



STUDENTS • PARENTS • EDUCATORS • COMMUNITY

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 |
|--|--|---|
| Newman-Crows Landing Unified School District | Caralyn Mendoza Chief Business Official | cmendoza@nclusd.k12.ca.us (209) 862-2933 |

General Information

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

Newman is a small, rural close knit farming community on the west side of Stanislaus County. Our schools are the center of our community. School activities, clubs, events and sports are supported and attended by most in town. The unprecedented COVID-19 pandemic has affected the entire community and it has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students. Our school community and the community at large have come together to support each other and especially our children during these difficult times.

Newman-Crows Landing Unified School District has an enrollment of 3221 students. 67% are low socioeconomic, 29% are English Learners, 10.4% are students with disabilities, .3% are homeless and .1% are foster youth. We pride ourselves on providing diverse

experiences for our students and we are committed to providing equitable and inclusive environments for all learners. In addition to academic support, we will continue to support students and families with their physical, social and emotional health throughout our distance learning period.

Our strategic action plan lays the foundation for our approach to distance learning and the success of ALL our students.

VISION

All learners graduate college and career ready, embracing the joy of lifelong learning; all are prepared to be responsible global citizens and leaders.

MISSION

Through strong relationships, design, and orchestrate relevant and rigorous experiences that inspire and empower all learners.

VALUES

Learners First: What is best for each learner guides our decision-making every day. Strong Relationships: Strong respectful relationships are paramount to continuous improvement. Both learners and adults show integrity, compassion, and respect. Equity: All students receive academic, social and emotional support needed to be successful lifelong learners. Resources focused on removing barriers (JUSTICE). Purposeful Learning Environments: Inspiring students and adults to achieve their highest potential.

In designing distance learning plans for the 2020-21 school year, staff ensured we had a comprehensive approach to provide instructional coherence and consistency for students.

As we transition to distance learning and face all the accompanying challenges, there is an increased need for ensuring fidelity of implementation of district programs and practices. As part of NCLUSD Distance Learning Plans, we outlined specific expectations that parents/guardians and students should have of the district for distance learning:

Consistent, direct, live instruction with peer interaction for every student. Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.

Instruction based on grade level standards using district adopted core curriculum and supplemental programs.

Teacher availability to students outside of direct, live instruction.

Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.

Professional development for all educators on strategies needed to deliver high-quality instruction.

Appropriate supports for students receiving Special Education. Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

Targeted student support and intervention supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Regular communication to students and parents on learning goals and student progress, including weekly teacher-student parent/guardian communication and report of student progress consistent with the District's grading policies to maintain the home-to-school connection.

Assessments and accountability during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Support for English Learners designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Stakeholder Engagement

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

Newman-Crows Landing began efforts to solicit stakeholder feedback to inform the district's Distance Learning Plan and Learning Continuity and Attendance Plan in May and has continued throughout the development process.

As the 2019-20 academic year came to a close, the district administered a survey to families to obtain feedback on distance learning. NCLUSD uses Thought Exchange to gather feedback from stakeholders. Thought Exchange allows leaders to gather input from a large or virtual crowd. Thought Exchange was made available in English and Spanish. A total of 283 parents/guardians responded to the survey.

We also sent out a Thought Exchange in June to all stakeholders, parents/guardians and staff and had 533 responses. In June our survey focused on returning to the classroom and what that may look like and what concerns stakeholders had. The response to this exchange overwhelmingly centered around safety precautions for both the parents/guardians and staff.

During July and August key stakeholder groups were engaged to solicit input specific to our District Learning Plans and the Learning Continuity and Attendance Plan Draft. Engagement of stakeholders included presentation of draft material, information/Q&A sessions, and solicitation of specific input to inform improvements to the plan occurred at the following meetings:

July 27: CSEA Distance Learning Meeting

July 31: NCLTA Distance Learning Meeting

August 5: Distance Learning and DLI Parent Information Sessions(English and Spanish)

August 6: Distance Learning Parent Information Sessions(English and Spanish)

August 12: Distance Learning and Special Education Parent Information Sessions(English and Spanish)

September 8: DELAC meeting

September 14: Public Hearing on Learning Continuity and Attendance Plan

September 28: Approval of Learning Continuity and Attendance Plan

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

NCLUSD made every effort to provide opportunities for stakeholders to provide feedback using Zoom meetings, surveys, phone calls, website, Class Dojo, Parent Square. Stakeholders were also able to email or call the superintendent directly and he would respond. We provided all information and surveys in both English and Spanish.

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

Overall, parent/guardians responses to May's Thought Exchange were positive with comments on the lessons and assignments teachers were providing being appropriate for students at home. Parents/guardians also commented on the positive communication between home and school. One suggestion was a more consistent use of Zoom as not all teachers were using the platform at the same level. A sampling of comments from spring distance learning feedback:

I have been impressed at how quickly our schools have reacted in an organized fashion to this rapid upheaval of our norm.

I like the fact that the teacher's are assigning work, but there's no interaction with the students. Maybe have a meeting for 30-40 minutes via Zoom.

We also sent out a Thought Exchange in June to all stakeholders, parents/guardians and staff and had 533 responses. In June our survey focused on returning to the classroom and what that may look like and what concerns stakeholders had. The response to this exchange overwhelmingly centered around safety precautions for both the parents/guardians and staff. The number one comment/concern was how

classrooms and common areas would be sanitized daily. The second most stated comment/concern was how each site would deal with students who came to school sick and the third most stated comment/concern was the need for clear aligned expectations if we need to start school with distance learning.

We received great feedback from our Virtual Webinar Parent Sessions held August 5th, 6th and 12th in both English and Spanish. We used Zoom webinar format and parents/guardians and teachers were able to ask questions using Zooms chat feature. Our administrators served as panelist and addressed specific questions from the audience.

DLI and Distance Learning Parent Information Sessions

English: 64 attended
Spanish: 38 attended
Total attending: 102

Overview of Distance Learning Plan and Learning Continuity and Attendance Plan

English: 209 attended
Spanish 65 attended
Total attending: 274

Overview of Distance Learning and Special Education

English 58
Spanish 30
Total attending: 98

Most questions during these webinars focused on attendance and support for students during distance learning. Parents were concerned about how to support students with a variety of family circumstances(jobs, lack of internet, lack of time, daycare concerns). Parents of Dual Language Immersion students were concerned about supporting their children in a language(Spanish) that they did not speak. This lead us to address this in our plan by purchasing Rosetta Stone and provide support to parents through workshops. Parents of special education students had concerns about the how the students' IEP would be implemented in a distance learning model. We had special education teachers, admin and program specialists on the panel to address their concerns and offer support. Through these sessions were were able to connect with families, offer support, answer questions and build a relationship of shared responsibility. We will continue to seek stakeholder input in a variety of formats throughout this year.

Based on information from all stakeholder groups, NCLUSD has drafted a Learning Continuity and Attendance Plan that is responsive to our communities needs. We have addressed safety concerns, concerns regarding distance learning, questions on when and how we will return to in-person learning, how we will communicate and support students and families and what resources students, sites and families will need(hot spots, school supplies, additional digital supports, etc.)

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

During these meetings, NCLUSD gained valuable information from stakeholders regarding Distance Learning Plans, attendance, engagement, Dual Language Immersion supports, family circumstances, internet connectivity and safety concerns. We were able to respond and use this information as we planned for distance learning.

Based on the stakeholder input NCLUSD developed a Learning Continuity and Attendance that reflects the unique needs of our students and community. Our focus on relationships, social-emotional and physical health during this unprecedented time stemmed from the feedback we received from stakeholders. Our decision-making was framed with this focus in mind and supports the goal of meeting our student's academic needs also. We need healthy students in mind and body. We also understood from our feedback the need to support our staff's social-emotional and physical well-being.

As we transition into in-person learning as public health information allows, we will continue to gather input from our stakeholders. We are in the process of gathering information through Thought Exchange about the possible return of TK-5 students through the state waiver process.

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.]

On July 17th the district, based on the recommendation of the Stanislaus County Department of Public Health and affirmed by the guidance provided by Governor Newsom to schools in his July 17th press conference, concluded and announced that the 2020-21 school year would begin with full distance learning.

This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan for the safe return of students to school for full-time in-person instruction. NCLUSD will continue to align decision-making to public health guidance provided at the state and county level and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

SAFETY

The district, based on guidance from the CDC and public health officials, is following all safety guidelines and will continue to follow them as long as necessary. These include:

Daily temperature checks and health screenings

Mandatory face masks for all students

Additional hand-washing stations at all sites to support good hygiene practices

Plexiglas dividers installed in all site offices, speech rooms, and assessment areas

Sanitizer provided to all classrooms common areas

Sanitizing daily of all classrooms and offices

Classroom furniture arranged to adhere to physical distancing requirements

NCLUSD will coordinate with Stanislaus County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.

Students cohorts will be kept from mixing by staggering lunches, recesses, and other transition time as needed

Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

NCLUSD will follow disinfection guidelines developed by Stanislaus County Public Health for classrooms, work-spaces, outdoor spaces, and playgrounds.

INSTRUCTIONAL MODELS

As Stanislaus County Public Health Official determines the safe return of students to school for full-time in-person instruction, the district will implement a model that adheres to following physical distancing guidelines and recommendations as directed by the county health officer. Transportation will be provided adhering to physical distancing requirements in small groups. The district recognizes that as schools reopen not all families may feel comfortable to return their children to school.

Families will have the option to select a virtual academy, distance learning model with synchronous and asynchronous instruction.

NCLUSD in person instruction will ensure that all students have access to standards aligned district adopted curriculum focused on grade level standards. In person instruction will provide peer interaction and social emotional supports for students. Supplemental programs(digital and non-digital) will be used to provide additional targeted support.

The District will continue to focus on a strong instructional program based on "First Best Instruction" that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Teachers will use cycles of assessments to identify and remediate knowledge gaps, so all students have a solid foundation and we can mitigate learning loss. NCLUSD will use universal screeners, grade level benchmarks, CAASPP Interim Assessment Blocks, and ongoing summative and formative assessment.

To support the social and emotional needs of students, NCLUSD will have counselors available to each of the schools in the District. Counselors will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health.They will provide both individual and small group mental health services. When appropriate, counselors will link families to community resources available to support the student and families outside the school setting.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Identify and purchase any items needed to ensure NCLUSD is adhering to the CDC and Stanislaus County Public Health Guidance including but not limited to: thermometers, signage, sanitizing supplies, Plexiglas, masks, gloves, additional hand-washing stations | \$524,115 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Provide targeted intervention and support for students in At Risk groups(Foster Youth, Homeless, English Learners, Low-Socioeconomic) based on formative, summative and diagnostic assessments | \$45,274 | Yes |

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.]

Instructional Program

All instructional staff will collaborate to provide engaging, relevant, curricular-based instruction and assignments for each subject. A common scope and sequence, pacing guide, identified essential standards, and common assessments will be used to guide and monitor learning. Significant differences should not exist between teacher to teacher within a grade level/course or school.

Teachers will provide daily feedback to individual students. Teachers will communicate student learning expectations, provide resources, collect assignments, and provide feedback via video conferencing platforms, phone, email, Google Classroom, Securly, and ClassDojo. Sites may provide printed materials to enhance digital learning.

Administrators, counselors, Special Education and support staff will be added to Google Classrooms as determined by individual student needs.

Tiered Support

General Education, Special Education, G.A.T.E. (Gifted and Talented Education), Intervention, English Language Development, and counseling services will work collaboratively to ensure access and accommodations for identified students.

Assessment & Grading

We encourage students to be in charge of their own learning by engaging in interesting, open-ended tasks that target real-world skills, meet learning objectives, and enable students to make choices and then measure and reflect on their progress.

Teachers will provide daily/weekly assessments and feedback towards goals and work completed.

Learning will be monitored and assessed in the areas of English Language Arts, Math, Science, Social Studies Physical Education and Technology Skills.

Assessments will be given during the school year in the core content areas. (ELA Benchmark, Math Module Assessments, IAB's, FIAB's, Stride - PMA, Lexia, STAR, DIBELS Next).

Digital Portfolios may be used as part of the grading process.

Progress Report/ End of Trimester Report Card:

Students will be graded on grade level standards in Math, English Language Arts, English Language Development, Science, Social Studies, Physical Education and progress towards individual student learning goals.

Schedule

Teachers will provide students with current distance learning plans that are accessible on our website. Plans will provide students with an overview of the week's schedule, assignments, and assessments. Detailed directions and guidance will be provided by each teacher.

Teachers will provide a combination of synchronous and asynchronous instruction for students on a daily basis. Students will be expected to be engaged in learning for a minimum of 180 minutes for TK/K, 230 minutes for first through third grades and 240 minutes for fourth through twelfth grade each day. Teachers will provide daily small group synchronous instruction. Teachers will also provide individual instruction for identified students during office hours. Instructional delivery will be determined by student(s) need and/or accessibility.

Fridays will be set aside for students to engage in a variety of digital program free activities such as writing, grammar practice, completing assignments not completed during the week, practice math skills, vocabulary, reading, crafts, coloring, doing outside activities or cooking with the family to mention a few.

Attendance

School is in session everyday Monday-Friday per our District Academic Calendar.

Attendance will be recorded daily. Staff will use PowerSchool to record absences. Using Powerschool, teachers will mark absent for students who did not: attend the Video Conferencing Platform lesson or engage with the assigned materials, complete assignments per distance learning lesson plans, or have direct contact with the teacher or other staff member. NCLUSD has developed a Distance Learning Re-Engagement Plan to support students and families who may be having difficulty with attendance and/or engagement.

If a student is ill or not able to engage in learning, a parent needs to contact the school as they would with any absence. If the school does not receive a phone call, the office staff will call home each day to verify absence, non-engagement or non-participation.

Teacher Expectations

Teachers will be teaching daily from their school site.

On Fridays, teachers will clearly identify an office hour to meet in real time with students via Video Conferencing Platform/Phone/Email/ClassDojo, to provide on the spot additional help and answer questions.

Teachers will follow up on students who are not completing activities, attending virtual lessons or engaged with learning. If necessary, teachers will refer students who are not engaging in learning to site administrators for further follow-up and support.

Teachers will monitor student progress toward standards and update students and parents.

Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours (M-F)

Student Expectations

Review Distance Learning Plans every day Monday - Friday on our Distance Learning Website

Attend synchronous class meetings as scheduled by teachers and/or watch a recorded version of the lesson

Be dressed and ready for learning when joining instruction

Behave appropriately during lessons

Set cell phones and other distractions aside during instruction

Develop a routine for focused, uninterrupted learning

Use technology appropriately

Complete assignments or checklist by the due date

Connect with teachers for additional help and questions

Teachers will follow up on students who are not completing activities, attending virtual lessons or engaged with learning. If necessary, teachers will refer students who are not engaging in learning to site administrators for further follow-up and

support.

Teachers will monitor student progress toward standards and update students and parents.

Teachers will make a reasonable effort to respond to student and parent emails/questions within 24 hours (M-F).

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.]

NCLUSD has been one to one Chromebooks for several years. As we transitioned to distance learning all students TK to 12th grade were provided a Chromebook for home use. We purchased touchscreen Chromebooks for our TK/K students as they were more developmental appropriate. Each site surveyed families in March of 2020 and again in July of 2020 to determine the need for internet access. We are providing hot spots to students who do not have access to the internet. A challenge has been providing access to students in very rural and outlying areas without good service. We continue to work to ensure all students have connectivity. We have also shared the availability of low cost internet and will continue to work with our families so that they understand all options that are available to them.

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.]

NCLUSD has developed a process for tracking participation/attendance and engagement in synchronous and asynchronous instruction. All grade bands have scheduled instruction for the minimum required minutes for distance learning. Daily live interaction with teachers and peers is scheduled in all classrooms/periods. Teachers will develop a weekly assignment plan with time value given to each assignment. They will also complete a Weekly Engagement Record recording the time each student engages in synchronous and asynchronous instruction and also completing assigned work. Teachers will certify both the assignment record and the engagement record weekly. Teachers have a variety of digital resources available to them to monitor completion of assignments and engagement. Securly and Classlink provide analytics to teachers on a daily basis as does Google Classroom and Canvas. Digital curriculum such as Lexia and Achieve 3000 also provide daily data on student engagement and progress.

Participation/attendance will be taken daily. Site staff will communicate with all students/parents who are not participating/attending on a daily basis through phone calls, email, Class Dojo and Parent Square. Home visits will be conducted as determined necessary by the site. NCLUSD has developed a Tier Re-Engagement plan to support students and families with attendance concerns so that they can re-engage with the learning.

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.]

NCLUSD is committed to providing ongoing support guidance and resources for teachers and staff to maintain high-quality distance learning programs for students. We have provided teachers with three per diem days to plan for distance learning, review and develop resources, collaborate with peers and attend virtual distance learning professional development opportunities. We also will provide monthly Effective Teaching Workshops based on the Distance Learning Playbook written by Douglas Fisher, Nancy Frey and John Hattie and monthly Tech it Up Tuesday Workshops provided by our Instructional Technology Coordinator for all district teachers. Sites are working with the SCOE math support team monthly. Our EL coordinator has also provided support and resources to teachers focusing on supporting English Learners during distance learning. We will continue to solicit feedback on the professional development needs of our staff and support our sites in providing site based professional development using our instructional support team.

Staff Roles and Responsibilities

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

Teachers' responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction. Teachers will need to adapt their normally prepared lessons to be completely online lessons that can transition to a hybrid model when the number of cases begins to decline. Teachers will also be responsible for the evaluation of the instructional time value of student work and tracking of participation in the distance and hybrid learning environments to determine attendance. Instead of classroom management, teachers will need to manage daily live interactive sessions with students via online communication tools like Zoom. In addition, teachers will need to communicate much more with families to assist with social emotional issues and as part of the District's tiered re-engagement strategies for pupils who are absent from distance learning.

Classified employees in general will have flexibility in work times, duties, and worksites as needed to contribute to the needs of the schools and District as a whole. This includes working remotely when possible to support distance learning and the functioning of the District. It also includes supporting sites with sanitized and healthy school environments.

Instructional Aides will support instruction of special education students within the virtual classroom and collaborate with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides will also support pull out small group instruction for reteaching and intervention.

Bilingual Instructional Aides will support the instruction of English learners within the virtual classroom and collaborate with teachers and families of English learners to provide the necessary supports for students, while also supporting communication between students/families and teachers. Bilingual Instructional Aides will assist in facilitating virtual class discussions with ELs and will support with the small group instruction of ELs based on specific linguistic and academic needs as determined by the teacher; as well as provide pre-teach and reteach strategies to increase EL success during virtual class sessions.

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.]

Foster Youth and Homeless Students

- Manipulative and other resources needed will be purchased for at home use for students with unique needs
- Online tutoring for secondary students is primarily directed at supporting students with unique needs to help personalize instruction
- Foster and Homeless students will be provide school supplies, personal items and other items and services to allow children and youths to participate fully in school activities and to reduce negative impacts of their situation academically, socially, and emotionally.
- Support provided by school counselors and mental health clinicians as needed
- Daily Meals provided for pick-up and delivery to rural high needs areas
- Monitoring and support for attendance and engagement.

English Learners

- Designated and Integrated instruction in English language development, including assessment of English language proficiency, supporting access to curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning
- Online ELA/ELD Core Curriculum
- Read & Write for Google Chrome
- Online Tutoring Support
- Rosetta Stone Online Language Instruction

- Support provided to each site by District English Learner Coordinator
- Bilingual Paraprofessionals
- Bilingual Family Engagement Support District Wide
- Bilingual Clerk or Secretary at every site to connect families and promote engagement
- Interpretation/Translation services in English and Spanish district wide to promote communication among all stakeholders

Special Education

- Special education, related services, and any other services required by a pupil’s individualized education program will be made available as appropriate with accommodations necessary to ensure that individualized education programs can be executed in a distance-learning environment
- Individual check ins and communication through virtual environments with students to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Purchased digital supplemental curriculum to support in mitigating learning loss(Achieve 3000, Footsteps to Brilliance, Fuel Education, Revolution Prep) | \$1,106,492 | Yes |
| Purchased digital tools to facilitate virtual learning(Nearpod, Screencastify, Zoom for Education, Google Classroom/Read Write, Canvas, Securly, Classlink) | \$100,481 | No |
| Purchased Google Classroom/Read Write, I Can Read, Rosetta Stone, Istation to support English Learners through distance learning | \$125,000 | Yes |
| Purchased Wilson Foundations and Reading as a multi-sensory approach to reading and to support district Dyslexia Plan | \$29,280 | Yes |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Provided teachers with 3 per diem days to plan, collaborate and attend PD centered on Distance Learning | \$438,452 | No |
| Purchased 150 hot spots, 600 chromebooks and 300 touchscreens(for TK/K) this includes insurance for all devices | \$256,000 | Yes |
| Effective Teaching and Tech it up Tuesday Workshops monthly | 0 | No |
| Supplies for students at all levels to support home environment (crayons, notebooks, art supplies). Each TK-5 student received a plastic tub of supplies, Secondary received art supplies, calculators, instructional materials and musical instruments. | \$276,007 | No |
| Software to ensure ADA compliance for the District Website and all resources contained within, software platforms to facilitate digital parent contact | \$29,225 | No |
| Summer delivery of meals by transportation company | \$39,000 | |
| Online core curriculum adoption | \$125,246 | No |
| Classroom tools to facilitate distance learning (tripods, digital pens, etc) | \$100,000 | No |
| Purchased teletherapy platform to provide speech, social skills and Educationally Related Mental Health Services virtually to special education services | \$6084 | Yes |

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.]

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we move to the new school year and continue in a distance learning model, we have developed an assessment schedule that will support teachers in determining pupil learning loss. Teachers will use a combination of diagnostic, formative and summative assessments that address grade level standards. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers will be identifying the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning. Teachers will also encourage students to be self-reflective about their own learning.

Screener, diagnostic assessments, common assessments, District Benchmarks and the use of state Interim Assessments (IABs, ICAs and FIABs) will be administered according to the timelines posted on assessment calendars to determine learning loss in all subjects including Mathematics English Language Arts. Most of these assessment tools are also done virtually for more seamless transition to distance learning and in-person learning.

All teachers have weekly facilitated PLC time to review student data and develop instructional plans to provide targeted support to students. We use a multi-tiered system of support as we make instructional decisions.

Our focus is not only academic, we continue to monitor and support social-emotional learning for all students. This is a crucial piece of our multi-tiered system of behavioral support. Students need to be physically and emotionally healthy in order to be able to engage in learning.

Teachers will also continue to communicate with parents/guardians using progress reports, parent-teacher conferences and report cards based on our 2020-2021 Academic Calendar.

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.]

The district will address learning loss and accelerate learning loss for students through a multi-tiered system of support:

Tier 1:

Best first Core Instruction with on-going differentiated supports

- Identify "Unfinished" learning (standards and content that are prerequisites to grade level learning)
- Incorporate prior grade-level knowledge and skills, when necessary, to support access to current grade-level content
- Integrate on-going practice and review into the teaching of current grade-level content, instead of disrupting it.

Tier 2:

Core Instruction and Targeted Interventions

- Identify students at risk of not meeting grade level standards
- Provide targeted, small group intervention to students in addition to core instruction (to close the gap in academic skills or performance)
- Provide research-based curriculum/programs and evidence-based practices supported by research
- Frequent progress monitoring of student progress

Tier 3:

Core Instruction and Intensive/Strategic Interventions

- Identify students with significant learning loss
- Provide intensive and strategic interventions in addition to core instruction (to close the gap in academic skills or performance; focusing on foundational skills)
- Provide research-based curriculum/programs and evidence-based practices supported by research
- Frequent progress monitoring of student progress

Tier 2 and 3 supports may be provided through a combination of in-person instruction, digital platforms, tutoring and teacher office hours where 1:1 support may be provided. Personalized intervention digital platforms include: Stride, Zearn, Achieve 3000, Lexia and Istation.

English Learners: Targeted/Strategic support will focus interventions to ensure students make progress toward English language proficiency and meet grade-level academic achievement; ensure accessibility to curriculum; and provide frequent communication with parents.

Students with exceptional needs: The IEP process will customize educational opportunities; identify student needs and determine targeted/strategic supports when necessary; ensure accessibility to curriculum; and provide frequent communication with parents.

Low-income, Foster Youth, Homeless: Targeted/Strategic interventions will be supportive in meeting students social-emotional and academic needs; address absenteeism; address any barriers to re-engage students in learning; and provide frequent communication with parents/caregivers.

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.]

Teachers will communicate regularly with students and families to support student success. Teachers will monitor the success of students based on programs and services implemented. Schools will monitor the effectiveness of services and supports provided school-wide to students during weekly PLCs and biweekly collaborations (Academic & Behavioral). The District Leadership team will discuss the trends in data and address any systemic changes necessary to improve programs and services for students.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Acadience Learning DIBELS Next Universal Screener to support in identifying unduplicated students who are At Risk and need tiered intervention support | \$45,137 | Yes |
| Site funding to support student achievement in the local context | \$587,417 | No |
| One on one virtual tutoring for secondary | \$180,000 | Yes |
| Suite 360 SEL Digital Curriculum | \$25,240 | Yes |
| Study Hall periods at both the middle and high school | \$455,818 | Yes |

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.]

As NCLUSD transitioned to distance learning in the Spring of 2020, we made the physical, social and emotional needs of our students and families the number one priority. In the unprecedented situation of a global pandemic, we felt it was our responsibility to support our students and families during this very difficult time.

As we planned for the start of the 20-21 school year with distance learning, we again have prioritized the physical, social and emotional well-being of students and families. We will continue to provide rigorous and relevant academics but will always focus on building strong relationships and support systems.

NCLUSD has a multi-tiered system approach in supporting students' social-emotional well-being. Our tiered approach begins with the teachers and site counselors. They provide the front line support and services for students in need. Tier 2 provides students with one on one or small group counseling and continues to provide classroom supports as needed. Tier 3 provides more intensive support with a referral to outside agencies, district mental health clinicians or other services as needed.

Just recently, our community was greatly impacted by the California Wildfires and many of our residents were under a mandatory evacuation. Our counselors and support staff immediately began working with administrators, teachers, students and families to support them at this difficult time.

We have developed an online referral process for teachers and parents so that our referral process continues to flow in our virtual model. Our counselors, mental health clinicians and behaviorists collaborate on a regular basis to ensure that supports are consistent and in place across the district.

We are providing all staff with professional development opportunities at the site and district level so that they can be prepared to address the many issues that they may confront as a result of the pandemic and distance learning.

We have scheduled several parent information sessions at the district level and all sites are continuing with their traditional 2nd Cup of Coffees virtually.

We also have a digital(Suite 360) curriculum that supports Social Emotional Learning at each site.

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 District has established procedures at each site to engage with students on a regular basis. NCLUSD has developed a student centered website to provide outreach and to continue to engage and inform students and families

District and site administrators will collaborate and communicate with attendance personnel to monitor student engagement and if necessary, attempt to verify contact information, and provide outreach for health/social services as necessary.

All sites will continue to use our district parent communication system(Class Dojo for elementary and Parent Square for secondary) to keep parents engaged and informed throughout the year. Sites will also schedule monthly 2nd Cup of Coffees to support and engage families.

NCLUSD has developed a Tiered Re-Engagement Plan to support students and families with engagement with learning during this time of distance learning.

NCLUSD Tiered Re-Engagement Plan For Distance Learning

Tier 1: 1st and 2nd Unexcused Absence

Parent contacted by phone and logged in PowerSchool (Attendance Clerk/School Personnel)

Teacher check in with student and parent(phone, email, Parent Square, Class Dojo)

Tier 2: 3 days unexcused absences in a week

Parent call to discuss support options (Teacher/Site Administrator or Designee)

As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence. (SART Team)

The Team will:

- Ensure that communication with the parent is working, emails, and internet access.

- Determine if there is a breakdown in communication and make any corrections
- Determine if the lack of participation is due to a lack of access and the site will take necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences could include:
- A conference with an administrator; Development of an Attendance Plan through a Student Attendance Review Team (SART)
- Through the SART process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions

Attendance Letter mailed home to parent/guardian and logged in PS (Attendance Clerk)

Possible Home Visit

Tier 3: 5th day of unexcused absences

(Potential Chronic Absenteeism)

2nd letter mailed home and logged in PowerSchool(Attendance Clerk)

SART Meeting held (Site Administrator or Designee)

Possible Home Visit

As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence.(SART Team)

The Team will:

- Ensure that communication with the parent is working, emails, and internet access
- Determine if there is a breakdown in communication and make any corrections
- Determine if the lack of participation is due to a lack of access and the site will take necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences could include:

- A conference with an administrator; Development of an Attendance Plan through a Student Attendance Review Team (SART)
- Through the SART process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions.

Tier 4: 6th day of unexcused absences

3rd letter mailed home(Attendance Clerk)

DART Meeting(District Child and Welfare)

Review of the family circumstance for outside connection with health and social service(DART Team, Site Administrator)

Possible referral to SARB(DART Team, Site Administrator)

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.]

To provide meals for students during distance learning, each site will open its kitchen and prepare meals for the students in its neighborhood area. One site will prepare meals to transport to rural areas and the Diablo Grande community. Each site will prepare and distribute as many meals per day as are allowable through the National School Lunch Program (NSLP) (breakfast and lunch), Seamless Feeding Option (SSFO), and Child and Adult Care Facility Program (CACFP).

For the initial opening of everyone participating remotely, NCLUSD has a plan to collect meal applications and process as we would in a normal year. Meal applications can be turned in to the nutrition office as well as submitted online.

Menus are being planned for both distance learning and hybrid model scenarios. When school reopens, if it is in person instruction with everyone present, operations will resume, with additional safety precautions continuing which were implemented in March, 2020. If school resumes with a hybrid cohort model, students will be served on campus, with meals prepared for either take home for virtual days, or scheduled for curbside pick up, depending on what USDA waivers have been approved. It is the district's intent to provide as many meals per day as allowed by USDA programs.

As of September 1, 2020, the USDA extended several waiver options, which the district implemented immediately. Under distance learning, meals are being distributed curbside or delivered to our outlying areas, exercising the SSFO guidelines, providing meals for all children ages 1-18 in the household.

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

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| [The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | | |

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 |
| 21.63% | -403,764 |

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.]

NCUSD recognizes the unique needs of our Foster Youth, English Learners and Low Income students. Many of our actions throughout distance learning provide support to all students but have additional impact and support for these students. As we developed Distance Learning Plans and our Learning Continuity and Attendance Plan we considered the needs of these students and how we could improve services.

- Our meal service served Breakfast, lunch, supper and two snacks for each day of the week including weekends and holidays for any youth 18 and under.
- Summer school program enrichment program was offered virtually to all students and site outreach was made to support our unduplicated groups
- All Foster and Homeless Youth, English Learners and Low-Socioeconomic have been provided with grade-level specific school supplies to ensure they had what they needed for distance learning and in-person instruction.
- Chromebook and WiFi Hotspots have been provided to all youth that did not have access to technological devices and the internet. We made phone calls to families we had not heard from including an extra effort to target groups. This outreach was in both English

and Spanish.

- Purchasing educational technology tools that have support specific to English Learners (Such as: Rosetta Stone, Istation, Footsteps to Brilliance, Read/Write for Google)
- Virtual Tutoring options have been made available to all students and outreach and support is being made to unduplicated groups to mitigate learning loss caused by school closure.
- We have prioritized English learners with all teaching and administrative staff by communicating the importance of providing targeted support to English learners. We also have a EL Support Coordinator to support administrators and teachers in supporting EL

students with Distance Learning

- Daily communication in both English and Spanish is being made with all students but this is especially important for our foster youth, ELs and low-socioeconomic students
- Ongoing professional development will be provided throughout distance learning that will not only address the needs of all students but will have a focus on supporting EL students and At Risk Students.
- Provide extra bilingual support for students and families during distance learning These actions are effective in meeting the needs of our Low Income, English learners, and Foster Youth because they provide support above and beyond the basic distance learning

program and the actions are additional supports for teachers and English learners.

- Continue to implement a multi-tiered response to intervention that targets At Risk students and mitigates learning loss for these students.
- Develop and implement a Distance Learning Re-Engagement Plan that addresses the needs of all students but also supports additional support for Foster Youth, English Learners and Low Socioeconomic students including making home visits to support these

students.

- Social-emotional support has been provided to Foster and Homeless Youth, English Learners and Low-Socioeconomic students during distance learning. While this group was targeted specifically because of their circumstances, we communicated to everyone that

the services were available to all students.

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

Programs and Services that are essential for the success of English learners, foster youth, low-income include:

- Increased technology for students in Transitional Kindergarten and Kindergarten
- Daily meetings and student check-ins,
- Daily interventions for students who have experienced learning loss due to COVID-19 school closure

- Parent Educational offerings to support families with children participating in Distance Learning
- Counselors provided at each site to support unduplicated students
- Classroom instructional support aides to support unduplicated students
- Staff professional learning focused on the needs of unduplicated students
- Supplemental materials to support learning of California CCSS in English language arts and mathematics
- Supplemental curriculum and programs to support Social Emotional Learning