NEW LOS ANGELES CHARTER SCHOOLS

GOVERNING BOARD SPECIAL MEETING ORDER OF BUSINESS
Teleconference Meeting
9:00 am, September 21, 2020

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20. The Board of Directors ("Board") and employees of New Los Angeles Charter Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so by calling a conference telephone line:

Phone Number: 1-669-900-6833

Access Code: 87308624616#

Members of the public may not comment on non-agenda items during this special meeting. Individuals wishing to provide public comment on the agenda items must send their comments in writing to Board@newlosangeles.org prior to the meeting or prior to the discussion of the Agenda item during the meeting – comments received after that point in the meeting will not become part of the record. Comments submitted by email will be read aloud during the Board meeting for up to three (3) minutes. If comments are in Spanish or another language, they will be translated to English and such comments will be limited to six (6) minutes. The Board may limit the total time for public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on New Los Angeles Charter School's website along with this agenda following the posting of the agenda at least 24 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by emailing Dr. Xochitl Lira, Director of Operations at xlira@newlosangeles.org. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Agenda

1. Call to order

2. Public Comment

3. New LA Elementary School Learning Continuity and Attendance Plan Public Hearing

4. New LA Charter School Learning Continuity and Attendance Plan Public Hearing

5. Consideration of Approval of Contract with Trustees of California State University for Student Teacher Placement at New LA Charter Schools

6. Closed Session
   Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et esq., and the Education Code and pursuant to Government Code Section 54954.5. The closed session will be held pursuant to Section 54956.7 as follows:

ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Gov. Code 54956.9(d)(2)
One Item

7. Adjourn

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter Elementary School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.556.9500

General Information

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

New LA Elementary (K-5) cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. Our school developed a plan for staying healthy, and safety tips for staff, students and families. On March 10th COVID-19 updates were discussed with school staff and LAUSD declared a State of Emergency. The following day, our school announced the cancellation of field trips, and public gatherings, for safety reasons. By March 12th – Closure plans were being developed; and the following day LAUSD announced the closure of its schools.

Since the Governor's announcement in early March, this prompted the Administrative Team at New Los Angeles Charter Schools to start planning on: what Distance Learning would look like; developing a Distance Learning Expectation Policy, the Professional Development needs for our teachers, identifying technology needs, identifying what modifications would need to take place with respect to courses and instruction; a Communication Plan.

Our teachers prepared 2-weeks of standards-aligned coursework packets which were distributed to all students on Friday, March 13th, the last day of site-based instruction. Coursework packets were mailed to households and also available for pick-up at our school for students who were absent on the last day of site-based instruction, March 13th.

Our school promptly implemented a ***technology needs assessment*** to identify which students would need a technology device to access curricular and instructional materials; and which lacked access to internet services at home, need for meal services, and identity preferred method of communication. This data was collected by staff who contacted all families.

The distribution of laptops took place the week of March 16th; and resources for acquiring free internet services was provided to parents. Our office remained open daily to assist families with questions/concerns, including replacement of technology devices.

Our teachers participated in ***Professional Development*** on how to effectively teach using Google Classroom, as a Learning Management Platform, using Zoom to engage students, Lexia Learning, Raz-Kids, Math Seeds, Zearn and GoFormative. Professional Development continued during distance learning led by administrators and/or teachers on effective strategies with virtual learning, and use of app tools to enhance instruction such as PearDeck, Mentimeter, Edpuzzle, etc.)

During the 2-week period post-school closure, our teachers collaborated to design lessons on Google Classroom for ***Synchronous and Asynchronous instruction*** as our school transitioned to Distance Learning. Our teachers created pre-recorded videos for daily instruction, and a minimum of one live session via Zoom each week. Teachers also held daily office hours for academic support/intervention and live small group instruction. Every classroom teacher provided students and their families with a weekly calendar of activities via the classroom website, and meetings. Students were required to participate in Reading, Writing, Math, Science, and Social Studies, via Google Classroom and Google Sites, in addition to Zoom meetings. Grading policy was modified to a "hold harmless" policy for the third trimester as a result of Distance Learning.

A few ***modifications were made to instruction*** as a result of Distance Learning; however, no courses/classes were eliminated. Students participated in Physical Education, Health, Art, coding and music on a weekly basis via Zoom and Google Classroom.

For ***Students with Disabilities***: Services for Students with Disabilities (SWD) continued via Distance Learning, teleconference, phone call and email. Our Resource Specialists collaborated with the General Education teachers to provide SWD with accommodations and/or modifications based on their IEP. Speech, APE, OT, Counseling, BII, BID, DHH, NPS services continued to the extent possible by contracted agencies. Our school maintained ongoing communication with providers to facilitate service provision. IEP meetings took place via teleconference on a case-by-case basis and parent preference.

The ***impact of Distance Learning*** as a result of COVID-19, has varied among students, for some they experienced anxiety and/or isolation, mental health concerns, stress (caring for siblings). For parents/families, distance learning has been a challenging and stressful experience while others have also faced job and/or food insecurity. As a result, our school has connected families with social-emotional support, community resources and support with Distance Learning.

Stakeholder Engagement

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

New Los Angeles Charter Elementary School recognizes that ***meaningful stakeholder engagement*** is a critical component of school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development.

Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

- March – June 2020; and August to present: Coffee with the Principal monthly events (w/parents)
- April/May 2020 opportunity for **parents** to share and provide feedback on the ***distance learning survey***
    - 91% of parent respondents stated they felt very supported/supported by the school.
    - 95% strongly agree/agree they have received consistent messaging about the school's response to COVID-19
    - 88% strongly agree/agree knew what their child should be learning at home.
    - 96% strongly agree/agree they (parents) were supported by their child's teacher and/or school leader and/or staff in implementing distance learning.
- May 2020 student survey on distance learning (grades 3-4)
    - 82% of student respondents stated they felt very supported/supported by the school.
    - 70% stated their teacher has communicated with them a few times a week, once a day, or a few times a day.
    - 89% stated they knew what assignments they needed to focus on.
    - 89% stated they were learning new things while at home.
- May 2020 Staff survey on distance learning:
    - 82% staff respondents stated they felt very supported/supported by the school.
    - 86% strongly agree/agree they felt connected with the school community
    - 68% strongly agree/agree there is a shared vision across the school for effective learning.
    - 86% strongly agree/agree they have the autonomy to support their students in their learning.

- June 22 – July 2020: Task force was developed over the summer to include staff to develop the Health & Safety; Academic Program; and School Reopening plans
- July 23rd: Task Force presented plans to the entire staff prior to the start of summer Professional Development
- End of July: school staff administered a technology and internet survey to all households to assess device and internet needs for all students. School staff called families who did not complete the survey to ensure 100% families had been contacted.

- August 3-14th: Ongoing planning with teacher leaders and grade level team to develop a plan with the input of multiple stakeholders.
- August: Hosted Introduction to distance learning town hall meetings with parents and received feedback.

Our stakeholder groups will continue to meet throughout the school year with a member of the leadership team to ensure our learning models are enabling success for all students. To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Our school communicates with families using the following platforms as requested by families:

- Weekly newsletters are emailed weekly (Via Mailchimp)
- Remind app, One call, U.S. mail and social media

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

New Los Angeles Charter Elementary School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the ***Public Hearing*** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the ***Board adoption of the Learning Continuity and Attendance Plan*** as a non-consent item with the school's Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.

- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Remind App, school's website, and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 21, 2020

Date of (Adoption) Public Meeting: September 24, 2020

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

Feedback gathered throughout our transition to distance learning in Spring 2020 which continued through July 2020 and impacted the actions included in this plan for the 2020-21 school year.

- High level of parent satisfaction with our school's seamless transition to distance learning last Spring; ongoing communication with families; supports provided for students/families; and the accessibility of bilingual staff for non-English/Limited English speaking families.
- Families demonstrated gratitude with the school's issuance of laptops and connectivity for students/household that lack devices and internet.
- Families expressed concerns with food insecurity , mental health needs and planning for the 2020-21 school year
- Students expressed they were satisfied with the availability of teachers; and expectations were clearly stated.
- Students identified the following concerns: need for a quiet place to work at home; having other responsibilities; and would like more time on Zoom.

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

Stakeholder feedback significantly influenced the development of the Learning Continuity & Attendance Plan

- All students will participate in daily Morning meetings or Advisory
- All core subjects will be taught through synchronous "live" instruction
- Students in grades TK-5 will participate in 270 instructional minutes on M/T/Th/F from 8am – 2:30pm; and 240 minutes on Wednesdays from 8am – 1:30pm.
- Will provide collaborative opportunities for students to participate in a variety of ways.

- Content provided during distance learning will be aligned to grade level standards; and will be equivalent to in-person instruction.

  Will continue to implement standards-aligned grade level curriculum

- Students with Disabilities will have access to supports as identified in their IEP; including SPED Service Providers
- English Learners will receive designated and integrated ELD through synchronous instruction.
- All teachers will receive professional develop on strategies to support language Instruction for English Learners.
- ELA and Math intervention credentialed teachers will provider small group Tier 2 intervention
- Services will be provided for all SWD including Speech, OT, DHH, PT, APE, Resource, BII and Counseling virtually; and IEP meetings will take place virtually.
- Will continue partnership with Share & Care and Open Paths, mental health services
- Primary focus on providing extensive Social Emotional Learning (SEL) at the start of the school year.
- Parent workshop series will focus on strategies that support mental health.
- Our staff will focus and encourage selfcare for all employees

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.]

New Los Angeles Charter Elementary School started the 2020-21 school year on August 17th with 100% of students in distance learning (Phase 1). Our school is situated in Los Angeles, which is currently on the State's County Monitoring List due to COVID-19 case rates that exceeds 100 per 100,000 residents. New LA is following the Los Angeles County Public Health Department and Los Angeles County Office of education guidelines for providing in-person instruction.

HYBRID MODEL

New LA has designed a 2-phase approach for transitioning from a Distance Learning Model (Phase 1) to a Phase 2 Hybrid Model. During Phase 2 students will be placed in a one of three cohorts A, B. C and will attend in-person instruction as follows:

<table>
<tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr>
<tr><td>Cohort A</td><td>In-person</td><td>Distance Learning</td><td rowspan="2">Distance Learning</td><td>In-person</td><td>Distance Learning</td></tr>
<tr><td>Cohort B</td><td>Distance Learning</td><td>In-person</td><td>Distance Learning</td><td>In-person</td></tr>
<tr><td>Cohort C</td><td colspan="5">Distance Learning - Online and independent instruction 100%</td></tr>
</table>

The daily schedule for the hybrid model will be similar to that of the 100% distance learning model. Students who are at home on a given day will join the live instruction at designated times then work independently. They will mirror the day for the students who participate in-person but live interaction will be delivered over a screen rather than in-person. During their independent work time students will have access to a Teaching Assistant or Intervention Teacher to address their questions while the classroom teacher addresses individual needs in person. The start and end times will be similar. Special classes will continue to be provided virtually to ensure proper cohort of students for health and safety reasons and to provide a well-rounded education.

SPECIAL EDUCATION

Special education and related services shall be provided as required by a student's individualized education program ("IEP") through a live synchronous instruction. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning.

RSP: Resource Specialist Program (RSP) services will continue to be provided by a credentialed and qualified Resource Specialist Teacher (RST) through an online platform. The RSTs collaborate with the general education teachers to plan, adapt, and accommodate lessons. RSTs co-teach during live instructional sessions, hosting virtual office hours, small group, and/or individual virtual resource sessions to meet the needs and individual IEP goals to the extent possible of each student on their caseload. Special Education Paraprofessionals collaborate with the RSTs to provide services in virtual small group and individual settings. RSTs will be reaching out

to you directly to set up a schedule for office hours, small group sessions, and/or individual sessions. Please keep in mind that during office hours and group sessions, all student participants will be visible to each other.

BID Services: Behavior Intervention Development (BID) services continue to be provided by a credentialed and qualified Behavior Intervention Developer through an online platform. The BID communicates with student's parents to provide behavioral supports that can be put in place at home during the school closure. BIDs collaborate with the Resource Specialists and Behavior Interventionists in scheduled virtual office hour sessions, virtual group sessions, and virtual one-on-one sessions. Virtual BID services are tailored to meet the student's individual needs and IEP goals to the extent possible.

BII Services: Behavior Intervention Implementation (BII) services continue to be provided by a trained Behavior Interventionist through an online platform. The Resource Specialist Teacher and/or the Behavior Implementation Developer (BID) communicates with families to set up a schedule for BII services. Virtual BII services are tailored to goals to the extent possible.

Counseling: Counseling services continue to be provided by a licensed/credentialed Counselor through an online platform. The Counselor communicates with families directly to set up a schedule for services. Virtual counseling services are tailored to meet your child's individual needs and IEP goals to the extent possible. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Occupational Therapy: Occupational Therapy (OT) services continue to be provided by a licensed/credentialed Occupational Therapist through an online platform. The Occupational Therapist communicates with families directly to set up a schedule for services. Virtual OT services are tailored to meet your student's individual needs and IEP goals. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Speech: Speech and Language services continue to be provided by a licensed/credentialed Speech and Language Pathologist (SLP) through an online platform. The SLP communicates with families directly to set up a schedule for services. Virtual speech services are tailored to meet the student's individual needs and IEP goals to the extent possible. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Adapted Physical Education (APE): Adapted Physical Education (APE) continues to be provided by a licensed/credentialed Adapted Physical Education Teacher through an online platform. Virtual APE services is tailored to meet the student's individual needs and IEP goals to the extent possible. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Deaf and Hard of Hearing (DHH) Itinerant: Deaf and Hard of Hearing (DHH) services continue to be provided by a licensed/credentialed Deaf and Hard of Hearing Itinerant through an online platform. Virtual DHH services are tailored to meet the student's individual needs and IEP goals to the extent possible and will be conducted in a one-on-one setting.

Alternative Augmented Communication: Alternative Augmented Communication (AAC) services continue to be provided by a licensed/credentialed Assistive Technology Specialist through an online platform. Virtual AAC services are tailored to meet the student's individual needs and IEP goals to the extent possible. Sessions focus on training the IEP team and family on the AAC device.

ENGLISH LANGUAGE DEVELOPMENT

English language development, including assessment of English language proficiency shall continue through distance learning. During the daily designated ELD time students who are English Only (EO) or Reclassified Fluent English Proficient (RFEP) participate in language lessons and asynchronous work. English Learners receive synchronous, targeted, small group instruction at their ELD level. Integrated ELD instruction is fully integrated with all subject areas using proven ELD strategies and careful planning with ELD standards and language objectives in mind.

New LA will review home language surveys for newly enrolled students to determine English Learner status. Students identified as TBA will be administered the Initial ELPAC in accordance with CDE instructions for remote ELPAC administration. New LA will identify any students who are appropriate candidates for the Optional Summative ELPAC to be administered in the fall and in accordance with CDE instructions for remote ELPAC administration. New LA will administer the Summative ELPAC in the Spring and adjust plans based on CDE and State and County Health Departments.

Prior to the start of the school year, we hosted a virtual playdate so students would have an opportunity to meet and socialize with peers virtually. The first week of school we implemented the following

- One-on-one teacher family meetings: M/W
- Students participated in daily morning meetings.
- Provided time for students to troubleshoot technology issues on their own.
- Teachers distributed "distance learning schedules for every student, including login information, email account, etc.
- The emphasis was on community building and gaining technology independence.

New Los Angeles Charter Elementary School has established a ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- DIBELS Reading: 3 times/year
- mCLASS Math: 3 times/year
- Running Records
- Formative assessments

HEALTH & SAFETY

New Los Angeles Charter Elementary School has established a COVID-19 Compliance team that oversees the Health & Safety Planning, and utilizes the County of Los Angeles Public Health Reopening Protocols for K-12 Schools to guide their planning. The reopening protocol includes and is not limited to the following:

- Workplace policies and practices
    - Compliance Team
    - School Exposure Management Plan (1,2, or 3+ cases
    - Plan for surveillance testing
    - Employees screening
- Measures to ensure physical distancing
    -Rearrangement of classrooms/desks
- Measures to ensure infection control
    - Screening protocols for staff, students, visitors
    - Face masks available
    - HVAC maintenance
    - Cleaning and disinfecting schedules
- Measures that communicate to campus community and the public
    - Information flyers posted and sent home
    - Parent workshops
    - Student workshops

REOPENING: PPE, HEALTH & SAFETY

New Los Angeles Charter Elementary School will evaluate reopening and implement the following safety measures:

- Daily temperature checks and health screenings will take place for all staff and students prior to coming onto the campus.
- Masks will be required for all staff and students to wear when inside or when social distancing cannot be enforced. PPE including N95 masks, disposable masks, face shields, will be provided to all staff and students who do not have access to PPE.

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. New LA employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Designated foot traffic zones with appropriate signage will be implemented (one-way)
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE):

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff

- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.
- New LA's Administrative Team will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is NLACES's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day. Outdoor spaces will be utilized for instructional programs whenever possible. Increased air circulation and ventilation of indoor spaces will be encouraged by opening windows and doors, and the use of fans. Sharing of high touch surfaces, common spaces, classrooms, or equipment will be ongoing and staggered throughout the day. Spaces and equipment will be cleaned and disinfected between use. Smaller cohorts of students and staff, and smaller class sizes will be maintained to ensure physical distancing within the classroom.

Lunch Area Protocols: For in-person instruction students will receive a "grab and go" lunch at the end of the day; which will include breakfast for the following day.

All of New LA's school policies are guided by the health and welfare of students, families, and our school community, as well as to create a safe working environment for educators and school staff. School personnel have been trained in COVID-19 protocols. Students are required to maintain a regular immunization schedule, and Flu shots are encouraged for all students and staff according to the American Academy of Pediatrics (AAP) guidelines. In all situations, New LA will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records (California

Department of Public Health (CDPH)). Families will be encouraged to screen for COVID-19 symptoms as outlined by the Centers for Disease Control (CDC).

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	$852,392	
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$13,138	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.]

The goals of Distance Learning are to connect students with engaging content and maintain relationships with teachers and peers. New LA will support students with ongoing learning while providing inquiry-focused feedback to encourage deep thinking. Students will be assessed on participation and work completion.

"Distance learning" means instruction in which the student and instructor are in different locations. This may include interacting with a student through the use of computer and/or other communications technology for the delivery of instruction, check in or other communications between student, teacher and other employees. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

The following chart is the school's distance learning calendar:

DISTANCE LEARNING INSTRUCTIONAL DAY SCHEDULED: M/T/TH/F			
TIME	INSTRUCTIONAL MINUTES	COHORT A	COHORT B
8:00-8:30 AM	30	WHOLE CLASS MORNING MEETING	
8:30-9:00AM	30	BLOCK 1 (S)	INDEP COURSEWORK (A)
9:00 - 9:15AM		BREAK	
9:15 - 9:45 AM	30	INDEP COURSEWORK (A)	BLOCK 1 (S)
9:45 -10:15AM	30	BLOCK 2 (S)	INDEP COURSEWORK (A)
10:15 - 10:30 AM		BREAK	
10:30 - 11:00 AM	30	INDEP COURSEWORK (A)	BLOCK 2 (S)
11:00 - 11:30AM	30	BLOCK 3 (S)	INDEP COURSEWORK (A)
11:30 - 12:00 PM	30	INDEP COURSEWORK (A)	BLOCK 3 (A)
12:00 - 1:00 PM		LUNCH	
1:00 - 1:30 PM	30	DESIGNATED ELD	
1:30 - 2:30PM	60	SPECIALS	

DISTANCE LEARNING INSTRUCTIONAL DAY SCHEDULED: W			
TIME	INSTRUCTIONAL MINUTES	COHORT A	COHORT B
8:00-8:30 AM	30	WHOLE CLASS MORNING MEETING	
8:30-9:00AM	30	BLOCK 1 (S)	INDEP COURSEWORK (A)
9:00 - 9:15AM		BREAK	
9:15 - 9:45 AM	30	INDEP COURSEWORK (A)	BLOCK 1 (S)
9:45 -10:15AM	30	BLOCK 2 (S)	INDEP COURSEWORK (A)
10:15 - 10:30 AM		BREAK	
10:30 - 11:00 AM	30	INDEP COURSEWORK (A)	BLOCK 2 (S)
11:00 - 11:30AM	30	BLOCK 3 (S)	INDEP COURSEWORK (A)
11:30 - 12:00 PM	30	INDEP COURSEWORK (A)	BLOCK 3 (A)
12:00 - 1:00 PM		LUNCH	
1:00 - 1:30 PM	30	SPECIALS	

Students will watch daily instructional videos from their teachers and have a minimum of one live session via Zoom per week. Teachers will also hold office hours throughout the week. Each class will provide a weekly calendar of activities and meetings. Students will engage in schoolwork in Reading, Writing, Math, Science, Social Studies, ELD and Physical Education. Our students will also have access to a well-rounded education that includes: Art, Health, Coding and Music. Students will access coursework and assignments through Google Sites and/or Google Classroom. Additional platforms can be accessed from Google Classroom.

- Reading: Raz Kids, Lexia
- Math: Zearn, Math Seeds
- Science: Amplify
- Social Studies: NewsELA
- Other supplemental: BrainPop, PBS Kids, Youtube

New Los Angeles Charter Elementary School has developed and implemented distance learning policies and procedures.

"Distance learning" means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of New LA. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
2. Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
3. The use of print materials incorporating assignments that are the subject of written or oral feedback.

"In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

All students will participate daily in a live synchronous session, complete coursework, and check-in with a credentialed teacher. This month 94% of students have participated daily in distance learning.

Weekly Engagement is another component of SB98 requirements which includes attendance + Synchronous Participation + Asynchronous Participation. Our school develops weekly and monthly summary reports to ensure all students are participating, monitor attendance and communicate with families on strategies to improve attendance.

Distance learning must include all of the following:

1. Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.

2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

3. Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports.

4. Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

5. Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

Distance learning may be offered by the School under either of the following circumstances:

1. On a schoolwide level as a result of an order or guidance from a state or local public health officer; or

2. For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the School may not re-open for in-person instruction until the school has not been on the California Department of Health monitoring list within the prior 14 days. The School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later school wide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

ENGLISH LANGUAGE DEVELOPMENT

During PD the ELD standards were divided into two groups: standards around "Learning About How English Works" and "Interacting in Meaningful Ways". The content of the ELD block is explicitly teaching the part of the ELD standards that are "Learning about how English works" while our integrated eld (supports in every other subject) focuses on the "interacting in meaningful ways" standards. Teachers are planning to use a tool from Good Word Group where ELD standards are added to their unit plans for other subjects, and academic English required to interact in meaningful ways is taught in Designated ELD. The ELD block takes place four times per week.

ROLES OF NON-CERTIFICATED STAFF

During distance learning school Administrators provide academic support to students in breakout rooms. They also monitor and facilitate the weekly engagement logs and tiered re-engagement plan; host parent meetings and workshops.

- Our school will continue to partner with Open Paths and Share to provide counseling services via Zoom; and IEP Counseling will continue via Zoom led by the school Counselor.
- Teaching Assistants are strategically assigned to classroom to provide additional academic support and intervention, support parent communication and translation services.
- The PE Coach provides synchronous and asynchronous instruction in Physical Education; and also provides support with classroom management via breakout rooms and small groups.
- Office Support Staff roles include contacting families when students are absent, translate materials sent to families (Spanish), tech-support (logging on, laptop replacement

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.]

In accordance with CA Ed Code 43503, New Los Angeles Charter Elementary School has offered Chromebooks for every student. A needs assessment was administered prior to the start of the school year to assess connectivity needs; and provide families with resources for reduced cost internet service from local Internet Service Providers (ISP). Wi-Fi hotspots were provided to students who lack internet service at home in order to be able to access the online curricular and instructional programs. Headphones were also provided to students for use at home during distance learning.

Devices must be checked out, and returned at the end of the school year. To ensure proper use of technology and appropriate norms and expectations, all families are provided with training throughout the year.

Every New LA student has been provided a Google school email account. Our students have participated in a digital citizenship and online safety training.

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.]

New Los Angeles Charter Elementary School students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have "daily live interaction" with a "certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness." (Ed Code 43503(b). Also, each LEA must "document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided."

Teachers must document daily engagement for each student. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Each teacher will take attendance daily on PowerSchool. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each student. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a New Los Angeles Charter Elementary School credentialed teacher. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes.

These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. New Los Angeles Charter Elementary School teachers will receive training on determining and certifying time value for assignments.

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.]

New Los Angeles Charter Elementary School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. NLACES has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- NearPod, Peardeck, Formative Lexia, mCLASS, DIBELS
- ELD Standards and strategies for English Learners
- CGI Math Curriculum
- Project-based Learning (PBL) Works
- Google Suites/Classroom

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff have been modified to align with distance learning needs; and additional requirements per SB98.

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.]

Support staff will assist teachers to allow for frequent breakout rooms and thus smaller groups for live instruction allowing maximum interaction between students and between teacher and students. Additional supports for students who are not performing at grade level shall be provided through small group supports throughout the instructional day and during the afternoon times when classes are not scheduled. Additionally, the reading intervention teacher will support students needing tier 2 reading intervention support by pulling them into small groups during the instructional day. Teachers will refer students for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Technology-based supplemental instructional materials including but not limited to: Zoom, Google Suite, NearPod, PearDeck, NewsELA, Raz Kids, Zearn, Math Seeds, Learning A-Z, Flocabulary, Read naturally, and BrainPop	$11,876	Y
Assessments: NWEA MAP, DIBELS, iXL Math, Lexia, Formative	$24,814	Y
SPED Staff & Services for Students	$569,434	N
Professional Development for Teachers and Staff	$13,200	N
Technology Devices, Wi-Fi Hotspots, Hapara (tech security), IT Director, headsets for students, etc.	$117,507	N
Core Curriculum: Amplify Science; and Guided Reading Library	$6,400	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning New Los Angeles Charter Elementary School has been implementing actions to mitigate further learning loss. For the 2020-21 school year, we have developed a cycle of assessment including diagnostic assessments to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

Our distance learning instructional day calendar has interventions, supports and enrichment blocks embedded on a daily basis in addition to designated ELD that meets 4 times per week.

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners.

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.]

NLACES has developed and implemented a comprehensive System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-5. Embedded within our distance learning model are the following supports:

- Daily synchronous instruction of core subjects

- Intervention and support blocks: Small Group Instruction (SGI)
- Independent coursework
- Advisory that focuses on SEL
- Online adaptive programs for ELA, and Math
- EL will receive additional small group instruction targeted at their ELPAC Level
- NewsELA will be assigned to students targeting their independent level as identified by the universal screener
- Teaching Assistants & Interventionist to provide additional small group instruction during the instructional day

Support staff will assist teachers to allow for frequent breakout rooms and thus smaller groups for live instruction allowing maximum interaction between students and between teacher and students. All students will be receiving additional Core content support during Seminar. Core, Resource and Specialist teachers will identify students' needs based on formative data collection and refer them to specific breakout sessions focusing on extension or intervention activities during a designated time in the instructional day. During this time students who are not performing at grade level shall be provided additional instruction by the reading intervention specialist and the math intervention specialist. They will support students needing tier 2 intervention by seeing them in small groups during a designated time during the instructional day. Teachers will be encouraged to refer students for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support.

Specials such as visual art, computer coding, PE, health and music will be provided in a combination of asynchronous and synchronous media such as video and Google classroom assignments and Zoom. According to extensive research, teaching through the Visual Arts and Music, can present difficult concepts visually, and therefore easier to understand. Visual Arts and Music instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork.

New LA will continue to offer an After School Program through Arc After School. Arc will support students daily from 2:00-4:00PM and is open to all students. The day starts with academic support and academic enrichment and then students join breakout rooms for enrichment activities such as origami, art, creative writing and cheer. Any necessary instructional materials are provided to students via curbside pick-up at the school.

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.]

New Los Angeles Charter Elementary School will measure program effectiveness of its services and supports to address learning loss using the following ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- DIBELS Reading: 3 times/year
- mCLASS Math: 3 times/year
- Lexia diagnostic
- Running Records
- Formative assessments
- Student Attendance and Participation
- Coursework/assignments
- Academic grades; performance on assignments

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Instruction: ELA & Math Intervention Instructor & Instructional Aides (3) to provide small group instruction, and targeted intervention	$191,414	Y
Enrichment & Electives: Art, Music, Coding, Health, to provide a Comprehensive well-rounded Educational Program	$95,735	Y
Instructional Materials to differentiate instruction and accelerate student learning, including manipulatives, etc.	$29,887	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

New LA Charter Elementary School supports student social emotional learning through the Second Step curriculum used at all levels. Additionally, teachers have regular morning meetings to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health.

New LA partners with Open Paths Counseling Center to provide individual counseling services which will be provided via video conferencing during distance learning.

The Assistant Principal leads the school's SEL (Second Step), provides counseling services in collaboration with the Counselor. With the transition to distance learning, the AP will monitor student attendance and participation, following the school's tiered reengagement strategies to maximize student attendance, communicating with families and home visits, if applicable.

FOR STAFF: Our faculty & staff meetings incorporate mindfulness and self-care check-ins. In addition, the Principal conducts check-ins for all teachers; and the Assistant Principal conducts check-in of non-certificated staff. The Director of Operations conducts weekly check-ins of the operations staff.

Our partnership with Open Paths that provide LMFT's will facilitate professional development for staff on trauma informed practices, and Health & Safety; and workshops for parents on recognizing trauma in students; and how to address it.

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.]

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

student attendance will be taken daily at each Zoom lesson by the classroom teacher and documented on PowerSchool.

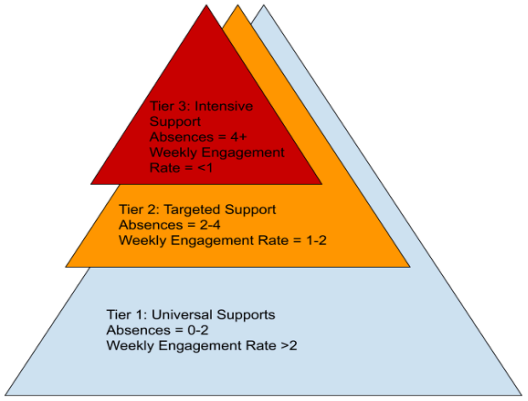
Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the school's distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template

DAILY PARTICIPATION & WEEKLY ENGAGEMENT

In Distance Learning, New LA will have a tiered response to any absences:

- 1 absence: Office staff call home
- 2 absences: Office staff will call home; teacher will send a Remind message and/or email
- 3 absences: Assistant principal calls home, sends an email, or Remind message, 1st attendance notification is mailed home.

In Distance Learning New Los Angeles Charter Elementary School will implement a Tiered Re-engagement Plan as required per SB98, and based on Weekly Engagement Log. Engagement is considered a combination of daily participation, synchronous engagement (presence and participation) and asynchronous engagement (work completion and progress on online platforms). Students will be identified at Tier 1, 2 or 3 for engagement. Once identified students may be re-engaged in a variety of ways, the chart below describes many of the re-engagement strategies that will be employed by New Los Angeles Charter Elementary School. based on the criteria below:



Tier	Indicator/Range	Supports
1	Absence = 0-2 Weekly Engagement rating = >2	Universal Supports: • Engaging classrooms • Relationship building with teachers and peers • Verification of contact info (ongoing) • Phone calls when absent (office, teacher) • Remind messages (to all class) • Remind messages (to individuals) • Emails (to all class/all parents) • Emails (to individuals) • Provide technical support • Provide Chromebook • Provide hotspot
2	Absence = 3-5 Weekly Engagement Rating = <2 Or Monthly engagement rating of 2 (4 weeks at low 2)	Targeted supports: All above and …. • Phone call, email, Remind from administrator • Call emergency contacts • Mail postcard • 1 on 1 zoom with family • Provide paper packets • Flexibility with time • Counseling resources
3	Absence = 4+ Weekly Engagement Rating = 1 or lower Weeks on Tier 2 = 4	Intensive Supports: All above and …. • Home visit • Leave a note on the door • Increased access to in-person instruction (when allowed) • Student Leadership opportunities • Send certificated mail

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following ***tiered reengagement strategies*** for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

1. Verification of current contact information for each enrolled student.

2. Daily notification to parents or guardians of absences;

3. Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction (when allowed by the health department).

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- For synchronous instruction, the School will require students to log on to assigned Zoom sessions to demonstrate student participation.
- For asynchronous instruction, the School will require students to complete assigned work in Google Classroom to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

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.]

For in-person instruction students will receive a "grab and go" lunch at the end of the day; which will include breakfast for the following day.

All of New LA's school policies are guided by the health and welfare of students, families, and our school community, as well as to create a safe working environment for educators and school staff. School personnel have been trained in COVID-19 protocols. Students are required to maintain a regular immunization schedule, and Flu shots are encouraged for all students and staff according to the American Academy of Pediatrics (AAP) guidelines. In all situations, New LA will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records (California Department of Public Health (CDPH)). Families will be encouraged to screen for COVID-19 symptoms as outlined by the Centers for Disease Control (CDC).

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Pupil & Family Engagement and Outreach	Bilingual School Support Staff for Parent & Student Outreach, Communicate, provide technology support/assistance, communicate with families (student attendance), trouble-shoot issues families/students as a result of distance learning, and provide resources and support, and translation of materials, interpreter during workshops, meetings, etc.	$	Y
Pupil & Family Engagement and Outreach	Methods by which to communicate electronically with Families: Remind App, PowerSchool Parent Portal, School website, etc.	$5538	Y
Mental Health and Social and Emotional Well-Being	Assistant Principal leads the school's Social-emotional learning; provides small group counseling services, trains staff and implements Second Step SEL Character Development Program; and Mindfulness Program. In addition, the AP monitors and oversees student attendance and the tiered reengagement strategies including the support staff involved.	$98,880	Y

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
32.73%	$576,377

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.]

New Los Angeles Charter Elementary School is a public charter school that serves a highly vulnerable community. NLACES has a student enrollment of unduplicated pupils in excess of 91% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, town-hall (virtual) meetings, assessment results including NWEA (reading/math) that was administered in the 2019-20 school year.

We identified the need for significant academic support for all students; and additional targeted support for Unduplicated Pupils; and strengthen the method and modality of the delivery of those supports. The addition of ongoing coaching and support for our teachers to be effective facilitators of knowledge in a virtual learning environment was critical, including designing and delivering daily synchronous engaging lessons for all students that includes scaffolds and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding. We have developed a tiered reengagement plan led by the Assistant Principal and our support staff that will contact families/students daily to ensure student participation and engagement.

For ***English Learners***: To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

Integrated ELD - During daily live instructional sessions teachers will provide necessary background knowledge, to model language and processes, and answer questions. Teachers will integrate activities that provide a space for students to discuss, argue, and analyze high quality texts regularly. Scaffolding learning through the use of graphic organizers and differentiated sentence frames is a regular.

The ELA and Math Interventionist and Instructional Assistant will provide push-in support during the instructional day including small group instruction.

New Los Angeles Charter Elementary School will measure program effectiveness of its services and supports to address learning loss using the following ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- DIBELS Reading: 3 times/year
- mCLASS Math: 3 times/year
- Lexia diagnostic
- Running Records
- Formative assessments
- Student Attendance and Participation
- Coursework/assignments
- Academic grades; performance on assignments

NLACES will offer "Specials," which are electives/enrichment courses that include visual art, computer coding, PE, health and music will be provided in a combination of asynchronous and synchronous media such as video and Google classroom assignments and Zoom. According to extensive research, teaching through the Visual Arts and Music, can present difficult concepts visually, and therefore easier to understand. Visual Arts and Music instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork

The shift from in-person instruction to distance learning as a result of COVID-19 has further exacerbated and created more trauma for students especially for low-income, foster youth, and those with extended families living in the same household. Our students have been faced with social isolation, food scarcity, parental unemployment, and the pandemic has destabilized support system, resulting in further trauma to students. Our Assistant Principal's role is to provide the social-emotional support and counseling services virtually and in-person once site-based instruction resumes.

A tiered reengagement plan led by the Assistant Principal in collaboration with the work that our bilingual support staff are accomplishing on a daily basis which includes contacting families/students in the morning when students are absent; or for non-participation, and/or when coursework/assignments are not completed. Our daily tracker that teachers use to document attendance is reviewed and monitored by the Principal and support staff so we can identify absences in "real-time." Our support staff also provides tech-support (virtually and over the phone); in addition to trouble-shooting any issues identified by families/students; translating

documents, providing translation services, and addressing any and all issues. The Assistant Principal/Principal will facilitate parent meetings, parent workshops, communicate with families on policies (revised), discuss student and parent expectations in the distance learning model, and implement the tiered reengagement strategies.

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Comprehensive Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.

Services that will be provided schoolwide but principally directed to Unduplicated Pupils are being increased and improved as a result of our students participating fully in distance learning.

- Technology based supplemental Apps to accelerate student learning
- standards aligned assessments to assess pupil learning loss, measure growth over time and further mitigate learning loss.
- Interventions Teachers (ELA, Math) and Teaching Assistants to provide academic support and targeted small group instruction.
- Enrichments that include the Visual Arts, Coding and health

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Los Angeles Charter School	Kate O'Brien, Head of Schools	kobrien@newlosangeles.org 323.939.6400

General Information

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

New LA Charter School (6-8) cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. Our school developed a plan for staying healthy, and safety tips for staff, students and families. On March 10th COVID-19 updates were discussed with school staff and LAUSD declared a State of Emergency. The following day, our school announced the cancellation of field trips, and public gatherings, for safety reasons. By March 12th – Closure plans were being developed; and the following day LAUSD announced the closure of its schools.

Since the Governor's announcement in early March, this prompted the Administrative Team at New Los Angeles Charter Schools to start planning on: what Distance Learning would look like; developing a Distance Learning Expectation Policy, the Professional Development needs for our teachers, identifying technology needs, identifying what modifications would need to take place with respect to courses and instruction; a Communication Plan.

Our teachers prepared 2-weeks of standards-aligned coursework packets which were distributed to all students on Friday, March 13th, the last day of site-based instruction. Coursework packets were mailed to households and also available for pick-up at our school for students who were absent on the last day of site-based instruction, March 13th.

Our school promptly implemented a ***technology needs assessment*** to identify which students would need a technology device to access curricular and instructional materials; and which lacked access to internet services at home, need for meal services, and identity preferred method of communication. This data was collected by staff who contacted all families.

The distribution of laptops took place the week of March 16th; and resources for acquiring free internet services was provided to parents. Our office remained open daily to assist families with questions/concerns, including replacement of technology devices.

Our teachers participated in ***Professional Development*** on how to effectively teach using Google Classroom, as a Learning Management Platform, using Zoom to engage students, Lexia Learning, NewsELA, Amplify Science, CPM Math, BrainPop, and GoFormative. Professional Development continued during distance learning led by administrators and/or teachers on effective strategies with virtual learning, and use of app tools to enhance instruction such as PearDeck, Mentimeter, Edpuzzle, etc.)

During the 2-week period post-school closure, our teachers collaborated to design lessons on Google Classroom for ***Synchronous and Asynchronous instruction*** as our school transitioned to Distance Learning. Our teachers created pre-recorded videos for daily instruction, and a minimum of one live session via Zoom each week. Teachers also held daily office hours for academic support/intervention and live small group instruction. Every classroom teacher provided students and their families with a weekly calendar of activities via the classroom website, and meetings. Students were required to participate in Reading, Writing, Math, Science, and Social Studies, via Google Classroom and Google Sites, in addition to Zoom meetings. Grading policy was modified to a "hold harmless" policy for the third trimester as a result of Distance Learning.

A few ***modifications were made to instruction*** as a result of Distance Learning; however, no courses/classes were eliminated. Students participated in Physical Education, Health, Art, on a weekly basis, and Advisory was held daily, via Zoom and Google Classroom.

For ***Students with Disabilities***: Services for Students with Disabilities (SWD) continued via Distance Learning, teleconference, phone call and email. Our Resource Specialists collaborated with the General Education teachers to provide SWD with accommodations and/or modifications based on their IEP. Speech, APE, OT, Counseling, BII, BID, DHH, NPS services continued to the extent possible by contracted agencies. Our school maintained ongoing communication with providers to facilitate service provision. IEP meetings took place via teleconference on a case-by-case basis and parent preference.

The ***impact of Distance Learning*** as a result of COVID-19, has varied among students, for some they experienced anxiety and/or isolation, mental health concerns, stress (caring for siblings). For parents/families, distance learning has been a challenging and stressful experience while others have also faced job and/or food insecurity. As a result, our school has connected families with social-emotional support, community resources and support with Distance Learning.

Stakeholder Engagement

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

New Los Angeles Charter School recognizes that ***meaningful stakeholder engagement*** is a critical component of school planning and school improvement cycles. Parents, teachers, staff, and the valuable members of our learning community have provided input, feedback, and consultation throughout the school's phases of Learning Continuity Plan (LCP) development.

Based on the impacts of the COVID-19 pandemic on our learning community, stakeholders have been engaged in this process through multiple means to ensure that all members of our learning community have access to the LCP development process.

- March – June 2020; and August to present: Coffee with the Principal monthly events (w/parents)
- April/May 2020 opportunity for **parents** to share and provide feedback on the ***distance learning survey***
    - 95% of parent respondents felt very supported/supported by the school.
    - 100% strongly agree/agree they have received consistent messaging about the school's response to COVID-19
    - 90% strongly agree/agree knew what their child should be learning at home.
    - 97% strongly agree/agree they (parents) were supported by their child's teacher and/or school leader and/or staff in implementing distance learning.
- May 2020 student survey on distance learning
    - 76% of student respondents stated they felt very supported/supported by the school.
    - 73% stated their teacher has communicated with them a few times a week, once a day, or a few times a day.
    - 99% stated they knew what assignments they needed to focus on.
    - 94% stated they were learning new things while at home.
- May 2020 Staff survey on distance learning:
    - 85% staff respondents stated they felt very supported/supported by the school.
    - 100% strongly agree/agree they felt connected with the school community
    - 75% strongly agree/agree there is a shared vision across the school for effective learning.
    - 85% strongly agree/agree they have the autonomy to support their students in their learning.
- June 22 – July 2020: Task force was developed over the summer to include staff to develop the Health & Safety; Academic Program; and School Reopening plans
- July 23rd: Task Force presented plans to the entire staff prior to the start of summer Professional Development

- End of July: school staff administered a technology and internet survey to all households to assess device and internet needs for all students. School staff called families who did not complete the survey to ensure 100% families had been contacted.
- August 3-14th: Ongoing planning with teacher leaders and grade level team to develop a plan with the input of multiple stakeholders.
- August: Hosted Introduction to distance learning town hall meetings with parents and received feedback.

Our stakeholder groups will continue to meet throughout the school year with a member of the leadership team to ensure our learning models are enabling success for all students. To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Our school communicates with families using the following platforms as requested by families:

- Weekly newsletters are emailed weekly (Via Mailchimp)
- Remind app, One call, U.S. mail and social media

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

New Los Angeles Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the ***Public Hearing*** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the ***Board adoption of the Learning Continuity and Attendance Plan*** as a non-consent item with the school's Governing Board.

- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Remind App, school's website, and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 21, 2020

Date of (Adoption) Public Meeting: September 24, 2020

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

Feedback gathered throughout our transition to distance learning in Spring 2020 which continued through July 2020 and impacted the actions included in this plan for the 2020-21 school year.

- High level of parent satisfaction with our school's seamless transition to distance learning last Spring; ongoing communication with families; supports provided for students/families; and the accessibility of bilingual staff for non-English/Limited English speaking families.
- Families demonstrated gratitude with the school's issuance of laptops and connectivity for students/household that lack devices and internet.
- Families expressed concerns with food insecurity , mental health needs and planning for the 2020-21 school year
- Students expressed they were satisfied with the availability of teachers; and expectations were clearly stated.
- Students identified the following concerns: need for a quiet place to work at home; having other responsibilities; and would like more time on Zoom.

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

Stakeholder feedback significantly influenced the development of the Learning Continuity & Attendance Plan

- All students will participate in Advisory rotations
- All core subjects will be taught through synchronous "live" instruction
- Students will participate in 270 instructional minutes daily: from 9am – 3:15pm.

- Advisory teacher conducted parent outreach first week of school.
- Distance Learning Schedule roll-out; Google classroom enrollment
- Content provided during distance learning will be aligned to grade level standards; and will be equivalent to in-person instruction.

  Will continue to implement standards-aligned grade level curriculum
- Students with Disabilities will have access to supports as identified in their IEP; including SPED Service Providers
- English Learners will receive designated and integrated ELD through synchronous instruction.
- All teachers will receive professional development on strategies to support language Instruction for English Learners.
- ELA and Math intervention credentialed teachers will provider small group Tier 2 intervention
- Services will be provided for all SWD including Speech, OT, DHH, PT, APE, Resource, BII and Counseling virtually; and IEP meetings will take place virtually.
- Will continue partnership with Share & Care and Open Paths, mental health services
- Primary focus on providing extensive Social Emotional Learning (SEL) at the start of the school year.
- Parent workshop series will focus on strategies that support mental health.
- Will communicate
- Our staff will focus and encourage selfcare for all employees.

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.]

New Los Angeles Charter School started the 2020-21 school year on August 17th with 100% of students in distance learning (Phase 1). Our school is situated in Los Angeles, which is currently on the State's County Monitoring List due to COVID-19 case rates that exceeds 100 per 100,000 residents. New LA is following the Los Angeles County Public Health Department and Los Angeles County Office of education guidelines for providing in-person instruction.

HYBRID MODEL

New LA has designed a 2-phase approach for transitioning from a Distance Learning Model (Phase 1) to a Phase 2 Hybrid Model. During Phase 2 students will be placed in a one of three cohorts A, B. C and will attend in-person instruction as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	**In-person**	**Distance Learning**	**Distance Learning**	**In-person**	**Distance Learning**
Cohort B	**Distance Learning**	**In-person**		**Distance Learning**	**In-person**
Cohort C	**Distance Learning - Online and independent instruction 100%**				

This schedule represents a sample for one section of one grade on one day. The following day would be a repeat but the cohorts would swap. Wednesday schedule would remain the same as during 100% Distance Learning. Cohort C would follow Cohort A, on days when Cohort A is in person Cohort C would view the lessons synchronously as a live stream.

	Monday/Thursday Schedule	
Time	**Cohort A (In Person)**	**Cohort B (Distance Learning**
9:00-9:45	Advisory (IP)	Advisory (S)
9:45-10:30	Humanities (IP)	Humanities (AS)
10:30-11:15	Humanities (IP)	Humanities (AS)
11:15-12:00	Math (IP)	Math (AS)
12:00-12:45	Science (IP)	Science (AS)
12:45-1:30	Lunch/Dismissal (grab and go)	Lunch (grab and go available)
1:30-3:15	Small Group (S) Homework (AS) SPED services (S/IP) Art (AS) PE (S/AS)	Small Group (S) Homework (AS) SPED services (S/IP) Art (AS) PE (S/AS)

SPECIAL EDUCATION

Special education and related services shall be provided as required by a student's individualized education program ("IEP") through a live synchronous instruction. As applicable, accommodations, both in an IEP, or in a student's Section 504 Plan, shall be implemented during distance learning.

RSP: Resource Specialist Program (RSP) services will continue to be provided by a credentialed and qualified Resource Specialist Teacher (RST) through an online platform. The RSTs collaborate with the general education teachers to plan, adapt, and accommodate lessons. RSTs co-teach during live instructional sessions, hosting virtual office hours, small group, and/or individual virtual resource sessions to meet the needs and individual IEP goals to the extent possible of each student on their caseload. Special Education Paraprofessionals collaborate with the RSTs to provide services in virtual small group and individual settings. RSTs will be reaching out to you directly to set up a schedule for office hours, small group sessions, and/or individual sessions. Please keep in mind that during office hours and group sessions, all student participants will be visible to each other.

BID Services: Behavior Intervention Development (BID) services continue to be provided by a credentialed and qualified Behavior Intervention Developer through an online platform. The BID communicates with student's parents to provide behavioral supports that can be put in place at home during the school closure. BIDs collaborate with the Resource Specialists and Behavior Interventionists in scheduled virtual office hour sessions, virtual group sessions, and virtual one-on-one sessions. Virtual BID services are tailored to meet the student's individual needs and IEP goals to the extent possible.

BII Services: Behavior Intervention Implementation (BII) services continue to be provided by a trained Behavior Interventionist through an online platform. The Resource Specialist Teacher and/or the Behavior Implementation Developer (BID) communicates with families to set up a schedule for BII services. Virtual BII services are tailored to goals to the extent possible.

Counseling: Counseling services continue to be provided by a licensed/credentialed Counselor through an online platform. The Counselor communicates with families directly to set up a schedule for services. Virtual counseling services are tailored to meet your child's individual needs and IEP goals to the extent possible. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Occupational Therapy: Occupational Therapy (OT) services continue to be provided by a licensed/credentialed Occupational Therapist through an online platform. The Occupational Therapist communicates with families directly to set up a schedule for services. Virtual OT services are tailored to meet your student's individual needs and IEP goals. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Speech: Speech and Language services continue to be provided by a licensed/credentialed Speech and Language Pathologist (SLP) through an online platform. The SLP communicates with families directly to set up a schedule for services. Virtual speech services are tailored to meet the student's individual needs and IEP goals to the extent possible. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Adapted Physical Education (APE): Adapted Physical Education (APE) continues to be provided by a licensed/credentialed Adapted Physical Education Teacher through an online platform. Virtual APE services is tailored to meet the student's individual needs and IEP goals to the extent possible. They may include both individual and/or group sessions. During group sessions, all student participants are visible to each other.

Deaf and Hard of Hearing (DHH) Itinerant: Deaf and Hard of Hearing (DHH) services continue to be provided by a licensed/credentialed Deaf and Hard of Hearing Itinerant through an online platform. Virtual DHH services are tailored to meet the student's individual needs and IEP goals to the extent possible and will be conducted in a one-on-one setting.

Alternative Augmented Communication: Alternative Augmented Communication (AAC) services continue to be provided by a licensed/credentialed Assistive Technology Specialist through an online platform. Virtual AAC services are tailored to meet the student's individual needs and IEP goals to the extent possible. Sessions focus on training the IEP team and family on the AAC device.

ENGLISH LANGUAGE DEVELOPMENT

English language development, including assessment of English language proficiency shall continue through distance learning. During the daily designated ELD time students who are English Only (EO) or Reclassified Fluent English Proficient (RFEP) participate in language lessons and asynchronous work. English Learners receive synchronous, targeted, small group instruction at their ELD level. Integrated ELD instruction is fully integrated with all subject areas using proven ELD strategies and careful planning with ELD standards and language objectives in mind.

New LA will review home language surveys for newly enrolled students to determine English Learner status. Students identified as TBA will be administered the Initial ELPAC in accordance with CDE instructions for remote ELPAC administration. New LA will identify any students who are appropriate candidates for the Optional Summative ELPAC to be administered in the fall and in accordance with CDE instructions for remote ELPAC administration. New LA will administer the Summative ELPAC in the Spring and adjust plans based on CDE and State and County Health Departments.

Prior to the start of the school year, we hosted a virtual playdate so students would have an opportunity to meet and socialize with peers virtually. The first week of school we implemented the following

- One-on-one teacher family meetings: M/W
- Students participated in daily morning meetings.
- Provided time for students to troubleshoot technology issues on their own.
- Teachers distributed "distance learning schedules for every student, including login information, email account, etc.
- The emphasis was on community building and gaining technology independence.

New Los Angeles Charter School has established a ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- iXL Math: beginning of the year
- Formative assessments

HEALTH & SAFETY

New Los Angeles Charter School has established a COVID-19 Compliance team that oversees the Health & Safety Planning, and utilizes the County of Los Angeles Public Health Reopening Protocols for K-12 Schools to guide their planning. The reopening protocol includes and is not limited to the following:

- Workplace policies and practices
    - Compliance Team
    - School Exposure Management Plan (1,2, or 3+ cases
    - Plan for surveillance testing
    - Employees screening
- Measures to ensure physical distancing
    -Rearrangement of classrooms/desks
- Measures to ensure infection control
    - Screening protocols for staff, students, visitors

- Face masks available
- HVAC maintenance
- Cleaning and disinfecting schedules

- Measures that communicate to campus community and the public
  - Information flyers posted and sent home
  - Parent workshops
  - Student workshops

REOPENING: PPE, HEALTH & SAFETY

New Los Angeles Charter School will evaluate reopening and implement the following safety measures:

- Daily temperature checks and health screenings will take place for all staff and students prior to coming onto the campus.
- Masks will be required for all staff and students to wear when inside or when social distancing cannot be enforced. PPE including N95 masks, disposable masks, face shields, will be provided to all staff and students who do not have access to PPE.

Options for Higher Risk Individuals

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.
- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.
- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

Social Distancing

Social distancing is an effective way to prevent potential infection. New LA employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Limiting student movement during the day where feasible
- Traffic Flow – Designated foot traffic zones with appropriate signage will be implemented (one-way)
- Signage visible in hallways and public entrances about social distancing guidelines.

Personal Protective Equipment (PPE)

- Daily health and safety checks (temperatures, health screening questionnaire) will be conducted by site staff
- Routes will be labeled with a specific flow of entry/exit directions in walkways/open spaces with appropriate signage and markers.
- New LA's Administrative Team will coordinate and schedule recess activities to ensure cohorts are not mixed, and adequate distance exists between cohorts.
- Signage for health and safety protocols (handwashing, hand sanitizing, distancing, etc.) will be posted in appropriate areas

Facilities Cleaning: The safety of employees and students is NLACS's first priority. Upon reopening, classrooms, restrooms, office spaces and other high volume learning areas have been completely cleaned and disinfected, and daily cleaning will be maintained. In addition to the deep clean of the school before employees and students return, other cleaning procedures are in place to help reduce the spread of COVID-19.

Hygiene & Restroom Protocols: Students and staff will be trained on proper handwashing technique as well as proper restroom etiquette to prevent the spread of COVID-19. Restrooms will be cleaned throughout the day. Students and staff will be encouraged to use social distancing while in restrooms and other public areas.

Classroom arrangements: Educators and staff will maintain a clean environment free of clutter and unnecessary furniture/personal belongings. Student desks will be arranged so that students will be spaced as far apart as possible. Student supplies will not be shared among the class. Instead, each student will be responsible for his/her own supplies to be kept with him/her during the day. Outdoor spaces will be utilized for instructional programs whenever possible. Increased air circulation and ventilation of indoor spaces will be encouraged by opening windows and doors, and the use of fans. Sharing of high touch surfaces, common spaces, classrooms, or equipment will be ongoing and staggered throughout the day. Spaces and equipment will be cleaned and disinfected between use. Smaller cohorts of students and staff, and smaller class sizes will be maintained to ensure physical distancing within the classroom.

Lunch Area Protocols: For in-person instruction students will receive a "grab and go" lunch at the end of the day; which will include breakfast for the following day.

All of New LA's school policies are guided by the health and welfare of students, families, and our school community, as well as to create a safe working environment for educators and school staff. School personnel have been trained in COVID-19 protocols. Students are required to maintain a regular immunization schedule, and Flu shots are encouraged for all students and staff according to the American Academy of Pediatrics (AAP) guidelines. In all situations, New LA will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records (California Department of Public Health (CDPH)). Families will be encouraged to screen for COVID-19 symptoms as outlined by the Centers for Disease Control (CDC).

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	$1,128,291	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	$22,132	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.]

The goals of Distance Learning are to connect students with engaging content and maintain relationships with teachers and peers. New LA will support students with ongoing learning while providing inquiry-focused feedback to encourage deep thinking. Students will be assessed on participation and work completion.

"Distance learning" means instruction in which the student and instructor are in different locations. This may include interacting with a student through the use of computer and/or other communications technology for the delivery of instruction, check in or other communications between student, teacher and other employees. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Students will watch daily instructional videos from their teachers and have a minimum of two live instructional sessions via Zoom per week. Teachers will also hold student support classes throughout the week. Each class will provide a weekly calendar of activities and meetings. Students will engage in schoolwork in Reading, Writing, Math, Science, Social Studies, ELD, Advisory and Physical Education. Students will access coursework and assignments through Google Suites. Additional platforms can be accessed from Google Classroom.

- Reading: Lexia, NewsELA
- Math: CPM
- Social Studies: NewsELA
- Science: Amplify
- Other supplemental: BrainPop, GoFormative

New Los Angeles Charter School has developed and implemented distance learning policies and procedures.

"Distance learning" means instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of New LA. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology.
2. Video or audio instruction in which the primary mode of communication between the student and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
3. The use of print materials incorporating assignments that are the subject of written or oral feedback.

"In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the School while engaged in educational activities required of the student.

The following chart is the school's distance learning calendar

DISTANCE LEARNING INSTRUCTIONAL DAY SCHEDULED				
TIME	**INSTRUCTIONAL MINUTES**	**M/TH**	**T/F**	**WEDNESAY**
9:00 - 9:45 AM	45	ADVISORY (S)		
9:45 -10:00 AM		BREAK		
10:00 - 10:45 AM	45	HUMANITIES (SY)	MATH (S)	PE (S)
10:45 - 11:00 AM		BREAK		
11:00 - 11:45 AM	45	HUMANITIES (S)	SCIENCE (S)	INDEP COURSEWORK (A)
11:45 - 12:30 PM		LUNCH		
12:30 - 1:15 PM	45	PE (S/AS)	PE (S/AS)	LUNCH w/PRINCIPALS
1:15 - 1:30 PM		BREAK		
1:30 - 2:15 PM	45	SEMINAR/SGI (S/AS)	SEMINAR/SGI (S/AS)	ART (AS)
2:15 - 2:30 PM		BREAK		
2:30 - 3:15 PM	45	INDEP COURSEWORK (A)	INDEP COURSEWORK (A)	ELECTIVES

DISTANCE LEARNING PLAN

Daily live interaction with credentialed teachers and peers shall occur for purposes of instruction, progress monitoring and maintaining school connectedness. This interaction shall occur as follows: During 100% distance learning students will participate in a total of 6 periods comprised of 45-minute each. These will include 1 live advisory period, 2 live periods of either humanities or math and science (depending on the day), 1 live seminar/small group, 1 specials period (art or PE) provided synchronously or asynchronously, and 1 independent learning period with asynchronous work provided by core teachers. On Wednesdays, students continue to have a live Advisory with a certificated teacher. They will also have numerous asynchronous assignments relating to their studies from the

early part of the week. Students will also work on self-paced programs Lexia and IXL Math. Additionally, on Wednesdays, students have opportunities to engage with live office hours/lunch with administrators and clubs provided by school employees such as music, community activism, student leadership, etc.

In addition, New LA provided school supplies for use at home including composition books, pens, pencils, whiteboards, art supplies etc. The school will hold periodic materials pick up days for additional materials including printed supplies to support learning especially students with disabilities. All distance learning content shall be aligned to grade level standards and at the same level of quality and intellectual challenge substantially equivalent to in-person instruction.

Distance learning must include all of the following:

1. Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.
2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
3. Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports.
4. Special education, related services, and any other services required by a student's individualized education program, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.
5. Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.
6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

Distance learning may be offered by the School under either of the following circumstances:

1. On a schoolwide level as a result of an order or guidance from a state or local public health officer; or
2. For students who are medically fragile or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19.

Per COVID-19 Guidance from the California Public Department of Health released July 17, 2020, the School may not re-open for in-person instruction until the school has not been on the California Department of Health monitoring list within the prior 14 days. The

School will open with 100% distance learning until that time after which the School will open with a combination of in-person instruction and distance learning as described below. Later school wide or classroom-wide 100% distance learning schedules may be necessary in response to a student, teacher, or staff member testing positive for COVID-19.

ENGLISH LANGUAGE DEVELOPMENT

Designated ELD: During the week ELs are assigned targeted work on online platforms that include Lexia and BrainPop ELL. Based on their performance teachers identify specific strategies for support and use teacher created materials as well as suggested lessons from Lexia to support targeted skill practice in small groups during seminar time.

Integrated ELD: Strategies from Kate Kinsella, Kagan and UDL trainings are implemented to support English Learners in all classes. Kagan strategies support listening and speaking skills by providing opportunities for student collaboration and academic discourse. This includes: Sentence starters, word walls, vocabulary talks which support ELs in their core academic courses.

ROLES OF NON-CERTIFICATED STAFF

During distance learning school Administrators provide academic support to students in breakout rooms. They also monitor and facilitate the weekly engagement logs and tiered re-engagement plan; host parent meetings and workshops.

Our school will continue to partner with Open Paths and Share and Care to provide counseling services via Zoom; and IEP Counseling will continue via Zoom led by the school Counselor.

The PE Coach provides synchronous and asynchronous instruction in Physical Education; and also provides support with classroom management via breakout rooms and small groups.

Office Support Staff roles include contacting families when students are absent, translate materials sent to families (Spanish), tech-support (logging on, laptop replacement), communicate with families, distribute instructional materials and assist with meal distribution.

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.]

In accordance with CA Ed Code 43503, New Los Angeles Charter School has offered Chromebooks for every student. A needs assessment was administered prior to the start of the school year to assess connectivity needs; and provide families with resources for reduced cost internet service from local Internet Service Providers (ISP). Wi-Fi hotspots were provided to students who lack internet service at home in order to be able to access the online curricular and instructional programs. Headphones were also provided to students for use at home during distance learning.

Devices must be checked out, and returned at the end of the school year. To ensure proper use of technology and appropriate norms and expectations, all families are provided with training throughout the year.

Every New LA student has been provided a Google school email account. Our students have participated in a digital citizenship and online safety training.

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.]

New Los Angeles Charter School students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have "daily live interaction" with a "certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness." (Ed Code 43503(b). Also, each LEA must "document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided."

Teachers must document daily engagement for each student. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day. Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

Each teacher will take attendance daily on PowerSchool. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each student. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a New Los Angeles Charter School credentialed teacher. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. New Los Angeles Charter School teachers will receive training on determining and certifying time value for assignments.

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.]

New Los Angeles Charter School is committed to providing ongoing support, guidance and resources for teachers to maintain and deliver a high quality distance learning program for students. NLACS has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- NearPod, Peardeck, Formative Lexia, mCLASS, DIBELS
- ELD Standards and strategies for English Learners
- CGI Math Curriculum
- Project-based Learning (PBL) Works
- Google Suites/Classroom

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff have been modified to align with distance learning needs; and additional requirements per SB98.

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.]

Support staff will assist teachers to allow for frequent breakout rooms and thus smaller groups for live instruction allowing maximum interaction between students and between teacher and students. All students will receive additional Core content support during Seminar. Core, Resource and Specialist teachers will identify students' needs based on formative data collection and refer them to specific breakout sessions focusing on extension or intervention activities during a designated time in the instructional day. During this time students who are not performing at grade level shall be provided additional instruction by the reading intervention specialist and the math intervention specialist. They will support students identified for tier 2 intervention with small groups during a designated time during the instructional day. Teachers will refer students for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Technology-based supplemental instructional materials including but not limited to: Zoom, Google Suite, NearPod, Peardeck, NewsELA, Jamboard, BrainPop	$17,840	N
Assessments & Intervention supports: NWEA MAP, iXL Math, Lexia, Formative	$21,636	Y
SPED Staff & Services for Students	$561,671	N
Professional Development for Teachers and Staff	$15,571	N
Technology Devices, Wi-Fi Hotspots, Hapara (tech security), IT Director, headsets for students, etc.	$117, 542	N

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning New Los Angeles Charter School has been implementing actions to mitigate further learning loss. For the 2020-21 school year, we have developed a cycle of assessment including diagnostic assessments to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

Our distance learning instructional day calendar has interventions, supports and enrichment blocks embedded on a daily basis in addition to designated ELD that meets 4 times per week.

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners.

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.]

NLACS has developed and implemented a comprehensive System of Supports that addresses the social-emotional and academic needs of our students including pupils with unique needs, including Students with Disabilities, Socio-economically Disadvantaged Students, Homeless/Foster Youth, English Learners and the families of English Learners. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 6-8. Embedded within our distance learning model are the following supports:

- Daily synchronous instruction of core subjects

- Intervention and support blocks: Small Group Instruction (SGI)
- Seminar blocks
- Advisory that focuses on SEL
- Online adaptive programs for ELA, and Math
- EL will receive additional small group instruction targeted at their ELPAC Level
- NewsELA will be assigned to students targeting their independent level as identified by the universal screener
- Instructional Aides & Interventionist to provide additional small group instruction during the instructional day

Support staff will assist teachers to allow for frequent breakout rooms and thus smaller groups for live instruction allowing maximum interaction between students and between teacher and students. All students will be receiving additional Core content support during Seminar. Core, Resource and Specialist teachers will identify students' needs based on formative data collection and refer them to specific breakout sessions focusing on extension or intervention activities during a designated time in the instructional day. During this time students who are not performing at grade level shall be provided additional instruction by the reading intervention specialist and the math intervention specialist. They will support students needing tier 2 intervention by seeing them in small groups during a designated time during the instructional day. Teachers will be encouraged to refer students for additional support if they are not performing at grade level or who need support in other areas, such as English Learners, students with exceptional needs, students in foster care, or experiencing homelessness, and students requiring mental health support.

Specials such as Visual Arts, PE, and Health will be provided asynchronously through video and Google classroom assignments. According to extensive research, teaching through the arts can present difficult concepts visually, and therefore easier to understand. Visual Arts instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork.

New LA will continue to offer an After School Program through Arc After School New LA will continue to offer an After School Program through Arc After School. Arc will support students daily from 3:15-4:45PM and is open to all students. The day starts with academic support and academic enrichment and then students join breakout rooms for enrichment activities such as Comedy, art and music. Any necessary instructional materials are provided to students via curbside pick-up at the school.

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.]

New Los Angeles Charter School will measure program effectiveness of its services and supports to address learning loss using the following ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- iXL Math: beginning of the year
- Lexia diagnostic
- Formative assessments
- Student Attendance and Participation
- Coursework/assignments
- Academic grades; performance on assignments

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Instruction: ELA & Math Intervention Instructors to provide small group instruction, and targeted intervention	$181,191	Y
Enrichment & Electives: Art, Music, Coding, Health, to provide a Comprehensive well-rounded Educational Program	$84,636	Y
Instructional Materials to differentiate instruction and accelerate student learning, including manipulatives, etc.	$31,137	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

New LA supports student social emotional learning through the Advisory curriculum used at all levels. Advisory includes a daily morning meeting to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health.

New LA partners with Cedars Sinai Share and Care program to provide a 5 week course for small groups of students focusing on the return to school and grief. New LA partners with Open Paths Counseling Center to provide individual counseling services focused on trauma recovery. Both will be provided via video conferencing during distance learning.

The Assistant Principal leads the school's SEL (Second Step), provides counseling services in collaboration with the Counselor. With the transition to distance learning, the AP will monitor student attendance and participation, following the school's tiered reengagement strategies to maximize student attendance, communicating with families and home visits, if applicable.

FOR STAFF: Our faculty & staff meetings incorporate mindfulness and self-care check-ins. In addition, the Principal conducts check-ins for all teachers; and the Assistant Principal conducts check-in of non-certificated staff. The Director of Operations conducts weekly check-ins of the operations staff.

Our partnership with Open Paths that provide LMFT's will facilitate professional development for staff on trauma informed practices, and Health & Safety; and workshops for parents on recognizing trauma in students; and how to address it.

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.]

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning our staff and teachers have consistently communicated with families through various venues including: Remind App, email, school's website, OneCall, surveys and phone calls. Translation services were provided for non-English speaking parents/families.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the

School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

student attendance will be taken daily at each Zoom lesson by the classroom teacher and documented on PowerSchool.

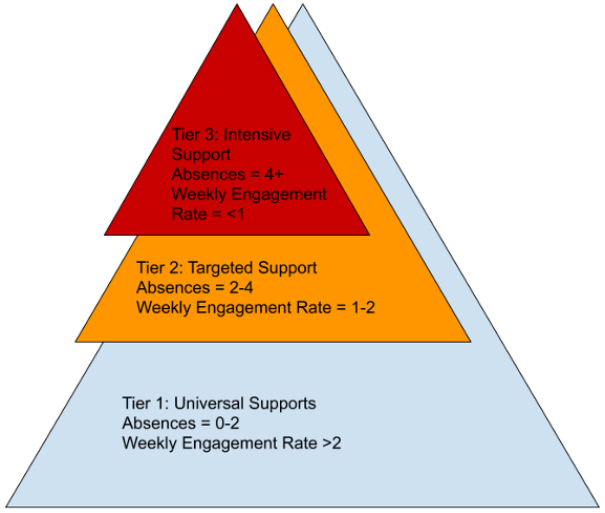
Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the school's distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template

DAILY PARTICIPATION & WEEKLY ENGAGEMENT

In Distance Learning, New LA will have a tiered response to any absences:

- 1 absence: Office staff call home
- 2 absences: Office staff will call home; teacher will send a Remind message and/or email
- 3 absences: Assistant principal calls home, sends an email, or Remind message, 1st attendance notification is mailed home.

In Distance Learning New Los Angeles Charter School will implement a Tiered Re-engagement Plan as required per SB98, and based on Weekly Engagement Log. Engagement is considered a combination of daily participation, synchronous engagement (presence and participation) and asynchronous engagement (work completion and progress on online platforms). Students will be identified at Tier 1, 2 or 3 for engagement. Once identified students may be re-engaged in a variety of ways, the chart below describes many of the re-engagement strategies that will be employed by New Los Angeles Charter School. based on the criteria below:



Tier	Indicator/Range	Supports
1	Absence = 0-2 Weekly Engagement rating = >2	Universal Supports: • Engaging classrooms • Relationship building with teachers and peers • Verification of contact info (ongoing) • Phone calls when absent (office, teacher) • Remind messages (to all class) • Remind messages (to individuals) • Emails (to all class/all parents) • Emails (to individuals) • Provide technical support • Provide Chromebook • Provide hotspot
2	Absence = 3-5 Weekly Engagement Rating = <2 Or Monthly engagement rating of 2 (4 weeks at low 2)	Targeted supports: All above and …. • Phone call, email, Remind from administrator • Call emergency contacts • Mail postcard • 1 on 1 zoom with family • Provide paper packets • Flexibility with time • Counseling resources
3	Absence = 4+ Weekly Engagement Rating = 1 or lower Weeks on Tier 2 = 4	Intensive Supports: All above and …. • Home visit • Leave a note on the door • Increased access to in-person instruction (when allowed) • Student Leadership opportunities • Send certificated mail

California's compulsory education laws continue to apply for all persons between the ages of 6 and 18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

The School has developed the following ***tiered reengagement strategies*** for students who are absent from distance learning for more than three (3) schooldays or sixty (60) percent of the instructional days in a school week:

1. Verification of current contact information for each enrolled student.

2. Daily notification to parents or guardians of absences;

3. Outreach from the School to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction (when allowed by the health department).

The School shall document daily participation for each student on each school day, in whole or in part, for which distance learning is provided. The School shall track student daily participation in distance learning as follows:

- For synchronous instruction, the School will require students to log on to assigned Zoom sessions to demonstrate student participation.
- For asynchronous instruction, the School will require students to complete assigned work in Google Classroom to demonstrate Student participation.

The School shall ensure that a Weekly Engagement Record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

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.]

For in-person instruction students will receive a "grab and go" lunch at the end of the day; which will include breakfast for the following day.

All of New LA's school policies are guided by the health and welfare of students, families, and our school community, as well as to create a safe working environment for educators and school staff. School personnel have been trained in COVID-19 protocols. Students are required to maintain a regular immunization schedule, and Flu shots are encouraged for all students and staff according to the American Academy of Pediatrics (AAP) guidelines. In all situations, New LA will maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by Family Educational Rights and Privacy Act (FERPA) and state law related to privacy of educational records (California Department of Public Health (CDPH)). Families will be encouraged to screen for COVID-19 symptoms as outlined by the Centers for Disease Control (CDC).

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Pupil & Family Engagement and Outreach	Bilingual School Support Staff for Parent & Student Outreach, Communicate, provide technology support/assistance, communicate with families (student attendance), trouble-shoot issues families/students as a result of distance learning, and provide resources and support, and translation of materials, interpreter during workshops, meetings, etc.	$167,108	Y
Pupil & Family Engagement and Outreach	Methods by which to communicate electronically with Families: Remind App, PowerSchool Parent Portal, School website, etc.	$7,371	Y
Mental Health and Social and Emotional Well-Being	Assistant Principal leads the school's Social-emotional learning; provides small group counseling services, trains staff and implements Second Step SEL Character Development Program; and Mindfulness Program. In addition, the AP monitors and oversees student attendance and the tiered reengagement strategies including the support staff involved.	$96,000	Y

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
33.86%	**$823,957**

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.]

New Los Angeles Charter School is a public charter school that serves a highly vulnerable community. NLACS has a student enrollment of unduplicated pupils in excess of 90% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, town-hall (virtual) meetings, assessment results including NWEA (reading/math) that was administered in the 2019-20 school year.

We identified the need for significant academic support for all students; and additional targeted support for Unduplicated Pupils; and strengthen the method and modality of the delivery of those supports. The addition of ongoing coaching and support for our teachers to be effective facilitators of knowledge in a virtual learning environment was critical, including designing and delivering daily synchronous engaging lessons for all students that includes scaffolds and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding. We have developed a tiered reengagement plan led by the Assistant Principal and our support staff that will contact families/students daily to ensure student participation and engagement.

For ***English Learners***: To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

Integrated ELD - During daily live instructional sessions teachers will provide necessary background knowledge, to model language and processes, and answer questions. Teachers will integrate activities that provide a space for students to discuss, argue, and analyze high quality texts regularly. Scaffolding learning through the use of graphic organizers and differentiated sentence frames is a regular.

The ELA and Math Interventionist and Instructional Assistant will provide push-in support during the instructional day including small group instruction.

New Los Angeles Charter School will measure program effectiveness of its services and supports to address learning loss using the following ***Systematic Cycle of Assessments***:

- NWEA MAP (Reading & Math) assessments: 3 times/year
- iXL
- Lexia diagnostic
- Formative assessments
- Student Attendance and Participation
- Coursework/assignments
- Academic grades; performance on assignments

NLACS will offer "Specials," which are electives/enrichment courses that include visual art, computer coding, PE, health and music will be provided in a combination of asynchronous and synchronous media such as video and Google classroom assignments and Zoom. According to extensive research, teaching through the Visual Arts and Music, can present difficult concepts visually, and therefore easier to understand. Visual Arts and Music instruction helps children with the development of motor skills, language skills social skills, decision-making, risk-taking and inventiveness. According to a report by the Rand Corporation, involvement in the arts is associated with gains in math, reading, cognitive ability, critical thinking and verbal skills. Arts learning can also improve motivation, concentration, confidence and teamwork

The shift from in-person instruction to distance learning as a result of COVID-19 has further exacerbated and created more trauma for students especially for low-income, foster youth, and those with extended families living in the same household. Our students have been faced with social isolation, food scarcity, parental unemployment, and the pandemic has destabilized support system, resulting in further trauma to students. Our Assistant Principal's role is to provide the social-emotional support and counseling services virtually and in-person once site-based instruction resumes.

A tiered reengagement plan led by the Assistant Principal in collaboration with the work that our bilingual support staff are accomplishing on a daily basis which includes contacting families/students in the morning when students are absent; or for non-participation, and/or when coursework/assignments are not completed. Our daily tracker that teachers use to document attendance is reviewed and monitored by the Principal and support staff so we can identify absences in "real-time." Our support staff also provides tech-support (virtually and over the phone); in addition to trouble-shooting any issues identified by families/students; translating documents, providing translation services, and addressing any and all issues. The Assistant Principal/Principal will facilitate parent meetings, parent workshops, communicate with families on policies (revised), discuss student and parent expectations in the distance learning model, and implement the tiered reengagement strategies.

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

Our student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet the student's unique needs through our school's Comprehensive Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.

Services that will be provided schoolwide but principally directed to Unduplicated Pupils are being increased and improved as a result of our students participating fully in distance learning.

- Technology based supplemental Apps to accelerate student learning
- standards aligned assessments to assess pupil learning loss, measure growth over time and further mitigate learning loss.
- Interventions Teachers (ELA, Math) and Teaching Assistants to provide academic support and targeted small group instruction.
- Enrichments that include the Visual Arts, Coding and health

Agreement No. TA2021.23
(Ref. Multi-year: TA2021.23
California State University, Northridge

STUDENT TEACHING AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the State University noted below, all of which are hereinafter called State or State University, and the School District/School, noted below, hereinafter called the District.

WITNESSETH

WHEREAS, The District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the State University; and

WHEREAS, any such agreement may provide for the payment for the services rendered by the District of an amount not to exceed the actual costs to the District of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District; and

WHEREAS, the honorarium or payment provided herein is intended to be transmitted promptly by the District to the supervising teacher as compensation for and recognition to services performed for the student teacher in the supervisory teacher's charge.

NOW THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The State University and the District are as follows:

UNIVERSITY	**DISTRICT**
California State University, Northridge	**New Los Angeles Charter School**

This AGREEMENT shall become effective upon execution and shall continue in perpetuity until terminated by either party after giving the other party thirty (30) days' advance written notice of the intention to terminate, provided further, however, that any such termination of the agreement by the CP shall not be effective against any such STUDENT(S) who at the date of the mailing of notice of termination was participating in said program until such STUDENT(S) has completed the program as mutually agreed upon.

Payment for SERVICES for subsequent fiscal years is contingent upon approval of the State Budget.

The SERVICES to be provided by District to State shall not exceed 25 semester units of Practice Teaching per Fiscal Year (July 1-June 30).

The State shall pay District for such services at the RATE AND AMOUNT of $25.00 per semester unit per Fiscal Year.

Invoices must be sent to:

University Accounts Payable
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8202

GENERAL TERMS

1. The District shall provide to State University students teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions. Such practice teaching shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the State University assigned to practice teaching in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University to practice teaching in the District.

Practice teaching as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. The State will pay the District for the performance by the District of all services required to be performed under this agreement at the rates set forth in the Special Provisions for each semester or quarter unit of practice teaching.

A semester unit of practice teaching for elementary and secondary schools is approximately twenty (20) minutes of practice teaching daily for five (5) days a week for eighteen (18) weeks. A quarter unit of practice teaching is two-thirds (2/3) of a semester unit. For community colleges and/or adult schools, a semester unit is approximately 20 minutes of practice teaching daily three (3) days a week for eighteen (18) weeks during regular session.

3. An assignment of a student of the State University to practice teaching in schools or classes of the District shall be, at the discretion of the State, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by the State University to practice teaching in such schools or classes.

The assignment of a student of the State University to practice teaching in the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a student of the State University to practice teaching is terminated by the State University for any reason, the District shall receive payment on account of such student except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the District shall receive payment for an assignment for nine (9) weeks only. If a student is assigned by the State University to another teacher of the District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester or quarter of the State University, the District shall submit an invoice, in triplicate, to the State University for payment, at the rate provided herein, for all units of practice teaching provided by the District under and in accordance with this agreement during said semester or quarter. The District shall attach to the invoice a certificate, in triplicate, executed by a duly authorized representative of the District certifying that the District expended or became obligated to expend in providing such practice teaching an amount not less than the amount of the invoice. The State will pay the amount of such invoice from moneys made available for such purpose by or pursuant to the laws of the State. All invoices for services for each fiscal year must be received by University Accounts Payable no later than August 31 following the close of that fiscal year. Any invoices received after this date will be returned unprocessed.

5. Notwithstanding any other provisions of this agreement, the State shall not be obligated by this agreement to pay the District any amount in excess of the total sum set forth in the Special Provisions.

6. STUDENT(S) shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the UNIVERSITY. The student shall be considered employees of the CP for the duration of the Internship/Service-Learning placement, or where this is not possible CP will sign up STUDENT(S) as an “official volunteer” of CP for purposes of Workers’ Compensation and liability coverage.

7. For any virtual or in-person placements, the FACILITY is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as “COVID-19”. The FACILITY is familiar with and informed about the Centers for Disease Control and Prevention “CDC”) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. The FACILITY, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, the FACILITY will take steps to comply with the modified, changed or updated guidelines or directives. If at any time the FACILITY becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify UNIVERSITY of that fact.

STATE OF CALIFORNIA

Trustees of the California State University

BY_____

TITLE Director, Purchasing & Contract Administration
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8231
818/677-2301
818/677-6544 (fax)

SCHOOL DISTRICT

Dr. Brooke Rios

BY_____

TITLE_____

SCHOOL DISTRICT CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____, 20___.

A It was moved, seconded and carried that the attached contract with the Trustees of The California State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the

_____ is hereby authorized to execute the same. ≅

BY _____
Clerk, Secretary (strike one) of the Governing Board of
The School District