

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.]

New Millennium Secondary School is a charter school under the Los Angeles Unified School District. Therefore, NMSS will follow the guidelines of the protocol for the 2020-2021 school year. We understand fully the COVID-19 cases in Los Angeles County. So because of that information, the 2020-2021 school year will begin with distance learning for all students. This was not the way NMSS wanted to start the school year. But with safety leading the way NMSS shifted to a distance learning school for the necessary time. It has changed the way recruitment during the summer happened. It impacted how Orientation, Registration Packet Pickup, and Summer Bridge would be facilitated. New Millennium has used Google Meet and Zoom for communication purposes leading up to the start of the school year. The Family Orientation was divided into 2 nights to make it easier to communicate with Zoom. Registration Packet/Folder Pickup was done on campus with specific days and times for grade-levels. All visitors and students who visited at the scheduled times wore masks to pick up the items needed to be successful this school year.

Relationship building is the key to success this school year. It has been impacted by COVID though. The relationships are blossoming in different ways now since in person cannot happen. The Summer Bridge for incoming freshmen was done over 4 days in Zoom meetings. This still allowed for new students to meet each other and meet the NMSS staff. It also gave them knowledge of the culture of the school and what distance learning was going to look like.

Teachers are teaching from home. They have access to their classroom to grab supplies and curriculum. But for safety all teaching will be done at home. The school has had to shift its whole platform to Google Classroom. Direct instruction, classwork, assessments, resources, and grades can all be accessed on Google Classroom. The impact can also be seen in making sure the learning continues through technology. Every student has access to a device if needed and a hot spot. Students needed to shift from being on campus to learning from home. It is an adjustment for the teachers too.

COVID-19 has impacted the way NMSS can be open during the day. Office hours have changed and on campus safety protocols have changed. Breakfast and lunch is still available for all students within the safety of school protocol.

Communication has been impacted. The school has used multiple outlets for information distribution. A heavy use of social media, an all call system, website, and emails are all the ways communication is happening. Parent/Teacher Conferences and Back To School night have taken place through Zoom meetings.

Stakeholder Engagement

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

Stakeholder input was solicited through Instagram Live events, Zoom meeting, updated information on our social media posts, and website. Parent Meetings were held via Zoom to answer any questions and discuss the current information district gave to NMSS. Community of principals came together to strategize the possibilities of the beginning of the school year. Meetings throughout the summer were held with NMSS staff to keep them updated on the latest numbers and the latest district decisions. Board members were updated though the regular board meetings. The California Charter School Association worked with charter schools including ours to strategize the opening of the school year.

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

Remote participation was encouraged through a live streaming of events, early posting of agenda, and all calls going home so that parents who did not have internet had plenty of notice regarding information. Parent meetings, orientations, summer bridge, and board meetings were all held via Zoom meetings.

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

The feedback was varied as we saw across the state but to generalize this information, the majority of parents wanted to start with distance learning. The concern over technology was still the major dilemma. Parents wanted Hybrid Learning to start as soon as possible once the county deemed it safe to reopen. Parents with students who have special needs were particularly concerned with the idea of distance learning however. Teachers were concerned about opening the school back up, and most did not feel that hybrid model would do enough to protect them from the virus at first. Teachers wanted to be able to teach from home during the distance learning. Ultimately the teachers and administration wanted to move into distance learning. Board Members were in favor of distance learning with rollout to hybrid learning when it was safe to do so.

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

Based on this feedback, we realized that opening schools in a traditional or hybrid model would not be the best for our communities health and safety. This led us to look at the distance learning model. Making sure to provide every learning opportunity possible and complying to the instructional minutes allowed us to change our bell schedule. We fulfill the minutes and also provide for tutoring and office hours for the students.

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.]

Currently NMSS is distance learning. Office hours are twice a week. Teachers are instructing students from home. As a co-located site, NMSS will continue to monitor what LAUSD protocols are given and what the other co-located schools will be doing. Once the county and district deem it safe to return to campus, NMSS will implement a hybrid learning environment. It will be a slow roll out to bring students and staff safely back on campus. During the distance learning time, teachers and support staff will have added support and time for students with IEPs. The hybrid learning model will be based on continuing education for students that have suffered learning loss during the COVID-19 school closures.

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

Description	Total Funds	Contributing
1.1 For re-opening conversations regarding school re- openings either this semester or next semester. Conversations for potential staffing needs, restructuring of classrooms, additional academic supports needed, additional PPE needed, as well as conversation with our Public Health Department regarding how not only our community is doing, but how our surrounding communities are able to contain the outbreak. The re- structuring of classrooms physically: a physical environment that is safe; we will be able to re-open schools in a positive and safe manner. This also provides for Hybrid Vs. Distance Learning back and forth depending on CDC Guidelines; Classroom gear specifically geared to the different curriculum (Physical Education: resources that may have to change in order to protect the safety of the students) (Art: supplies for the individual student keeping safety in mind) (SPED: safe interaction space keeping social distancing and cleanliness in mind). This	\$105,009	Y

would also include plexiglass in the classrooms for the desk, markers on the floor for social distancing, and cleaning products.		
1.1 When re-opening we will need to look at a potential increase of social emotional learning opportunities and staffing (TES) (Group Sessions; One-on-One Sessions) to support that as many students have been triggered by these events and lack of routine; with a focus on the whole child,	\$40,100	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.]

New Millennium Secondary School will start out the school year distance learning. All students will be provided a Chromebook or Surface Pro if needed. Students in need of a hot spot will be provided one with the computer. Textbook pickup will be made available for students based on the classes they are enrolled in. Direct Instruction will be provided daily. Each student will be provided with a school email. Google Classroom will be the platform for the 2020-2021 school year. Each teacher will have resources, schedule, classwork, and supplemental resources in their classrooms. Direct instruction will take place along with tutoring and support office hours in the afternoon. The direct instruction portion of the day will be through a consistent Zoom link provided in the students' Google Classroom. Daily schedules and Bell schedules are posted on the school website and the school social media. Teachers will be teaching from home, but have access to their classrooms to retrieve any curriculum they need for teaching. When the time comes to transition, New Millennium will shift from a Distance Learning Model to a Hybrid Learning Model.

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.]

All students in 9th - 12th grade are provided with a chrome book or a Surface Pro for use at home. We have worked with local internet providers to ensure that all students, when needed, have internet.

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.]

Teachers will start the beginning of the year as they normally would on campus, with introducing the Syllabus, schedule, grading policies, and class Information. The difference is everything will be done live in Zoom meetings. Teachers will use a wide variety of assessment strategies to ensure that students are making progress towards academic goals through both synchronous minutes as well as asynchronous assignments. We are focused on a classroom model that allows for teachers to provide instruction asynchronously and then use synchronous learning time for deepening knowledge and understanding, practice, and checks for understanding. Measurement of participation in synchronous learning will be done through our attendance protocols and procedures and measurement in asynchronous learning will take place through work turn in rate. And the attendance protocols will be reviewed and sent as reminders to our community on a weekly basis.

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.]

Technical support is being provided through our tech department. We have a help desk that we can contact whenever a technical situation arises. We have on-going professional development for our supplemental materials that are used with Google Classroom (APEX, ThinkCerca, and READ 180). Staff PD is also weekly. Daily quick staff check ins provide support for any issues that might have come up throughout the school day. The goal is to support our teachers fully so they are able to fully support our students and families.

Staff Roles and Responsibilities

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

Teachers:

Fully support students and families in the shift towards distance learning

Provide daily synchronous learning

Provide daily asynchronous learning

Assess student learning

Refer for further services as needed

Teachers are working with students and parents to provide instruction and services written in the IEPs. IEPs are still being conducted. Caseload teachers and Related Services staff are in contact with parents/legal guardians to conduct IEPs.

Principal:

Stay in constant communication with parents regarding student needs

Stay in constant communication with teachers regarding tech needs and supports Manage daily site schedules

Document asynchronous and synchronous learning times

Manage all student and parent needs

Manage all teacher needs

Campus Supervisors:

Monitor the daily learning, camera, technology in the classrooms. Work with attendance in calling/emailing students and families to keep families informed of absences.

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.]

Homeless and Foster youth will be supported through additional academic support as well as ensured access to the internet when needed. Determine which supports can be done during online / at home time and which services are necessary to be delivered on campus, when allowable. When working online / at home, send books home with students and provide resources for learning at home. Students with an IEP or 504: Coordinate support with the school and family team in order to provide additional support as students transition between in person instruction and online / at home learning. Ensure best practices in all settings. Provide resources for families and connect with families to make sure student needs are met. This has also meant a change in the bell schedule, tutoring times, and office hours.

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

Description	Total Funds	Contributing
1.2.1 For Continuity of Instruction: On-line Professional Development and Software Programs are actions that will be taken in order to continue Distance Learning- APEX, APEX Tutorial, Thinkcerca, and READ 180. These programs will be used as supplemental materials as teachers use Google Classroom as their platform.	\$140,000 (need to change)	Y
1.2.2 NMSS will provide each student who needs it with hot spots for connectivity. NMSS will also provide Chromebooks and Surface Pros for each student that is in need of a device; This also includes any other communication software.	\$30,000	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.]

NMSS is committed to assisting students with any learning loss that may have occurred due to the COVID - 19 pandemic. This takes into consideration March 2020 and beyond. Programs such as READ 180, Thinkcerca, APEX Tutorials, and APEX classes are utilized while using Google Classroom and Zoom live instruction. Upon returning to school in hybrid learning and then back to all students, we will be utilizing that assessment information to determine next steps regarding student groupings, supplemental materials, remediation materials, and pacing to best meet the needs of our students.

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.]

Services and/or accommodations for students with EL, Foster/Low-Income/Disabilities: NMSS Resource teacher is co-teacher on the teachers’ Google Classrooms. The Resource teacher also has his own Google Classroom. There are tutoring links and announcements for easy access for the student. Having his own Google Classroom along with being a co-teacher in the other Google Classrooms allows him access to all the assignments teachers are posting and all of the Zoom meetings and tutoring sessions. The RSP teacher has reached out to the students and the parents and let them know he will do phone calls, text messaging, Skype, or Zoom to make sure the students are getting the minutes they need and the support for the assignments. Small group tutoring sessions via Zoom based on student need are given as options also. Teachers are also including breakout rooms for our Resource teacher to have one-on-one or group tutoring. Packets are also used as a possibility if students need another form of viewing the assignments. For our foster youth NMSS has worked with the students’ social workers to make sure they have a laptop to do the necessary work. NMSS is working with the Los Angeles County Office of Education for the Foster Youth Services Coordinating Program. This program assists parents with resources, strategies, and tips to get through distance learning.

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.]

These services will be evaluated for effectiveness based on student success as determined by multiple academic assessments/measures given in a variety of modalities as well as parent feedback as collected through parent meetings and surveys.

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

Description	Total Funds	Contributing
Funding will be used to provide additional academic support both in an online setting and in person to ensure that learning loss is mitigated. These academic programs are an increase and improvement to academic supports and programs utilized pre-covid and will be re- evaluated consistently by assessing student progress.	\$45,000	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.]

A week of Summer Professional Development before school started was necessary. Mental health check ins with the staff was necessary before the school year started. Academic and mental health support were the key topics. As the school year has started daily check-ins with staff continues. Everyday at 1:30pm staff meets to discuss the day, check in, see what supports are needed. It is also important to make sure the staff has time away from the computer to rest and recover. Friday PDs are important for that.

Students: Provide lessons at a minimum during a weekly synchronous class meeting; more frequently throughout the week if able. Conduct well-being check-ins during office hours and class meetings; Counselor/Dean/Principal available for parent and student mental support throughout distance learning; Parent meetings twice a month to continuously update the community on the progress of the school year. Counselor has created “Soul Sessions” which is a weekly Instagram Live she does with the principal. Any student/parent/community member can tune in. It tackles topics that students want to be discussed. Issues that high school students are going through; topics that will help them feel like their voices are heard. It is another way to reach out to the Warrior 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 engaging in instruction and is at risk of learning loss.]

Attendance Office: Follows standard attendance procedures.

Teacher: Takes attendance; Communicates with parents via phone and email; Documents in Interventions in Powerschool and SWIS

Counselor: Communicates with Principal Attendance Office regarding information gathered regarding student progress and attendance Documents any academic information or attendance information in Powerschool.

Principal: Checks weekly attendance reports for students who have missed any days of attendance; Reads any comments in Powerschool regarding absences; Communicates with parents via email, phone, or in writing.

Social Media and Website will be utilized daily for parent information; involvement; supports; and additional resources

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.]

While in distance learning; food services will continue to distribute bagged breakfasts and lunches for students Tuesdays and Thursdays from 1:00pm-2:30pm. It is enough food for the entire week. Pick up is at the school site. When traditional in-person or hybrid education begins; meals will be provided in a similar fashion but will be delivered to the classroom where students will pick them up on their way out of class to eat them socially distanced outside. We will stagger lunch pick up based on the number of students on campus.

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 and Emotional Well-Being	Nutritional Lunches for Students/Family/Community During Distance Learning; Transitioning to Hybrid Learning when the District deems it safe to return.	\$60,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.48%	\$420,109

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.]

When switching to distance learning, we knew that the needs of our foster youth, English Language learners, and low income students needed to take priority as we knew there would be greater obstacles for us to assist them with than other student populations. This is noted in both distance learning and the transition to Hybrid Learning when the district deems it safe to return. These obstacles would primarily deal with having appropriate online materials, appropriate training and support for teachers, and appropriate technology and connectivity to ensure academic success. We also knew that addressing the social emotional needs of students would be of the utmost need. We have also focused on technology needs and connectivity to ensure that students have access. We have focused on ensuring that counseling services are available online and that students have access to them.

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

Services have been improved and increased for foster youth, English Language learners, and low-income students by providing additional training to teachers as well as increasing and improving the technology being used in their classrooms to ensure that students have access to higher quality lessons. Students are able to access these lessons thanks to improved and increased connectivity and technology being loaned to them through the school environment.