

Learning Continuity and Attendance Plan Template (2020–21)

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

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

New Village Girls Academy (NVGA) is a direct-funded public charter school that serves a unique and often forgotten population of adolescent girls throughout Los Angeles since 2006. NVGA specifically targets girls that have faced significant life challenges, predicting negative outcomes in school and in life, and predominately live in communities plagued by violence and poverty.

Students enrolled at New Village come from neighborhoods throughout Los Angeles, however the majority resides in the Westlake area, where our school is situated. Approximately 4% of our students are residents at St. Anne’s Maternity Home, a group home for pregnant and parenting foster youth, with whom the school shares a campus.

On March 13, 2020, Governor Gavin Newsom issued Executive Order N-26-20 regarding the physical closure of schools by local educational agencies (LEAs) in response to the COVID-19 pandemic. On Friday, March 13th all students were tasked with working on their exhibitions until the transition to Distance Learning.

All students at New Village Girls Academy, were contacted by school staff to identify which students had access to a laptop/computer and internet service at home. Those students that lacked these tools were provided with access to a Chromebook, WIFI hotspot, and/or resources to acquire internet services provided by the California Department of Education (CDE) to ensure they could access coursework during Distance Learning. When this survey was originally conducted, our school had disseminated Chromebooks to approximately 80% of our students however to date, 98% of our students have school issued Chromebooks and now 100% of our students have access to technology for distance learning.

Key members of our bilingual staff were in charge of conducting check-ins with students and their families at 1-3 times per week, to discuss participation, coursework completion, access to meals, provide resources and assist with any other needs as requested by students/families. For families who lost connectivity due to mobility, or other reasons, our school ordered additional Wi-Fi hotspots to disseminate. For students who were temporarily unable to acquire internet access were provided with course packets to prevent

learning loss and so they could continue their coursework. Our teachers did participate in professional development on using Zoom meetings and how to implement blended learning in a Distance Learning platform.

On March 30th – New Village Girls Academy transitioned to Distance Learning using Google Classroom and Zoom meetings as the primary learning platform. Our teachers provide synchronous and asynchronous instruction in all core subjects including Advisory, Designated ELD for English Learners, and Internships that have shifted to an online platform. This model provides flexibility for our English Learners, Students with Disabilities (SWD) and students who may have other responsibilities including work and parenting during the day. The shift to Google Classroom was seamless as this platform was already in use during the academic year, along with the 1:1 student to laptop ratio.

Our school has shifted the internships to an online platform with the addition of a guest speaker series that focused on college and career preparedness. This shift has been highly successful with high participation rates among our students.

For *Students with Disabilities* – the RSP Teacher co-teaches in all core subjects and provides individual pullout services during the Advisory block. The School Psychologist provides mental health services for SWD, 504 Plans and SST's using the Zoom platform. Our SPED Team has maintained consistent and ongoing communication with parents, and provided services outlined in the student's IEP. The wrap-around teams consist of Therapists, Social Worker, Case Managers, Advocates, Probation Officers, RSP teacher, School Psychologist and the School Advisor.

New Village Girls Academy students have access to *social-emotional support and/or counseling services* by the school Psychologist, and our Wellness Program, using the Zoom platform. Our wellness program is transcendental meditation facilitated by a bilingual instructor. This program assists our students to improve social behavior and emotional regulation while supporting a calm, focused learning environment. Our Social Worker collaborates with the school's leadership team and Psychologist to address and ensure the social-emotional needs of our students are being met. In addition, during the Advisory course, the instructor has implemented the social-emotional learning curriculum; in addition to preparing our students for the end of year student exhibitions.

The impact of Distance Learning on students has varied by student. Survey findings from students have identified they feel the following:

- The need for more support to complete assignments
- Lack adequate learning environment at home
- Have other responsibilities such as caring for siblings
- Dislike distance learning and prefer on-site instruction

As a result of the feedback provided by students - our teachers shifted to a blended learning model to improve the delivery of instruction and support the academic needs of our students. Teachers also held office hours weekly; Tuesdays through Thursdays to provide additional one-on-one support, or small group differentiated instruction. Our Support Staff provide additional academic

support in collaboration with the teachers via Google Classroom, Zoom meetings, and communicate with families using Google Phone.

Parents have identified the inability to support their child with coursework due to their own literacy/educational challenges, and worry about the mental health impact and needs of their teenager. However, parents have been highly satisfied with the ongoing and timely communication by our school staff and the seamless transition to distance learning.

Historically, NVGA has been the resource hub for our students and their families by providing access to mental health resources, homeless services, and basic goods for newborns. Due to the nature of the COVID-19 crisis, NVGA prioritized by surveying students/families to assess for basic needs including access to: mental health services; food; and technology. Once this information was collected, plans were made to address the student's needs and families were then contacted with information on how distance learning would take place. Stakeholders were also provided with information on community resources.

Stakeholder Engagement

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

New Village Girls Academy has implemented multiple strategies for students, families, educators, staff, and the governing board to provide input into the development of the Learning Continuity and Attendance Plan. Robust efforts have been made since the school's closure in March as a result of COVID-19. The learning models developed through this process maintain the same high quality, rigorous instruction from teachers using the state content standards, identification of student learning gaps, attention to social-emotional needs and tiered intervention support for students who need additional academic support. To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

Extensive outreach has been conducted to inform and elicit feedback from stakeholders through public communication methods including surveys, website, social media, advisory groups, Town Halls, Board Committees, and public meetings. They include:

- March 16-20, 2020: Survey students and families to assess needs as a result of school closure.
 - 17% of students did not have access to food on a daily basis
 - 30% did not have access to internet services.
- April 12, 19, 26; May 2 & 9th; (currently every Tuesday) Coffee with the Director to discuss school updates and address questions from parents
- Summer 2020: Administration and staff collaborated to develop distance learning policies, plan based on CDE and CDPH guidance, and discussion on the LCP – July 7-9th

- July 17 – 30: During in-person student registration, our staff surveyed families on accessibility to foods, mental health services and technology to inform this report.
 - 5% continue to struggle with access to food on a daily basis
 - 54% look forward to student meal service program offered by the school
 - 37% lack connectivity at home
 - 54% have experienced a decline in wages
 - 46% have unpaid utility bills
 - 39% are behind in rent payments
- When surveyed their preference for in-person or distance learning for fall 2020:
 - 99% prefer distance learning
 - 1% prefer in-person
- Early July: Surveyed families via Zoom and in-person interviews upon enrollment and phone surveys to assess laptop and connectivity needs in preparation for the start of the school year.
 - 98% of students lacked a computer/laptop at home solely for school related use
- September 8th: Follow-up calls/survey to assess if all students have access to laptop and connectivity.
 - 99% have access to internet. Wi-Fi hotspot will be distributed to ensure 100% of students have access to internet.
 - 29% behind in rent payments
 - 28% have unpaid utility bills

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

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

- Governor’s Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.

- The Learning Continuity and Attendance Plan was uploaded to the school’s website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.

- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the ***Board adoption of the Learning Continuity and Attendance Plan*** as a non-consent item with the school's Governing Board.

- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.

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

BOARD MEETING DATES:

Date of Public Hearing: September 25, 2020

Date of (Adoption) Public Meeting: September 30, 2020

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

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

Family members expressed they prefer in-person instruction over distance learning but understand the current circumstances. Some have experienced COVID-19, along with their children and family members. They also requested that the school provide technology devices and Wi-Fi hotspots; and for teachers schedules to be more flexible. Requests were made for the school to provide a referral system so students and families could seek support. Conversations with families revealed many of our students have young siblings at home which they have to supervise while parent is working. Parents also suggested that our school continue to celebrate student accomplishments as it builds community, boosts morale and allows our students to stay in contact with one another. Parents also shared their concerns because of their inability to pay their bills, and foresee evictions. Parents agreed that synchronous and asynchronous instruction is necessary given the specific needs of English Learners (EL) and Students with Disabilities (SWD). Parents also expressed concerns related to COVID infections in their household, access to medical care, job insecurity, food insecurity and eviction.

Our pregnant teen/parenting teens have requested flexibility on deadlines due to their circumstances. Students have expressed they would like options for asynchronous instruction only since they are now working to support their families. Students would like more instruction on social issues since they are concerned about the current state of social and political affairs in the U.S.

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

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

- NVGA's start date is the same as LAUSD: August 18th
- Daily instructional schedule provides additional time for Advisory and Social-emotional learning; and virtual internships were made available for students; and schedule was adjusted to ensure students are more engaged and focused on individual content areas.
- A seamless schedule to engage students and allow for more intense instruction with a rotating 4-week program.
- The instructional day schedule/master schedule is comprised of 4-week sessions (16-day content courses) which allows student to focus on one content area each month; and it also helps new students that enroll mid-year or mid semester to be engaged.
- The instructional day starts at 9am to allow students time to assist their younger siblings with distance learning.
- All teachers will host office hours in the afternoon which allows students to participate.
- NVGA will distribute instructional supplies, including school supplies, manipulatives, science kits for experiments, wellness day supply kits, homeless necessities, etc.
- Daily Grab and Go meals will be provided.
- Enrichment Coordinator will communicate with families and students regularly to provide resources and information related to access to food, rent support, baby care needs, homeless services, referrals to mental health providers.
- Provide professional development to teachers on strategies to support EL in distance learning; and Accommodations/Modifications with students with Disabilities, Mental Health and Wellness supports.

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.]

On August 18, 2020, New Village Girls Academy started the 2020-21 school year with 100% of students participating in distance learning (Phase #1).

Once it is safe to do so, and under the guidance from the Los Angeles County Department of Public Health, LAUSD, LACOE, and the Centers for Disease Control, NVGA will use this information to help us evaluate when school can reopen safely in the future. Reopening plans that are being considered are as follows:

- Phase 1: 100% Students in distance learning
- Phase 2: Hybrid instruction: 2 days/week in-person; 3 days/week distance learning
- Phase 3: 100% in-person instruction (once COVID-19 is eradicated) and the Los Angeles County Department of Public Health permits students to fully return to school.

HYBRID MODEL (PHASE 2)

NVGA's Hybrid Model, The following Instructional day schedule combination of in-person instruction and distance learning, will be comprised of a cohort of students, that will participate in in-person instruction on Tuesday and Thursday; and Distance learning on Monday, Wednesday, and Friday. The schedule for in-person instruction is outlined below. NVGA will also prioritize vulnerable student groups such as Students with Disabilities and English Learners for in-person instruction.

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory 9 AM - 10:30 PM <i>Report to Zoom Room</i>	Content Class* 9 AM - 10:30 AM <i>Report to Zoom Room</i>	Advisory 9 AM - 10:30 AM <i>Report to Zoom Room</i>	Content Class* 9 AM - 10:30 AM <i>Report to Zoom Room</i>	Advisory 9 AM - 10:30 AM <i>Report to Zoom Room</i>
Meditation @ 10:30-10:45 AM Practiced Everyday				
Advisory 10:45 AM - 12 PM <i>Report to Zoom Room</i>	Content Class* 10:45 AM - 1 PM <i>Report to Zoom Room</i>	Advisory 10:45 AM - 12 PM <i>Report to Zoom Room</i>	Content Class* 10:45 AM - 1 PM <i>Report to Zoom Room</i>	Advisory 10:45 AM - 12 PM <i>Report to Zoom Room</i>
Lunch 12 PM - 1 PM	Lunch 1 PM - 1:30 PM	Lunch 12 PM - 1 PM	Lunch 1 PM - 1:30 PM	Lunch 12 PM - 1 PM
LTI** 1 - 3 PM <i>Report to Zoom Room</i>	Project Development/ Office Hours 1:30 - 3 PM	Science/PE/Health 1 PM - 3 PM** <i>Report to Zoom Room</i>	Project Development/ Office Hours 1:30 - 3 PM	LTI** 1 - 3 PM <i>Report to Zoom Room</i>

STRATEGIES TO MITIGATE LEARNING LOSS

In order to support students at greater risk of experiencing learning loss from 2019-20 and 2020-21, our school will implement the following strategies:

- Increased small group instruction via Zoom session with a credentialed teacher

- Tutoring and intervention via Zoom meetings
- Teacher office hours twice per week
- Students will have access to technology based supplemental learning applications.
- All students will receive daily synchronous and asynchronous instruction.

MEASURING STUDENT PROGRESS

New Village Girls Academy will implement a Systematic Cycle of Assessments that includes:

- STAR Reading & Math Assessments: 2 times/year
- Read 180/Systems 44 ELD assessments: 2 times/year
- Formative assessments: exit slips will be provided daily by each course to check for student understanding.

HEALTH & SAFETY

New Village Girls Academy has developed a Safe at School Reopening Plan using guidelines from the Center for Disease Control (CDC), the CA Department of Education (CDE), California Department of Public Health (CDPH), and Los Angeles County Public Health Department (LACPHD) that details Health & Safety Protocols and Procedures.

The safety of our staff and students remains the school's primary concern. As a result, NVGA will not allow normal visitation to our campus. Instead, all visitations will be done by appointment or as allowed by the school site administrator. To help prevent the spread of COVID-19 and reduce the risk of exposure to our staff and students, we are conducting temperature checks before entering the school. Masks will be available for staff and students as needed. All persons must wear a mask upon entering the school. Handwashing stations will be placed on campus; and hand sanitizer will be available in every room and upon entry and exit of campus. Cleaning schedules will be coordinated with the custodial staff.

SOCIAL DISTANCING

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

Procedures will be in place to help eliminate direct exposure:

- Traffic Flow – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.

- Staff will monitor students during recess and lunch to ensure physical distancing of 6 feet at all times.
- Outdoor classes as much as possible
- Two designated lunch areas with appropriate spacing for seating.
- Parents/families allowed on campus by appointment only

ARRIVAL/DROPOFF: In order to ensure the continued well-being of our students and our employees, separate drop-off and arrival entry points have been established as a valet system.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Director and Teachers to provide in-person and distance learning.	\$815,113	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$66,076	N

Distance Learning Program

Continuity of Instruction

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

New Village Girls Academy will continue to ensure continuity of instruction and learning through access to an academically rigorous educational program through distance learning. On August 18, 2020, New Village Girls Academy started the 2020-21 school year with 100% of students participating in distance learning (Phase #1).

NVGA will utilize Google Classroom as the learning platform (posting assignments, videos and assignments), and Zoom for synchronous instruction. All NVGA students will participate in daily synchronous and asynchronous learning. Small group instruction will take place daily, including asynchronous learning time and Mindfulness/SEL sessions in Advisory. During asynchronous learning time students will participate in online platforms to access, complete and submit their assignments.

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Meditation @ 10:30-10:45 AM Practiced Everyday				
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Lunch 12 PM - 1 PM	Lunch 1 PM - 1:30 PM	Lunch 12 PM - 1 PM	Lunch 1 PM - 1:30 PM	Lunch 12 PM - 1 PM
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Students will be completing one core course every 4 weeks (16-17 days per course) in order to be on track for graduation per their graduation plan. However, Science, Physical Education, Health, Advisory and Learning Through Internships will remain as semester-long courses.

Students are expected to log in to their courses daily for synchronous Zoom sessions and actively engage with their teachers and peers. Flexibility on assignment deadlines will be granted for students with limited or no Internet access, however hotspots have been distributed for all students lacking connectivity at home.

Teachers will have weekly classroom activities and assignments posted to their Google Classroom by 9:00 AM each Monday. Teachers will be available to students for academic support via Zoom, Google Classroom, and email during the designated class and office hours. Office hours will take place on Tuesday and Thursday afternoons in their Zoom rooms from 1:30 PM to 3:00 PM.

Quarter	Dates
Advisory	Aug 18 - Aug 21
Quarter 1	Aug 24 - Sep 17
Quarter 2	Sep 18 - Oct 12
Quarter 3	Oct 13 - Nov 3
Quarter 4	Nov 4 - Dec 4
Exhibitions	Dec 7 - Dec 18

All teachers will have support staff assigned to their classrooms who will be reaching out to students who are absent and to assist English learners by providing translation support. We are understanding that situations may arise where students will not be able to attend class. We encourage students and parents to communicate with teachers when these issues arise so that students don't fall behind on their classwork. Teachers will make reasonable means to respond to student/parent communications within 24 hours.

NVGA students will have access to the following online web-based curriculum: iXL Math and NewsELA. Students will access the following technology based supplemental applications: Flocabulary, Google Suite and Zoom meetings.

Every teacher will have a bilingual support staff assigned to their classroom to contact students who are absent; and assist with English Learner by providing interpreter services.

ENGLISH LEARNERS

Students classified as English Learners will receive differentiated instruction provided based on their language proficiency levels as well as translation support via additional bilingual staff members assigned to support teachers. New Village will also continue to offer an English Language Development class for English learners. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

STUDENTS WITH DISABILITIES

Students with IEPs will continue to receive equitable services. Supports identified on a student's Individualized Education Program (IEP) will be honored in various ways. We will be holding upcoming annual IEP meetings via videoconference or teleconference. Parents will be called and the meeting will then be scheduled and proceed accordingly.

Accommodations and modifications services may be effectively provided online. These may include, for instance, extensions of time for assignments, access to video recorded lessons and accessible reading materials. Our RSP teacher will be providing support in all content classes. In addition, Ms. Guzman will be providing one pullout session a week for added support. Students who receive DIS counseling or ERICS counseling services will continue to be provided via zoom and will be scheduled during advisory time. Ms. Sanchez will also be providing push-in services as needed into academic classes.

GRADING POLICY

New Village Girls Academy will implement the following grading scale for the 2020-21 school year. Student academic grades will be uploaded to PowerSchool, the Student Information System. Each course has a participation requirement based on the student actively engaging in class discussions. (A = 85-100%; B = 75-84%; C = 65-74%; F = <65%)

The Academic Counselor will be scheduling meetings with students throughout the semester to assist students with their graduation plans. During these meetings, students will be informed of their progress towards graduation and whether they are credit deficient. Our school will offer UC A-G approved courses and courses needed to graduate; and Learning Through Internship opportunities will also continue in a virtual setting.

ADVISORY

Advisory course will meet 3 times per week and will encompass social-emotional learning. Each student at NVGA will continue to be part of a small learning community of 20 students called an advisory which is led by a teacher and additional support staff who work with these small groups of students for the duration of their high school experience, assists each student with their instructional programs and builds relationship with each student and their families. The goal of advisory will be to continue to allow each student to work closely with her advisor to identify interests and personalize learning. In every way, the advisory is a "home away from home" for our student. As is evident in our schedule, and in order to continue to develop these kinds of consistent adult-student relationships, New Village Girls Academy will continue to make Advisory our central structural element. Additionally, Advisors will continue to guide and help students manage Individualized Learning Plans and goals necessary for graduation. Advisors will also manage and assess internships, projects and help students develop critical life skills such as organization, time management and communications.

SENIORS: COLLEGE APPLICATIONS

The academic counselor will support students in meeting college deadlines through the College Readiness Internship, and offer workshops on the college application process, writing effective personal statements, career/major exploration, and applying for financial aid. Fall semester is an intense time for seniors since college applications are due in Fall semester. Our Academic Counselor will be communicating with senior and their parents on a regular basis to ensure deadlines are met, so all senior will submit stellar college applications.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In early-July, our staff contacted all students/families to assess for technology and connectivity needs. New Village Girls Academy distributed Chromebooks to all students, except one who chose to use their own laptop at home. Wi-Fi hotspots have been distributed to students who lack and cannot afford internet service at home.

Our staff distributed Chromebooks and Wi-Fi hotspots the week of July 20th. Families completed the Chromebook Use Form that outlined the guidelines that students/families must follow when using a school-issued device.

Our staff has also provided families with contact information from local Internet Service Providers (Charter, Comcast and Spectrum), that offer reduced internet costs for low-income households.

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.]

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

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

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

- Attendance to live class sessions (online or in-person)

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

AND

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

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

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

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

Daily attendance will be taken by our teachers for each course. If our staff/teachers are unable to successfully contact the student, we will also contact the parent/guardian. If we still cannot make contact with a student after calling their parent/guardian then we will try the next person on their contact list until all phone numbers have been exhausted. If a student is unable to attend class, that student should reach out to their individual teachers (see below). If we still cannot reach a student then we may request that a welfare check be done on a student but this will be done as a last resort. NVGA has developed and will implement the tiered reengagement strategies for students who are absent.

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 Village Girls Academy has designed the following weekly professional development schedule for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- 1st week of the month will be focused on academic competencies and lesson planning (target EL, SPED, Math) by departments and with support staff (intention: mitigating learning loss)
- 2nd week of the month will be focused on SPED and EL with the SPED team, data and additional lesson planning to meet the needs of our subgroups. (intention: mitigating learning loss)
- 3rd week of the month will be focused on wellness & cultural competencies with USC/UCLA/Chang-Zuckerberg Initiative
- 4th week of the month will be focused on cultural competencies and student interventions/mental health updates

Our school has provided staff-wide professional development on both Google Classroom and Zoom platforms.

Staff Roles and Responsibilities

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

Support staff roles have been expanded to include preparing instructional supplies for student distribution during distance learning, providing tech-support for students struggling to logging in, providing translation services, communicate with families/students, and trouble-shoot issues.

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 Village Girls Academy's daily instructional schedule was designed to support the academic and social-emotional needs of its students. Our schedule provides all students with 285 instructional minutes on MWF; and 315 instructional minutes on T/TH that exceed the CA state requirement of 240 daily instructional minutes per SB98.

In addition, NVGA provides the following services:

- Advisory: Meets 3 times per week for 2 hours and 45 minutes each. Advisory sessions are synchronous and an essential component to the school's program to address the social-emotional needs of our students, allow for students to engage with their peers and build positive culture and relationships.
- School Counseling: available during the school day to provide academic and social-emotional counseling services.
- Academic support is provided at least twice per week for 90 minutes each during the Project Development block.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
SPED Services and Program	\$127,489	N
Technology devices, Wi-Fi hotspots, Internet, Headsets, IT Contracted Services	\$73,470	N
Core online curriculum: NewsELA, iXL Math	\$1,300	N
Technology-based supplemental apps: Google Suite, Zoom, Flocabulary	\$7,950	N

Pupil Learning Loss

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

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

New Village Girls Academy's daily instructional schedule was designed to support the academic and social-emotional needs of its students. Our schedule provides all students with 285 instructional minutes on MWF; and 315 instructional minutes on T/TH that exceed the CA state requirement of 240 daily instructional minutes per SB98. Academic support and intervention have been embedded during the day with synchronous instruction.

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

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.]

Approximately 96% of New Village Girls Academy students are Unduplicated Pupils (English Learner, Low Income, Foster Youth) NVGA will distribute on a regular basis instructional supplies, including school supplies, manipulatives, science kits for experiments, wellness day supply kits, homeless necessities, for home use.

- Students classified as English Learners will receive differentiated instruction provided based on their language proficiency levels as well as translation support via additional bilingual staff members assigned to support teachers. New Village will also continue to offer an English Language Development class for English learners. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

- Special Education (RSP) and General Ed teachers plan monthly meetings to collaborate and adjust instructional schedules and lessons, analyze formative assessment linguistic and academic data to meet the needs of dually identified students. During designated times for small group instruction, the RSP teacher co-teaches with the General Education teacher to provide additional language and content support in a breakout room to support dually identified students.
- Students will be completing one core course every 4 weeks (16-17 days per course) in order to be on track for graduation per their graduation plan.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

New Village Girls Academy will measure program effectiveness of its services and supports to address learning loss using the following systematic cycle of assessments for **English Language Arts** and **Mathematics** to obtain a baseline (beginning of the year assessment), that will be used for targeted small group instruction, and student progress will be monitored and assessed throughout the year. All assessment data will be collected, disaggregated by student group and grade level, analyzed, and presented to staff by the Director, as part of the school's ongoing schoolwide improvement cycle:

New Village Girls Academy will implement a **Systematic Cycle of Assessments** that includes:

- STAR Reading & Math Assessments: 2 times/year
- Read 180/Systems 44 ELD assessments: 2 times/year
- Formative assessments: exit slips will be provided daily by each course to check for student understanding.
- Attendance Rates
- Student Participation rates
- Student survey data

Actions to Address Pupil Learning Loss

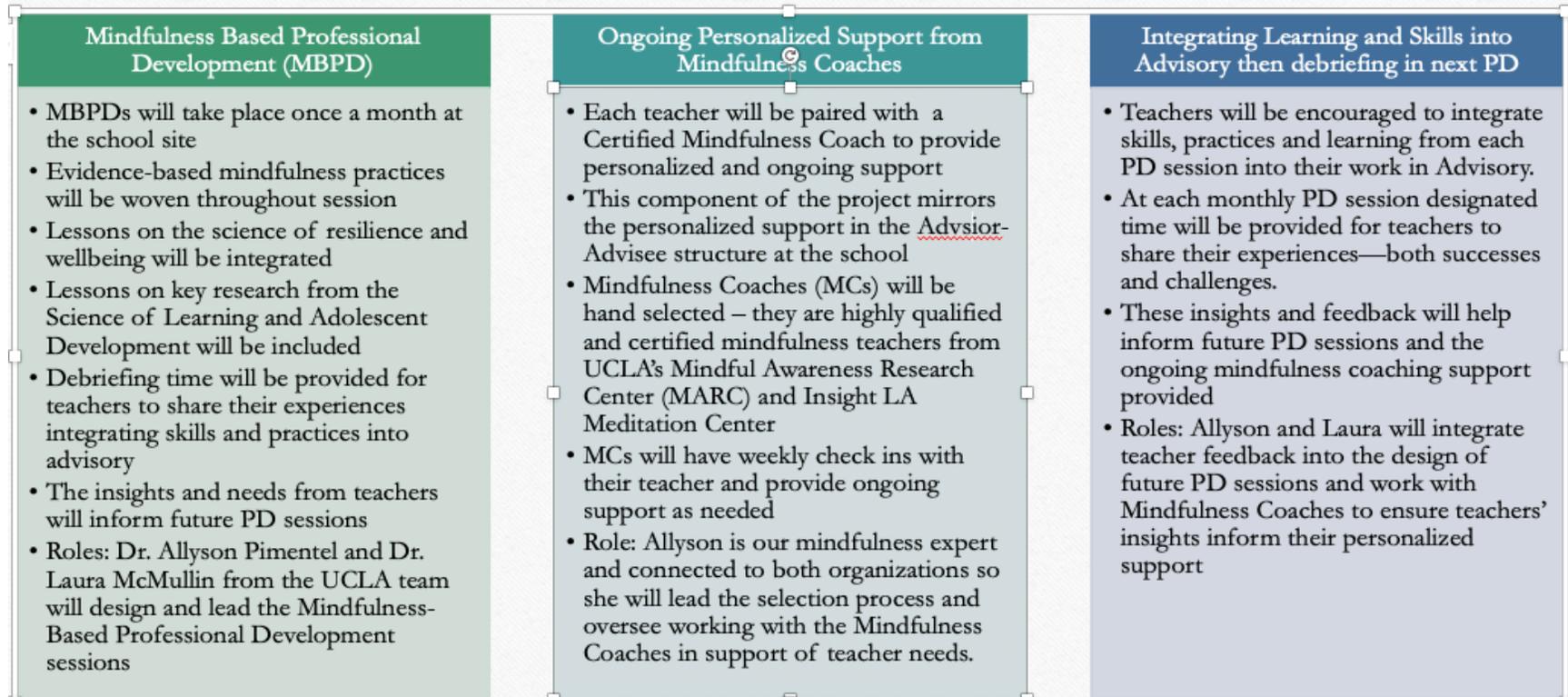
Description	Total Funds	Contributing
Assessments & Intervention: STAR Reading & Math; Read 180/System 44	\$21,300	Y
Instructional materials for students: school supplies, backpack, supplemental materials, manipulatives, science kits, College T-shirt, etc. that will be distributed on an ongoing basis for students.	\$3,200	N
After-school Tutoring & Summer School Program	\$22,000	Y

Mental Health and Social and Emotional Well-Being

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

New Village Girls Academy was selected to participate in a 2-year research study led by the UCLA Center for the Transformation of Schools and the USC Brain and Creativity Institute on, The Role of Enhanced Mindfulness Practices for Educators in Promoting Self-Direction Among Adolescent Girls of Color. The purpose of the project is to provide Mindfulness-based professional development to an all-girls high school serving adolescent girls of color. The goal is to build on the integrated schoolwide meditation and advisory practices at NVGA. The focus is on comprehensive teacher development in service of wellbeing, resilience and self-direction for both students and teachers.

The Iterative Improvement Process



The school's Director and Director of Human Resources will conduct check-ins with all staff on a regular basis; and provide staff-wide training on COVID-19.

New Village Girls Academy has strengthened its Advisory program to ensure the social-emotional well-being of its students are being met. The Advisory curriculum includes student-driven essential questions for the semester. Building connections, and trust with our students is essential to the success of our educational program. NVGA will host monthly wellness days that focus on social-emotional learning. In addition, meditation will be a daily practice among students and staff which has been added to the daily instructional schedule.

Our school's mental health team comprised of the Psychologist and Enrichment Program Coordinator will connect students with community based mental health services. They will also continue to participate in wellness intakes and students who need additional mental health resources will be referred to our community partners (St. Anne's and Hillside) for counseling services.

The School's Psychologist provides counseling services for any student that require counseling services; and referrals are made when additional or ongoing counseling services are required.

Pupil and Family Engagement and Outreach

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

Communicating with families/guardians is a key component of our school's program. Throughout the transition to distance learning since March 2020, our staff has been communicating with families/guardians using various methods including OneCall, updates on our school's website and phone calls to families. Communication and outreach to students and families will continue to take place virtually via Zoom; and translator services are available since most staff are bilingual (Spanish/English). All correspondence sent to families is provided in English and Spanish.

Student participation in distance learning will be tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the [distance learning tracker](#). Our school has designed a [distance learning tracker](#) that includes all of the components in the [CDE's Combined Daily Participation and Weekly Engagement Template](#) (Education Code (EC) Section 43504)

New Village Girls Academy has developed the following ***tiered reengagement strategies*** for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week per Senate Bill 98.

Tier 1	<p>If a student is absent from DL for 1 day (missed all live login times) and the parent/guardian has NOT recorded student absent in PowerSchool:</p> <ul style="list-style-type: none"> • The teacher on assignment will record an unexcused absence in PowerSchool • Parents will receive a phone call and text notification of the unexcused absence from the office
Tier 2	<p>If a student is absent from DL for 2 days within a week (missed all live login times) and the parent/guardian has NOT recorded student absent in PowerSchool:</p> <ul style="list-style-type: none"> • The school's support staff will both call the parent and send a text notification of the unexcused absence to both the parent's/guardian's and the student. <ul style="list-style-type: none"> ○ The teacher will schedule a 1:1 meeting time with the student for the following day to get them caught up with new instruction/assignments
Tier 3	<p>If a student is absent from DL for 3 school days or 60 percent of the days within a school week (missed all live login times/or failed to submit the week's coursework) and the parent/guardian has NOT recorded student absent in PowerSchool:</p> <ul style="list-style-type: none"> • Administration/or support staff will contact parents/guardians via phone <ul style="list-style-type: none"> ○ Confirm that current contact information (email, phone, home address) is correct in PowerSchool ○ Confirm that student has access to all curricular materials, supplies, and technology needed for distance learning ○ Confirm the technology is working and the student is able to access Google Classroom and Zoom sessions ○ Confirm the reason for the absences, determine if pupil needs include physical/mental health needs ○ Create a plan with parents to ensure student attends and participates regularly in DL, which includes 1:1 meeting time with teacher to get caught up on missed instruction and assignments ○ Assign additional support if physical/mental health needs are a concern (consult with nurse or school psychologist)
Tier 4	<p>If students is absent from DL for 4 or more school days and /or has not submitting the week's coursework:</p> <ul style="list-style-type: none"> • Administration will meet to discuss an action plan for the student • Plan will include: <ul style="list-style-type: none"> ○ Scheduled times for students to work w/ the teacher for tutoring and independent assignment support during the teacher's office hours • Phone call or Zoom meetings will take place with parents to notify parents of the plan. <ul style="list-style-type: none"> ○ Create a plan with parents to ensure student is able to make-up any missed instruction (via video, teacher office hours, or 1:1 support)
Tier 5	<p>If a student is consistently absent, falling behind in completed assignments or failing to meet grade level benchmarks, administration may conduct home visits and enroll students with community support organizations such as Volunteers of America and GRYD for case management.</p>

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.]

New Village Girls Academy will provide meals to all pupils including those who are eligible for free or reduced-price meals during distance learning and also when in-person instruction resumes. During distance learning grab and go style meals will be available daily for curbside pickup from 7am -9am.

New Village Girls Academy will also provide families with a list of resources and information on food pantries/banks, community based agencies and non-profit organizations that provide food assistance to families on the school's website.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Psychologist (50%); and College Counselor	\$134,531	Y
Mental Health and Social and Emotional Well-Being	Learning Through Internships Coordinator; and Enrichment Coordinator	\$149,877	Y
Pupil and Family Engagement and Outreach	One Call app for communicating with parents/families	\$445	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.48%	\$237,834

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

New Village Girls Academy is a public charter school that serves a highly vulnerable and transient community. NVGA has a student enrollment of unduplicated pupils in excess of 96% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, CA School Dashboard, assessment results including STAR Reading & Math that was administered in the 2019-20 school year.

We identified the need for significant academic support for all students; and the need to further strengthen the method and modality of the delivery of those supports and daily instruction. There was also a need to increase the amount of daily synchronous instruction and design a schedule that embeds academic and social-emotional supports throughout the instructional day and the use of daily exit tickets (formative assessments) across all disciplines to check for student understanding.

In order to mitigate further learning loss and accelerate student learning, our daily instructional day in distance learning provides every student with synchronous and asynchronous instruction; small group instruction/intervention; Learning Through Internships (virtual). NVGA will also offer Summer school to accelerate student learning. In order to narrow and close the achievement gap amongst Unduplicated Pupils, it was critical for our school to provide additional instructional minutes, not less as outlined in SB98. The daily instructional minute requirements of SB98 are significantly less than a traditional school year requirement.

New Village Girls Academy will implement a ***Systematic Cycle of Assessments*** that includes:

- STAR Reading & Math Assessments: 2 times/year
- Read 180/Systems 44 ELD assessments: 2 times/year
- Formative assessments: exit slips will be provided daily by each course to check for student understanding.

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades 9-12.

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

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

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our multiple types of academic and social-emotional supports.

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

Services funded with LCFF Supplemental and Concentration Funds are providing increased and/or improved services as follows:

- Psychologist: provides counseling services for any student that require counseling services; and referrals are made when additional or ongoing counseling services are required.
- Learning through Internships that provides students with the opportunity to participate in virtual internships.
- The Enrichment coordinator connects students/families with community resources