

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The COVID-19 pandemic has changed or altered almost every operational routine that our school has developed over the past 15 years. The major difference was moving all our interactions with our community and with our stakeholders online through Zoom and sharing all documents/written communication through our shared google drive. Prior to the pandemic, our school used technology in a blended learning format for math, for some online programs in other content areas, for speech and language apps, and for our schoolwide assessments in math. We used email, printing/copying of paper documents and some google drive for adult communication within the school community. We met with parents in person in groups and 1:1 as needed. During the pandemic, we have moved our adult communication online utilizing our shared drive more effectively, conducting all meetings through Zoom (staff and parents), and conducting classes through Zoom, google classroom, and Seesaw. We have also reimagined the roles of our non-classroom staff, moving some to online classroom support for teachers (and students), some to home visits/distribution of materials and technology to families, and disinfecting our Lower Campus (where we conducted Grab and Go meal distribution from the first day of our school closure to the present time.)

What has not changed in the pandemic is our overall school mission, our views about teaching and learning, our belief in the importance of social-emotional development, and our practice of collaboration/teamwork.

Stakeholder Engagement

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

New Heights Charter School has made a concerted effort to stay connected to our school community during the pandemic, including families, especially families of English Learners, students with special needs, families experiencing homelessness and families with students in the foster system. At the start of our school closure, New Heights assigned one staff member to every family in the school to provide daily contact, wellness checks, support for distance learning, and informational updates. To deepen our understanding of the experiences and needs of our families, we have conducted informal and formal listening sessions for families to express their concerns and voice their questions as well as provide input to our planning/programming. These conversations, conducted via phone (in the home language) or zoom

(with translation/interpretation), will continue throughout the 2020-21 school year. The data we gather from our conversations/meetings will help revise and improve our school site plan.

In addition, New Heights has done the following to solicit stakeholder feedback into our planning process for the 2020-21 school year.

1. Weekly all staff/faculty meetings: March-June and daily meetings in August 4-14
2. Three Zoom Sessions (with translation and interpretation) for parents/guardians to brainstorm ideas for 2020-21: May-June 2020
3. Three Zoom Sessions (with translation and interpretation) for parents/guardians to review school site plan (prior to release of the Learning Continuity and Attendance Plan template): July 8th (9:00 am, 12:00 pm, and 5:00 pm) and July 15th (9:00 am and 12:00 pm)
4. One-on-one parent meetings to review plans and procedures for 2020-21: August 3-8
5. Pupil Survey on distance learning: June 2020
6. Parent/Guardian survey on distance learning: June 2020
7. Staff/faculty survey on distance learning: June 2020
8. Board meetings to discuss plans for 20-21 school year: May 27, 2020 and June 17, 2020
9. English Language Learner Parent Advisory Committee Meeting to discuss/provide input for/revise Learning Continuity and Attendance Plan: August 18, 2020
10. Parent Advisory Committee Meeting to discuss/provide input for/revise Learning Continuity and Attendance Plan: August 18, 2020
11. Public Board Meeting (hearing) to share/review Learning Continuity and Attendance Plan: August 20, 2020
12. Parent Advisory Committee Meeting to revise/finalize Learning Continuity and Attendance Plan: August 26th
13. Public Board Meeting to approve Learning Continuity and Attendance Plan: September 16, 2020

The meetings were held on Zoom with public notice of the links shared via robotext with parents, emails with Board members and staff, and on our website. We provided internet access, through hot spots, to families in need so that they could actively participate in these discussions. When technology was not working for any given session, parents were encouraged to provide feedback (in their preferred language) via phone messages on the school's general line.

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

To encourage input and ensure equity for all communities, especially English Learners, students with special needs, families experiencing homelessness and families with students in the foster system, New Heights provides necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, with accessibility functions such as translation and interpretation into our families' home languages. Parent meeting were recordings and made available on the website. Also, families were provided alternate ways to provide input and feedback after the meetings, in their home language, through voicemail, phone calls, and surveys.

New Heights has conducted staff, parent/guardian, and board meetings via zoom during the pandemic, providing translation and interpretation services for all parent meetings. Stakeholders have the option to call into the zoom conversation or join via their phones, computers, tablets, etc.

Parents/guardians have also had the chance to communicate with the school through phone, text and facetime in their preferred language as well as email questions and comments to school staff. Specifically, New Heights has done the following to ensure options for participation:

1. The Board of Directors held its meetings via zoom with an option for members of the public to participate via phone or computer link shared prior to the meeting. Members of the public who wish to comment during the Board meeting were directed to use the raise hand

tool on the Zoom platform. Individual comments were limited to three minutes. If an interpreter is needed, the time limit was six minutes to allow for English translation.

2. New Heights also shared information with parents/families and solicited input via text, emails, and five Zoom meetings (with translation provided at each meeting.)
3. Weekly all school staff/faculty meetings through Zoom online.
4. Pupil, parent/guardian and staff survey on distance learning and social-emotional well-being: Parent could complete this survey on their phones or computers. If they had trouble with either, staff follow-up with phone calls in the parents' preferred language.
5. Parent Survey on Preferences for 2020-21 Instructional Schedules/Models: Parents could complete this survey on their phones or computers. If they had trouble with either, staff follow-up with phone calls in the parents' preferred language.

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

The Board provided feedback to help align the school's plans with state/local expectations and guidance. In addition, the Board ensured that the school's budget provided adequate funds to allow for technology in students' homes and hot spots in homes without internet connection.

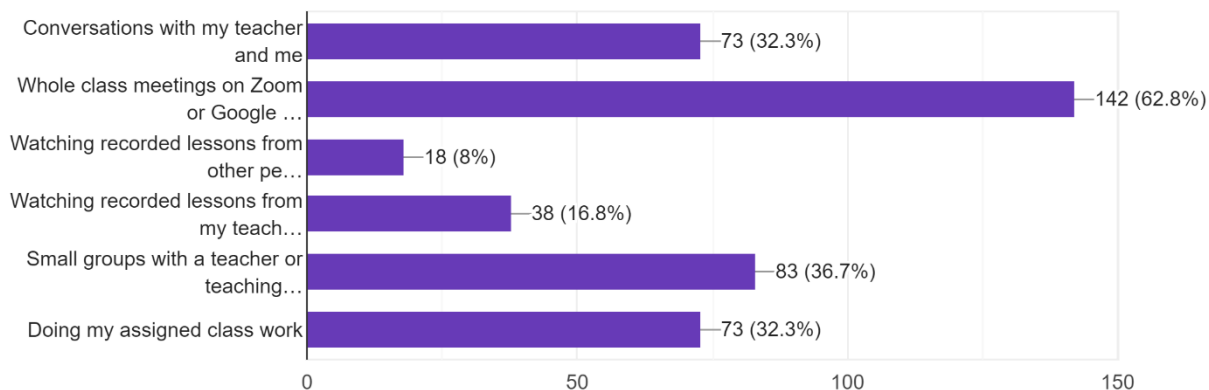
Parents provided feedback to the school's various models for distance learning plans, shared important information through anecdotes and survey data about the home learning environment, and provided feedback on which instructional strategies were working best with their children.

School Community Survey for Parents and Students in grades 2-8 was administered in late May (see below). This data was very useful to identify the strengths of our distance learning program and our areas for improvement. Specifically, parents and students asked for more live instruction whole class and more small group live instruction. They also asked for headphones (to make their learning space quiet.)

End Year Student Survey Responses (grades 2-8):

20. What do you like the most about distance learning? (Pick Two)

226 responses



What would help you become a better learner while at home (pick two)

- Headphones: 44.2%
- A quiet space: 60.6%
- More time with a teacher: 28.3%

Do your teachers care about you?

- 85% My Teachers Care A Lot About Me,
- 13% Care a Little
- 2% Don't Care

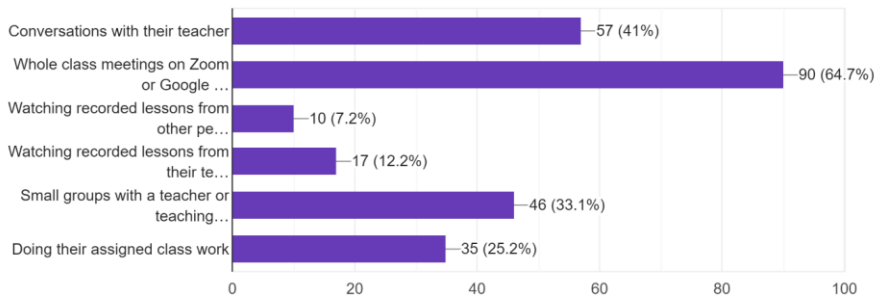
Additional Data:

- 35% of students woke up after 10:00 am
- 20% of students went to bed after midnight
- 64% of students reported that a parent or guardian checks to see if they completed their work at home
- 61% did not agree that it was hard to stay focused at home to complete schoolwork

End Year Parent Survey Responses

16. What does your child like the most about distance learning? Pick 2

139 responses



20. What is the most important way you help your child learn at home?

139 responses

By sitting next to her, not allowing her to goof off while the teacher is teaching. Reminding her to stay focused.

By making him responsible and independent

be aware of it

I always tell them it's important to finish there work and read more

Supporting her and look for help on the internet

A quiet place

Making sure he's focused

Jugamos juegos

What would help your child become a better learner while at home?

- Headphones 26%
- A quiet space: 43.2%
- More time with a teacher: 48.9%
- Someone other than mom helping: 36%

Other data:

- 84% of parents reported that their children keep trying to do their work even when it's hard
- 25% of parents reported that they don't help their child set their schedule for the day.
- 27% of parents reported that it was hard for their children to stay focused doing their work at home.

Ideas and trends include (from survey data): Parents expressed concerns about the work habits of students at home and concerns about the uncertainty of the global pandemic. Most parents were comfortable using technology and supporting their children to use technology. Families that were less skilled in this area were invited to short training sessions on campus. The major trends/actionable data collected include the following:

- 1) Parents and students appreciated the "live" zoom classes with their teachers.
- 2) Students had a hard time waking up and keeping to a schedule.
- 3) Students needed headphones and a quiet working space at home.
- 4) 5-10% of parents are not feeling comfortable sending their child back to school campus until there is a vaccine and all other parents appreciate the opportunity to have students at school 1 day a week (now Phase 2 of our models) to support their learning.

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

Distance Learning Program: The instructional models the school plans to implement in 2020-21 are the direct result of stakeholder input as they provide the option for students to remain at home until we have a vaccine, an option for students to attend school 1 (then 2) days a week as health conditions permit, and a schedule that allows teachers to have continuity of instruction and a team of support.

Pupil Learning Loss: Parents wanted more time with their teachers in live instruction to help students learn and the new schedules allow for that increased time. Also, teachers wanted more support during their live zoom interactions, so the 2020-21 schedule allows for two other staff members to be on the zoom class with teachers each day for 2.5 hours.

Mental Health and Social-Emotional Well-Being: Staff expressed a need for secondary trauma training and self-care support. Workshops on these topics are now part of our professional development plan. The counseling team expressed concern over how to help parents with students with poor attendance, so this plan includes a new process and also allows counselors to spend time with students during their live classes to support and motivate them.

Family Engagement: Parents liked the Zoom meetings – attendance was higher than in most school-based meetings, so these will continue in 2020-21.

Nutrition: Parents asked for meals to be “bundled” to lessen the number of trips they need to make to campus each week. For 2020-21 food will be served for the week with two distribution days, instead of five.

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 Heights Charter School has a 5-phase **instructional plan** that has been co-developed with input by all stakeholder groups: Phase 1: 100% distance learning, Phase 2: Hybrid Model with 6 students in the classroom at a time for one day a week, and other classes online, Phase 3: Hybrid Model with 12 students in the classroom at a time for two days a week, and all other classes online, Phase 4: 100% in person, while allowing for vulnerable populations of students to continue distance learning at home, Phase 5: 100% in person instruction for all. Creating this 5-phase model has allowed teachers and staff to plan for continuous learning in and out of school throughout the year without any disruptions due to global and local health concerns. The model has at its core a 2.5 hour block of “live zoom instruction” that will remain at the same time, with the same instructional flow throughout the year. The model also has a 1-2.5 hour block of asynchronous learning that will be guided by teachers more at the beginning of the year with a gradual release as students learn to navigate the online platforms on their own.

The model also includes a 30-minute Morning Meeting to support students' social-emotional development and build community. In addition, to prioritize students with the greatest need, the model includes 30-90 minutes of extra support each day for in-person (when in Phase 2) or online small group support for students who have experienced learning loss. These small groups provide support for students with the greatest need, including English Learners, and allow for differentiation, designated ELD as well as extra support for small group designated ELD for newcomers, and other Tier II and Tier III supports.

Phase 2 of the model will be implemented after Los Angeles reaches the county health department standards for at least two weeks.

Learning loss will be addressed in three primary ways schoolwide: 1) teachers will conduct targeted assessments prior to each unit of study to gauge what students may need to fully access grade-level content, 2) data from these assessments will be used to form breakout rooms, small groups, and intervention classes for students, and 3) teachers have designed units of study based on the national recommendations of Achieve the Core's 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics to “slim down” their units of study to focus on deep learning of the essential skills and concepts of the grade level.

New Heights has also planned for the **social-emotional support** of students in the following ways: 1) All classes will begin each day with a Morning Meeting to allow students to feel welcomed into the class, share their thoughts and feelings, and participate in a “check-in” regarding their emotions, 2) The three counselors/social workers employed at the school will be assigned to specific grade levels to offer support during class time, in separate counseling sessions, 3) on-line (and in Phase 2-5) in person Open Office Hours for students to share concerns/talk, 4) attendance contacts/meetings as needed to ensure participation, and 5) self-care support for teachers and staff.

New Heights has prepared for the safety of students and staff by developing a **Health and Safety** Guide to families and a slide deck presentation that discusses the major parts of the safety plan for COVID-19:

1. Promote Healthy Hygiene Practices

- Staff will teach and reinforce washing hands, avoiding contact with one's eyes, nose and mouth, and covering coughs and sneezes among students and staff.
- The school will place portable hand sanitizer stations for use upon entry and exit from the campus.
- Students and staff will be given time to regularly wash hands at staggered intervals throughout the day.
- Teach and reinforce use of cloth face coverings, masks, or face shields.
- All staff will be required to use cloth face coverings or face shields.
- Food workers will wear gloves and face coverings.
- Information will be provided on proper use, removal and washing of cloth face coverings.

2. Intensify Cleaning, Disinfection, and Ventilation

- Suspend use of regular drinking fountains, in favor of reusable water bottles.
- Staff will clean and disinfect frequently-touched surfaces (door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs) at least daily, and as practicable, frequently throughout the day.
- Limit use of shared equipment, clean and disinfect between uses.
- Use cleaning products approved for use against COVID-19.
- Use proper ventilation during clearing and disinfecting, introducing fresh outdoor air as much as possible. Plan thorough cleaning when students are not present.

- Ensure all water systems are safe to use after the prolonged facility shutdown.

Implement Distancing Inside and Outside

- Minimize contact at the beginning and end of the school day by asking parents/guardians to remain in their cars. In the morning, staff will monitor students walking at a safe distance into the campus from their cars or from the sidewalk if walking. At the end of the day, staff will call for students, so that parents can remain in their cars.
- We will stagger students' entry to campus, by letting students out of cars with 6 feet distance and forming a social distance line for students walking onto campus.
- We will designate routes for entry and exit (with markings on the ground).
- The school offices will use clear screens to protect reception areas and office workers.

Safe Classrooms

- Students will remain in the same space, in small groups to the greatest extent possible.
- We will minimize the movement of students and teachers as much as practicable.
- Teachers and students will work in desks/tables with at least 6 feet of separation.
- Markings on the floor will promote distancing and desks will be arranged to minimize face-to-face contact.
- Teachers will implement procedures for turning in assignments to minimize contact.

Safe Non-classroom Spaces

- We will limit nonessential visitors.
- We will use outdoor space for classroom use, weather permitting.
- Staff will establish ways for students to move around the campus maintaining social distancing.
- Meals will be served with social distancing.
- Recess activities will be held in separated areas.

Check for Signs and Symptoms

- We will encourage all staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. We encourage all parents to take students' temperatures prior to leaving for school in the morning.
- Visual wellness checks of all students will be done as students enter school, including taking students' and adults' temperatures as indicated. If anyone has a temperature of 100.4°F/38°C or higher they must be excluded from the facility.
- All individuals will be verbally screened to ask about COVID-19 symptoms and contact with people with COVID-19 symptoms or a positive test.
- We will notify local health officials, staff and families immediately of any positive case of COVID-19 as directed while maintaining confidentiality.

- Any student who is home due to sickness or the sickness of a relative, will have access to distance learning.

Plan for When a Staff Member, Child or Visitor Becomes Sick

- We will identify an isolation room or area on each campus to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wait in an isolation area, with their face covering until transportation to home or to a healthcare facility is arranged.
- We will close off any areas used by any sick person in order to clean and disinfect. We will wait as long as practicable (up to 24 hours) to clean to reduce risk of exposure to the cleaning crew.
- The school will advise sick staff members and students not to return to campus until they have met CDC criteria to discontinue home isolation.

Considerations for Future School Closures

- When a student, teacher or staff member tests positive for COVID-19 and has exposed others at the school, New Heights will consult with local public health officials to decide whether school closure is warranted, including the length of time necessary, based on the risk level within the community.
- New Heights will send communication to students, parents, and staff regarding school closure. Students will start the year set-up for distance learning at home to allow for a smooth transition back to 100% distance learning, if necessary due to health concerns.

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

Description	Total Funds	Contributing
New Heights has hired Teaching Partners to work with each grade level to allow teachers to break students into small groups for purposes of differentiation and reducing learning loss.	348,000	Y
New Heights hired 3 counselors/social workers to be on the Student and Family Support team	32,102	Y
New Heights conducted an extended summer school (5 weeks) to help students fill-in gaps in their learning. The staff was increased in order to support students with a smaller student-teacher ratio.	25,311	Y
New Heights has purchased protective gear for staff and students including masks and face shields, plexi-glass barriers, hand washing stations, hand sanitizer stations, sensor operated faucets for classrooms and bathrooms, gloves, digital thermometers, personal water bottles, posters to show stakeholders where to stand, remind folks to wash hands, and reminders regarding social distancing, floor stickers to help students/staff/parents maintain social distance, and foot pedals to allow people to open doors with their feet rather than with their hands.	11,073	N

Description	Total Funds	Contributing
New Heights staff time has been reallocated to allow more time for cleaning and disinfecting.	14,530	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.]

Continuity of instruction will be preserved through the implementation of the school’s 5-Phase Instructional Model (see above). Teachers will proceed through their curriculum on a daily basis through the use of digital resources both in the classroom and at home. Teachers will teach students how to access and succeed with asynchronous learning during the Phase 1 of the model, while all students are learning from home. Then when students transition to 1 day a week at school, they will have 1 day at school in which they will continue to participate in the online class instruction through zoom for 2.5 hours (from the classroom) and have time the rest of the day for in-person classroom interactions: discussion-based work, collaborative work, social-emotional activities, and content learning, during the time other students are at home completing the work through asynchronous means.

The school has purchased several new digital resources designed for synchronous and asynchronous learning including:

- 1) The highly rated Great Minds’ ELA program, Wit and Wisdom which has a new InSync version designed for our circumstances,
- 2) Great Minds’ Eureka Math Insync version of the math curriculum designed for use in online instruction,
- 3) EQUIP math assessment resource designed to help teachers identify gaps in instruction and provide instructional tools to fill the gaps without losing learning time from current grade level content,
- 4) Amplify Science’s @Home version designed with units and videos that can be used either in the home environment or in school, and
- 5) Teacher’s Curriculum Institute’s new online resources to enhance their digital curriculum (videos of lessons are forthcoming for use in asynchronous settings.)

In addition to new curricular resources, New Heights has purchased several online tools to make learning more interactive and to make online assessment easier to administer and act upon. These new resources include pro versions of Padlet, Ed Puzzle, Screencastify, Formative and Pear Deck. In the 10 days prior to the first day of school, teachers were given training and time to explore these new resources. Teachers also spent time pacing out their instructional year, utilizing the new resources developed by Great Minds, Teachers’ Curriculum Institute, and Amplify as well as the Achieve the Core’s guide mentioned above.

The school will continue to provide guidance and support to teachers and resource teachers on implementing best practices for distance learning. In addition, teachers will receive extra support for engaging English learners in distance learning– including for comprehensibility, active engagement, oral language interaction, and home language supports.

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.]

New Heights staff has created a system for assessing families' needs, procuring and distributing technology for distance learning.

Assessing Tech needs: Staff assesses the technology needs of families through 1:1 school orientation meetings that occur prior to the first day of school. Staff keeps an inventory of devices, prepares a letter of agreement for at-home use, and offers tech instruction for parents.

Accessing Devices: Parents are provided with clean, upgraded computers (iPads for Kinder-First and Chromes for 2-8th) for students to use at home, headphones or ear buds, and hot spots if needed for internet connection. These are provided through distribution days prior to the first day of school. For families unable to travel to school, technology is provided through home delivery. Teachers and staff are also provided with laptops and hotspots as well as other teaching devices such as xpens, stylus, docu-cameras, extra cameras, tripods, and iPads.

Unique Circumstances: All of our families have internet access so long as we can provide them with a hot spot if they don't have internet coming into their homes. Teachers immediately alert the administrative staff if a student is having technology issues so that the problem can be fixed. Extra computers are housed at the school site for parents to take in exchange for a device that isn't working.

Spring 2020: When our school was first closed in March 2020, staff and teachers called families to inquire about their technology needs. Computers were then given to families. In March, we were not able to provide more than 2 devices per family, so if families had 3-5 children, the children shared the devices or used their phones or their parents' phones. Since March, we have purchased extra devices to allow for a 1:1 set-up at home.

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 Heights plans to continue to use its attendance system to monitor students' daily participation in synchronous learning, in-person attendance (when allowed), and time value of pupil work. Each teacher has a daily schedule that includes live online learning. Attendance will be taken each day during these scheduled times. Also, each teacher will use online slides to communicate with parents and students regarding the work required of students each day and each week. Teachers will use Google Classroom to track work completion. If a student misses the live online learning session, yet they are able to complete the class work for the day, the student will be marked present for the day. Teachers will determine the time value of pupil work by assessing the time it will take students to complete various asynchronous 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 Heights Charter School staff and teachers all participated in 10 days of professional development in August prior to the first day of school. Teachers and staff also participated in planning for 4 days in June just after the 2019-20 school year ended. The August professional development focused on the following: Screencastify, Pear Deck, ZiteBoard (online white board), Formative, Ed Puzzle, as well as the slidesmania template all teachers will use to present asynchronous work to students to provide consistency for parents and students. All technology resources were introduced based on their function or goal so that teachers understood how/why to use the various tools for instruction and assessment.

FUNCTION / GOAL	TOOLS
<p>1. Develop student independence and executive function for distance learning</p>	<ul style="list-style-type: none"> • Clearly labeled slides/folders. • Slidesmania format schoolwide. • Google Classroom schoolwide. • Interactive modelling • Model all distance learning behaviors. • Establish distance learning norms. • Teach Digital Citizenship (Common Sense Media) • Use Morning meeting to discuss. • Set clear expectations.
<p>2. Build online learning community</p>	<ul style="list-style-type: none"> • Daily Morning Meetings to build relationships. • Weekly check-ins with students/parents. • Include interactive features on a daily basis to allow student voice/choice.
<p>3. Motivate and Engage Students</p>	<p>Interactive Tools:</p> <ul style="list-style-type: none"> • Pear Deck • EdPuzzle • Screencastify • Flip Grid • Live Zoom Classes and Breakout Rooms • Ziteboard (or other white board feature) • Padlet

<p>4. Provide daily feedback to students</p>	<p>Tools:</p> <ul style="list-style-type: none"> • Pear Deck • Formative (pro version)
<p>5. Maintain regular (clear) communication with parents</p>	<p>Tools:</p> <ul style="list-style-type: none"> • Texting • REMIND • Class Dojo/Seesaw • Schoolwide slidesmania template for assignments.

Staff Roles and Responsibilities

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

Modifications to Staff Roles:

Teachers: Teachers have moved their instruction online. Their professional development is also conducted online. Teachers are now expected to learn various engagement strategies to encourage and motivate students.

Teaching Partners: Teaching Partners also have moved their support for instruction online. They also support teachers by helping students with their technology needs.

Resource Teachers Resource Teachers have moved their instruction online. Their professional development is also conducted online. Resource Teachers are now asked to support the teaching team with modifications to help all students access content online. Resource Teachers also conduct IEP meetings online.

Counselors: Counselors conduct their support for students and parents online. They are now being assigned to join specific classrooms on a daily basis to support students. Counselors are also supporting attendance, making a specific plan for students who are absent, 1 day, 2 days and 3 days, escalating their support at the 3-day (or 60% mark).

Administrative Staff: Administrative Staff have moved their work online.

Maintenance: Maintenance Staff have continued to clean our private facility, using the disinfecting and cleaning procedures dictated by the County Health Department.

Changes to Staff Roles

Administrative Staff: The major change to our administrative team has been the addition of the following tasks: coordinating distribution of food, supplies and technology to families, the creation of a new system for technology needs assessment for families and tech support for families, and assessing needs of staff/teachers in terms of technology capacity.

PE Coaches: The coaches role has changed to the addition of home delivery of food, supplies and technology for families who aren't able to reach the school, support to students and families as "Advisors" providing daily check-in's, and in the case of one coach reallocation of time to support the 8th grade team for the 2020-21 school year providing support to students during live Zoom instruction as an additional Teaching Partner.

Lunch Staff: Lunch staff are not serving and monitoring students, rather they are distributing Grab and Go meals, providing support to students and families as "Advisors" providing daily check-in's, and in the case of one staff member joining the Kinder team to provide support to students during live Zoom instruction as an additional Teaching Partner.

Afterschool staff: Afterschool staff now work during the day and afterschool providing additional support to teacher teams during Live Zoom instruction.

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.]

New Heights provides additional support during distance learning to assist pupils with unique needs, including:

English Language Learners: ELL students will benefit from the visual, oral and translation support accessible through our digital curricular resources. Students will have access to text more readily using features that pronounce a word, say a word in their native language, or provide definitions of words that encounter in texts. Also, the digital resources teachers plan to use will include multiple opportunities for students to record their oral language through such programs as Flip Grid and Pear Deck. Students will receive both integrated and designated ELD instruction. Students will also be invited to participate in small group work during the school day and afterschool as needed.

The plan will address equity, access and empathy for all students. Using digital and print-based approach, students will have access to multiple learning modes. Teachers will provide high expectations with high levels of support. To help connect with students, teachers will relate learning to student's life experiences and leverage their funds of knowledge. Choosing books and materials that are culturally relevant, teachers will design opportunities that reflect students' interests, give them voice and choice.

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. During Designated Synchronous learning students will engage in language learning, use language in written and oral forms, and practice with teacher and peers. Teachers will use digital tools to encourage collaboration and include feedback. During asynchronous learning, students will have access to language and content via instructional videos in English and in students' home language, primary language resources, and explicit routines that incorporate the use of symbols or visuals for specific tasks.

The school will provide extended day academic intervention and enrichment opportunities to English learner newcomers (grades 5-8) with a clear focus on integrated language development and leveraging students' primary language.

Pupils with exceptional needs: Each classroom will have a Resource Teacher or Paraprofessional to support students with exceptional needs during their synchronous and asynchronous instruction each day. Students will participate in small group and 1:1 sessions as needed. Resource Teachers are working with general education teachers to provide modifications to instruction to support students' different learning meeting. Planning time is built into the schedule to allow for these modifications.

SpEd and General Ed teachers plan weekly, collaborating on lesson design and adjusting instructional strategies, analyzing formative assessment data to meet the needs of students with special needs and dually identified students (students with special needs and ELL). During designated times for small group instruction, SpEd staff joins GenEd teacher to provide additional language and content support in a breakout room to support dually identified students.

Pupils in foster care: Students in foster care will be connected with 1 member of our Student and Family Support Team to act as their advocate, maintain communication with the system and with the foster family, and provide mental health support as needed.

Pupils experiencing homelessness: Students experiencing homelessness will be connected with 1 member of our Student and Family Support Team to act as their advocate, maintain communication with the system and with the foster family, and provide mental health support as needed. Students will also be provided with a backpack to support their basic needs: clothing, supplies, technology supports.

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

Description	Total Funds	Contributing
Professional Development in Technology through Power My Learning	15,000	Y
Professional Development in Math to support distance learning:	34,200	Y
Professional Development in Science to support distance learning	5,000	Y
Professional Development in ELA to support distance learning:	10,000	Y
Professional Development focused on Implicit Bias (given through a grant)	0	N/A
Technology: student iPads, chromebooks, hot spots, headphones, staff devices	50,000	Y

Description	Total Funds	Contributing
Digital Curriculum Resources for ELA: Wit and Wisdom	50,678	Y
Digital Curriculum Resources for Math: Insync Eureka Math and Equip	1,000	Y
Digital resources for Amplify Science (included in yearly digital subscription)	6,052	Y
Digital Curriculum Resources for Social Studies: TCI digital subscriptions	5,000	Y
Digital instructional and assessment tools (pro versions): Zoom, Pear Deck, Formative, Screencastify, and Ed Puzzle.	9,625	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.]

New Heights Charter School’s overarching theory of action around assessments during this global pandemic is to: 1) assess in continue to use our two primary tools for universal screening/schoolwide assessments: Fountas and Pinnell Reading Benchmark Assessment (for ELA) and Track my Progress (for math) and 2) conduct short, targeted assessment prior to each unit of study in ELA, ELD, and Math.

ELA: Pupil learning loss will be measured with the school’s benchmark reading assessment, given at the beginning, middle and end of each school year. The assessment was given at the end of the 2019-20 school year and it will be collected again at the beginning of the 2020-21 school year. In addition, each unit of study in ELA will include ongoing checks for understanding, short assessments, and end unit performance tasks. Students having difficulties will be placed in small group (or 1:1) sessions to target necessary skill/concept development.

ELD: The ELA units of study teachers will be using has a daily language component that includes assessments and checks for understanding. In addition, students in designated ELA groups will receive pre/post assessments based on their targeted language needs. Teachers may also continue to use the ELPAC released test questions/sample tests to gather data on student progress.

MATH: Teachers will use *Eureka Math Equip*, a suite of digital resources teachers can use before each new module to identify knowledge gaps from the past year and even earlier. Teachers can use *Eureka Math Equip* to get one student, several students, or an entire class up to speed without interrupting current grade-level work. The program features sophisticated premodule assessments that identify a student’s last point of success with the curriculum, a curated set of supporting lessons and fluency activities to help close knowledge gaps, and pacing guidance to keep instruction on schedule.

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.]

New Heights Charter School will address the issue of pupil learning loss with the following schoolwide strategies:

1. Ensure students have strong attendance and participation in distance learning.
2. Ensure students feel a sense of belonging and connection so that they are more likely to take the risks needed for deep learning.
3. Differentiate through breakout rooms and small group sessions.
4. Provide additional intervention sessions at the end of the school day.
5. Slim down the content covered for 2020-21 so that missed content can also be integrated and students feel successful in the essentials, rather than lost in our attempt to cover too much material.

English Learners: The primary difference for ELL students will be a designated ELD small group session led by a qualified teacher to target the language needs of the students, focusing on vocabulary development, sentence construction/deconstruction, oral language development, and conventions. English learner's will also have the opportunity to participate in research-based interventions, that incorporate innovation, ELD strategies and access to instructional technology during extended school day learning opportunities via small group ELA and Mathematics instruction with integrated English language development.

Low-Income Students: Our overall strategy is designed for our student population which is 97% low-income, so our strategies will not need to differ for this population.

Foster Youth: While our instructional strategies remain the same for our Foster Youth, our outreach to families/guardians will increase. A member of our Student and Family Support Team will be assigned to each foster student/family to act as their primary contact and advocate, ensuring their needs are met.

Pupils with exceptional needs: Our 7-person resource team will be assigned to each grade level with students with exceptional needs so that these students will have daily support both as part of the general education instruction and in small group/1:1 setting as needed. In the spring of 2020, our resource team noticed two specific needs of pupils within this population: 1) need for support with executive function – organizing their work space, their materials, their classwork and 2) clarification of directions in a digital space. This summer we have addressed these needs by creating a visual, consistent Slidesmania slide deck that will clearly lay out work expectations for students on a daily basis and we have added time in the schedule for the resource team to design modifications to assignments to allow for more clarity and a more visual display for directions.

Pupils experiencing Homelessness: New Heights provides the following additional supports for students experiencing homelessness including distribution of clothing, class supplies, and extra headphones as needed to ensure students can fully participate in distance learning. Also, a member of our Student and Family Support Team will be assigned to each student/family to act as their primary contact and advocate, ensuring their needs are met. For summer school, we invited these families to come onto campus to use a “family room”

for students to log onto their zoom summer school classes. One of our Student and Family Support Team members supervised students in this room.

As the health conditions improve and we are allowed back on campus again, these students will be offered more than 1 day of week of in-class instruction in Phase 2. We have already polled our families and know that in Phase 2, approximately 5-10% of our families will want to continue to keep their children home 100% of the time, opening up “seats” in our model for students with needs.

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.]

As described above, New Heights Charter School has a plan for implementing assessments and using data to inform breakout rooms and small group work. The school has also planned to have weekly planning time built-into the schedule for the full teaching team: Teacher, Teaching Partner, and Resource Teacher/Paraprofessional. This time will be used to review student data, analyze student work, group students based on need, and identify targeted goals for small group instruction.

Initial screening/diagnostic assessments: Pupil learning loss will be measured with the school’s benchmark reading assessment, given at the beginning, middle and end of each school year. The assessment was given at the end of the 2019-20 school year and it will be collected again at the beginning of the 2020-21 school year. In addition, each unit of study in ELA will include ongoing checks for understanding, short assessments, and end unit performance tasks. Students having difficulties will be placed in small group (or 1:1) sessions to target necessary skill/concept development. Teachers will use *Eureka Math Equip*, a suite of digital resources teachers can use before each new module to identify knowledge gaps from the past year and even earlier. Teachers can use *Eureka Math Equip* to get one student, several students, or an entire class up to speed without interrupting current grade-level work.

Formative Assessments/Progress Monitoring: Teachers have been trained to use the pro versions of Formative and Pear Deck. Formative will be used for standards-based quizzes and tests that provide teachers with immediate feedback on student progress. Pear Deck will be used to insert ongoing checks for understanding inside lessons, making them more interactive and allowing teachers to adjust mid-class to students’ understanding and misunderstandings.

Teachers have a designated time, every week, to conduct small group and 1:1 formative assessment on student language development progress. For students experiencing technology access issues, teachers will conduct such assessments via phone.

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

Description	Total Funds	Contributing
Allocate time of the Student and Family Support Team to provide social-emotional support for students and families with differing needs, including support for attendance.	64,205	Y
Digital programs to support student engagement and assessments both summative, diagnostic, and formative: Eureka Equip.	5,911	Y
Allocation of time of the Teaching Partners and Resource Team to support students in need.	30,578	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.]

Schoolwide Approach: New Heights Charter School has a schoolwide approach to supporting students’ social-emotional well-being and mental health. The school uses Responsive Classroom and a trauma-informed approach to mental health counseling, support groups, and crises support. With the added stress of COVID-19, the school developed a system of support where each student had 1 adult who checked-in with them on a daily basis to offer support and keep connection.

Professional Development: Teachers have received professional development in secondary trauma and self-care from the Seneca Center and received additional training in self-care and implicit bias in August 2020. Teachers also will participate in critical reflection circles throughout the 2020-21 school year to increase their capacity to support students experiencing trauma. Teachers new to the school also participated in training in Responsive Classroom in August and will continue to get support through the school year.

Resources/Supports: In addition to students receiving regular welfare checks by staff members, in the 2020-21 school year students will have access to our Student and Family Support team on a daily basis through their participation in online zoom classes, open “office hours” for students to drop-in and seek support, and scheduled counseling sessions.

Staff will emphasize relationship building, personalization, frequent and direction interaction, and inclusive community building. Each class starts the school year with a “first six weeks of school” unit to welcome all students into the classroom community. Through morning meetings, social-emotional skills are developed across the school year. Teachers have all participated in Responsive Classroom professional development, trauma-informed professional development, and implicit bias.

New Heights Student and Family Support Team maintains direct communications with families to check in on student/family needs impacting participation in school – with referral and resource responses – all available with translation in the home language.

To monitor the well-being of the school community, two major strategies will be used:

1. Universal screening of students for social-emotional and mental health issues, followed by tiered intervention support.
2. Surveys of the school community (parents, students and staff) to gauge well-being and connection to the school community.

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.]

Schoolwide Approach to Pupil and Family Engagement and Outreach:

New Heights has developed a system that is multi-tiered with universal support, early intervention, and intensive support. By providing personalized support, the system addresses the different circumstances students and families are facing during the COVID-19 pandemic and the shift to Distance Learning. Specifically, the strategies are designed to re-engage students and families experiencing trauma, isolation, and a lack of access to the necessary supports to participate and fully engage in school on a daily basis while at home. Based on our first days of school, our strategies are working. Students who were absent the first day of school received a phone call/text. Staff engaged in problem-solving conversations that unearthed the following barriers:

1. Parents had forgotten to pick-up computers on campus. ACTION: Staff delivered computers to the family homes.
2. Parents didn't realize their student's devices were broken. ACTION: Parents were given tech support to fix their computer or given a new device.
3. Parents had taken children away from home: ACTION: Staff shared the importance of participation in daily live instruction and students then logged in using phones (to get internet access more easily).

The tiered reengagement strategies are aligned with our school's welcoming culture and culture of collaboration. The school is using our student information system to identify, as early as possible, pupils with different barriers to their attendance so that applicable support services and interventions can be provided. Grade level team staff contact homes around 9:00 am each day if students have not already shown -up for live instruction online. In addition, aggregate counts of excused and unexcused absences from instruction are collected and reviewed daily and weekly to look for trends. This data analysis ensures that students with attendance problems are identified as early as possible and provided applicable support and interventions.

The Executive Director has held meetings with all faculty and staff to raise the awareness of the effects of chronic absenteeism and other challenges to full participation in the educational program. Meetings prior to the start of the school year with parents, guardians, caregivers also stressed the importance of attendance and the support system our school provides.

The School's new Distance Learning Policy includes what constitutes an excused absence in a distance learning context. The policy is consistent with *Education Code* sections 48205 and 48225.5, which specify what constitutes an excused absence. The policy is also consistent with *Education Code* Section 48260(c) which states that an excused absence from school may include reasons that are deemed by the school administrator, based on the student's circumstances, as constituting a valid excuse.

New Heights has a team approach to working with pupils and their families. Each grade level has a support team which includes general education teachers, resource teachers, teaching partners, counselors, and afterschool support staff. This team meets regularly to determine students' needs and make plans for support. The team ensures that every student has at least one adult they can go to with problems.

To encourage full participation in the online and in-person activities this school year, the Student and Family Support Team will send a text to parents when students are absent for 1 day and help students make-up lost work. If student are absent for 2 days, they will call and help students make-up lost work. If a student is absent for 3 days, they will coordinate an online live meeting and help student's make-up lost work. All of this communication will include the preferred language of the family.

Family support for students at risk of learning loss: For students at risk of learning loss, they will be included in small group and 1:1 supports scheduled throughout the week. Students will receive targeted support based on their learning needs during these small group and 1:1 sessions held during the school day and afterschool. Families will receive support to access assignments using the school's technology

platforms and programs. Families will also receive support to set-up effective learning spaces at home, ensure students are accessing food at the campus distribution times (or bring the food to the family homes), and provide social-emotional support.

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.]

Plan for providing nutritionally adequate meals for all pupils: New Heights Charter School has arranged to have meals provided to families through a Grab and Go distribution which will bundle meals together, there reducing the number of trips families need to make to campus. Parents will be able to come to our Lower Campus in the morning or in the late afternoon on Monday’s and Thursdays to pick-up meals for the week. The meals meet the nutrition requirements and include breakfast and lunch. Parents also receive information about food safety and how to properly heat and/or chill the food provided. New Heights receives Provision 2, allowing all families to eat for free.

When in-person instruction resumes, students attending school that day will receive a meal on campus to eat on campus, while all other students are able to continue to participate in the twice-weekly Grab and Go service. Students will eat outside, 1 student per table, socially distanced.

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

Section	Description	Total Funds	Contributing
Mental Health and Social-Emotional Well-Being	Student and Family Support Team: 2 members of the team will take the lead providing the Tiered Re-Engagement strategies	32,102	Y
Student and Family Engagement and Outreach	Office staff will provide translation services as needed for families.	32,023	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
34.29%	\$1,133,484

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.]

The needs of foster youth, English learners and low-income students were considered first for the planning of all actions provided for the entire school. The learning model chosen for this year is centered on live synchronous interaction based on data collected last spring and is intended to support foster youth, English Learners and low-income students. The school's focus on social-emotional development and academic language is also evidence of this consideration.

The actions our school has taken for foster youth, English learners and low-income students have been effective for these populations as evidenced by our state testing scores (which are much higher than neighboring schools and our district as a whole) and our high reclassification rates. In order to identify current English learner needs, language, literacy and mathematics diagnostic assessments will be conducted. Diagnostic language assessment data will be disaggregated by language strands (L, S, R, W) to provide integrated and targeted supplemental language development small group instruction.

There are several specific actions that are both (a) being implemented school wide and (b) increasing or improving services for unduplicated students.

These actions include:

Devices and Connectivity: The provision of devices and connectivity access is being applied across the entire school, however it is primarily intended to provide access for low-income students who may not have full access at home. The school purchased and distributed computers, headphones, and hot spots to any student in need and will continue to distribute devices to incoming TK/Kindergarten students and new students at grades 1-8. Targeted outreach is occurring through the coordination of the school's Homeless Youth liaison and the Student and Family Support Team to make contact with 'hard to reach students' and determine technology needs.

Curriculum Coaches and Instructional Technology Coaches: The coaches provide a range of professional development, including coaching. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. The coaches focus on language development and use of technology to support student engagement, speaking, and writing to bolster the school's Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs.

Nutrition Services and Supplies This action was implemented during school closures and throughout the summer, but was primarily intended to provide food access to students and families facing food insecurity. Many students and families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more community members. Implementation of the action included additional PPE, sanitation supplies, and staff time to operate meal distribution twice a day. These services were above and beyond the school's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

Teacher Collaboration Time: Teachers, Teaching Partners and Resource Teachers collaborate daily to review data, student work, and plan instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our school. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Collaboration time allows the faculty and staff to address learning loss and accelerate growth for students demonstrating the most need.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL) New Heights strives to develop each individual's social and emotional capacity to be successful in school and in life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups. Connectedness during distance learning is challenging and requires daily attention across the school.

Home Visits: Staff at New Heights help to keep our most vulnerable families connected by delivering food and educational supplies directly to families' homes if they are not able to come to our campus. This support system helps to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school.

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

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth supports (serving Foster Youth), the English Language Development (serving English Learners), Homeless Liaison (serving Homeless Youth), and Parent Coordination which serves all parents and includes English Learners and families who require translation and interpretation.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- **Home Visits** as described above.
- **Expanded Learning Programs:** The programs are focused on students with the highest needs and enrollment includes high percentages for socioeconomically disadvantaged students and English Learners. The afterschool supports and interventions are through live online support.

- **Computers and Additional Technology to Support Distance Learning:** This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots, is being principally directed toward families and students who are not able to obtain this without support.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- **Curriculum Coaches and Instructional Technology Coaches:** These coaches, while serving all faculty and students, also have the stated responsibility to serve English Learners and student who have high academic needs, including those needs relevant to unduplicated student groups. Professional learning will be designed to equip staff with the necessary understandings and strategies to support students, allowing additional opportunities for classroom teachers to provide targeted support for English Learner students. Ongoing formative assessments will support the refinement and adjustment of this practice.

- **Student and Family Support Team:** Team Staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to increase access to counseling for students that need it most, including unduplicated student groups.

Actions described in this plan that are implemented schoolwide with the intent to principally benefit unduplicated students include:

- **Student and Family Support Team:** This team provides students and families to access a range of resources, including mental health supports, immunization support, family counseling, attendance intervention, and suicide risk/response and intervention. While all students and families have access, these resources are intended to meet the needs of youth and families that experience higher rates of health challenges and accessing services on their own. Again, this is intended to primarily benefit unduplicated students and other vulnerable youth.

- **Teacher Collaboration Time:** This weekly time is provided to certificated staff to collaborate on ways to meet the needs of unduplicated pupils. This time has increased importance during the current year as staff collaboration will need to address pupil learning loss. Given the anticipated disproportionate impacts of learning loss on vulnerable students, which include unduplicated students, staff will need to collaboratively plan for instruction that addresses those impacts.

- School site funds to be allocated through the School Plan for Student Achievement (**SPSA**).

- **Leveraging school staff for instructional support:** Services will be increased and improved by leveraging other school site staff. We have allocated three staff members to our teaching team so that every grade level has enough support to conduct a 2.5 live zoom session each day with 3 staff members present, including the credentialed teacher, a teaching partner and a resource teacher or paraprofessional. This allows foster youth, English learners and low-income students to receive more personalized support.