



## Navigator Schools

### NS Special Board Meeting

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#### Date and Time

Thursday September 17, 2020 at 2:00 PM PDT

#### Location

Zoom

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This meeting will take place via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors and employees of Navigator Schools shall meet via Zoom. Members of the public who wish to access this board meeting may do so online at <https://zoom.us/join> or via telephone by calling Zoom phone numbers: (669) 900-6833 or (646) 876-9923. The meeting ID is: **986 9162 3673**. The meeting password is: **973662**.

Members of the public attending online who wish to comment during the board meeting will use the online "raise hand" tool in Zoom when the chairperson elicits public comments. Members of the public planning to attend by phone are requested to confirm their intent to comment up to one hour prior to the meeting by calling (831) 217-4894.

Individual comments will be limited to three minutes. If an interpreter is needed, comments will be translated into English and the time limit shall be six minutes. At its discretion, the board may limit the total time allotted to public comments and set new time limits for individual comments. The board reserves the right to mute and remove a participant from the meeting if the participant unreasonably disrupts the meeting.

Requests for disability-related modifications or accommodations to participate in this public meeting should be made twenty-four hours prior to the meeting by calling (831) 217-4894. All efforts will be made for reasonable accommodations. The agenda and public documents will be modified upon request as required by Section 202 of the Americans with Disabilities Act.

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## Agenda

|  | Purpose | Presenter     | Time           |
|--|---------|---------------|----------------|
| <b>I. Opening Items</b>  |         |               | <b>2:00 PM</b> |
| Opening Items  |         |               |                |
| <b>A.</b> Record Attendance and Guests   |         | John Flaherty | 2 m            |
| The chairperson will take attendance via roll call.  |         |               |                |
| <b>B.</b> Call the Meeting to Order  |         | John Flaherty | 2 m            |
| <b>C.</b> Public Comments  |         | John Flaherty | 4 m            |
| The board will receive public comments regarding non-agenda items, if any, following expectations and time limits reviewed by the chairperson. |         |               |                |
| <b>II. Topical Items</b>   |         |               | <b>2:08 PM</b> |
| <b>A.</b> School Launch Update   | FYI     | Kevin Sved    | 10 m           |
| K. Sved will provide an update on the launch of the school year at Navigator Schools.  |         |               |                |
| <b>B.</b> Learning Continuity Plan   | Vote    | Ami Ortiz     | 12 m           |
| A. Ortiz will present the 2020-21 Learning Continuity Plan. The board will vote on the approval of the plan for all sites.                     |         |               |                |
| <b>III. Closed Session</b>   |         |               | <b>2:30 PM</b> |
| <b>A.</b> Announcement of Reasons for Closed Session   | FYI     | John Flaherty | 1 m            |
| During closed session the board will conference with legal counsel on anticipated litigation: Gov't Code Section 54956.9(d)(2), one case.      |         |               |                |
| <b>B.</b> Vote to Enter Closed Session   | Vote    | John Flaherty | 1 m            |
| The board will vote on entering closed session.  |         |               |                |
| <b>C.</b> Closed Session   | FYI     | John Flaherty | 25 m           |
| The board will meet in closed session for approximately twenty-five minutes.   |         |               |                |
| <b>D.</b> Announcement of Actions Taken During Closed Session  | FYI     | John Flaherty | 1 m            |
| The board chair will announce actions taken during closed session, if any.   |         |               |                |

|   | Purpose | Presenter     | Time           |
|---|---------|---------------|----------------|
| <b>IV. Closing Items</b>                        |         |               | <b>2:58 PM</b> |
| <b>A. Adjourn Meeting</b>                       | Vote    | John Flaherty | 2 m            |
| Board members will vote to adjourn the meeting. |         |               |                |

# Coversheet

## Learning Continuity Plan

|                          |   |
|--------------------------|---|
| <b>Section:</b>          | II. Topical Items   |
| <b>Item:</b>             | B. Learning Continuity Plan   |
| <b>Purpose:</b>          | Vote  |
| <b>Submitted by:</b>     |   |
| <b>Related Material:</b> | <ol style="list-style-type: none"><li>1. Learning Continuity Plan Memo.pdf</li><li>2. GPS Learning Continuity 2020-21.pdf</li><li>3. HPS Learning Continuity 2020-21.pdf</li><li>4. WPS Learning Continuity 2020-21.pdf</li></ol> |



Date: September 17, 2020  
To: Navigator Schools Board  
From: Ami Ortiz, Director of Business & Finance  
Subject: Learning Continuity and Attendance Plan (Learning Continuity Plan)

## **Background**

The Learning Continuity Plan is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.

The Learning Continuity Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several pre existing plans. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year.

The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–21 school year. Additionally, the timeline is intended to allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

## **Recommendation**

It is recommended that the Board approve the Learning Continuity and Attendance Plans for Gilroy Prep, Hollister Prep and Watsonville Prep.

California Department of Education, July 2020

# 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                             |
|-------------------------------------|---|---|
| Gilroy Prep School                  | Ami Ortiz, Director of Business & Finance | Ami.ortiz@navigatorschools.org/831-217-4881 |

## General Information

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

Navigator Schools operates three different schools in three different counties, all with high numbers of positive COVID-19 cases, adding complexities to an already incredibly complex and difficult situation. As shared through communication from our families, numerous students are experiencing parents suffering from unemployment and food insecurity. Navigator faced challenges as we tried to meet the educational needs of our students, especially our most vulnerable. Staff worked with families to ensure all students had access to technology and connectivity, dropped off supplies at students' homes, provided support as families navigating the unemployment system, and worked extra hours to meet the one on one needs of every student. The state budget impacted Navigator staff salaries causing staff members to work longer hours with no increase. The pandemic-dictated distance learning platform has added extra pressure to students, staff, and parents which has impacted organizational health at all levels.

## Stakeholder Engagement

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

Navigator began having constant conversations with our staff, families, and host/authorizing districts on March 13, 2020 and those have included: weekly emails from the Charter Management (CMO), weekly Zoom all staff meetings, staff and family town hall meetings (in English & Spanish), hot spot deliveries for families without internet, multiple surveys gathering input on the various proposed distance learning and hybrid models, weekly all staff Zoom meetings, personalized calls to families who needed additional assistance, creation of a Navigator parent Facebook group, and constant communication with office staff at each site.

The Navigator Schools' Board of Directors reviewed staff reports including staff and family input prior to voting on a model to start the 2020/21 school year. As the health climate/situation changed we resurveyed stakeholders to inform the board as they made final decisions.

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

All board meetings and town halls were held via Zoom with both computer and phone access. Families could provide public comment during the meetings or share their thoughts via email to board members and/or staff.

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

Since March 13th, the day we closed schools, we surveyed families four times and staff three times with multiple zoom polls during the weekly staff meetings. Families shared they felt supported by Navigator during the closures and shared their thoughts regarding the assignments the students were completing. Families shared concerns regarding Zoom schedules and staff responded by ensuring students had access to packets and staff support. Staff & families were also surveyed about possibly returning to school (earlier in the summer). At that time 80% of parents preferred a hybrid model with 20% of parents stating they would continue with complete distance learning. Families and staff were asked to give an opinion on 2 days/week and ½ days 4 days a week, and then given the option to choose between morning and afternoon sessions. Families and staff shared their number one concern about returning to in-person instruction was safety. Staff was asked about wanting to teach in their classrooms (via Zoom), their concerns about returning to school, their need for childcare, their suggestions for a distance learning solution, and other concerns.

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

The decision to start in a distance learning format, amount of screen time, the level of parent involvement needed for success, the daily schedule, the need for socialization activities, and the metrics used for success during distance learning were all aspects of the program which were impacted by stakeholder input.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The School is prepared to offer an extended day, in-person learning opportunity for those students who have experienced, or who may have significant learning losses due to the school closure. To ensure proper safety precautions, once the County Health Department or local authorizer permits, the School will open classrooms to allow for small groups of students to meet with instructional staff for tutoring on specific academic skills and standards.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Students who may benefit from in person instruction are identified through beginning of the year assessments that include the following assessments: NWEA MAP, reading fluency measures, and math fluency measures. Meetings are arranged with the child’s parent/guardian to discuss the instructional support, answer any questions and obtain permission. | \$42,000    | Y            |
| Student goals are established and shared with students and parents/guardians.  | \$1,000     | N            |
| Staff are hired to provide additional in person learning support to students and budget allocations are made.  | \$38,000    | Y            |
| Vice Principals for Academics will provide training to launch the program and ongoing training as needed.  | \$59,750    | N            |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Safety protocols are established, trained on, and implemented by the staff and students.   | \$86,000    | N            |
| Progress monitoring data is analyzed monthly at the site leadership data meeting to ensure that students are making adequate progress. | \$37,125    | 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.]

Our Distance Learning program covers the state content standards with the intention that all students will reach mastery of the grade level standards. The School has developed a daily schedule that is rigorous and expects high levels of performance, similar to an in-person program. The core curriculum being used by the teachers is the same as the materials they would be using in-person. We continue to use the same assessment program that we’ve used during the normal school year. There are daily formative assessments that guide the instruction of the daily intervention time, and there are summative assessments that measure mastery of the standards in a cumulative manner.

### 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 Navigator students will be given a tablet for use at home during distance learning. Any Navigator student that does not have WiFi at home will be given a hot spot for internet access. All Navigator students will have access to an IT troubleshooting system that is offered via online, email, the phone, and through Zoom to be able receive technical support if they have any technical difficulties.

### 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.]

All kindergarten students will participate for at least 180 minutes daily. All students, grades 1-3 will participate daily for at least 230. All students grades 4-8 will participate for at least 240 minutes daily. This time is broken down by 135 minutes in a synchronous environment and 135 minutes in an instructor supported asynchronous session. Daily teachers will track participation and students will earn up to 20 points of credit daily based on effort, classwork and being present for the day.

Navigator uses a variety of formative and summative assessments that will continue to be used during distance learning. Each day and addition to the participation grade, teachers will assign a second score based on a daily formative assessment based on the days teaching. Below are additional tools used to measure student progress:



**Formative:**

1. Socratic check for understanding
2. Do Now
3. Illuminate Quiz
4. Math and ELA exit tickets

**Summative:**

1. Navigator created common core assessment
2. NWEA MAP

Students will receive participation grades daily for all STEM and Humanities sections.

**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.]

Navigator staff have participated in one week of distance learning training. In addition, there will be an additional ten hours of training during the first week of school. Each staff member has been assigned a coach who will be observed for at least thirty minutes per week and will participate in a feedback session weekly.

Here is the [PD schedule](#) that all staff attended the week before school began. All topics were geared toward distance learning:

1. Positive Behavior Intervention and Support
2. Trauma-informed practices
3. Data driven instruction
4. Introduction to the Navigator Middle School
5. Grade Span Day in the Life Trainings for Distance Learning: K-2, 3-5, 6-8
6. Launching Distance Learning
7. Student study team meetings

**Specific Technology Trainings:**

1. Navi Tech Overview
2. Zoom like a Champion
3. Zearn Math
4. Eureka Math
5. NewsELA
6. ST Math
7. Infinite Campus

**Staff Roles and Responsibilities**

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

All Navigator Schools employees will continue in their current roles. In addition to on-going roles and responsibilities, all employees were presented with a job description addendum conveying the following expectations during distance and hybrid learning:

1. Adhere to assigned schedule (in-person, hybrid, and/or virtual)
2. Be prepared to work a full work week, depending on full or part time status
3. Be prepared to fulfill duties outside of your normal job responsibilities
4. Have video on and stay actively engaged for all Zoom meetings

Within the addendum notification, employees also received information regarding the fact that all employees are currently reporting to work differently, and roles will be temporarily modified in one way or another. Specific information regarding what will be expected of employees are conveyed and supported by supervisors or school principals. Depending on the additional or changed duties during distance and hybrid learning, employees will receive on-going coaching and training to ensure success in the temporary responsibilities.

## 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.]

The School’s distance learning (DL) program has been designed to include support for students with unique learning needs. The DL program includes daily leveled, small groups in English language arts, and mathematics. These groups are configured to meet individual student needs that may include the following: language scaffolding, and front-loading of vocabulary instruction, as in designated English language development, specialized instructional accommodations and/or modifications to help students access the curriculum, and additional, specially trained staff to assist students as needed during direct instruction by the teacher. The DL program allows for all appropriate special education support, as per the student’s IEPs, to be provided to students. Examples of the support include speech therapy, both group and individual, occupational therapy, both group and individual, specialized academic instruction, behavior support, and vision and hearing services and support among others. The DL program provides students with unique learning needs access to leveled, adaptive educational software, with clearly defined goals and outcomes communicated to students and families. During the day, there is time allocated for teachers to work with very small groups of students either re-teaching a skill or standard or offering more practice opportunities for students. There is also an extended day schedule for those students who need additional, specific instruction to meet or exceed the grade level expectations. This past year, the School also offered an extended school year, an additional four weeks of supplementary instruction, for those students who had unique learning needs. This will continue to be offered for the 2020/2021 school year.

The DL program has assigned additional staff to support families who may need additional school or community resources to help them in times of need. The homeless liaison has and will continue to ensure that all students who are experiencing homelessness, are migrant or who are foster youth, will receive the support they need to be successful.

The School’s data dashboard is used strategically at the weekly leadership data meetings to monitor the progress of students with unique learning needs and adjust the program of the students so that they will be successful.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Student goals are established and shared with students and parents/guardians | \$118,800   | Y            |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Staff are provided the materials and training necessary to initiate the program  | \$205,000   | Y            |
| Safety protocols are established, trained on, and implemented by the staff and students  | \$70,800    | N            |
| Progress monitoring data is analyzed weekly at the site leadership data meeting to ensure that students are making adequate progress | \$32,076    | 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.]

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include Northwest Educational Association Measures of Academic Progress (NWEA MAP), CBM fluency, Basic Phonics Skills Test (BPST), math facts fluency, and weekly, formative standards-based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

## 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.]

Student learning loss will be addressed using a variety of academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students depending on their specific needs. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. These groups will be designed to meet the needs of pupils with unique learning needs through collaboration and planning with key academic site staff who are knowledgeable about the student. For example, to support the students with exceptional needs, collaboration between the student services department and the intervention teacher is crucial. An understanding of the student’s abilities, current IEP goals, and learning needs will lead to a more effective intervention for the student. For students who are English language learners, it is important to understand their language level and skill gaps before beginning an intervention. Students who are homeless may require additional help to acquire

necessary materials, a quiet place to study and learn, and maybe even access to food, as part of their intervention support. Each student will be evaluated according to their unique learning need, and assigned the supports individually to them.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services or supports provided to address learning loss will be measured using the following assessments: Northwest Educational Association Measures of Academic Progress (NWEA MAP), CBM fluency, Basic Phonics Skills Test (BPST), math fluency, and weekly standards quizzes.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| One hour of direction instruction daily for on grade level students and thirty minutes additional daily instruction for those students who are below grade level.                              | \$372,090   | Y            |
| Set weekly blended learning goals that includes additional support for those students not meeting goals by utilizing Small Group Instructors (SGI) to support students in meeting their goals. | \$346,560   | Y            |
| Implement daily community meetings to address social emotional and academic development  | \$153,000   | Y            |
| Provide students with at-home learning trackers to help them set, measure, and achieve goals   | \$9,600     | N            |
| Assign staff to do daily check-ins with students and/or families   | \$26,701    | Y            |
| Schools will hold daily data meetings to analyze academic progress, and address specific student learning needs  | \$166,250   | Y            |
| Implement weekly enrichment activities and/or clubs to promote student engagement and participation  | \$23,760    | N            |

# 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 LEA will monitor and support mental health and social and emotional well-being of pupils through the following ways:

Each school site has appropriate staff assigned to ensure that all students have access to appropriate mental health supports in a tiered support system, i.e. a licensed counselor and an educational psychologist. The LEA has a multi-tiered system of support (MTSS) coordinator who ensures that the social, emotional, and behavioral needs of the students are addressed beginning with a school wide approach to teaching of skills and prevention using positive behavior interventions and supports (PBIS) systems. In addition, the MTSS coordinator ensures that there are interventions in place for students in need of more specialized help with social skills and behavior.

To understand the skills of the students better, all students take a social emotional learning (SEL) survey at least three times a year to identify schoolwide, classroom- based or individual student trends that may need to be addressed. Students are also assigned short, weekly wellness surveys so that any help needed in the area of social or emotional skills can be provided immediately. The MTSS coordinator facilitates bimonthly data meetings with school leadership, and counseling staff to review the student survey data, behavioral reports, teacher notes, and helps to create tiered plans to support any students in need. These tiered interventions are reviewed at least every month to determine the student progress towards the standard, and the efficacy of the intervention.

The staff received professional development on the following topics designed to improve mental health and social and emotional well-being of pupils and staff:

- Trauma Informed Instructional practices
- Suicide Prevention strategies
- Positive Behavioral Interventions and Supports (PBIS), both classroom-based and schoolwide
- How to implement Social Emotional learning (SEL) in the classroom using PATHS or Second Step curriculum
- How to implement Restorative Justice Practices in the classroom and schoolwide
- How to include Mindfulness exercises in the classroom

The students received the following training and resources to support their mental health and social and emotional well-being:

- Schoolwide and classroom based PBIS to promote positive classroom and schoolwide culture
- Suicide prevention training
- Safe media use training
- Bully prevention strategies
- Weekly SEL lessons to teach SEL skills
- Daily community meeting time to practice the SEL and restorative practices
- Access to the site-based counselor or psychologist on an as needed basis
- Weekly well-being surveys provided to students (which may lead to additional, individualized support)
- Small social skills groups led by instructional staff to provide more intense support

- Groups or Individual counseling support as determined through a student study team (SSI) recommendation

Individual behavior support plans provided to students, as determined through an SST, a 504 Plan, or an IEP

## 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 strongest area of focus during the planning process for the launch of the 2020-21 distance learning has been ensuring all students stay actively engaged in their daily learning. Navigator has created the rally cry of “All hands on deck are needed to Navigate success” which includes staff members (CEO, yard duties, directors, food service staff, student services, ...) calling students and families when they are not engaged in daily learning. Engagement staff is working with student services to ensure families who speak Spanish have Spanish speaking staff available for all conversations. Families have been provided with connectivity, iPads, and additional social services to limit the negative impacts of COVID.

## 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.]

Navigator students will be able to pick up meals once a week on Mondays at their school site. The meals will include 5 days of breakfast and 5 days of lunch.

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

| Section | Description  | Total Funds | Contributing |
|---------|--|-------------|--------------|
|         | Additional staff designated and trained to support tiered interventions in ELA and mathematics | \$278,160   | N            |

|  |   |          |   |
|--|---|----------|---|
|  | Adoption of NWEA MAP testing in Kindergarten through Eighth grade to provide summative and progress monitoring data about student achievement | \$9,300  | Y |
|  | Daily staff huddles will continue at the School to ensure staff wellness, communicate goals and celebrate achievements                        | \$9,282  | N |
|  | Tier 2 and Tier 3 response teams for home visits for any extreme needs  | \$92,530 | Y |
|  | Creating childcare options for staff to ensure teachers can instruct  | \$11,520 | N |
|  | All non-instructional staff assigned to make phone calls home for students that are absent to find out why                                    | \$60,842 | Y |
|  | Provided instructional staff desktop and laptops so that Zoom was more effective  | \$85,000 | 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 |
| 14.37%                                     | \$590,535  |

### Required Descriptions

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

The needs of our students in the various subgroups (foster, English learners, and students from low-income families) were highlighted in all of our re-opening subcommittees with specific attention given to how are families accessed distance learning, whether or not they needed housing assistance, help with applying for unemployment, whether or not a bilingual staff member was needed to meet with the families. We held each town hall in English and Spanish, provided phone in options, and called our family members who hadn't been in contact.

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

Since unduplicated students compose 56% of Gilroy Prep's student body, Hollister Prep has developed its programs and services in a manner in which they are principally directed to and effective in meeting its goals for unduplicated pupils. This is evidenced by the high student performance of unduplicated students. EL students and Socioeconomically disadvantaged students are scoring in the same band as all students.



California Department of Education, July 2020

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| Local Educational Agency (LEA) Name | Contact Name and Title                    | Email and Phone                             |
|-------------------------------------|---|---|
| Hollister Prep School               | Ami Ortiz, Director of Business & Finance | Ami.ortiz@navigatorschools.org/831-217-4881 |

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## Stakeholder Engagement

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

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### In-Person Instructional Offerings

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## Distance Learning Program

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1. Navigator created common core assessment
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Students will receive participation grades daily for all STEM and Humanities sections.

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[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Navigator staff have participated in one week of distance learning training. In addition, there will be an additional ten hours of training during the first week of school. Each staff member has been assigned a coach who will be observed for at least thirty minutes per week and will participate in a feedback session weekly.

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

All Navigator Schools employees will continue in their current roles. In addition to on-going roles and responsibilities, all employees were presented with a job description addendum conveying the following expectations during distance and hybrid learning:

1. Adhere to assigned schedule (in-person, hybrid, and/or virtual)
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Within the addendum notification, employees also received information regarding the fact that all employees are currently reporting to work differently, and roles will be temporarily modified in one way or another. Specific information regarding what will be expected of employees are conveyed and supported by supervisors or school principals. Depending on the additional or changed duties during distance and hybrid learning, employees will receive on-going coaching and training to ensure success in the temporary responsibilities.

## 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.]

The School’s distance learning (DL) program has been designed to include support for students with unique learning needs. The DL program includes daily leveled, small groups in English language arts, and mathematics. These groups are configured to meet individual student needs that may include the following: language scaffolding, and front-loading of vocabulary instruction, as in designated English language development, specialized instructional accommodations and/or modifications to help students access the curriculum, and additional, specially trained staff to assist students as needed during direct instruction by the teacher. The DL program allows for all appropriate special education support, as per the student’s IEPs, to be provided to students. Examples of the support include speech therapy, both group and individual, occupational therapy, both group and individual, specialized academic instruction, behavior support, and vision and hearing services and support among others. The DL program provides students with unique learning needs access to leveled, adaptive educational software, with clearly defined goals and outcomes communicated to students and families. During the day, there is time allocated for teachers to work with very small groups of students either re-teaching a skill or standard or offering more practice opportunities for students. There is also an extended day schedule for those students who need additional, specific instruction to meet or exceed the grade level expectations. This past year, the School also offered an extended school year, an additional four weeks of supplementary instruction, for those students who had unique learning needs. This will continue to be offered for the 2020/2021 school year.

The DL program has assigned additional staff to support families who may need additional school or community resources to help them in times of need. The homeless liaison has and will continue to ensure that all students who are experiencing homelessness, are migrant or who are foster youth, will receive the support they need to be successful.

The School’s data dashboard is used strategically at the weekly leadership data meetings to monitor the progress of students with unique learning needs and adjust the program of the students so that they will be successful.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Student goals are established and shared with students and parents/guardians | \$118,800   | Y            |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Staff are provided the materials and training necessary to initiate the program  | \$205,000   | Y            |
| Safety protocols are established, trained on, and implemented by the staff and students  | \$70,800    | N            |
| Progress monitoring data is analyzed weekly at the site leadership data meeting to ensure that students are making adequate progress | \$32,076    | 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.]

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include Northwest Educational Association Measures of Academic Progress (NWEA MAP), CBM fluency, Basic Phonics Skills Test (BPST), math facts fluency, and weekly, formative standards-based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

### 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.]

Student learning loss will be addressed using a variety of academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students depending on their specific needs. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. These groups will be designed to meet the needs of pupils with unique learning needs through collaboration and planning with key academic site staff who are knowledgeable about the student. For example, to support the students with exceptional needs, collaboration between the student services department and the intervention teacher is crucial. An understanding of the student’s abilities, current IEP goals, and learning needs will lead to a more effective intervention for the student. For students who are English language learners, it is important to understand their language level and skill gaps before beginning an intervention. Students who are homeless may require additional help to acquire

necessary materials, a quiet place to study and learn, and maybe even access to food, as part of their intervention support. Each student will be evaluated according to their unique learning need, and assigned the supports individually to them.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services or supports provided to address learning loss will be measured using the following assessments: Northwest Educational Association Measures of Academic Progress (NWEA MAP), CBM fluency, Basic Phonics Skills Test (BPST), math fluency, and weekly standards quizzes.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| One hour of direction instruction daily for on grade level students and thirty minutes additional daily instruction for those students who are below grade level.                              | \$372,090   | Y            |
| Set weekly blended learning goals that includes additional support for those students not meeting goals by utilizing Small Group Instructors (SGI) to support students in meeting their goals. | \$346,560   | Y            |
| Implement daily community meetings to address social emotional and academic development  | \$153,000   | Y            |
| Provide students with at-home learning trackers to help them set, measure, and achieve goals   | \$9,600     | N            |
| Assign staff to do daily check-ins with students and/or families   | \$26,701    | Y            |
| Schools will hold daily data meetings to analyze academic progress, and address specific student learning needs  | \$166,250   | Y            |
| Implement weekly enrichment activities and/or clubs to promote student engagement and participation  | \$23,760    | N            |



# 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 LEA will monitor and support mental health and social and emotional well-being of pupils through the following ways:

Each school site has appropriate staff assigned to ensure that all students have access to appropriate mental health supports in a tiered support system, i.e. a licensed counselor and an educational psychologist. The LEA has a multi-tiered system of support (MTSS) coordinator who ensures that the social, emotional, and behavioral needs of the students are addressed beginning with a school wide approach to teaching of skills and prevention using positive behavior interventions and supports (PBIS) systems. In addition, the MTSS coordinator ensures that there are interventions in place for students in need of more specialized help with social skills and behavior.

To understand the skills of the students better, all students take a social emotional learning (SEL) survey at least three times a year to identify schoolwide, classroom- based or individual student trends that may need to be addressed. Students are also assigned short, weekly wellness surveys so that any help needed in the area of social or emotional skills can be provided immediately. The MTSS coordinator facilitates bimonthly data meetings with school leadership, and counseling staff to review the student survey data, behavioral reports, teacher notes, and helps to create tiered plans to support any students in need. These tiered interventions are reviewed at least every month to determine the student progress towards the standard, and the efficacy of the intervention.

The staff received professional development on the following topics designed to improve mental health and social and emotional well-being of pupils and staff:

- Trauma Informed Instructional practices
- Suicide Prevention strategies
- Positive Behavioral Interventions and Supports (PBIS), both classroom-based and schoolwide
- How to implement Social Emotional learning (SEL) in the classroom using PATHS or Second Step curriculum
- How to implement Restorative Justice Practices in the classroom and schoolwide
- How to include Mindfulness exercises in the classroom

The students received the following training and resources to support their mental health and social and emotional well-being:

- Schoolwide and classroom based PBIS to promote positive classroom and schoolwide culture
- Suicide prevention training
- Safe media use training
- Bully prevention strategies
- Weekly SEL lessons to teach SEL skills
- Daily community meeting time to practice the SEL and restorative practices
- Access to the site-based counselor or psychologist on an as needed basis
- Weekly well-being surveys provided to students (which may lead to additional, individualized support)
- Small social skills groups led by instructional staff to provide more intense support



- Groups or Individual counseling support as determined through a student study team (SSI) recommendation

Individual behavior support plans provided to students, as determined through an SST, a 504 Plan, or an IEP

## 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 strongest area of focus during the planning process for the launch of the 2020-21 distance learning has been ensuring all students stay actively engaged in their daily learning. Navigator has created the rally cry of “All hands on deck are needed to Navigate success” which includes staff members (CEO, yard duties, directors, food service staff, student services, ...) calling students and families when they are not engaged in daily learning. Engagement staff is working with student services to ensure families who speak Spanish have Spanish speaking staff available for all conversations. Families have been provided with connectivity, iPads, and additional social services to limit the negative impacts of COVID.

## 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.]

Navigator students will be able to pick up meals once a week on Mondays at their school site. The meals will include 5 days of breakfast and 5 days of lunch.

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

| Section | Description  | Total Funds | Contributing |
|---------|--|-------------|--------------|
|         | Additional staff designated and trained to support tiered interventions in ELA and mathematics | \$278,160   | N            |

|  |   |          |   |
|--|---|----------|---|
|  | Adoption of NWEA MAP testing in Kindergarten through Eighth grade to provide summative and progress monitoring data about student achievement | \$9,300  | Y |
|  | Daily staff huddles will continue at the School to ensure staff wellness, communicate goals and celebrate achievements                        | \$9,282  | N |
|  | Tier 2 and Tier 3 response teams for home visits for any extreme needs  | \$92,530 | Y |
|  | Creating childcare options for staff to ensure teachers can instruct  | \$11,520 | N |
|  | All non-instructional staff assigned to make phone calls home for students that are absent to find out why                                    | \$60,842 | Y |
|  | Provided instructional staff desktop and laptops so that Zoom was more effective  | \$85,000 | 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 |
| 17.81%                                     | 731,533  |

### Required Descriptions

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

The needs of our students in the various subgroups (foster, English learners, and students from low-income families) were highlighted in all of our re-opening subcommittees with specific attention given to how are families accessed distance learning, whether or not they needed housing assistance, help with applying for unemployment, whether or not a bilingual staff member was needed to meet with the families. We held each town hall in English and Spanish, provided phone in options, and called our family members who hadn't been in contact.

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

Since unduplicated students compose 56% of Hollister Prep's student body, Hollister Prep has developed its programs and services in a manner in which they are principally directed to and effective in meeting its goals for unduplicated pupils. This is evidenced by the high student performance of unduplicated students. EL students and Socioeconomically disadvantaged students are scoring in the same band as all students.

California Department of Education, July 2020

# 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                             |
|-------------------------------------|---|---|
| Watsonville Prep School             | Ami Ortiz, Director of Business & Finance | Ami.ortiz@navigatorschools.org/831-217-4881 |

## General Information

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

Navigator Schools operates three different schools in three different counties, all with high numbers of positive COVID-19 cases, adding complexities to an already incredibly complex and difficult situation. As shared through communication from our families, numerous students are experiencing parents suffering from unemployment and food insecurity. Navigator faced challenges as we tried to meet the educational needs of our students, especially our most vulnerable. Staff worked with families to ensure all students had access to technology and connectivity, dropped off supplies at students' homes, provided support as families navigating the unemployment system, and worked extra hours to meet the one on one needs of every student. The state budget impacted Navigator staff salaries causing staff members to work longer hours with no increase. The pandemic-dictated distance learning platform has added extra pressure to students, staff, and parents which has impacted organizational health at all levels.

## Stakeholder Engagement

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

Navigator began having constant conversations with our staff, families, and host/authorizing districts on March 13, 2020 and those have included: weekly emails from the Charter Management (CMO), weekly Zoom all staff meetings, staff and family town hall meetings (in English & Spanish), hot spot deliveries for families without internet, multiple surveys gathering input on the various proposed distance learning and hybrid models, weekly all staff Zoom meetings, personalized calls to families who needed additional assistance, creation of a Navigator parent Facebook group, and constant communication with office staff at each site.

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## 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.]

The School’s distance learning (DL) program has been designed to include support for students with unique learning needs. The DL program includes daily leveled, small groups in English language arts, and mathematics. These groups are configured to meet individual student needs that may include the following: language scaffolding, and front-loading of vocabulary instruction, as in designated English language development, specialized instructional accommodations and/or modifications to help students access the curriculum, and additional, specially trained staff to assist students as needed during direct instruction by the teacher. The DL program allows for all appropriate special education support, as per the student’s IEPs, to be provided to students. Examples of the support include speech therapy, both group and individual, occupational therapy, both group and individual, specialized academic instruction, behavior support, and vision and hearing services and support among others. The DL program provides students with unique learning needs access to leveled, adaptive educational software, with clearly defined goals and outcomes communicated to students and families. During the day, there is time allocated for teachers to work with very small groups of students either re-teaching a skill or standard or offering more practice opportunities for students. There is also an extended day schedule for those students who need additional, specific instruction to meet or exceed the grade level expectations. This past year, the School also offered an extended school year, an additional four weeks of supplementary instruction, for those students who had unique learning needs. This will continue to be offered for the 2020/2021 school year.

The DL program has assigned additional staff to support families who may need additional school or community resources to help them in times of need. The homeless liaison has and will continue to ensure that all students who are experiencing homelessness, are migrant or who are foster youth, will receive the support they need to be successful.

The School’s data dashboard is used strategically at the weekly leadership data meetings to monitor the progress of students with unique learning needs and adjust the program of the students so that they will be successful.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Student goals are established and shared with students and parents/guardians | \$59,400    | Y            |



| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Staff are provided the materials and training necessary to initiate the program  | \$102,000   | Y            |
| Safety protocols are established, trained on, and implemented by the staff and students  | \$70,800    | N            |
| Progress monitoring data is analyzed weekly at the site leadership data meeting to ensure that students are making adequate progress | \$32,076    | 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.]

Student learning loss will be addressed using academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics.

Assessments used to determine learning status include Northwest Educational Association Measures of Academic Progress (NWEA MAP), CBM fluency, Basic Phonics Skills Test (BPST), math facts fluency, and weekly, formative standards-based quizzes. To assess English learner language levels, the ELPAC will be used in conjunction with the assessments previously listed.

### 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.]

Student learning loss will be addressed using a variety of academic instructional strategies that promote rigorous learning. These strategies include ensuring all students have access to grade level content and standards presented by highly effective, well-prepared teachers. Data-informed instruction guided by the use of frequent common assessments will allow teachers to individualize interventions and support for students depending on their specific needs. Additional instructional time, a very effective strategy to address learning loss, is allocated in the weekly schedule to allow for teachers (and additional staff) to meet with very small groups of students to target specific skill or content gaps using research-based programs and strategies in the areas of English language arts, English language development and mathematics. These groups will be designed to meet the needs of pupils with unique learning needs through collaboration and planning with key academic site staff who are knowledgeable about the student. For example, to support the students with exceptional needs, collaboration between the student services department and the intervention teacher is crucial. An understanding of the student’s abilities, current IEP goals, and learning needs will lead to a more effective intervention for the student. For students who are English language learners, it is important to understand their language level and skill gaps before beginning an intervention. Students who are homeless may require additional help to acquire

necessary materials, a quiet place to study and learn, and maybe even access to food, as part of their intervention support. Each student will be evaluated according to their unique learning need, and assigned the supports individually to them.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services or supports provided to address learning loss will be measured using the following assessments: Northwest Educational Association Measures of Academic Progress (NWEA MAP), CBM fluency, Basic Phonics Skills Test (BPST), math fluency, and weekly standards quizzes.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| One hour of direction instruction daily for on grade level students and thirty minutes additional daily instruction for those students who are below grade level.                              | \$186,045   | Y            |
| Set weekly blended learning goals that includes additional support for those students not meeting goals by utilizing Small Group Instructors (SGI) to support students in meeting their goals. | \$173,280   | Y            |
| Implement daily community meetings to address social emotional and academic development  | \$76,500    | Y            |
| Provide students with at-home learning trackers to help them set, measure, and achieve goals   | \$4,800     | N            |
| Assign staff to do daily check-ins with students and/or families   | \$26,701    | Y            |
| Schools will hold daily data meetings to analyze academic progress, and address specific student learning needs  | \$83,125    | Y            |
| Implement weekly enrichment activities and/or clubs to promote student engagement and participation  | \$11,880    | N            |

# 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 LEA will monitor and support mental health and social and emotional well-being of pupils through the following ways:

Each school site has appropriate staff assigned to ensure that all students have access to appropriate mental health supports in a tiered support system, i.e. a licensed counselor and an educational psychologist. The LEA has a multi-tiered system of support (MTSS) coordinator who ensures that the social, emotional, and behavioral needs of the students are addressed beginning with a school wide approach to teaching of skills and prevention using positive behavior interventions and supports (PBIS) systems. In addition, the MTSS coordinator ensures that there are interventions in place for students in need of more specialized help with social skills and behavior.

To understand the skills of the students better, all students take a social emotional learning (SEL) survey at least three times a year to identify schoolwide, classroom- based or individual student trends that may need to be addressed. Students are also assigned short, weekly wellness surveys so that any help needed in the area of social or emotional skills can be provided immediately. The MTSS coordinator facilitates bimonthly data meetings with school leadership, and counseling staff to review the student survey data, behavioral reports, teacher notes, and helps to create tiered plans to support any students in need. These tiered interventions are reviewed at least every month to determine the student progress towards the standard, and the efficacy of the intervention.

The staff received professional development on the following topics designed to improve mental health and social and emotional well-being of pupils and staff:

- Trauma Informed Instructional practices
- Suicide Prevention strategies
- Positive Behavioral Interventions and Supports (PBIS), both classroom-based and schoolwide
- How to implement Social Emotional learning (SEL) in the classroom using PATHS or Second Step curriculum
- How to implement Restorative Justice Practices in the classroom and schoolwide
- How to include Mindfulness exercises in the classroom

The students received the following training and resources to support their mental health and social and emotional well-being:

- Schoolwide and classroom based PBIS to promote positive classroom and schoolwide culture
- Suicide prevention training
- Safe media use training
- Bully prevention strategies
- Weekly SEL lessons to teach SEL skills
- Daily community meeting time to practice the SEL and restorative practices
- Access to the site-based counselor or psychologist on an as needed basis
- Weekly well-being surveys provided to students (which may lead to additional, individualized support)
- Small social skills groups led by instructional staff to provide more intense support

- Groups or Individual counseling support as determined through a student study team (SSI) recommendation

Individual behavior support plans provided to students, as determined through an SST, a 504 Plan, or an IEP

## 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 strongest area of focus during the planning process for the launch of the 2020-21 distance learning has been ensuring all students stay actively engaged in their daily learning. Navigator has created the rally cry of “All hands on deck are needed to Navigate success” which includes staff members (CEO, yard duties, directors, food service staff, student services, ...) calling students and families when they are not engaged in daily learning. Engagement staff is working with student services to ensure families who speak Spanish have Spanish speaking staff available for all conversations. Families have been provided with connectivity, iPads, and additional social services to limit the negative impacts of COVID.

## 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.]

Navigator students will be able to pick up meals once a week on Mondays at their school site. The meals will include 5 days of breakfast and 5 days of lunch.

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

| Section | Description  | Total Funds | Contributing |
|---------|--|-------------|--------------|
|         | Additional staff designated and trained to support tiered interventions in ELA and mathematics | \$139,080   | N            |

|  |  |          |   |
|--|--|----------|---|
|  | Adoption of NWEA MAP testing in Kindergarten through Third grade to provide summative and progress monitoring data about student achievement | \$7,200  | Y |
|  | Daily staff huddles will continue at the School to ensure staff wellness, communicate goals and celebrate achievements                       | \$9,282  | N |
|  | Tier 2 and Tier 3 response teams for home visits for any extreme needs   | \$92,530 | Y |
|  | Creating childcare options for staff to ensure teachers can instruct   | \$11,520 | N |
|  | All non-instructional staff assigned to make phone calls home for students that are absent to find out why                                   | \$30,421 | Y |
|  | Provided instructional staff desktop and laptops so that Zoom was more effective   | \$37,000 | 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 |
| 37.34%                                     | \$626,578  |

### Required Descriptions

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

The needs of our students in the various subgroups (foster, English learners, and students from low-income families) were highlighted in all of our re-opening subcommittees with specific attention given to how are families accessed distance learning, whether or not they needed housing assistance, help with applying for unemployment, whether or not a bilingual staff member was needed to meet with the families. We held each town hall in English and Spanish, provided phone in options, and called our family members who hadn't been in contact.

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

Since unduplicated students compose 92% of Watsonville Prep's student body, Hollister Prep has developed its programs and services in a manner in which they are principally directed to and effective in meeting its goals for unduplicated pupils. This is evidenced by the high student performance of unduplicated students. EL students and Socioeconomically disadvantaged students are scoring in the same band as all students.