



STUDENTS • PARENTS • EDUCATORS • COMMUNITY

COVID-19 Operations Written Report for Newman-Crows Landing Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Newman-Crows Landing Unified School District	Caralyn Mendoza Chief Business Official	cmendoza@nclUSD.k12.ca.us (209) 862-2933	June 15, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Newman-Crows Landing Unified School District transitioned to remote learning on March 19, 2020. The NCLUSD Remote Learning Website was developed and available to students and families by March 23, 2020. TK/K students were provided with packets along with daily teacher support through Class Dojo, in order to support the continued development of TK/K standards and skills. First through twelfth grade students were issued district chromebooks for home use. The district surveyed NCLUSD families to determine families' access to the internet. The district then developed a plan to purchase hot spots to distribute to families in need of internet access. The NCLUSD Remote Learning Website provided students and families with academic and social emotional supports. In developing our district plan and website we took into consideration the needs of all students, including special education, English Learners, Foster Youth and Homeless students.

Administrators met with teachers, provided resources and collaborated with district staff. All site staff were able to transition very quickly to remote learning and by March 23 all teachers and students engaged in remote learning. Throughout this challenging time, NCLUSD continuously sought out feedback from staff, students and families and based on that feedback we adjusted and provided necessary support.

Newman is a small tight-knit community and our first concern was for the safety, health and emotional well-being of not only our school community but the Newman-Crows Landing-Diablo Grande communities at large. We wanted to ensure that we would continue to be a support system for our community. Families had to adjust to new schedules, working with children at home and the emotional toll on all of us. Throughout this time we put supporting our students and community as a priority.

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

NCLUSD continued to focus on English Learners, foster youth and low-income students as we transitioned to remote learning.

English Learners:

K-6 Benchmark Advanced (Adelante) digital curriculum offered supports to English learners including English Language Development books and curriculum in both languages

6-12 digital curriculum available in both English and Spanish

Zoom small group sessions with EL's targeted language growth and development

Rosetta Stone access for Newcomers

Instructional aides supported EL students through email and/or phone

Newcomer packets distributed at Yolo and teacher and instructional aide support via phone/email

Links and Resources to visuals and videos supported visual learning for English learners

Recommendations and strategies for teachers as they supported ELs

Emphasis on oral language even in virtual spaces

Videotaped read alouds: model thinking aloud, ask comprehension questions, leave time for them to think, and then respond

Activities that supported and provided practice with academic vocabulary and fluency(chant, songs, ReadWrite Google Extension)If students didn't have an online option, chants and song booklets were sent home and students were encouraged to practice with their families

Provided differentiated sentence frames to support in constructing increasingly complex sentences

Used visuals and videos to deepen their learning and support academic language and concepts

Provided all EL students and families with resources for learning and literacy in their home languages (EL's and DLI students)

Ongoing support and PD for teachers to address English Learner instructional needs

Foster Youth and Low Income Student

All students were provided with a district device

Plan to provide hot spots to students without internet access
Small group Zoom sessions with At Risk Students
Daily/Weekly teacher and instructional aide check in via email/phone/ClassDojo/Parent Square
Continued access to social-emotional support through our counseling and mental health staff
Ongoing support and PD for teachers to address foster youth and low income students' instructional needs

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Newman-Crows Landing Unified school district transitioned to remote learning March 19, 2020 and took the following steps to continue to deliver high-quality distance learning opportunities:

Provided each student in grades first through twelfth with a Chromebook to access remote instruction
Used digital core curriculum to continue to address grade level standards and skills
Provided tech support to families as needed
Determine the need and develop a plan to provide internet access to families who need it
Each site developed a Site Specific Remote Learning Plan to address their site needs
Developed an NCLUSD Remote Learning Website to support students, staff and parents with a focus on supporting families and students not only academically but emotionally.
Developed a plan to support Special Education Students during remote learning which includes collaboration between special and general education teachers and daily communication with parents and students.
Developed a system to log and document communication with students and families
Continued to hold Virtual IEP meetings that include all stakeholders
Provided ongoing professional development and support to teachers in implementing remote instruction included targeted support for English Learners and High Risk Students
Provided social emotional and mental health support to students through our Remote Learning Website, phone contact, Zoom Contact, Newsletters
Continued with virtual PLCs at each site along with site and district staff meetings
Surveyed families to improve and support them with remote learning
Sites held virtual celebrations to support and engage students and build community

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

NCLUSD continued to provide meals during the period March 19-June 30. The LEA exercised as many of the USDA waivers as possible to maximize the number of meals available to students. The district opened 3 of the 7 school sites to prepare food, working in teams of 4

people on a rotating schedule. Each team worked 3 days per week, We utilized our largest kitchen facilities in our most central locations. One location prepared meals to be distributed by school bus and mobile distribution delivery. Two sites prepared meals for curbside delivery Monday - Friday for 1 hour. Staff maintained distance from each other and from families by employing various methods of non-contact distribution.

During the hour of distribution, students received lunch, supper and breakfast for the following day. On Fridays, students receive this, plus additional breakfasts and lunches for Saturday and Sunday.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

NCLUSD provided flexible work hours for all staff to support with child care arrangements. We have also surveyed our families as to their child care needs.