



COVID-19 Operations Written Report

Natomas Pacific Pathways Prep Middle School

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1. Overview explaining the changes to program offerings made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

NP3 Middle School was able to quickly move to a distance learning model when COVID-19 school closures began in March. All students remained in the same courses with their same teachers. Weekly Pirate Press communications were sent to parents/families via weekly emails and posted on school websites with contact information for various programs and services as well as community resources (food services, emotional support, etc.).

Our students only missed one day of instruction as our school was near the end of the term. Students grades were posted at the time of the school closures. Student grades were held harmless during distance learning, and they also had multiple opportunities to improve their grades through work assigned during distance learning.

Teachers often met 1-on-1 with their students and students had the opportunity to meet with their teachers online throughout the COVID-19 shutdown. Teachers used Google classroom to post assignments and to communicate learning goals with their students. Instruction was delivered through a hybrid model with both live instructional opportunities as well as access to video instruction by their teachers. Virtual staff meetings were held weekly along with technology support meetings. The school office remained open and phone calls and emails were responded to on a daily basis.

2. Description of how NP3 is meeting the needs of its English learners, foster youth and low-income students.

Natomas Pacific Pathways supported our diverse students through comprehensive resources including chromebook laptop computers and wireless internet hotspots, calculators, and audiobooks. Teachers met with students 1 on 1 and Counselors met with individual students via Zoom video calls. Advisory meetings were held throughout the week for all students. Additionally, Counselors sat in on Advisory meetings regularly.

All students participated in classes and classwork. If staff found that there was a dip in a student's participation, advisory teachers contacted the student and parent. Staff and administrators maintained a list of focus students each week, and they developed a plan for those students which included phone calls, emails, meeting with parents, resolving tech issues, counseling and home visits (from a distance).

Throughout the COVID-19 closure staff worked with families and used interpreters to communicate effectively. Teachers communicated with individual families to identify, monitor, and support student progress. Tutoring sessions were held via real-time online video meetings throughout the week to meet individual schedules for different students.

English Learners who require one on one or small group focus in ELA and math were given specific office hours and provided additional supports. The School Psychologist conducted check-ins with all families flagged as homeless or doubled up. Resources were provided as needed.

3. Description of the steps that have been taken by NP3 to continue delivering high-quality distance learning opportunities.

The goal of distance learning was to continue to extend learning opportunities for our students beyond our campus. NP3 staff wanted to keep students connected and engaged in critical thinking. As staff navigated the new situation and they continued to work together to provide the best learning opportunities for our students.

Teachers planned for student learning in a flexible setting. This means teachers provided work for a given week and expected the work in return within the same time frame.

Distance learning was done in all content areas, including enrichment. Teachers posted weekly assignments in Google docs, which often included lessons with videos. They also hosted office hours twice per week. They used primarily asynchronous instruction, allowing students to complete and view lessons on their individual schedules. Some live instruction was also provided using Zoom and Google Meet 1 to 2 times per week. Math and literacy support teachers held group tutoring sessions and 1-on-1 sessions.

Counselors kept their meetings with students they met with before distance learning. They also met with other students via zoom or on phone calls based on info from teachers and parents. The counselors attended advisory meetings and some academic classes. They could observe what students were not engaged and could reach out to them.

- 4. Description of the steps that have been taken by NP3 to provide school meals while maintaining social distancing practices.

NP3 families were provided the opportunity to pick up free breakfast and lunch at 15 locations (including the NP3 Del Paso campus) around our community for children 18 and under between the hours of 11:30am and 12:30pm. The service on Fridays was expanded in late April to include the distribution of meals for the weekend. This service was provided through the partnership with the Natomas Unified School District Nutrition Services Department.

Meals were made available for free, regardless of the school of attendance. No paperwork was required. Families were encouraged to continue to be proactive in reducing the risk of COVID-19 by not congregating at the school site and using social distancing once meals were distributed.

- 5. Description of the steps that have been taken by NP3 to arrange for supervision of students during ordinary school hours.

Natomas Pacific Pathways Prep supported students social emotionally throughout the COVID-19 school closures but did not provide supervision of students during ordinary school hours. Teachers met regularly, often 1-on-1 with students online and counselors met with multiple students throughout the week online. Also, some home visits were conducted by staff to support targeted students in need.

Weekly communications were sent to students with themed flipgrids that both teachers and students participated in (examples include fun ways to wash hands, when your "weather is cloudy," and dress for success).

Families did have opportunities to have child-care through a program launched by the City of Sacramento. The Youth, Parks, and Community Enrichment Department in partnership with Mayor Pro Tem Angelique Ashby started a free program on March 23 at 8 centers around the city. Child care was available for children between the ages of 5 and 12 for families of essential workers such as first responders, health care workers and essential City of Sacramento employees

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from 7am to 7pm each day.