

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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## General Information

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

The COVID-19 pandemic has affected the New West Charter community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transitioned to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic.

## Stakeholder Engagement

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

### Parents

We conducted a Distance Learning Parent Survey in English and Spanish which had over 440 respondents. We held three Coffee with the Principal events in which parents could provide input on plans. Parents were included in Task Force meetings and welcome at Board meetings. We also received parent input informally through conversations.

### Students

We conducted a survey with students to solicit their feedback on our developing plans. In addition to the survey, we received input from teachers that students provided during advisory classes. Students participated in focus groups on reopening. We had student delegates to our Task Force.

## **Teachers and other staff**

We conducted a survey with teachers to solicit their input on the reopening plans. Teachers had additional opportunities to provide input through regular staff meetings with leadership, through grade level and department meetings twice monthly, and through advisory meetings.

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

The meetings have been held virtually via Zoom video conferencing with a telephone call-in option and translation available if needed. The public also had the opportunity to provide written comments on the draft via email. The hearing was publicized through our web site and notice board, in English and Spanish.

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

## **Feedback from Parents and Students**

We received over 440 parent responses and from a broad range of student demographics. We learned that parents were for the most part satisfied with the distance learning provided in Spring, including the accuracy of grades, and expectations on students. We asked similar questions of our students, with key take-aways from both surveys summarized below.

### Overall program

17% of parents rate their distance learning experience “Excellent”

84% of students and families rate New West distance learning program “Average” to “Excellent”

90% of students and families “Agree” to “Strongly Agree” their student’s grade reflected the amount of work they completed.

85% of students and families “Agree” to “Strongly Agree” the expectations placed on their students during the closure were realistic.

72% of students and families “Agree” to “Strongly Agree” their student needs in-person support

### Instructional Strategies & Supports

A strong majority (72%) of students and families indicated that their students need in-person support. Among the academic contents, the greatest need for support observed by parents was Math (57%), with Science and ELA also noted by nearly half (40% each). We asked parents to identify what was working well for students during online learning.

## **What Activities Worked Well For Your Student?**

70% Zoom Lessons

46% Video Lessons

37% Opportunities To Be Creative / Projects

35% Online Discussions

### 34% Collaborative Activities & Making Videos/Recordings

We noticed a strong appreciation for the live lessons through Zoom and including activities like projects, discussions, and peer collaboration. Based on the feedback we received from the parent survey in the spring, most if not all parents wanted more teacher support, live instruction, ways to connect with teachers and peers, less time in front of the computer, and assignments that do not extend beyond the school day.

### **What Worked Well For Students During Online Learning? Top 5**

54% Learning/Class On Zoom

49% Completing Assignments On Time

44% Learning With Teacher Made Videos/Recording

35% Working With Friends During Classtime

31% Learning Through Readings & Articles

### **What Didn't Work Well For Students During Online Learning? Top 5**

43% Staying Focused During Lessons

33% Staying Organized

32% Staying Connected With Friends

32% Getting Help & Support From Teachers

25% Learning Through Videos & Recordings / Articles & Readings

### **What Activities Didn't Work Well For Students During Online Learning?**

27% Groups Activities

24% Textbook Assignments

19% Projects

17% Reading Assignments

15% Making Videos/Recordings

### **Top Roadblocks To Participating In Online Learning**

50% Staying motivated and engaged

- 37% Staying on task
- 27% Internet/Technology Issues
- 26% Staying Organized
- 25% Difficulty Understanding Lesson/Assignment Directions
- 20% Creating and Staying on a Daily Schedule

### **Top Ways Students Sought Help**

- 66% emailed or texted a teacher
- 51% asked someone at home
- 44% asked a friend for help
- 44% re-watched material or searched the internet
- 35% asked a teacher a question during live lessons
- 17% posted a comment on Google Classroom

### **Teachers and other staff**

We surveyed teachers and other staff to learn about their experiences and needs. We asked teachers about their experience with the distance learning program from the Spring of 2020. We noted that teachers regularly used both synchronous and asynchronous instruction, but very few (15%) had taught live every day. A large majority of teachers (88%) used Zoom as their main tool for connecting with students. Flipgrid, EdPuzzle, Kahoot, Newsela, and Screencastify were also popular with 20% or more teachers. We noted a high degree of comfort with teaching using an online platform in general (88%), and with the features of their edtech tools (92%)--Zoom, EdPuzzle, kahoot and others. Teachers report high degrees of support they experienced from their grade level or department colleagues, supervising admin, and grade level leads. They were confident they could get help as needed with issues in remote teaching, academic pacing and use of the new tech tools. Among teachers, the preference skewed towards asynchronous teaching by 15%. Based on feedback from the teachers, most if not all teachers needed more time for grading and lesson planning (prep and an additional time embedded within the school schedule), more time to check in with students and be available to answer individual questions and support smaller groups of students during a specific time or day, particularly 'at risk' students. Of the greatest challenges noted by teachers, feelings of isolation from students, the increased screen time, and worries about struggling and disengaged students ranked highest.

### **What were the most difficult parts of distance learning for you as an educator?**

- 84% said feeling isolated from their students
- 82% said increased screen time

- 84% said worrying about students they can't get ahold of or are struggling
- 74% said decreased movement
- 64% said feeling isolated from colleagues
- 62% said trying to figure out how to properly assess students
- 58% said increased time it takes to give proper feedback
- 54% said maintaining a good work/life balance

Asked about concerns for distance learning in the fall, teachers expressed strongest concerns about engaging students and developing relationships with new students.

**What are some of your concerns if we have some sort of distance learning in the fall?**

- 84% said developing relationships with new students
- 74% said engaging students
- 58% said plagiarism/cheating
- 56% said assessing students

We formed a New West Reopening Task Force made up of teachers, administrators, staff, parents, and board members. We also had student delegates. We used guidance from CDE, results of our NWC community surveys, and information from public health officials to drive decisions about the 20-21 school year. All participants spoke freely and honestly of the success, failures, and challenges facing all stakeholders at New West.

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

Based on a careful review of CDE and local public health guidance and all of the stakeholder input received, the New West Reopening Task Force made a decision to commit to online instruction for the entire first semester but with improvements to daily schedules and practices to optimize distance learning. The Task Force plans to evaluate Second Semester plans by late November 2020.

We designed the Fall 2020 schedules to maintain the aspects of distance learning that worked well for students and families, and to incorporate changes in response to the needs they expressed. We created longer periods suitable for the interactive and collaborative activities most valued by students and teachers. We prioritized advisory time to ensure that students have relational opportunities and continued social emotional learning. We incorporated team building activities and mental health check ins. We designed a shorter day for less time on the computer that ends at 2pm for most students. We created extensive opportunities for academic support as well, through teacher support periods/office hours and also through a robust online tutoring service that includes support with written work. The schedule

provides teachers much needed preparation and collaboration time as well as continued professional development on tools and strategies for distance learning.

## 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.]

NWC is starting the school year with 100% distance learning. When students are allowed to come back to campus NWC has created a **hybrid educational model** as described herein:

#### Middle School Hybrid Program

**Monday/Tuesday:** Students with last name of A-L will be allowed onsite (Students who do not want to be onsite can view instruction online). Students with last names M-Z will be able to watch live instruction online. The number of students will be determined by the health officials. Students will begin instruction at 8:30am and end their day at 1:55pm. All instruction will be live.

**Wednesday:** All students and staff will remain off site and view instruction online. The school is deep cleaned on Wednesday as no students are in the building.

**Thursday/Friday:** Students with the last name of M-Z will be allowed onsite (students who did not want to be onsite can view instruction online). Students with last names A-L will be able to watch live instruction online. The number of students will be determined by the health officials. Students will begin instruction at 8:30am and end their day at 1:55pm. All instruction will be live.

#### High School Hybrid Program

**Monday/Tuesday:** Students with the last name of A-L will be allowed onsite. Students with last names M-Z will be able to watch live instruction online. Students who do not want to be onsite can view instruction online. The percentage of the student population allowed on campus at any point will be determined by guidance from public health authorities. Formal classes would be held from 8am to 11am followed by support periods and asynchronous learning.

**Wednesday:** All students and staff will remain off site and learn at home. The school is deep cleaned on Wednesday as no students are in the building.

**Thursday/Friday:** Students with the last name of M-Z will be allowed onsite. Students with last names A-L will be able to watch live instruction online. Students who do not want to be onsite can view instruction online. The percentage of the student population allowed on

campus at any point will be determined by guidance from public health authorities. Formal classes would be held from 8am to 11am followed by support periods and asynchronous learning.

## **NWC+**

Since NWC+ was designed as a hybrid learning program, this already limits the number of students on campus each day of the week. Each class has only 25 students, making social distancing much easier. All students have their core classes twice a week.

- Monday AM - Freshmen have all of their classes from 9am - 12:15 and are asked to leave campus once their school day is done.
- Monday PM - Sophomores have all of their classes from 12:45 - 4:00. Campus is closed at 4pm so deep cleaning of all common spaces can happen.
- Tuesday AM - Juniors have all of their classes from 9am - 12:15 and are asked to leave campus once their school day is done.
- Tuesday PM - Seniors have all of their classes from 12:45 - 4:00. Campus is closed at 4pm so deep cleaning of all common spaces can happen.
- Wednesday - All teachers and students are on distance learning for the day. All Mentor Teachers will check in with their student Mentees on this day to collect attendance and work samples per student's independent study contract. The school is deep cleaned on Wednesday as no students are in the building.
- Thursday AM - Freshmen have all of their classes from 9am - 12:15 and are asked to leave campus once their school day is done.
- Thursday PM - Sophomores have all of their classes from 12:45 - 4:00. Campus is closed at 4pm so deep cleaning of all common spaces can happen.
- Friday AM - Juniors have all of their classes from 9am - 12:15 and are asked to leave campus once their school day is done.
- Friday PM - Seniors have all of their classes from 12:45 - 4:00. Campus is closed at 4pm so deep cleaning of all common spaces can happen.

## **Health and Safety Protocols**

In terms of health and safety protocols, NWC will stagger both arrivals and departures from campus in order to ensure the safety of students and staff. The rooms will be sanitized throughout the day. Windows and doors will remain open. Every classroom will have an air purifier and hand sanitizers available. Teachers and Students will sit no less than 6 ft apart and are required to wear face coverings. The teachers will rotate instead of the students which means there will be less traffic in the hallways throughout the day. To further minimize contamination through sharing class sets of materials, teachers provide materials are to each student. Classes will have assigned bathroom and handwashing breaks throughout the day. Plexiglass has been placed in the main office to protect anyone coming to the main office including the staff working there. Social distancing protocols are also enforced in gathering places such as the main office, hallways, and stairwells. NWC will follow the most up to date public health guidance.

## **Curriculum and Resources**

We will utilize the same curricular resources for in-person and online sessions.

## Athletics

On July 20, the California Interscholastic Federation (CIF) announced that athletic competition would not resume until at least the second semester. The goal is to play all three sports seasons (fall, winter, spring) with abbreviated schedules between January and June if the public health situation improves. This includes middle and high school sports.

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

Description	Total Funds	Contributing
PPE Equipment (air purifiers, plexiglass, hand sanitizing gel, gloves, contactless thermometers, etc.)	\$70,000	N
Increased janitorial staff/schedule	\$10,000	N

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

### Distance Learning Program

We created a distance learning program that includes our full curriculum with all required courses. The schedule meets the minimum instructional minutes through live instruction. It includes Social Emotional Learning and extensive support to address any pupil learning loss and prevent further learning loss. We established Student Distance Learning Expectations that address student dress, camera use, student attendance at office hours, student/teacher communication, late work, and Net Etiquette. Our experience this spring taught us that we should standardize live instruction sessions, reduce screen time, increase support for students who need it, and enable teachers to collaborate on a weekly basis to develop best practices for distance learning. With those goals in mind, we are planning to follow the schedules below.

### Middle School Distance Learning Schedule

The schedule is a block schedule that generally runs from 8:30am to 2:00pm for most students, with a period after lunch for office hours on M/T/Th/F. The schedule features advisory twice each week, and an A/B schedule with 75-minute periods where periods 1-4 meet M/Th and periods 5-7 plus advisory on T/F. We increased the length of advisory periods to help establish connections with students and their peers. All classes except Advisory meet for shorter periods on Wednesdays. The Wednesday schedule will not be followed on four-day work weeks (four in the first semester, five in the second semester). Students who want or need additional assistance from their instructors will have access to tutoring during the teacher office hour periods. For the most part, learning tasks will be designed to be completed on the same day they are assigned, and assessments will be more project and presentation based to increase the accuracy of student grades.



Period	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:45	Period 1	Period 5	Period 1 8:30 - 9:05	Period 1	Period 5
9:50 - 11:05	Period 2	Period 6	Period 2 9:10 - 9:45	Period 2	Period 6
11:05 - 11:20	Nutrition	Nutrition	Period 3 9:50 - 10:25	Nutrition	Nutrition
11:20 - 12:35	Period 3	Period 7	Nutrition 10:25 - 10:40	Period 3	Period 7
12:40 - 1:55	Period 4	Advisory	Period 4 10:40 - 11:15	Period 4	Advisory
1:55 - 2:35	Lunch	Lunch	Period 5 11:20 - 11:55	Lunch	Lunch
2:35 - 3:30	Office Hours/Teacher Work Time	Office Hours/ Teacher Work Time	Lunch 11:55 - 12:25	Office Hours/ Teacher Work Time	Office Hours/Teacher Work Time
			Period 6 12:30 - 1:05		
	300 Minutes	300 Minutes	Period 7 1:10 - 1:45	300 Minutes	300 Minutes
			245 Minutes		

### High School Distance Learning Schedule

In the high school schedule, teachers provide live instruction to each of their classes twice a week during the period meeting times (60 minutes). Students who want or need additional assistance from their instructors will have access to tutoring during the support periods. The Wednesday schedule features Advisory and then support periods for all classes except PE. For the most part, learning tasks will be designed to be completed on the same day they are assigned, and assessments will be more project and presentation based to increase the accuracy of student grades. For grading, we will continue to use the A, B, C, Pass, Fail grading scale we used in the spring. It is aligned with guidance from the CDE and expectations from the CCC, CSU and UC systems for admissions. College Counseling services continue virtually under distance learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM	Period 1	Period 4	Advisory Period	Period 1	Period 4
9:00 AM	Period 2	Period 5	ENGLISH SUPPORT	Period 2	Period 5
10:00 AM	Period 3	Period 6	SCIENCE SUPPORT	Period 3	Period 6
11:00 AM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:30 AM	MATH SUPPORT	SOCIAL SCIENCE SUPPORT	SOCIAL SCIENCE SUPPORT	MATH SUPPORT	SOCIAL SCIENCE SUPPORT
12:30 PM	ENGLISH SUPPORT	VISUAL & PERFORMING ARTS, ELECTIVE SUPPORT	VISUAL & PERFORMING ARTS, ELECTIVE SUPPORT	ENGLISH SUPPORT	VISUAL & PERFORMING ARTS, ELECTIVE SUPPORT
1:30 PM	SCIENCE SUPPORT	WORLD LANGUAGE SUPPORT	WORLD LANGUAGE SUPPORT	SCIENCE SUPPORT	WORLD LANGUAGE SUPPORT
2:30 PM	Department Meetings for Teachers	Grade Level Meetings for Teachers	MATH SUPPORT	PHYSICAL EDUCATION SUPPORT	PHYSICAL EDUCATION SUPPORT

### Hybrid Program Schedule

We also created a full-remote schedule for our hybrid learning program in which students would ordinarily complete 70% of their coursework independently and 30% through on-campus instruction. The seminar portion that would ordinarily occur on campus will be conducted virtually under distance learning. Online classes meet twice per week, Students participate in Mentor Meetings and Monthly Town Hall and Grade Level meetings. They have access to 1:1 help in any subject and a virtual lounge for student support.



Period	Day	Time	Virtual Help Available
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Monday			
1	Spanish 1	9:00 – 9:45	Math & History Help
2	Language Arts 9	9:50 - 10:35	
3	Biology	10:40 - 11:25	
4	Algebra 1	11:30 - 12:15	
LUNCH - 12:15 - 12:45			
5	Spanish 2	12:45 - 1:30	
6	Music Studio Geometry	1:35 - 2:20	
7	Language Arts 10 Psychology	2:25 - 3:10	
8	Dance 1 World History Studio Art 1	3:15 - 4:00	

*\*Another Session Of Dance 1 Is Offered Tuesday @ Period 2*

Tuesday			
1	Chemistry	9:00 – 9:45	Science Help & ELA Help
2	American History	9:50 - 10:35	
3	Language Arts 11	10:40 - 11:25	
4	Spanish 3	11:30 - 12:15	
Lunch 12:15 - 12:45			
5	Language Arts 12	12:45 - 1:30	
6	Physics Environmental Science	1:35 - 2:20	
7	US Government / Economics	2:25 - 3:10	
8	Trig / Pre-Calc Algebra 2	3:15 - 4:00	

Wednesday - NO SEMINARS		
1	<b>Teacher Meeting Time</b> (Department, 504, IEP, SST, Collaboration, Mentor Meetings)  <b>Student Independent Study Work Time &amp; Mentor Meetings</b> Students are required to have a Mentor Meeting every other Wednesday with their Mentor Teacher. At these meetings Mentor Teachers collect work samples, attendance, and check in with their students.	Spanish Help
2		
3		
4		

Thursday			
1	Spanish 1	9:00 – 9:45	Math & History Help
2	Language Arts 9 Dance 1	9:50 - 10:35	
3	Biology	10:40 - 11:25	
4	Algebra 1	11:30 - 12:15	
LUNCH - 12:15 - 12:45			
5	Spanish 2	12:45 - 1:30	
6	Music Studio Geometry	1:35 - 2:20	
7	Language Arts 10 Psychology	2:25 - 3:10	
8	Dance 1 World History Studio Art 1	3:15 - 4:00	

Friday			
1	Chemistry	9:00 – 9:45	ELA & History Help
2	American History	9:50 - 10:35	
3	Language Arts 11	10:40 - 11:25	
4	Spanish 3	11:30 - 12:15	
Lunch 12:15 - 12:45			
5	Language Arts 12	12:45 - 1:30	
6	Physics Environmental Science	1:35 - 2:20	
7	US Government / Economics	2:25 - 3:10	
8	Trig / Pre-Calc Algebra 2	3:15 - 4:00	

## Support Sessions/Office Hours

Teachers will identify struggling students based on classwork and assessments. Students in need of additional academic support will be scheduled for a support session, either individually or in groups. Students also have access to a robust online live tutoring service 24/7.

## Classwork, Homework and Grading

Projects and essays will be primarily completed during class and chunked into daily attainable goals with frequent check-ins. We established guidelines for homework to ensure that amounts are clearly explained, developmentally appropriate and responsive to the unique situation of distance learning. Letter grades distinguish between performance levels. Pass/Fail is an option.

## Low-tech Alternative

Some families have expressed the need for their students to spend less time daily at their computers or other related needs. For these families we are providing paper-based packets of student work.

## Curriculum

We utilize Google Classroom as the primary platform for our classes. We have established school-wide norms for the set-up, organization, and use of the platform to create continuity for students.

Most curriculum at NWC is teacher-designed and utilizes supplemental texts and resources. We will utilize the same curricular resources in the distance learning program and the in-person program.

Teachers use appropriate curriculum with opportunities for students to make choices and receive feedback on their choices as they go through lessons. NWC allow students to use what they know and build on it, allowing students to think and increase their motivation to learn.

Teachers implement the following student-centered practices:

- provide a variety of choices for students for final projects/ products to evaluate understanding

- Construct assignments that are open-ended so that students tap into their critical thinking skills and creativity.

While guidelines are helpful, it is also important not to stifle our students creativity by strict parameters.

## **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.]

We conducted a survey with families to determine needs for devices and connectivity. We further publicized the availability of devices in our weekly emails to families from the Operations team. We are providing a Chromebook and/or a hotspot to any student who needs one to ensure that 100% will have a device and connectivity. Parents and students can access technical support by contacting our Operations Desk.

## **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.]

Our schedules feature a minimum of 240 minutes of synchronous instruction daily. Teachers take attendance daily in Infinite Campus. Any corrections are made within 24 hours. An excused absence policy remains in effect for such reasons as doctor appointments, illness, college tours, etc. In addition to taking live attendance, teachers will collect at least one piece of work or data from students daily for use in tracking student engagement. We will maintain weekly engagement records.

## **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.]

We were pleased to see in our summer survey that our teachers felt confident and well-supported overall in the technological aspects of teaching in distance learning. We designed a robust schedule of professional development in the days before school began and plan to continue engaging in high quality p.d. on topics relevant to the distance learning format and to the needs of our school community.

Topics from summer p.d. include:

Apex training  
IT Tech Help Desk (various topics)  
Google Classroom  
AMA  
Bitmoji Classroom  
Chrome Extensions  
Ways to Build Classroom Community  
Supporting Struggling Students (by SPED Director and School Psychologist)  
Optional Self-Study Distance Learning Instructors Course  
Pain-To-Progress Anti-Racism Training  
Digital Expectations & Standardization

Topics planned for the 20-21 school year include:

Continuing topics in technology for distance learning:

- Tech Tools
- Ways to Engage Students
- Building Classroom Community
- Supporting Struggling Students

DEI professional development to include: Anti-Racism - Plan to Action, Literature Review, Inclusive Classroom Practice, Confronting Bias, Teaching Culturally Diverse Students. Race and Ethnicity, Stereotypes, Microaggressions, Rights and Activism

Social Emotional Learning

Instructional Coaching continues in the distance learning format. In addition to regular observations and coaching, Department Heads and Grade Level Advisors act as mentors to newer teachers and support lesson planning, syllabi support, technical support.

Teachers can access technical support ongoing through our IT Help Desk.

# Staff Roles and Responsibilities

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

We have made changes to roles and responsibilities of staff to meet the needs of our school community during this time.

## Diversity, Equity, Inclusion

We created a new position of Assistant Principal - DEI Coordinator. She is working to build strong relationships with all members of the New West community, to drive awareness, commitment and accountability for New West with diversity, equity and inclusion. She will assist staff and board with culturally sensitive issues. She will be instrumental helping us achieve our top WASC/LCAP goal of “closing achievement gaps for all learners.”

## College Counseling

We have expanded College Counseling support. The College Counseling team works with all high school students during Advisory, Class Meetings, and individually by appointment. We have a team of three professionals that allows us to extend more support to more students.

## Clinical Counseling

We have added to our program the support of MFT Counseling interns. They will provide support to students through check-ins as needed and bring an additional layer to the mental health and wellness services provided by our Psychologist, whose focus is on providing services in Special Education and professional development for teachers.

## Athletics Director

As we wait for in-person athletics to return, our Athletics Director is focusing on supporting the health of our students, including physical and mental well-being through check-ins, instruction, and p.d. for staff.

# 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.]

## Special Education

To support students with IEPs during distance learning, we will continue to provide students with robust and rigorous general education and special education services to mirror the in-person instruction and services to the greatest extent possible. We created online learning teacher expectations as an added support for our students by ensuring consistency throughout the program. They specify practices for classwork, support and office hours attendance, teacher communication, late work, grading, and supporting documentation.

We created a schedule of co-teachers assigned by grade level to ensure that our students with IEPs and English Learners have additional support in class as needed. Services and supports will also be provided in alignment with students’ IEP or 504 plan during the support times and office hour times in the schedule.

We implement additional progress monitoring and instructional strategies as needed, including: fluency practice in math and reading, Visualizing/Verbalizing strategies for comprehension, modeling of cognitive thought processes, teaching of text annotation, use of short texts for daily skills practice, and note cards for multi-step problems.

**English Learners**

Integrated and Designated ELD will continue under distance learning. English Learners will have support scheduled by the ELD Coordinator both during and outside of classes as needed. Teachers have support from the ELD Coordinator to implement additional strategies such as custom-made worksheets, graphic organizers, reading logs, and online writing resources.

**Pupils in Foster Care and Pupils Experiencing Homelessness**

Pupils in Foster Care and Pupils experiencing homelessness may need unique and/or intensive supports. The Operations Director serves as Liaison for Foster and Homeless Youth, and in this capacity, she works to identify, monitor, and support any pupils in foster care and students experiencing homelessness. We also utilize a Student Support Team process, with a team for every grade level, in which the team collaborates to assess needs of struggling students and create a plan of intensive supports, both academic and social emotional. The team will convene a meeting and support the development and ongoing monitoring of support plans for students. Supports may include academic ones like tutoring or scheduled sessions, college counseling (for H.S.), mental health check-ins, and other supports as needed.

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

Description	Total Funds	Contributing
Software/digital products for distance learning program (Digital Dragon, Zoom, GradeSlam, NewsELA, NoRedInk, APEX, internet stipends, Vision Global Wi-Fi software)	\$190,536	N
Chromebooks and hotspots for students	\$213,000	N
Distance learning stipends for staff	\$68,000	N
Professional development for staff (0.15 of Admin for MS & Admin for HS)	\$53,567	Y
Department Heads and Grade Level Advisors to provide coaching and mentoring to teachers	\$67,980	Y
Diversity, Equity, Inclusion (DEI) program support costs	\$117,000	Y
IT Help Desk for technology support	\$58,710	Y
College Counseling	\$83,353	Y
Educational Psychologist to provide supports to SPED students	\$139,100	N
ELD Coordinator (0.50)	\$30,567	Y
Summer stipends for p.d. and planning	\$20,475	Y

## Pupil Learning Loss

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

### **NWEA MAP**

We will administer NWEA MAP in Math, Reading, Language, and Science monthly. This has allowed us to measure learning status that we will then monitor after each monthly assessment to ensure continual growth in ELA, ELD, mathematics, and science. The results will also be used by teachers to adjust instruction and to determine student needs for additional academic support.

### **Interim Assessments and Teacher-Created Assessments**

Grade levels and academic departments collaborated in summer to develop support structures for struggling students. Each department and grade level determined how students are to be identified for extra support, when and how the support is provided, and what accountability exists for student participation. The structures are designed to identify needs and rapidly provide support to ensure that students are recovering learning loss and progressing in their learning. Needs for support are determined based on a variety of data points including Interim Assessments, teacher-created assessments, and other performance indicators.

### **Data Analysis**

We analyze assessment data in a variety of ways, including at the student level, the class level, and by student group (including English Learners, RFEP, students with IEPs, African American and Latino student groups) to actively monitor the progress of these groups and ensure that progress is being made in each student group. Additionally, we regularly monitor the progress of students who have been identified as struggling learners based on past internal assessment performance and the results of the most recent SBAC Math and ELA results.

## **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.]

In order to identify students who have experienced learning loss due to school closures in 2019-20 and also to ensure that high level learning continues throughout the 2020-21 school year, we are implementing the following assessment, intervention and monitoring procedures:

### **Middle School Learning Loss Plan**

- Students are assigned office hours every day if they need help with assessments, preparing for an assessment or need to ask their teacher a question. Teachers also provide students with additional resources students can use for more help.
- All students have access to Paper.co and 24-hour live online tutoring platform in any subject. All teachers have access to Paper.co's dashboard and are informed when any of their students have used the service and what the results were.

- Teachers have a weekly staff meeting where all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional office hours, and their parents are notified so they know their student has been assigned additional help.
- Teachers are giving near weekly teacher created assessments to monitor student learning. Any student found to be struggling with these assessments is also referred to office hours where teachers can alternatively assess the student (orally, a different version of the assessment, etc) to see if they're able to demonstrate mastery in another way.

### **High School Learning Loss Plan**

- All HS students are assigned to a Mentor Teacher. Each Mentor Teacher oversees 20-25 students and meets with half of their caseload every Wednesday to check in, collect assignments and attendance, and provide any additional support in the teacher's content area. Mentor Teachers also provide students with additional resources students can use for more help.
- All HS teachers administered Interim Assessments at the end of 2019-20 and a variety of baseline assessments to start the year to see how much content knowledge their students have lost or retained since last school year based on where an average student would be under normal circumstances. This baseline data was considered when teachers were curriculum planning for the year.
- All HS students have access to Paper.co and 24-hour live online tutoring platform in any subject. All teachers have access to Paper.co's dashboard and are informed when any of their students has used the service and what the results were.
- All HS teachers hold weekly grade-level team meetings in which all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional support and their parents are notified so they know their student has been assigned additional help.
- All HS teachers hold weekly department team meetings in which all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional support and their parents are notified so they know their student has been assigned additional help.

### **NWC+ Learning Loss Plan**

- All NWC+ students are assigned to a Mentor Teacher. Each mentor Teacher oversees 20-25 students and meets with half of their caseload every Wednesday to check in, collect assignments and attendance, and provide any additional support in the teacher's content area. Mentor Teachers also provide students with additional resources students can use for more help.
- Teachers all gave teacher created baseline assessments to start the year to see how much content knowledge their students have lost or retained since last school year based on where an average student would be under normal circumstances. This baseline data was considered when teachers were curriculum planning for the year.
- All NWC+ students have access to Paper.co and 24-hour live online tutoring platform in any subject. All teachers have access to Paper.co's dashboard and are informed when any of their students has used the service and what the results were.
- NWC+ has a weekly staff meeting where all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional office hours and their parents are notified so they know their student has been assigned additional help.
- NWC+ teachers are giving near weekly teacher created assessments to monitor student learning. Any student found to be struggling with these assessments is also referred to office hours where teachers can alternatively assess the student (orally, a different version of the assessment, etc) to see if they're able to demonstrate mastery in another way.



- All NWC+ students have access to our team of Peer Tutors (a group of upperclassmen with at least a 3.0 in subjects they are tutoring and have completed a Peer Tutoring preparation program) for virtual support.

**Summer Credit Recovery**

Our high school students have access to Apex courses to address any credit recovery needs during the summer.

**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.]

We will regularly review Infinite Campus results from teachers’ assessments and the results of NWEA MAP to assess the effectiveness of our strategies to address and prevent learning loss. Teachers will include a narrative per students on successes and areas where students are not moving forward. Grade level and content teams will meet to review results and adjust strategies as needed.

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

Description	Total Funds	Contributing
NWEA-MAP Assessment System	\$20,000	N
Summer Stipends	Represented in Distance Learning	Y

**Mental Health and Social and Emotional Well-Being**

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

**Social Emotional Well-Being**

We adopted a new Social Emotional Learning curriculum this year—One Love. This will be implemented through Advisory classes. Advisory class will also feature relational activities for students to connect with their peers, as well as team building activities and mental health check-ins. We are adapting our practices for student life and community building to the distance learning format. We will have school events and activities such as welcome back themed days, new student events, senior events, games, and spirit days/weeks. We will have online concerts by our student musicians, and we will continue to hold student club meetings online.

NWC+ has recently started its own Culture Club, where a small group of students meet weekly to discuss ways to bring the NWC+ community together through fun activities. The Culture Club regularly hosts "Fun Fridays" at lunch on Fridays. Students can expect a new game each week to play over zoom and win prizes mailed to their homes. Sometimes led by teachers or students, Fun Fridays are a way for us to have fun with one another and build better connections with one another. The Culture Club has also started its own student-produced

Instagram accounts that features daily polls, Senior Spotlights, school, local, and national news, and other engaging content meant to get students connecting.

### **Mental Health**

We have partnered with Loyola Marymount’s School Counseling program to provide counseling for our students. Our new counseling intern will be offering Zoom counseling sessions for students as needed through teacher or parent referral. We have a mental health referral form system to coordinate referrals. We utilize a Student Support Team process, with a team for every grade level, in which the team collaborates to assess needs of struggling students and create a plan of intensive supports, both academic and social emotional. Counseling referrals may also come from this process. We have also added a full-time Educational Psychologist for 20-21. Her focus will be on conducting assessments for Special Education services and supporting teachers through professional development. We are also utilizing resources from the National Alliance on Mental Illness (NAMI), which provides educational and support resources.

Full-time staff members can access mental health services through their health insurance.

## **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 is not engaging in instruction and is at risk of learning loss.]

We have adapted our robust program of student and family engagement which serves as a strong foundation to establish and maintain student engagement. We began the year with welcome messages, orientations, back-to-school events, and special student activities. We communicate frequently, including daily morning announcements and weekly newsletters. We will continue to prioritize relational opportunities for students and parent engagement throughout the year to maintain strong connections between the school and our students and families.

We designed a tiered re-engagement system with increasing levels of support as needed provided by operations staff, teachers, and administrators.

### **Re Engagement Plan**

- 1) Our first strategy is for students check with a credentialed teacher every morning. If a student has an unexcused absence, the teacher will reach out directly to the students as they have the strongest relationships with the students at that point.
- 2) Our second strategy is to have engaging lessons. If the teaching is rigorous and includes a lot of student participation, students want to come to school.
- 3) The office team will also follow regular protocol and will reach out to the parents if there is an unexcused absence. They will have a conversation with parents to determine if there is a technology need or another type of need that is preventing the student from coming to class. This conversation is a non-judgmental, problem solving conversation.

- 4) If the student still does not attend class after the first three steps, a meeting is set up with the program administrator and parent. This meeting will allow the parents to discuss issues they are having, support they might need, and to problem solve the issue. The goal is to determine the underlying issue that is preventing the student from attending class and solve for it.
- 5) If necessary, the program administrator will bring the grade level teachers into the conversation to remove barriers for success for the student and in some cases create and implement a student support plan.
- 6) Anytime throughout this process, the teachers, the office staff, and the admin team are empowered to submit a mental health support referral form that will give the student access to informal counseling.

Parents receive regular communication regarding student academic progress. They receive informal grade checks and quarterly progress reports and an official report card, twice a year. Parents are also able to access the parent portal on Infinite campus to see up to date information on their students grades for each assignment.

## 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.]

We conducted a survey at the end of last semester and another at the start of the 20-21 school year to gauge families' needs for school nutrition. Based on parent responses we are not currently running a school nutrition program. We found that the Grab n' Go meal service offered last year was not popular, likely because many of our students do not live in the immediate vicinity of our campus. We will continue monitoring the needs of our families and initiate a program if the need arises.

During in-person instruction, we will offer Grab 'n' Go breakfasts for our students.

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

Section	Description	Total Funds	Contributing
Mental Health	Educational Psychologist and counseling interns from Loyola Marymount	Represented in Distance Learning	
Pupil and Family Engagement and Outreach	Operations team (0.3) for family outreach	\$138,296	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
6%	\$558,934

## 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.]

In determining the use of these funds, New West Charter first considered the needs of our low-income students, English learners, and students in foster care. We then designed actions to meet those needs, including needs for equitable access to technology and tech support, p.d. and coaching to support effective instruction that meets the needs of these students, additional planning support for teachers, leadership and support to develop schoolwide practices in support of diversity, equity and inclusion, college counseling to promote college readiness and access, an ELD Coordinator to oversee and provide support to our English Learners, and additional support for family outreach. NWC expends the Supplemental funds on the following actions within the Learning Continuity Plan:

**Distance Learning**

- Professional Development
- Coaching and Mentoring from Department Leads and Grade Level Advisors
- IT Desk for technology support
- Diversity, Equity, and Inclusion Costs
- College Counseling
- ELD Coordinator
- Summer Stipends

**Pupil & Family Engagement**

- Operations Team for family outreach

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

The services provided for foster youth, English learners, and low-income students both increase and improve the quality of services by the percentage indicated. Professional development and coaching for teachers on topics most relevant to the needs of these students increases

the quality of instruction students receive. Technology support provided through our IT Desk increases the support available to students and parents to access the full program. Leadership and support for diversity, equity and inclusion (DEI) increases the quality of services our students receive by strengthening relationships among community members, driving awareness, commitment and accountability for DEI, and helping the school close the achievement gaps for all learners. College counseling increases the amount of support students receive in preparing for and applying to college. Our ELD Coordinator increases support for our English learners through coordination and provision of ELD instruction and supports. Summer stipends increase quality of services for these students by increasing the time for teachers to plan effective instruction and prepare to accelerate learning and recover any learning loss. The family outreach conducted by our Operations Team increases the amount of support for parent engagement in general and student re-engagement in learning when needed.