Camino Nuevo Charter Academy 4 will provide continued academic engagement through distance learning for all students throughout this period of school closure. Nothing can replace the power of high quality, in-person teaching and learning. However, our students deserve our very best efforts toward preparing them for their futures. Toward that end, we will provide – and monitor student engagement in – learning opportunities that seek to:

1. Move students forward along a grade-level progression of the highest-priority standards and skills.
2. Provide continued practice in foundational skills to promote readiness for grade-level content when in-person school resumes.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

CNCA 4’s unduplicated student count is +95%. Services described are for English learners, foster youth and low-income students.

English Learners:
To the extent possible, successful remote learning needs to meet as many of the same needs for our English Learners as successful in-person learning. Above all, students need ample opportunities for oral and written language practice, visual language supports for content learning, explicit vocabulary instruction, and frequent progress monitoring. It is possible to create a remote learning environment that meets many of these needs.

These are the key supports that we’ve incorporated into our online instruction in order to meet the needs of the English language learners:

- Ample Opportunities for Oral and Written Language Practice
- Visual Language Supports
- Explicit Language Instruction
- Additional Tech Tools (Google Translate, bilingual dictionary, etc.)
Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

See previous section. In addition, the following procedures have been placed for students with disabilities:

**Students with IEPs**

Students with IEPs who receive academic RSP services will continue to get these services by way of collaboration among Resource Specialists and General Education Teachers who will continue to co-plan, co-teach, and co-assess. Specifically, co-planning will occur during grade level/department meetings; co-teaching will occur as teachers create and curate resources together and provide small group instruction; and co-assessment will occur as teachers team up to review work and provide feedback. Students with IEPs will especially benefit from frequent progress monitoring and individualized feedback, such as comments on a google document essay and the chance to discuss an assignment during office hours.

Additionally, students with IEPs will benefit from the key language-based supports mentioned under English Learners above, especially those who are eligible under Specific Learning Disability and Autism, and especially those who are also English Learners. The Guidebook RST Addendum includes a menu of additional accommodations to consider when planning for the Distance Learning environment.

**Assistive Technology**

In a Distance Learning setting, students with IEPs may need certain assistive technology aids to access their learning. These may include text-to-speech software, speech-to-text software, audiobooks, closed captioning, and others. Many of these supports are already included in web browsers or are otherwise readily available and free. Refer to the IEP Team and a student’s case manager to determine what might be beneficial, and feel free to reach out to Mindy Melgar for support with activating these features.

**Planning for Students without Access to Technology**

While we are attempting to support as many families as possible with access to Chromebooks and WiFi, we know that some students in our community will need to engage in distance learning without technology. Using the students’ families’ responses to the Family Technology Survey, we’ve prepared distance learning plans based on what students have access to (e.g., computers/laptops/tablets; smartphones; or paper and pencil). For those without access, we are providing packets of instructional work on a bi-weekly basis. For these students, we are engaging in extra outreach to these students to ensure they have the support they need to complete the work without access to instructional videos and/or Google Meet lessons.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

CNCA 4 is part of the Camino Nuevo Charter Academy School Food Authority. The CNCA SFA opened three centrally located serving sites on May 5, 2020 that are open to all students enrolled in the SFA. CNCA offers a grab-and-go service once per week where each student can receive 5 breakfasts and 5 lunches for the week. Walk-up and drive-through services have been implemented for this service, each with appropriate social distancing measures such as signage reinforcing the need for masks and markings on the ground to easily indicate proper distance.
Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours. Employees have the option of working from home or applying for Emergency Paid Sick Leave if they are unable to work because they are caring for a child. Eligible employees receive an additional 10 weeks of paid expanded family and medical leave at 2/3 their regular rate of pay. To support families, we shared childcare resources via our website. During the COVID-19 emergency CNCA 4’s facilities will remain closed and not accessible to students.

California Department of Education
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