

# NPA Learning Continuity and Attendance Plan (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.]

COVID-19 has had a significant impact on our school and community in multiple respects. In order to prioritize student, family, and teacher safety, while still implementing effective delivery of our educational curriculum, we have implemented multiple new safety protocols and modified both our instructional plan and schedule in response to the new circumstances that we face.

As with schools everywhere, COVID-19 has also had a very significant impact on our families, creating both financial and logistical challenges stemming from loss of employment and COVID-19-related reductions in income, from the need to adapt to new ways of working and conducting business, and from the challenge of meeting the needs of children’s education in new ways.

NPA’s Learning Continuity and Attendance Plan has taken all of these impacts and challenges into consideration in developing a strategy for the 2020-21 school year. Major adaptations for the 2020-21 school year include offering a hybrid instructional plan for those families who desire it, combined with comprehensive safety protocols for in-person learners and enhanced family and student support provisions, as detailed below.

## Stakeholder Engagement

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

From the time of the initial shelter in place order last March, the school has consistently solicited stakeholder feedback through proactive communications, meetings, and surveys. Additionally, the school engaged in an in-depth dialogue with all stakeholders and developed a plan incorporating the majority preferences prior to finalizing its educational plan for the year.

Any families needing internet or devices were provided with those shortly after the shelter in place order took effect. Currently 100% of families have adequate technology to participate fully in the school's programs.

Stakeholder engagement was a primary consideration in developing the school's instructional plan for 2020-21. Engagement so far this year has been very high, with greater than 95% of families actively providing input on the school's plans for 2020-21.

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

Families were given Zoom information, including telephone call-in options, both via email and via the school website for joining public meetings and hearings. When families did not respond to email queries, the school contacted them by phone.

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

All stakeholders were given the opportunity to provide input into the planning process for the 2020-21 school year. After the primary instructional options were identified, all stakeholders received a survey requesting input on each of the options under consideration. Stakeholders provided input on the desirability of the following options: full distance learning, full-day in-person instruction combined with distance learning on alternate days, and half-day in-person learning. 16% of families indicated a preference for full distance learning and 50% of faculty indicated a preference for full distance learning. Of the remaining families, greater than 80% preferred in-person half day instruction.

Stakeholders were also given the opportunity to share other preferences and concerns. One of the primary preferences was for maximizing use of outdoor spaces. In addition, stakeholders were given draft copies of our safety policy to offer input on, and this input was incorporated into our final draft.

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

The instructional plan selected by the school was based primarily on stakeholder input. In response to the feedback given by stakeholders, the school is offering the two plans that were overwhelmingly preferred by stakeholders, namely, a full-distance option combined with an option for in-person half-day instruction for all grade levels. Teachers were also given the option of teaching remotely for health reasons if they preferred to do so, and 50% of teachers elected to do this.

Outdoor classrooms are being utilized whenever possible, which is something strongly favored by stakeholders, and stakeholder input continues to be incorporated into the day-to-day operations of the school on a regular basis as we refine implementation of our plans.

# 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.]

The school is offering classroom-based instruction, provided by certificated employees, for any family who desires that option. The school has divided each class into two cohorts in order to achieve maximal physical distancing for each cohort and to reduce the number of people on campus at any given time.

The school has also implemented a comprehensive safety plan in order to provide families with the safest possible environment for in-person instruction. The school also phased in in-person cohorts over a two-week period in order to ensure adequate orientation and training in the school’s safety routines could take place.

As indicated below, the school has hired a support liaison and counselor specifically to address learning needs as well as social and emotional needs that may arise.

The school has developed a schedule of assignments and assessments for all students that meets the standards of its International Baccalaureate curriculum, delivering a high quality program that allows students to continue without interruption on their educational path.

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

Description	Total Funds	Contributing
Additional certificated hourly employee added to supervise delivery of remote teaching to in-person students in selected courses. [ESSER 3210]	\$9,360	Y
Additional cleaning and sanitizing implemented [ESSER 3210/ SB 117]	\$4,000	Y
Purchase of additional cleaning and sanitizing supplies [ESSER 3210/SB 117]	\$1,000	Y
Purchase of PPE and other safety equipment for staff and students [ESSER 3210/SB117]	\$1,000	Y

Description	Total Funds	Contributing
Purchase of additional individual desks for in-person students [ESSER 3210: Discretionary]	\$1,584	Y
Outdoor and indoor classroom setup for safety of in-person students [ESSER 3210: Discretionary]	\$2,000	Y
Purchase of technology to support delivery of instruction to in-person students, including Chromebooks. [CRF 3220]	\$7,997	Y
Lunch service for in-person students [GEER 3215]	\$2,400	Y
Food costs for low-income students [GEER 3215]	\$800	
Creation of a Student and Family Support Liaison position to address COVID-19-related needs of in-person learners. [ESSER 3210/LLMF-CRF 3220]	\$5,980	Y

## Distance Learning Program

### Continuity of Instruction

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

The school has developed a plan for all students that allows for full implementation of its International Baccalaureate curriculum, including its regular schedule of formative and summative assessments. In-person and distance learning students follow exactly the same curriculum and instructional model. All International Baccalaureate courses exceed the UC a-g standards.

### 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.]

The school has worked with all families with device and connectivity needs to ensure that all pupils have the technology needed to succeed with the modality of distance learning. Currently 100% of families have the needed devices and connectivity to participate fully in our programs.

Our Family Support Liaison works with any family experiencing challenges to ensure that the student's technology is working correctly and that the student is engaging successfully with the curriculum

## **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.]

Student attendance is tracked for all days and classes. The instructional plan provided by the school offers the required number of minutes for live contact and synchronous instructional time. This plan includes a specification of the time value of attendance and student work.

The school will assess pupil progress and measure participation of live contact time in the same way it would under regular circumstances, namely through attendance, participation, and both formative and summative assessments. The school will assess pupil progress and measure participation and time value of pupil work for synchronous instructional minutes through engagement with and completion of assignments given during the specified times.

## **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.]

Professional development is offered on a regular basis through scheduled inservices focusing on support for delivery of the distance learning program. Specific staff members have also been designated for support of teachers in delivery of the distance learning and classroom technology aspects of their teaching.

## **Staff Roles and Responsibilities**

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

As indicated above, the school has designated one staff member on each campus to provide technology support to teachers and families. The school has also created the position of Student and Family Support Liaison. The support liaison identifies needs of families on an ongoing basis and reaches out to families with students who are experiencing specific challenges due to the circumstances brought on by COVID-19. Families are invited to contact the liaison at any time, and teachers and administration also refer students and families to the school's support liaison on an ongoing basis as needs arise.

The school has also designated a COVID-19 liaison on each campus to monitor implementation of the schools safety plan and protocols and address any issues or questions that may arise relating to safety on campus.

**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.]

Our resource specialist has been given the responsibility of overseeing the learning success of students with unique needs. She actively evaluates the performance of each student with unique needs on an ongoing basis. She communicates with administration about any needs that arise and administration offers guidance on a plan to address those needs. The school’s family support liaison is also available to assist these students when desirable.

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

Description	Total Funds	Contributing
The school created a Student and Family Support Liaison position to address COVID-19-related needs of in-person learners. [ESSER 3210/LLMF-CRF 3220]	\$8,970	Y
The school purchased Chromebooks for all distance learners. [CRF 3220]	\$12,000	Y
Lunch service for distance learners [GEER 3215]	\$2,300	Y
Food costs for low-income students [LLMF-CRF 3220]	\$600	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.]

The school prepared in advance for the initial shelter in place order and was able to implement its full curriculum in Spring 2020 due to an effective transition to distance learning.

The school will measure whether any learning loss is occurring through in-school assessment of students by teachers, through state required tests, and through student performance on IB exams. Since the school offers the International Baccalaureate curriculum at all grade levels, there is already an assessment structure in place that the school can use to measure student achievement. Learning loss will be identified through student performance on in-class, standardized, and IB assessments compared to prior years.

## 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.]

Based on our experience with student success last spring, the school does not expect that any statistically measurable learning loss will occur. The school expects to validate this expectation through results on formal IB assessments.

There are, however, a small number of students requiring special support, and if the needs of these students are not addressed proactively, learning loss may be a risk for this small number of individuals. Some of these students are English Learners, low income students, or students with other exceptional needs. The school is actively tracking the progress of each of these students and has put additional support structures in place for them. The school will continue to track the progress of each of these students on an individual basis and modify the support plans as needed.

## 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.]

The effectiveness of the support plans described above will be measured by teacher evaluation of each student on formative and summative assessments, through performance on standardized tests, through IEP and 504 meeting conferences when applicable, and through performance on IB assessments. If needed, the school will identify any areas in which performance has dropped in a statistically significant way in relation to prior years and develop a plan to target and address these areas.

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

Description	Total Funds	Contributing
Action: creation of a Student and Family Support Liaison. This position was created specifically to support students who experience challenges due to COVID-19, and includes an emphasis on supporting students with unique needs.	(See above)	Y
Action: Increased hours allocated to our resource specialist. This action is specifically intended to provide additional support to students with unique needs, such as English Learners, low-income students, and other students with unique needs. [LLMF/CRF]	\$3,000	Y

Description	Total Funds	Contributing

## 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.]

The school has hired a counselor to support the mental health and social and emotional well-being of pupils. This counselor is available for any student who wishes to receive support. Professional development time has been allocated to supporting staff in responding to trauma and other impacts of COVID-19 on the school community. Staff may also request counselling if desired.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Families, teachers, and administration are working together to identify any students in need of support. The school's Student and Family Support Liaison contacts any student who is in need of support and works with the family to develop a reengagement strategy. This process is continuous. Less than 5% of students are in need of this kind of support currently, and all families of these students are working actively with the support liaison to ensure that the student remains engaged. In the event that a student who is struggling fails to reengage, the Head of School will contact the family directly to set up a plan. However, this direct contact by the director has not yet been needed during the 2020-21 school year.

## 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.]

The school's food service has continued to provide meal options for all families from the time of shelter in place to the present. This includes home deliver, pick-up, and on-campus options. The school has continued to provide meals for low-income families though these same options.



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

Section	Description	Total Funds	Contributing
All actions have been listed in the above sections.			

## 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
5.07%	\$79,368

### 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.]

Funds for services for unduplicated pupils will be increased by 5.07% in the current year. NPA will continue to provide the same services described above for the 2019-20 school year, but will also increase these services in specific ways. NPA will continue to provide additional academic support and counselling services for low income and foster youth students. These specific services are LEA-wide and were selected for funding because they will be of greatest benefit to low income students. In 2020-21 this support will be increased further to meet the growing need in our community.

NPA will continue to provide additional targeted academic and college application support for low-income and foster youth throughout their 4 years at the school. Additional hours will be added to the college counselor position in order to meet this need.

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

NPA will also continue to work actively with parents of unduplicated pupils to provide all needed services and accommodations. Low income, foster youth, and special needs students will also receive increased attention in faculty meetings consisting in regular reviews of their performance and needs. As a result of these discussions, faculty and support staff will continue to provide additional support and assistance to those students who require it. In 2020-21 NPA plans to increase resource specialist hours to account for the growing needs of unduplicated students in its community in response to the challenges brought on by COVID-19.