

COVID-19 Operations Written Report

Local Educational Agency (LEA): New Horizons Charter Academy
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Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

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

New Horizons Charter Academy, “NHCA” implements a variety of tools to ensure that students do not experience learning gaps. Alongside the school curriculum that has been aligned to the California State Common Core Standards and Learner Profiles are embedded into the curriculum and differentiated instruction occurs as needed. Adding paper packets to students who were having a difficult time with distance learning only or per the individual needs per educational program was one form of differentiating access to the curriculum. Continued instruction in ELA/Language and Literature; English Language Development; Social Studies/Design; Mathematics; Science, PE, Art continue to engage in the use of the CCSS approved/adopted curriculum. The school is currently implementing the use of the asynchronous and synchronous learning models. Synchronized office hours are offered by each teacher for a minimum 3 hours per week, in addition to their synchronized lessons. Although we have moved to distance learning, our standards practice continues to be optimal and differentiated by working on paper while receiving support/guidance from their teachers. NHCA adjusted access to learning to best fit the needs of students and parents/guardians. Resources were provided to keep students engaged and to close the learning gap as well as challenging the students’ learning. Teachers schedule live instructional sessions via Zoom for ELA, Math, Science and Social Studies. Teachers utilize the online component of McGraw-Hill Wonders, Pearson enVision, Pearson Social Studies and DiscoveryEducation Science and McGraw-Hill IScience. Additionally, Teachers use a variety of supplemental digital programs to enrich the learning of the CCSS via Freckle, Epic, Raz-Kids, BrainPop, Khan Academy, DiscoveryEducation, Quizzez, FlipGrid and Illuminate Student portal. Teachers use Zoom Meeting and/or other video software to meet with students to provide support and connection. Instructional aides and the after school program staff also host regular office hours to support students via phone or an online meeting. Students check in with advisees as a group or individually. Activities include community building, assessing need for academic support, ensuring students have the resources needed to complete their remote learning, and wellness checks. Students may also communicate with teachers and support staff over email, ClassDojo, NHCA MobileApp, or Google phone numbers regarding challenges they

are facing with schoolwork or other needs. The expectation is for staff to respond to students within 24 hours. Mental Health providers continue to provide services to students via digital platforms and families continue to be updated on additional community resources as they become available. Parent feedback and communication has increased with digital Coffee with the Principal meetings. Parent updates are posted on the digital parent information system (ClassDojo and Illuminate Parent Portal and MobileApp) as soon as information becomes available, along with social media: Facebook, Instagram; Twitter, robocalling, and survey parents.. Computing devices and chargers are checked out to students who confirm they do not have a device at home to engage in online learning. NHCA is providing “hotspots” to families that do not have internet services at home. Teachers and staff support families troubleshoot any issues with equipment and or digital applications.

2.

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

EL: NHCA has companion EL instructional curriculum that is aligned with McGraw-Hill Wonders ELA Program. Teachers record themselves for students to be able to listen to spoken English as they account for English Learners. Teachers and aides have offered their personalized support via specific office hours. Resources and manipulatives have been provided for the home on a needs basis. Support staff has been reassigned to directly support students.

Paraprofessionals meet with small groups, or individual students, to provide support, check-ins and tutoring. The school also schedules a designated ELD zoom time for students. Teachers are trained in SIOP (Sheltered Instructional Observation Protocols) and actively integrate language acquisition strategies throughout their instruction in the core subject areas. Teachers integrate graphic organizers in addition to SIOP strategies. EL students are provided access to academic English classes specifically focused on language acquisition.

Foster Youth: Student services are found online. The Foster Youth site liaison provides access to resources via Zoom meetings with families. All pertinent documentation and updates are emailed to families by the liaison. NHCA counselor will continue to connect students with foster youth services at local regional centers.

Low Income: Parent In Action representative continues to update families on the availability of community resources. Administrators meet weekly with parents, via digital platform, to provide information and receive feedback. Students check in with their advisory teacher for support and resources. Teachers are accessible during additional Friday office hours.

NHCA continues to work with the after school program to provide food for families. NHCA continues to procure various sources of funding to assist families with acquiring daily meals.

IT has set up daily hours to help support students with technology. All communication sent home is in both English and Spanish as those are the preferred languages from our parents. Parents continue to be surveyed and meetings are held weekly to identify the needs and accommodate as

needed alongside workshops to build upon their skills. The parent liaisons provide outreach and resources for parents. Partnerships with mental health supports have been established and ongoing referrals and therapy occur. An accommodation is a change that helps a student overcome or work around learning. These changes are typically physical or environmental. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This sort of accommodation extends across assignments and content areas. Whereas modifications may involve changing the way that material is presented or the way that students respond to show their learning. Adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests.

3.

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

Teachers participated in a training on focused instruction through distance learning. Additionally, teachers have established individual Google Classroom website to facilitate student communication and access to educational resources. Staff was also involved in various trainings on how to access and utilize the digital resources of the established curriculum in order to provide more equitable digital supports. Teachers access curricular and Google Classroom resources to introduce visual and auditory supports. The Think Together after school program provides tutoring and enrichment during traditional after-school hours. The Think Together after school staff supports students with proctoring, enrichment, and tutoring. NHCA has integrated the use of attendance tracking sheets to document student participation. Students who have not attended class via the synchronous platform are supported in alternative ways. NHCA provides differentiated instructional access by allowing students to work via textbooks if they do not participate in digital platforms.

Multiple steps have been taken to ensure high-quality learning opportunities continue. A handbook for distance learning was developed by several stakeholders and approved by teaching staff and administration. It includes attendance and assignment tracking processes and lessons. Through extensive collaboration, NHCA developed schedules to ensure overlapping of student instruction to support families with limited resources in the technology area. Families received a standing schedule of the subjects that would be taught via email, ClassDojo, MobileApp, website, and hard copies at schools for them to pick up. Schedules of when to pick up paper packets and when to drop them off were established and communicated with parents across different platforms. Weekly meetings take place with administration, as well as SSC and ELAC. Parent-teacher conferences are held as needed. All staff receive weekly virtual professional development by department and grade level and check in daily with the administration. Parents receive IT support as needed. Teachers record lessons and place them as archived for student review as needed, assemblies that are school spirit related. As a mental health referral is needed, the school personnel connects the individual in need with NHCA on-site counselor. Resources are also posted on our social media and website and workshops are held in preferred language and time for the parents and community to attend. It gets recorded and archived on our social

media and website for access as needed by anyone. Teachers are receiving support within the distant learning program to ensure that each student is receiving access to the philosophy and approach that works to engage each individual student at a high level.

4.

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

NHCA serves meals inclusive of breakfast and lunch for 3 hours daily. To accommodate for safety, the community drives up and based on the number the driver states, are the number of meals they receive. At this time, more than 5,000 meals have been served throughout our organization. Care packages were made and provided to families in need. The parents receive phone calls, messages via website, Class Dojo, MobileApp and robocalling regarding food distribution. The delivery of food schedule is on the website and MobileApp.

5.

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

NHCA does not provide the community with the supervision of students during ordinary school hours. In lieu of supervision, the school provided parents contact information to community organizations that offered the service through the NHCA website, MobileApp, Class Dojo, and Facebook. Parent liaisons have called parents to continuously inform them of child care resources in case the need is there.