

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.]

New Horizons Charter Academy (NHCA) is an Independent Charter School located in North Hollywood, California. NHCA has 300 students enrolled with approximately 43% English Learners, 11% Special Education Students, 1% Homeless, 52% Latino, 18% Armenian, 12% White, 8% Black, 4% (Asian, East Indian, Southeast Asian) and 85% Free and Reduced lunch families.

The California Department of Education Coronavirus Response and School Reopening Guidance States Schools should not open unless there is a sustained decrease in new cases of COVID-19. Unfortunately, we are in quite the opposite situation in our state and county, with cases rising significantly each day. It has become increasingly clear that bringing students back to campus even in a limited capacity in August would pose unacceptable levels of risk to both students and staff.

The Los Angeles Department of Public Health Reopening Protocols for K-12 Schools states that “K-12 schools in Los Angeles County may open only for remote learning.”

During the summer, NHCA planned extensively to offer our students a hybrid and distance learning model. The LEA maintained regular ongoing communication with its stakeholders to provide updates on reopening guidelines and plans. Despite offering parents a choice between these models, we were forced to offer only a Distance Learning program for at least the first semester of the school year from August 10 through December 18, 2020. We will closely monitor the situation over this period and determine if circumstances will allow a transition to a hybrid option in the second semester.

While NHCA understands that It is impossible to replace in-person classroom instruction and the on-campus school experience with any form of full-time Distance Learning. We find ourselves in a situation, however, where we must do this to protect our students and their families, our staff and their families, and the communities we serve.

Given the demographics, a large percentage of NHCA parents are essential workers in the delivery, restaurants and manufacturing industry that are key in keeping our economy going. Many of our families do not have access to healthcare and unspecified amounts are undocumented. Those facts, plus others, have contributed to the large number of COVID 19 cases in the North Hollywood / San Fernando

Valley Community. While other affluent communities such as Encino and Calabasas have experienced drops in documented COVID 19 cases from March 2020 to August 2020, North Hollywood has seen an increase.

NHCA made the decision to start the 2020-2021 school year in a Distance Learning format in late July 2020 in order to protect the safety of all our stakeholders. NHCA continued with its Grab and Go food service to support our financially impacted families all while securing the proper COVID 19 safety protocols.

Technology, Learning Materials, Furniture and Parent Resources

NHCA secured laptops for 100% of students, hot spots for those that needed. Sent home “Back to School Kits” filled with all classroom materials needed to work from home (Scissors, crayons, etc.). NHCA shifted all of our beginning of the year protocols to meet the needs of our families. The “Welcome Packet” was streamlined and sent home instead of the usual protocol of asking our families to complete them at school. Distribution days for equipment, workbooks and classroom materials were started to allow flexibility and adherence to safety protocols. NHCA has created Wellness Thursdays to support parents with resources that support the challenges parents and students are facing with staying home, virtual learning programs and extensive social distancing. NHCA has also created Tech Tuesdays, to provide parents support with all the various technology challenges presented by this learning environment. NHCA are sending home “hands-on” kits for Science and Visual Arts. Monthly Coffee with the Principal, were held online to disseminate the latest information and answer questions. The NHCA Community, as a whole, did not let the challenges of COVID 19 impact the start of school this August 10th.

Access to Instruction and Curriculum: NHCA follows the recommendations from the California Department of Education for providing instruction in terms of pedagogy and practices, accessibility, infrastructure and devices, content, tools and resources. All scholars had access to 4+ hours of daily instruction daily. Scholars had face-to-face time with teachers daily via Zoom and Google Classroom. NHCA completed 10 full-weeks of instruction from March 16 through the end of the year. NHCA has continued with its virtual learning program since August 10th, and will continue with this program until provided guidance from State and Local Education agencies and LA County Department of Health.

Teachers incorporated Standards Based Learning (SBG), Project-Based Learning (PBL), and Universal Design for Learning (UDL) into their Distance Learning Plans for synchronous and asynchronous instruction. Additionally, teachers planned and implemented synchronous lessons through a format that provided small group support and designated ELD. All certificated and classified staff worked collaboratively to meet the needs of English Learners, foster youth and low-income scholars.

The NHCA staff was provided regular reminders to refer families/students to homeless services when identified. Classified and certificated staff continues to locate and resolve list of "unreachable" scholars to provide assistance and engage them in distance learning or to connect their families to social services resources. NHCA has made home visits to check in on students who have shown to have little to no engagement in the virtual learning program. NHCA has provided professional development for all certificated and classified teachers to implement a flexible remote learning instructional model. Teachers were provided with training on a range of distance learning tools and resources to engage students. Teachers engaged in weekly collaborative sessions to share best practices and integrated Social Emotional Learning (SEL) into their daily synchronous instruction.

Teachers planned for instruction to be delivered regardless of Internet connectivity. Scholars were able to engage in instruction through online sessions, conference calls, and asynchronous media platforms.

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. 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, Flocabulary, 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 troubleshooting any issues with equipment and or digital applications.

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.

Stakeholder Engagement

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

As NHCA prepared to start the 20/21 school year with Distance Learning, we conducted several stakeholder surveys.

Parents and students were continuously informed about the rapid changes in schools due to COVID through various platforms. Communication to our stakeholders included: messages in both English, Spanish and Armenian through our school wide parent written communication system, oneCALL phone blast messages, MobileAPP push notifications, printed newsletters mailed home, coffee with the principal, stakeholder meetings, parent in action meetings, and weekly phone calls to each household for feedback and community circles in class for student feedback. In addition, stakeholder feedback was solicited through normal means via surveys.

A “School Start Parent Survey” was provided to parents on June 15. The results of this survey, which included parent choice as to their child attending possibly a Hybrid model or 100 % Distance Learning allowed for NHCA to best prepare for the transition at the beginning of the school year with health and safety measures established. Virtual parent forums were also held to hear concerns and suggestions from parents specific to each site.

Staff provided input through a “Distance Learning Readiness” survey. It was conducted to prepare our teaching and supporting staff. We gathered the results to best meet the needs of our staff as well as to plan the initial training and supports needed for the remainder of the Spring. A “Distance Learning Curriculum Professional Development” survey was also provided to staff members on April 20 to best equip them with the necessary tools to transition into utilizing online curriculum components. The teacher’s union leadership provided administration with survey results regarding staff returning to in-person schooling during a hybrid option.

Parents and students have also been provided with access to administration phone numbers and emails on a regular basis to remind them they have access to provide input, even when we are not on site.

Throughout the summer, the site administrator hosted virtual meetings with families to discuss Distance Learning and Hybrid Learning options, which included updates about online student learning platform transition and overall resources available. Stakeholder questions were answered live on Zoom and resources were posted on our ClassDojo and MobileApp communication system. Task force meetings with representatives that included students, staff, and parents were also held throughout the summer to disseminate information and gather feedback.

In anticipation of the regular LCAP development conducted on a yearly basis, NHCA has continued all stakeholder governance groups throughout the Distance Learning Program period. The Executive Director/Principal has hosted Coffee with the Principal Parent Forums and

engaged Q & A sessions with parents about needs. In addition, the NHCA Board of Directors has held meetings monthly, the main office has remained open, a parent survey was conducted and the Principal formed a Re-opening Task Force comprised of NHCA grade level leaders, admin and tech team to help with decision-making about the 2020-2021 school year. The NHCA Task Force met on bi-weekly basis over the Summer providing the Principal with protocols, software choices, professional development and much more. The Executive Director was involved with LACOE Principal Group forum, and with the CCSA LAAC Group to collaborate with multiple leaders around Los Angeles County regarding re-opening considerations and strategies. The School Site Council, English Learner's Advisory Council, and Board of Directors have been included in decision-making. The LCAP/LCP/SPSA survey was conducted electronically through NHCA usual communication tools. NHCA has successfully used a combination of mass calls, mass text, website links, MobileApp and emails via Illuminate Parent Portal to reach all stakeholders with information and surveys. Coffee with the Principal parent forums reach, on average 90-100 families live. That is almost an 50% direct reach based on data collected with our Coffee with the Principal message. All our communication tools are mobile friendly. Each meeting is conducted in both Spanish and English as the Assistant Principal is bilingual, materials were also posted in Armenian.

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

All New Horizons Charter Academy board meetings, Coffee with the Principal, School Site Council, ELAC have been available online via Zoom and advertised on our usual communication channels via MobileApp, ClassDojo and school website. The Governor's executive order has allowed teleconferencing, NHCA has transitioned all of our governance meetings via videoconferencing. All parents and staff members have been made aware of this change, and many have been able to participate more regularly as a result of the new format.

All meetings of the Board and Local Site Councils are Brown Act and open meeting law-compliant. As required, all meeting agendas and board materials are posted at least 72 hours prior to the scheduled videoconference meetings. The agenda contains information for stakeholders and members of the general public to attend/participate in the meeting via videoconference application or by dial-in telephone. We have implemented a process to allow for public comment in this new format where speakers may opt to either submit their comments via Google Form, email or direct participation. NHCA strongly encourages the participation of all stakeholders in the meetings and their feedback is considered in development of all accountability plans. The public hearing on the Learning Continuity Plan was held on September 29, 2020 and a draft of the LCP was posted on the website for public review.

NHCA delivers high-quality educational opportunities to students through distance learning for all grades/students served by our school. All students and those identified as English Learners, foster youth and low-income students; as well as students with IEPs were provided the same access to instructional opportunities as general education students.

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

The feedback that NHCA received in regard to Distance Learning was focused on parents/guardians learning to use the technology and platform to connect students to the live sessions. There were concerns from parents with multiple children that live sessions may overlap and asked if laptops would be passed out again. Throughout the summer, families wanted to know if we would reopen and the options available to students for Distance Learning. In every session, stakeholders asked about safety precautions that were being implemented to keep everyone safe. Once we announced that we would stay on Distance Learning for the first semester, families expressed concerns for

learning loss. When students were surveyed the general concern on their part is wanting to know when they can return to campus. At the same time, staff and teachers were surveyed multiple times and given the opportunity to provide feedback during meetings. Their general concern was around safety measures.

Our Parent Survey shows that almost 89% of parents are “Very Satisfied” with New Horizons Charter Academy’s overall Distance Learning effort. Our survey focused on technology access support, online curriculum and instruction, providing meals, communication, providing materials and safety. In each area, our parents scored us very high, 90% satisfied, with both brick and mortar and Distance Learning programs. The only constant comment that was not positive is that parents claimed that sometimes their child have challenges staying engaged in this environment, their students miss going to school and preferred to be with their classmates on campus.

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

Stakeholder feedback influenced the staggered daily schedule and overall weekly schedule. Specific feedback from families influenced the decision to reduce the number of platforms used as well as the decision to increase synchronous time spent with teachers and peers. While NHCA was initially using ClassDojo for academic and school announcements, along with our MobileAPP, based on parent/guardian feedback, we are now using ClassDojo to school announcements and to promote a positive school culture. Professional Development was designed based on the teacher input and the needs they expressed. Feedback from all stakeholders indicated the need to continue to promote a positive school culture and to maintain a sense of community. This input influenced our decision to begin with PBIS training.

New Horizons Charter Academy Charter Academy will continue to offer support to ELD, Foster Youth, Special Needs and other identified subgroups.

Continue professional development activities initiated in the 2019-2020 school year focused on CCSS, ELD for ELs and additional support for SPED sub-groups.^[L]_[SEP]

EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.^[L]_[SEP]

NHCA will continue to incorporate an ELD program that will target students who are struggling with the development of their English Language skills that will include the following goals:

Ongoing measurement of each EL student’s progress toward English language proficiency, through the use of ELD monitoring templates. Use of ELD strategies to assist EL students.^[L]_[SEP] Ongoing professional development in the area of sheltered instruction for all subject area teachers, primarily using the SDAIE model. Opportunities for ELD level 1 and 2 students to receive additional instructional support during the Reading and Block. Further receiving support with the use of selected computer assisted-learning. 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.

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.]

Teaching/Learning

As mentioned previously, our Reopening Task Force met weekly over the Summer to discuss 2020-2021 instruction. Although we knew early on that In-Person instruction was not going to be an option to start the school year, choices were made to facilitate a digestible instructional program that can seamlessly switch back forth from Virtual Learning to In-Person instruction.

Classroom-based instruction will begin in a pre-hybrid model once it is deemed safe to do so by state and local authorities, NHCA will transition into Hybrid model. Based on the levels of reintegration that have been outlined by our planning taskforce, priority to return to campus will be given to our younger students in grades Kinder and First, as well as our Students with special needs, and English Learners.

Opportunities for providing in-person targeted, specialized support services on a cohort basis for students requiring additional supports or special education services will be implemented as soon as it is possible based on state guidance.

NHCA will return to In-Person instruction on campus in 3 phases when it becomes safe to do so based on Los Angeles County standards. The four phases are as follows:

- 1) **Pre-Hybrid** - This stage will consist of 1 on 1 assessments for students with an IEP, English Learners, Foster, Homeless and any students in need of counseling those that are struggling. All students will access the campus by appointment only and pre-screened for COVID 19 symptoms by the school personnel.
- 2) **Hybrid**- All students will access the campus twice a week for full school day, depending on the grade level, on a staggered schedule. This schedule will create the social distancing needed to create a safe environment. Classes will be divided into halves for each grade class.
- 3) **Back to School** - All 300 students will return to regular instruction.

In order to meet the needs of our students we will need to prioritize which groups will return to campus first. Special Education students and Struggling students will be the main priority of the Pre-Hybrid stage. Kindergarten/TK and 1st grade will be the priority for the soft start. The upper “tested” grades will be the priority during the hybrid stages. Interactive whiteboards boards will be purchased to help bridge the blended practices used during Virtual Learning when NHCA needs to juggle instruction between home and school.

Our school assessments have continued to be the same during Distance Learning and will return back to normal when we return to In-Person instruction. The only difference is that DL assessments are being conducted at home and In-Person will be in smaller groups. At NHCA, we rely on NWEA and Dibels to provide us with information about student achievement. We will need to prioritize conducting the assessments, at school, when students do return to campus for the most accurate results. We conduct these assessments 4 times a year. In addition, teachers have other assessments they use from benchmarks build from Wonders (ELA) and enVision (Math) that inform their teaching. Students that have fallen behind will receive additional intervention minutes on Fridays and afternoons, depending on the teacher, to make-up gaps in their learning. If needed, we will explore the possibility of Saturday school.

Our counselor has remained on staff throughout the Virtual Learning effort. He has continued meeting with students that were already on her case load before COVID 19 and has added others that have struggled with the issues that have been created by Virtual Learning. She has attended various COVID 19 workshops and she consistently attends the LACOE counselors meeting. She has been spearheading our Social Emotional Lesson development. The lessons she develops are taught by the classroom teachers on Friday mornings. Our counselor has also presented at the Wellness Thursdays to train parents on how to help their children cope with Virtual Learning changes.

NHCA will return to regular grading practices as much as possible, unless directed by the California Department of Education to implement grading otherwise. Flexibility will be provided with deadlines and levels of quality based on COVOD 19 implications on various households.

Hybrid Sample Schedule 2nd Grade – 8th Grade - Group A Monday & Wednesday, Group B Tuesday & Thursday on Campus)

8:00 AM -12:00 PM Group A (Nutrition/Recess Break 30 Min)

-English Language Arts/ ELD (90 Minutes)

-Math (90 Minutes)

-Writing (30 Minutes)

12:00 PM -12:45 PM Lunch Grab and Go

12:45 PM -2:30 PM

-Social Studies (60 Minutes)

-Sciences and Art Instruction -(Science, Art & Music 90 minutes, Lab 1 x a Week)

Friday - Asynchronous Instruction (Wonders/enVision, Freckle, Kahoot, Illuminate, etc.)

*During “Friday - Off Days” Asynchronous Full Days, that Group will have a 45 Minute Office Hours

Hybrid Sample Schedule TK & Kindergarten – 1st Grade - Group A Monday & Wednesday, Group B Tuesday & Thursday on Campus)

8:00 AM -11:30 AM Group A (Nutrition/Recess Break 20 Min)

-English Language Arts/ ELD (60 Minutes)

-Math (60 Minutes)

-Writing (20 Minutes)

11:30 AM -12:15 PM Lunch Grab and Go

12:15 PM -2:00 PM

-Social Studies (45 Minutes)

-Sciences and Art Instruction -(Science, Art & Music 45 minutes, Lab 1 x a Week)

Friday - 8 AM -1:30 PM

Asynchronous Instruction (Wonders/enVision, Freckle, Kahoot, Illuminate, etc.)

*During “Friday - Off Days” Asynchronous Full Days, that Group will have a 45 Minute Office Hours

Health & Safety

NHCA will follow the guidelines set by the Los Angeles County Health Department, State and Center for Disease Controls for schools. Our board adopted policies for Safety and Protocols and separately a policy for Injury-Illness Prevention specifically for COVID 19. NHCA has activated safety measures such as daily temperature checks by our nurse and with completion of the county’s visitor checklist , the use of masks, social distancing rules, disinfecting with Clorox 360 misters. Staff and students will not gain access to the campus unless they have their temperature checked and answer the wellness questionnaire.

The school day will be structured in a manner that will promote social distancing and health. The master schedule will be designed so that all classes will be divided in halves for small group instruction (12 to 15 students) with alternating days, Monday/Wednesday and Tuesday/Thursday, never exceeding 50% of our total enrollment, never using a classroom twice in one day. Restrooms will be locked up and only accessed when the Teacher Aide unlocks it for them. After usage the custodial staff will disinfect. NHCA is a large campus with several restrooms, making the spacing of that need a safe possibility. Based on our Parent Virtual Learning Survey conducted in the Summer of 2020, 80% of our families preferred hybrid instruction while 20% preferred to stay online. A hybrid schedule two days a week means only 40% of our total student population will be on campus during hybrid learning at a time. We anticipate that the remaining 20% will be in Virtual Learning the entire school year. The phases NHCA will use to bring back students are Pre-Hybrid, Hybrid and 100% back to School.

As a Title 1/ High Free and Reduced Lunch School, New Horizons Charter will aim to provide all our students with the Personal Protective Equipment (PPE) needed to make learning accessible. We have purchased masks for every student and staff member, face shields, plexiglass shields for all classroom desks, special air purifiers and an electrostatic disinfectant sprayer. Rules have been set for social distancing including signs and signs on the floor indicating what is six feet apart. Excess furniture has been removed from classrooms and only have 14 desks and chairs to adhere to spacing requirements. Outdoors teaching spaces have been created with desks, chairs and a mobile whiteboard and canopies.

NHCA has set rules and protocols for hygiene when students are set to return to campus. Social distancing rules will be followed for lining up (arrival and dismissal), restroom usage, the playground and picking-up lunch. NHCA has one entrance gate that will be used to separate the classes that are arriving and leaving throughout the day with staggered schedules. Only one cohort will use a classroom each day to prevent the possibility of one group infecting another. Each evening, every classroom will be disinfected and sprayed with special cleaners. Custodial hours have been shifted to support this.

Our re-opening readiness has been a topic of discussion at all of our Coffee with the Principal Parent Forums throughout the Summer. I have kept parents informed about our progress and all the steps and purchases we have made to prepare for re-opening. I have also discussed CARES Act funding and how it all connects back to the school operations. When NHCA is ready to open for students NHCA will prepare a video for parents to watch at the Coffee with the Principal to understand safety protocols and new procedures. Once again, the recording will be placed on our website, MobileApp, ClassDojo and NHCA will send a letter home via US Mail.

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] 1.01 Personal Protective Equipment and Health Screening materials: PPE for all students and staff members, no-touch thermometers and masks [Prop 98]	\$ 3,000	N
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] 1.02 Custodial Staff for implementation of cleaning protocols: additional custodian working to keep facilities clean and sanitized [ESSER]	\$5,000	N

Description	Total Funds	Contributing
1.03 Cleaning and sanitation supplies: Hand washing stations, hand soaps, hand sanitizer, Plexiglass screens, Air Purifiers, Spacing Decals for the Floor, Signs, Thermometers, Purchase HVLP sprayers for the purpose of coating any surface for a more efficient and complete cleaning, Replacing traditional fountains with water bottle refillable stations, Outside canopies for waiting at six feet distance and outdoor classroom options (CARES Act Funding) [CRF]	\$ 17,000	N
1.04 Additional Furniture and Storage: Shipping Container for excess teacher furniture, kidney tables, etc held when reconfiguring space for social distancing [CRF]	\$ 2,000	N
1.05 Instructional aides to provide additional support and instruction time with emphasis on low-income, EL, foster and homeless youth, socio-economically disadvantaged children and support staff to help monitor social distancing of students [S&C] (CARES Act Funding) [CRF]	\$25,000	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.]

New Horizons Charter Academy will start and prepare the 2020-2021 school year to be a productive 100% Distance Learning instruction effort. Instructional minutes will be set to meet the state requirements, as a minimum, including daily video conferencing via Zoom. Google Classroom will be our Learning Management System and main "hub". Through the use of Google Classroom, a single sign-on software, all software that we will use will be embedded within Illuminate and Google Classroom to track attendance and engagement.

Students with disabilities have received services during distance learning that are substantially similar to-or greater than- the services outlined in the students' most recent IEP document. In order to ensure engaging and robust curriculum, NHCA has purchased or reviewing a number of technology-based tools including:

Achieve3000 Literacy- differentiated texts to provide content at the student's lexile level

Smarty Ants- A component of Achieve 3000 Literacy for grades K-2nd that provides individualized support in foundational and reading skills

Achieve 3000 Math- A computer based program that provides individualized Math instruction with 4 different levels of support

Reading A-Z- online leveled texts for students

Flocabulary – online vocabulary building platform

Brainpop- An animated educational site that offers videos with follow up activities on Science, Social Studies, Math, ARts, Health, Technology, and Music. We also have access to the ELD component to support our English Learners and the Spanish component to support our dual language program.

Google Classroom- a Learning Management System that allows the school to create, manage, and share academic content. This system houses our "virtual classroom" with all the links to the resources we use.

The time away from video conferencing as stated above will be spent performing asynchronous tasks. Teachers will assign combination of offline work (Writing and workbooks sent home), independent time with software purchased by the school (i-Ready, Reading Eggs, etc.), Special education pullout instruction, intervention time, and Arts and Sciences instruction by our credentialed Arts and Sciences teachers (Visual Arts, Science and Music). Think Together, our afterschool program provider, is providing before school and afterschool support services. Their support includes tutoring, enrichment and fun activities to keep students safe and online.

NHCA has made a significant effort to supply our students with all the software they need to succeed during Distance Learning. Schoology has been purchased and set-up as our Learning Management software. Embedded in it is the Clever Single sign-on software. Within Clever, lies all the software we purchased: Reading Eggs, Math Seeds, I-Ready, Benchmark, Eureka, Nearpod, Seesaw, Google Classroom, Flocabulary, Rosetta Stone, Scholastic Magazine, Generation Genius, and Mystery Science to name a few. We sent home "Welcome Kits" with everything a student needs to work (Scissors, Crayons, pencils, etc.). We sent home Benchmark and Eureka workbooks we normally work with in the classroom. Our Arts and Sciences teachers continue to tech during the Distance Learning effort. They sent home Art supplies,

science experiment supplies and recorders for music. Our ELD Coordinator will be teaching Newcomers class online and monitor lower English Learners on Rosetta Stone. Teachers will be teaching a designated ELD lesson 2 times a week. Our Resource Teachers push into live sessions for support of students with an IEP and pull out in a 1-3 group setting according to IEP specifications **Distance Learning**

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.]

NHCA has conducted multiple surveys in regards to technology and connectivity needs throughout the Spring and Summer of 2020. In the Spring of 2020, NHCA surveyed the families to identify the devices available to our students, timeframes of availability, wifi access, online platforms used, and the number of siblings that share a device if one is available at home. Additional laptops have been distributed since then to families who have had issues with their personal devices. We recognize that not all families will successfully set up wifi, students will be provided with a printed packet that includes all of the same work that will be addressed online. At the same time, teachers have extended other opportunities for submission of work and participation, such as using cell phones to take and submit pictures of written work.

As of August 15, 2020, NHCA distributed a laptop to every student that needed technology. We also distributed WiFi hotspots to families with no internet connection. A staff member is working from campus to provide technology support to families as needed. The same staff member has collected all student usernames and passwords in a bank to provide to families if they need the information again. Administration has conducted home visits, with safety precautions, whenever the family has been unable to come to campus in order to provide technology support or deliver hotspots/materials. All families were provided with a directory in which we provided a technology support phone number so that parents can call directly. Students with special needs were provided headphones and instructional aides created visual schedules that included a hyperlink to zoom meetings for easier access to live sessions.

NHCA is a 85% 1 to 1 laptop to student ratio school. All NHCA students have access to school Chromebooks with Transitional Kindergarten, Kindergarten and 1st grade students receiving Chromebooks with touch screens for enhanced learning opportunities. Previous to COVID 19, NHCA was 75%, 1 to 1 Chromebook school in grades Kinder to 8th Grade. That provided us with a great starting point to tackle the challenges of Distance Learning. In preparation for the 2020-2021 school year, we purchased an additional 300 plus Chromebooks and over 50 hotspots to support our students. Through our Parent Technology Survey conducted in February 2020, parent meetings and daily contact with parents were we informed that our families needed support with technology. In addition to financial hardship, a good number of families did not have access to internet service if they lived in converted garages. The hotspots have helped to remedy that situation. In order to provide continuity in learning, we will be purchasing Interactive Whiteboards to be shared by teachers during our Hybrid phases to glue at home blended instruction and blended instruction at school. We established a new "NHCA Tech Call Center" and repurposed some of our bilingual and tech savvy paraprofessionals to handle the trouble calls. Our goal was to make sure all parents, regardless of tech ability, would feel comfortable calling us and getting support at any time.

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.]

Daily attendance is taken daily during live interaction sessions. Attendance is taken for each “period” and averaged on a weekly basis. This information is shared with the teachers on a weekly basis. Teachers communicate with the staff member assigned as the attendance clerk who contacts parents to verify absences. Teachers will record engagement following the procedures outlined by the CDE. NHCA has determined that engagement will be tracked using the template that CDE provided.

NHCA’s daily schedule meets the state’s total instructional and live instructional minutes requirement. NHCA teachers take attendance daily on Illuminate SIS during synchronous live instruction online and engagement on asynchronous tasks. Assignments are given and collected almost daily. Teachers are aware of and are assigning work to meet the state’s requirement. They are completing the state’s Weekly Engagement Template. The purchase of various software to engage students in learning augments student interest/engagement for achievement and monitoring. All software including assignments posted on Google Classroom LMS to capture all engagement minutes. Parents have been informed via Coffee with the Principal, Back to School Night and orientations about expectations. Our Attendance Team is monitoring absences and working to support habitual absent students. In addition to documentation, the attendance team is establishing and remedying needs such as hot spots and homeless issues. Students are not attending synchronous live sessions and/or engaged in asynchronous work are sent postcards every Friday notifying them of their truancy. Non-improving attendance and engagement students are subject to our entire habitual absent process including home visits to provide support.

In order to support students with participation, the following has been established:

- Instructional aides support Kinder through 8th grade classes. We find that younger students have had to learn all the online learning tools quickly and need support with engagement. The instructional aides join live zoom meetings to support with calling on students when participating, monitoring student engagement, answering clarifying questions, and providing additional support in breakout rooms as determined by the teacher.
- All grade levels have met to identify appropriate minutes per assignment in order to ensure consistency.
- Students with special needs receive additional support from Instructional aides and resource teachers during asynchronous learning time. Instructional aides have tutoring blocks after all live sessions have finalized. There is one hour allotted per grade level to provide support with independent work. Student participation is initially based on teacher recommendation but students can join as needed. Participation is monitored by the classroom teachers and administration.
- For all online programs, teachers monitor student engagement through by monitoring student login times and duration.
- Music, Art, and P.E. classes also have the support of a teacher assistant to help track student attendance and participation.
- A flowchart has been created with action plans for those students who are absent from any of the live instructional sessions or who are not turning in completed work. The attendance clerk communicates directly with administration to discuss any concerns. Home visits are part of the plan to support student engagement and attendance.

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.]

Prior to the start of the school year, teachers participated in professional development to use Google Classroom and other online tools. This PD was facilitated by the Bureau for Educational Research. In addition, teachers are participating in ongoing professional development in different programs and areas such as implementation of Google Classroom, Zoom, other programs. Throughout the year, teachers will be surveyed to evaluate additional Professional Development needed or review sessions for previous training.

Our Distance Learning Professional development since last Spring has focused on Blended Pedagogy, Implementing Educational Software, data analysis and Basic Technology Use for Online Instruction. Half of our staff is tech savvy and has been effective using new technology while the other half is working to solidify the basics needed for Distance Learning. We began by assessing our Staff's strengths and looked at what it would take to help them improve areas of concern in order to be productive online teachers. With their collaboration we outline a PD plan with the following topics:

Understanding Synchronous vs. Asynchronous Instruction

Instruction on how to set up clear online lessons

How to plan for when you do not know what to plan for Ideas for engaging projects

Webinars that were directly related to our current curriculum (*Wonders, enVision, Pearson, DiscoveryEducation*), how to assess remotely and how to access supporting materials made specifically for Distance Learning

How to make virtual classrooms with interactive links that made learning engaging and fun for students using different kinds of software like: Freckle, Google Classroom, EPIC, Flocabulary, Kahoot!, IXL, BrainPOP

Our LMS – Google Classroom Training

Zoom Training a various levels

Adelante ELD Program through Benchmark

Special Education support Online

Safety Procedures when at School

Plans for ongoing PDs will be held on a regular basis and at the moment the 3rd and possibly the 1st week of every month is earmarked for specific PDs that include monitoring (all) student progress using Dibels, NWEA, Reading A-Z, aps on Google Classroom and tracking student data. Additionally, we will continue last year's series of PD extensions specifically designed to meet the learning needs for Newcomers and our EL population. Teachers will be trained on how to interpret ELD levels and how to use specific strategies for redesignating our students'

language levels specifically during Distant Learning led by our Coordinator. Additional training that will help support what the teachers are implementing will also be provided to our classified staff. All professional development will support student learning in the distant learning environment and will be driven by the Common Core State Standards, English Language Development (ELD) Standards and mathematics. In addition to professional development, teachers have received a school provided laptops. This has ensured teacher, family and student communication as well as the ability for teachers to facilitate distance learning instruction. Technical support has been provided to staff members at NHCA and through Deltechis which offers support with hardware, software, and security, amongst other areas.

Staff Roles and Responsibilities

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

The Distancing Learning focus has created a need to repurpose staff members in ways we have not before during regular In-Person school operations. Teachers are now online instructors and have needed to spend more time teaching tech skills for access purposes. Their lesson plans and entire approach is different in a virtual environment. A Distance Learning side agreement has to be developed with our teacher's union. All support staff, tech, office, paraprofessionals have been activated to help the distance learning effort. Classroom assistants have now become online tutoring support, tech troubleshooting, and part of the materials distribution team. Paraprofessionals have also become translators for monolingual teachers that don't speak Spanish or Armenian. Custodians now disinfect daily and not just sweep and pick-up trash. They also set-up tables and plexiglass stations as needed and the cafeteria's grab and go. In fact, all school employees must now put cleanliness at the top of their priorities as everyone is following social distancing guidelines.

More Examples of Repurposed Employees:

- Classroom Paraprofessionals have joined our Tech Call Center Troubleshooting team and our Materials distribution team.
- Other paraprofessionals support monolingual teachers with translations.
- The Custodians have switched schedules and duties around to facilitate disinfecting
- The Tech Team now supports the public as much if not more than staff.
- The Cafeteria Staff has changed schedules and duties around to accommodate our Grab and Go distribution.
- The office staff has changed schedules and duties to accommodate COVID 19 safety and DL office protocols.

****All re-purposed employees have received training to succeed at their new duties****

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.]

English Learners

NHCA has an English Learner's population of 43%(Approximately 90 students). Our ELD Coordinator continues to lead the support and monitoring of our English Learners. She has a data dashboard developed where she tracks progress (Dibels, grades, ELPAC scores) and arranges tutoring as needed. Our Coordinator teaches a Newcomers class once-twice a week for our EL 1's, students less than one year in the country. English Learners will be prioritized along the Special Education students for on campus support beginning with our Pre-Hybrid stage. Our paraprofessionals will be available to support EL students by video conferencing and when we have face to face tutoring during the Pre-Hybrid. ELPAC assessments will also be a part of the Pre-Hybrid priorities in a face to face format, although we will prepare for online assessments in case on an outbreak. Teachers will be using the ELD Interim Assessments and e-Assessments that are now available on Benchmark Universe to progress monitor. Our professional development has focused on making our online lessons consistent with EL Strategies (SDAIE). Lessons that are highly visual, hands-on and interactive. All our teachers will be teaching designated ELD. Students will develop listening and speaking skills through interactive lesson taught by the teachers. In addition, Rosetta Stone has a built-in microphone feature and students record their voices to practice speaking and listening items. The use of Brain pop will support the development as well with their recording features that our teachers are implementing. Teachers will also use Zoom breakrooms to develop language in small groups.

Special Education

NHCA has continued to provide our Special Education students with services throughout the Distance Learning time last Spring and now Fall 2020. Special education and related services will be provided to students as required by the existing individualized education plans. Based on review of the IEPs, accommodations may be necessary to ensure the required program can be executed in a distance learning format. All services have been conducted remotely with a few sessions outside our office for emergency support and a few home visits. Starting this Fall, NHCA did issue a Prior Written Notice to all our parents to shift almost all service minutes to pullout services. The shift to more pullout will give the students more opportunities for 1 on 1 support. It will also facilitate individual on campus visits when we start our Pre-Hybrid phase. Our IEP Meetings have been held through video conferencing and we have added DocuSign software to expedite signatures. Our entire SPED department has remained employed.

Low-Income Students

NHCA has taken a similar approach of supporting all of its special populations during Distance Learning as we did during regular In-Person instruction. Decisions have been made knowing that we have 85% FRL students, approximately 40% EL including 10 EL Newcomers, and some official homeless families plus some new ones during this crisis. NHCA immediately began "loaning" laptops to any family that needed one starting by grade level on March 17, 2020. Teachers and staff were instructed to contact families 2-3 times a week to check if they needed academic support and for overall safety reasons. Our counselor, nurse, intervention and Parent Center Director staff remained employed to provide support. Our school website was redesigned to add a COVID 19 centered approach with all the support services in one easy to reach location. Meetings like Coffee with the Principal and School Site Council were moved online. Our Cafeteria staff began serving food immediately on March 16, 2020. Our Parent in Action Liaison and Counselor conducted training to support families. NHCA connected homeless and other needy families with food banks and housing agencies. Through connections in the charter world, some of our most at risk families received financial scholarships. Our Community Relations Committee voted to support families with internet connectivity issues. They committed fundraising money to purchase hot spots for our most at risk families. We have since, Fall 2020, expanded laptops loaners to all students Tk-5th and added more hotspots to loan as well. We started a desk and chair loaner program to supply families with the proper furniture for learning. We also delivered to furniture to their homes. Teachers used EL strategies online to support English

Learners and software that support EL learning like Wonders EL Companion. NHCA also established a virtual afterschool with Think Together and a Tutors on Demand from 3-6pm to support our at-risk students.

Foster Youth & Homeless

NHCA has a very small percentage of Foster & Homeless students enrolled. Nevertheless, we have them on a special list and we are actively looking for opportunities to support them in addition to what we do for all our special population students. All family scholarship offers, donations and special programs offered NHCA are always offered to them first.

A. Continue Arts and Sciences Program (Science, Visual Arts and Music) and extended programs (Robotics, Wellness) to involve students based on interest, culture, or service.

B. Actively recruit and encourage students from significant subgroups to be involved in club and activity programs.

C. The school counselor and parent center director will continue family outreach workshops (e.g. college awareness, effective communication with children, COVID 19 Wellness) to maintain healthy/social/ emotional development for students and parents. The school counselor will continue to offer on-site individual, when appropriate and small-group counseling for students and/or the school will provide parents with appropriate resources for these services. The school counselor will continue to act as a liaison for parents and community agencies.

E. The Reward Day Committee will continue to find programs to motivate and reward students for excellent participation and attendance.

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

Description	Total Funds	Contributing
2.01 Certificated Teachers & Administrators: [LCFF+S&C] -providing safe, quality instruction via distance learning over the internet.	\$1,093,565	Y
2.02 Coordinators (English Learners, Special Education): direct contact being done 1:1 for EL testing due to COVID; special education being taught on-site via small groups outside in a park-like setting to allow social distancing effective Oct 1. Small groups will be conducted in compliance with local health department and CDE guidance. [S&C]	\$241,000	Y
2.03 “Work at Home Kits” with materials & Workbooks sent home [CRF]	\$20,000	Y
2.04 Additional Tech Staff, office tech for distance learning - support for families and students while using technology at home, in addition providing support to staff as needed [CRF] Tech Staff	\$18,000	Y
2.05 Educational Software, Docusign and Learning Management System [CRF]	\$20,790	Y
2.06 Core Curricular and Instructional Materials	\$30,060	Y
2.07 Provide on-going professional development to support effective teaching practices, Provide Professional Development for new educational software, provide additional tutoring services for students, provide additional administrative support	\$29,000	Y

Description	Total Funds	Contributing
2.08 Laptops for students, Hot Spots for students, replacement parts for chromebooks [CRF]	\$110,000	Y
2.09 Desktops, monitors, Hot Spots, web based time clock, LCD projectors, document camera - equipment necessary for staff to continue facilitating distance learning while away from campus. [CRF]	\$18,000	Y
2.10 Desk and Chair Loaner Program - desks and chairs removed for on-site social distancing are being loaned out to students during distance learning to facilitate learning off-campus; anticipating residual replacement of furniture not being returned. [CRF]	\$5,000	Y
2.11 white boards, interactive white boards - All teachers (2 per grade, plus Art and Music) will have consistency and continuity of instruction during hybrid learning (online and in-classroom learning) as staff adjusts to fluctuations in COVID rates and local health department and CDE mandates. Provide additional technology for teachers [CRF]	\$36,000	Y
2.12 Canopies for use during outside instruction for small groups to be held while still during distance within health dept and CDE guidance [CRF]	\$5,800	Y
2.13 Custodial Staff for implementation of cleaning protocols: additional custodial staff to keep facilities and common areas clean and sanitized during distance learning due to staff being on-site for some teaching, lunch, packet pick ups by parents. [CRF]	\$15,000	Y
2.14 Additional Tech Staff to support students and parents, training for parents, inventory, distribution and collection [ESSER]	\$19,500	Y
2.15 Add additional hours for counselor to support EL Students, foster youth , and students with Disabilities	\$21,000	Y
2.16 Hire Response to intervention teacher to support EL Students, foster youth , and students with Disabilities		
2.17 Cafeteria staff, café supplies to accommodate working parents for meal distribution [CRF]	\$15,000	Y
2.18 Cafeteria staff - serving meals to students during distance learning [ESSER]	\$11,000	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.]

In order to address pupil learning loss, NHCA plans to conduct universal screening and administer our benchmarks to analyze data. The school already uses DIBELS, CAASPP Illuminate Interim Assessments and NWEA as benchmarks for ELA three times per year. These assessments will provide insightful information as to where the learning gaps are and areas that need to be addressed immediately. In addition, the annual ELPAC assessment results will also demonstrate whether the students made progress in language development or if they regressed. For Math, the teachers will use the placement assessments that are included in the curriculum and the Freckle and Achieve 3000 Math level set will also assess student skills compared to their grade level equivalency.

In regards to writing and penmanship, which is a major aspect of the lower grades, student work samples will provide the most valuable information that we are looking for. NHCA will use the end of the year benchmark results to compare to previous years to evaluate how the current group compares to previous groups and also to evaluate individual student progress throughout the year.

These data sets and analysis will allow for NHCA to make the best instructional decisions to target specific areas of learning loss.

New Horizons Charter Academy will continue to use a system of assessments including common universal screeners, interim assessments, and diagnostic assessments. Academic assessments enable NHCA's teachers to monitor student attainment of the Common Core State Standards (including foundational literacy skills) for all students, English Language Development for English Learners and access to core for reclassification English proficient students. Assessment results are utilized to modify instructional practice during the school year to meet the needs of all students, including students who are struggling (intervention) and students in need of enrichment (advanced learning).

- A. NWEA Interim diagnostic assessments and growth monitoring assessments in ELA and Math.
- B. Interim formative assessments in Science.
- C. Teacher use of summative assessments in both the Benchmark Advance ELA/ELD program and in the enVision math program.
- D. DIBELS assessments on a beginning, mid, and end of year basis for Kindergarten to 3rd grade.
- E. Use of the SBAC interim block assessments for 3rd-8th grade.

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.]

NHCA has proactively established a plan to address learning loss and differ the strategies for specific groups of students. In the whole class, teachers will differentiate the support by using the Achieve programs during the same time blocks when other students attend the learning center and another group of students attends a small group session with the teacher. An additional learning center teacher will provide students in Math. Additional laptops will be purchased to replace any laptops that were misplaced or damaged during Distance Learning. Classroom teachers will provide additional tutoring time (up to 6 hours per week) to groups of students no larger than 5 students per tutoring group. The NHCA instructional team will focus on integration of the core subjects in Art and Music to maximize student learning. Supplemental programs have been purchased to support students with individualized instruction at the students' level.

NHCA will be actively using its data from in-house assessments, as described in the previous section, to gauge and address student learning loss.

Classroom Teacher Intervention Support (Distance Learning & In-Person) - All Students

All classroom teachers will use the assessments NHCA uses to tier their own small group intervention groups throughout the year. Teachers use a combination of NWEA, Benchmark, and other Teachers Pay Teachers materials to implement their own intervention. Breakout rooms will be used In-Person and Zoom to provide additional small group support. Intervention in their own class usually occurs in 6 week increments in the afternoon after live sessions. NHCA has experienced a lot of success in recent years with teacher small group intervention.

1 on 1 Intervention (In-Person) - SPED, EL, Homeless, Low-Income & Foster

The Pre-Hybrid and Soft Start stages will provide opportunities for priority students to get early support and address learning loss in 6 weeks sessions. As described in the Pre-Hybrid and Hybrid Soft start in a previous section, students with IEPs and English Learners will get the first opportunity for In-Person support along with counseling needs. They will get 1 on 1 support from our RSP Teachers to meet their IEP goals and 1 on1 support from our EL support team led by our ELD Coordinator, to develop the English language based on identified ELPAC score weaknesses. An additional RSP teacher will be brought on board to reduce the ratio of IEP students to teacher. Our credentialed Intervention teachers will implement the small group program we have experienced a great deal of success with the past 2 years. Through use of the Benchmark intervention program and its "readers" and a paraprofessional assistant, the intervention teacher will return for In-Person instruction when allowed.

Classroom Teacher 1 on 1 & Small Group Intervention (Distance Learning) - All Students

In addition to the school day support provided by classroom teachers, there will be 1 on 1 and small group opportunities online afterschool and Saturdays for 2-4 hours a week in 6 week sessions. The same support will exist when NHCA is able to return to In-Person instruction.

****Low-Income, Foster and Homeless students will be given priority to before school & Afterschool programs when the NHCA Open for In-Person Hybrid schooling****

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.]

In addition to our regular school-wide internal assessments, our staff conducting intervention will have a beginning and ending assessment to measure progress on targeted goals generated for intervention. If targeted goals are reached a 80% rate, it will be considered a success.

students that cannot succeed during intervention will be recommended for the Student Support and Progress Team (SSPT) process. All school data will be placed on a school-wide data dashboard.

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

Description	Total Funds	Contributing
3.01 One Intervention Teacher plus seven Teacher assistants to provide additional help to students with low test scores [ESSER}	\$300,000	Y
3.02 Counselor, attendance clerk Home visits for absent students, student/family outreach, mail supplies[CRF]	\$53,000	Y
3.03 Counselor, incentives for students to return, keep attendance, good behavior - all for learning loss mitigation and social/emotional well-being of students and families [GEER]	\$17,000	Y
3.04 Cross Country- additional special education teacher (1) to lower staff: student ratios for special education children; additional reading specialists/Intervention (2) to mitigate learning loss and keep current levels of reading [CRF]	\$62,000	Y
3.05 Extra Duty Extra Pay - additional duty to provide support for students struggling with learning loss, and to prep for state examinations [CRF]	\$60,000	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.]

NHCA has kept its counselor on staff throughout the COVID 19 crisis. Throughout the Distance Learning effort he has continued meeting with students that were already on his case load before COVID 19 and has added others that have struggled with the issues that have been created by Distance Learning. She has attended various COVID 19 workshops and she consistently attends the LACOE counselors meeting. She has been spearheading our Social Emotional Lesson development using Second Step and SEL Lessons on Google Classroom and Zoom. The lessons he develops are taught by the classroom teachers on Friday mornings. Our counselor has also presented at the Coffee with the Principal to train parents on how to help their children cope with Distance Learning changes. Counseling 1 on 1 at school is a priority of the Pre-Hybrid phase. These services can be provided based on parent, teacher, or administrator referral. Throughout the year, the teachers will participate in Professional Development for Social Emotional Learning.

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.]

As stipulated by CDE, teachers will track daily student engagement and attendance. Administration has worked with the teachers and will devise a plan with the Parent coordinator to device a tiered intervention system. Our first goal is to provide positive incentives to students to attend all sessions and turn in work. Teachers and Administration will offer different incentives for perfect attendance. Students will also have the opportunity to participate in the game room based on excellent attendance. We understand that teachers have the strongest connection to parents so they will be making the first contact and will log in any interactions in Illuminate and Google Classroom for the student. The attendance clerk will also be making phone calls to parents to confirm absences and direct any concerns to the appropriate staff member (i.e. technology support hotline). The Student Attendance Review Team will conduct meetings with families if the student has more than 9 unexcused absences recorded to any session. The Parent Coordinator will be involved in the re engagement process of students to ensure we make available any resources that the family might need.

NHCA has taken a great deal of pride in the high (95%) daily attendance throughout Distance Learning dating back to last Spring. We are as well informed about student attendance and habitual absent situations online as we were during regular brick and mortar instruction. Our Student Database & Attendance office tech monitors our attendance data closely along with the teachers. Whenever a student is absent, she calls home the same day. When a student is absent for 2-4 days consecutively or is approaching/below the 60% threshold, she places the students on a Habitual Absent spreadsheet and mails home a postcard. The postcard strategy has worked very well for us and parents. Parents usually call the office as soon as they get it. Last Spring, NHCA had an Average Daily Attendance that was very similar to that of our regular instructional days. The same has occurred this Fall 2020 and attendance is high and truancy is low. In some cases, we did conduct home visits

with Habitual Absent students and activated the social workers and Los Angeles Police Department (LAPD) or for wellness checks. Compulsory Education requirements are presented at our Virtual Coffee with the Principal meetings.

-1 to 2 Day Absence - Call Home

-3 Day Absence - Postcard Home

- 4 Days or More - Wellness Check (Home Visit by NHCA Counselor or Community Support) , Habitual Absent Letter # 1

- 6 Days Habitual Absent Letter # 2 & Meeting with An Administrator

-9 Days Absent Habitual Absent Letter # 3 and Improvement Plan with Principal, SARB Committee

****Calls, Home Visits and Meetings with administration & counselor/social worker may reveal a need for a laptop, hotspot, or other reason causing absences****

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.]

A Grab and Go drive-thru meal protocol through our staff parking lot leading up to the cafeteria was organized for daily hot meals from 9 AM to 12 PM. Parents were informed through our regular communication methods. Lunch has been distributed along with dry cereal for breakfast throughout the Distance Learning time, with 100 meals being served daily on average. Our staff is committed to continue the service through June 12th last Spring and continued again in July. The Café staff follows appropriate precautions in serving our community by wearing masks and gloves, sanitizing daily and we have multiple hand-washing stations. Our local health inspector held an inspection in April and gave our cafeteria a passing grade plus some helpful tips. We applied for the Summer Seamless waiver in June and reapplied for an extension in August. All meals are free and there are not any charges to our students. Starting on August 31st we added an evening distribution from 5 PM to 7 PM which doubled our meals served. Families can pick-up five days of cold meals per student. The evening program helps to support working parents and has increased the number of meals we are serving significantly.

Additional Actions to Implement the Learning Continuity Plan

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]

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
20.73%	\$462,665

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.]

NHCA do not have foster youth enrolled at NHCA. Yet, NHCA regularly provides information about resources from LACOE to the families. Specific virtual sessions were created to provide support and daily check ins with the students were documented. To support our students from low-income households, we have available student laptops and hotspot devices, to ensure internet access for all our students. In addition, we continue to provide information to families regarding access to free meals, health services, counseling via text, email, phone calls, and flyers.

While all students may receive some of the services, the actions and services provided are directed at increasing or improving services and outcomes for unduplicated students. An unduplicated pupil is a student in one or more of the following groups; eligible for free and reduced meals, identified as foster youth and an English Learner.

Laptops and hot spots for all that need.

Desk and chairs for all that need

Breakfast and Lunch Meals 5 days a week per visit

PPE materials for all that need it

ELD Instructional for ELs

Professional Development to address needs

Parental involvement & voice in both languages through several methods

All inclusive materials packet for classroom supplies

Foster & Homeless connected immediately with our Parent Center Director Coordinator

Increased intervention & tutoring opportunities

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

Teachers are aware of their subgroup populations (English Learners, youth, and low-income) and address the students' needs during designated ELD time. This designated ELD instruction continues on a daily basis. In addition, students are receiving an increased amount of support from their teacher during small-group instruction. In addition, these students groups are provided with additional support through the Learning Centers (ELA and Math). Finally, paraprofessionals, including staff members from the afterschool program, provide support to students during live sessions by joining the class and supporting students with language and skills.

Purchase of Chromebooks and necessary connectivity

Purchase of software for additional support

Intervention Supports & Staffing

Distribution of Classroom materials

Desk & Chairs Loaner Program for the home