



COVID-19 Operations Written Report

Natomas Pacific Pathways Prep Elementary 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 Elementary 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 class with their same teachers. Weekly 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 and zoom along with several other apps for teaching and learning. 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 our Counselor met with individual students via Zoom video calls. Classroom morning meetings were held Monday through Thursday mornings for

all students. Additionally, the Counselor sat in on as many morning meetings as the schedule allowed. She was able to see every student at a minimum of once a week.

All students participated in classes and classwork. If staff found that there was a dip in a student's participation, 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 teachers communicated with individual families to identify, monitor, and support student progress; and used interpreters to communicate effectively.

Instructional Aides met via Zoom with students who missed daily instruction or needed additional assistance. Teachers also had office hours. Many of those students were the EL families. We have staff that are able to communicate with those families. Interpreter was provided for all families that needed the support.

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, they continued to work together to provide the best learning opportunities for our students.

Teachers used Google Classroom and Zoom with several other apps for teaching and learning. Morning meetings provided at a minimum of 3, but usually 4 opportunities (usually Monday – Thursday) for teachers to connect with their students and those meetings were followed by live instruction for Math and ELA. In the afternoons, other subjects, such as science, were sometimes taught. Teachers recorded lessons on a YouTube channel so students could view them at convenient times and at each student's pace. Art, STEM and PE had their own classrooms for students to check into for additional activities throughout the week.

Instructional Aides rotated through morning meetings and lessons and held 1-on-1 support lessons through Zoom and Google Hangout. Printed lessons were provided for students that were struggling with online assignments. Over

half of the students checked out their own chromebook. Online support programs were available for differential learning, support and independent practice – examples include Zearn and Reflex. Students were given a weekly checklist with assignments and work to submit.

All students were accounted for during distance learning and teachers collected attendance during morning meetings. Daily participation rate was at or above 90%. Even one student who was out of the country participated in many morning meetings and completed assignments. If any student missed assignments or class, teachers followed up with the family at weekly student check-ins. The Counselor continued check-ins with students and held lunch bunches, group sessions and one on one sessions. She also sat in on morning meetings and offered social emotional support with specific read alouds targeted at supporting students. Finally, our Principal held SSTs for students that needed extra support.

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.

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Morning meetings included activities such as a preview of the week, ice breakers that ensured all students had the opportunity to talk, “bring your pet or friend to class,” guided drawings, student of the week, maintaining the morning meeting “feel” before COVID-19. On Fridays, called Friyay, students participated in fun activities like reading books, live virtual field trips, art projects, and scavenger hunts. Talent show and Tik Tok entries made sure kids had opportunities for fun.

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 from 7am to 7pm each day.