting procedures ensure equity and consistency throughout_____.

Reengagement Strategies

At the beginning of the year, teachers verify all contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site support staff, support staff and student support team contacts families who have not engaged during a school week to follow up about the absence.

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.]

[Because of the age of our students, ____ does not provide school meals. However, all sites maintain free snacks and light beverages available to students. Prior to the pandemic ____ obtained regular donations from Panera bread which were then passed along to interested students. We intent to restart that practices as early as allowed.

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 |
| [Insert percentage here]% | [Insert dollar amount here] |

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.]

_____ knows that unduplicated count pupils were disproportionately impacted by the school closures and will start the year with a significant deficit in learning. The actions developed by _____ are specifically designed to provide more intensive and differentiated services for these students.

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

[Provide description here]