

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.]

NOCCS, along with all of the schools in our chartering district (Oakland Unified School District), closed in-person education effect March 16, 2020 because of the COVID-19 pandemic. As of September 14, 2020, NOCCS is still not safely able to reopen for in-person education for our students. All students received the opportunity for daily live, and numerous asynchronous learning opportunities almost immediately upon the closing of the school for physical attendance. Most special education services were initially suspended with the issuance of a Prior Written Notice to every family whose child(ren) received special education services. With the beginning of the 2020-2021 school year, all special education services are now being offered remotely or with physically distant in-person service when appropriate (such as with physical therapy services).

The NOCCS community has suffered massive negative economic impact as a result of COVID-19 and the resulting shut down of non-essential businesses. Many NOCCS families left the Bay Area entirely to shelter in place with extended families, so they could share in childcare. Of these families, a number ended up permanently relocating from the Bay Area, withdrawing their child(ren) from NOCCS in the process. NOCCS had to suspend its extended day programming, a significant revenue source which allows full-time employment for the instructional supports (assistant teachers). All of the hourly-paid employees were forced to end their school year employment early in 2019-2020 because of lack of revenue to fund their positions. As of the start of the 2020-2021, NOCCS is using Learning Loss Mitigation Funds to restore full-time employment to hourly-paid workers and increase the number of one-on-one sessions for students receiving special education services and those behind academically. Unfortunately, despite continued attempts to reach out to families, the participation in online learning, through daily attendance and completion of assignments, is not as consistent as in-person education.

Stakeholder Engagement

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

The Head of School sent weekly emails to the community with updates around the status of the physical school closure and distance learning options. The Head of School and Director of Operations reached out to numerous individual families around technology access, food, individual learning plans, the feedback on how to improve the offerings from NOCCS. The Head of School shared opportunities for input with the community at two Family Teacher Organization meetings in April and May, and hosted a community-staff forum on what safe reopening would entail. The Head of School also had weekly phone check ins with the co-heads of the Family Teacher Organization, who were in turn reaching out to classroom coordinators and sharing information on google email lists of relevant information and input opportunities. In the beginning of the 2020-2021 school year, the Head of School held five events (a distance learning forum, a back to school night, and three separate family orientation sessions) during which he both shared relevant information with the community and solicited community feedback in the final plan that was created for continued distance learning and eventual reopening under heightened health restrictions. Further, several weeks into the school year, the Head of School hosted virtual meetings for the parents of each of the grade bands, asking specifically for feedback on how to improve online learning options.

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

Families had the option of using an internet connection to attend Zoom meetings, a phone number, or access recorded sessions after the fact, with the links being shared in weekly emails and on the school website.

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

Families expressed a strong desire to continue academic learning as much as was possible, making sure that every core subject was still taught, and that student progress be assessed. Families made particular note of a desire for small group instruction, even one-on-one as appropriate, for students who were struggling academically in any subject.

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

Based on family input, the learning Continuity and Attendance Plan included more small group and individual support for students who were struggling academically either before, or because of, the COVID-19 related shut downs.

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.]

For students needing in-person support, especially those receiving special education services, NOCCS is offering in-person, socially distant services. These services include physical therapy, occupational therapy, tutoring, and specialized academic instruction. The assistant teachers (instructional aides) and special education specialists reached out to families of students identified as needing additional support and offered in-person services as appropriate.

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

Description	Total Funds	Contributing
Special Education service providers (including speech, occupational, and physical therapies) offering in-person and/or compensatory services as appropriate.	\$ 20,000.00	Y
Assistant teachers offering in-person tutoring and specialized academic instruction as appropriate.	\$20,000.00	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.]

Lead Teachers at NOCCS offer each student approximately five hours a school day of whole class, small-group, and asynchronous independent learning activities in reading, writing, math, science, social studies, fine arts, music, and dance. The lead teachers publish trimester-long multi-subject thematic unit plans. They also collect reading and math levels twice per trimester through unit-pre and post assessments.

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.]

Every student at NOCCS has access to a chrome book laptop computer and/or an iPad for use in all of the online learning sessions. These technology devices are set up to run the Zoom web video interface and large variety of digital learning tools, including nearpod, flocabulary, seesaw, and others. Every family can ask for support in ensuring adequate access to the internet, including step-by-step support in accessing free WiFi hotspots throughout Oakland.

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.]

Each week the Lead Teachers submit a three-column attendance report to the Head of School of students who participated in most online session, students who participated in some of the online session & have been doing other asynchronous independent work, and students who participated in little or no online learning. The administration then reaches out to the families who are not participating, and refers families as appropriate to the Response to Intervention team, who creates an action plan for each child needing support.

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.]

The NOCCS staff revamped its leadership teams (Instructional Leadership, Response to Intervention, and Community & Grounds) to better reflect the different teacher leadership necessary in a distance learning environment. The Instructional Leadership Team shifted the majority of the professional development sessions, help mostly during Wednesday minimum days, to best practices on online teaching. The Response to Intervention team shifted from behavior support to more engagement in online learning. And, the community and grounds team, charged with beautifying the school and creating community at school, rebranded itself as the community and wellness committee to focus on high quality online programming for all students, including virtual talent shows.

Staff Roles and Responsibilities

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

Every staff person has had to shift their work online to at least some extent. The administrative team spends much more time doing tech support for families, including managing the laptop/iPad loan program for students. The Lead Teachers have moved all of the instruction online into whole-class, and small-group zoom session. The assistant teachers and special education staff have moved to a hybrid of in-person and virtual tutoring and classroom support.

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.]

Fortunately, NOCCS staff possess the linguistic skills to support the majority of English Language Learners, most of whom speak Spanish as a first language. A bi-lingual assistant teacher runs multiple weekly English Language Development session in which students practice in English sentence stems and model conversation related to classroom thematic unit content. Students receiving special education services have the option of in-person assessments and sessions, in addition to more individualized support. For the students with either housing and/or primary guardian instability, the Response to Intervention team is creating individual plans to support each student, which often includes frequent check ins from the Director of Cultural and Outdoor programming, who normally runs the currently non-functioning after-school program, but is currently doing a lot of social support to students with instability in our community.

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

Description	Total Funds	Contributing
Staffing for additional one-on-one and small group support of students most at risk for significant learning loss (including English Language Learners, students receiving special education services, and those with housing instability).	\$36,000	Y
Description	Total Funds	Contributing
Laptops for students to use	\$30,000	Y
Additional online learning programs to support online learning, including seesaw, Nearpod, Flocabulary, and zoom	\$15,000	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.]

In addition to the increased individualized and small group attention students most at risk, NOCCS also partners with Reading Partners, an organization that places AmeriCorps volunteers at school sites. These volunteers then recruit and train community volunteers to do weekly reading support of students most in need of additional literacy support.

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.]

Reading Partners assesses all students referred by classroom teachers to determine qualification for additional literacy support. Because of the increased correlation between historically underserved populations in public schools (English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness), Reading Partners then services overwhelmingly students from one or more of those groups.

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.]

Twice per trimester reading assessments will determine the effectiveness of reading partners support. Historically, this program has been very effective at increasing the literacy attainment of students it serves.

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

Description	Total Funds	Contributing
Reading Partners program to recruit and train community volunteers to do weekly reading tutoring sessions for students in grades K through 4 th who are needing additional reading support.	\$25,000	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.]

The Response to Intervention team is specifically looking at how to support specific students who are struggling to participate. In addition, the Community and Wellness team is working to improve the capacity of teachers to support student social/emotional well-being. Both teams are then informing the Instructional Leadership Team in its professional development for teachers.

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.]

The administrative team is regularly reaching out to families of students who are not regularly participating and referring students, as appropriate to the Response to Intervention Team.

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.]

NOCCS has advertised having meals ready to be heated or sent home cold in nearly every mass communication this year. In addition, the chartering district that oversees NOCCS, Oakland Unified, has opened its meal pick-up centers to all Oakland students, including those in charter schools.

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

Section	Description	Total Funds	Contributing
n/a			
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/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
20%	\$56,000

Required Descriptions

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

The core values of NOCCS, held continuously for 20 years, include a Commitment to Equity and Families Contributions. In keeping with those values, NOCCS staff looked first to serving the most needy students in any additional funds it had to use for Learning Loss Mitigation. The staff, in multiple consultations with the community of parents and guardians, determined that focusing on more individualized attention, re-starting and focusing special education services, creating a technology lending program, and investing engaging programs for online learning would be the best use of those funds.

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

All historically vulnerable populations of students are receiving more individualized attention and tutoring on specific academic goals through this programming. In addition, because these populations are the most likely to have limited access to technology, the technology lending program most benefits these students. Finally, the investment in programs to increase online participation are especially helpful to historically vulnerable populations because it creates ease of use and increased engagement in rigorous content. In summary, the most vulnerable populations are receiving more individualized attention, better access to technology, more teacher support, and more engaging academic content because of the Learning Loss Mitigation funds.