

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
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General Information

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

New Hope Elementary School District (NHESD) has started the school year with a Distance Learning Model. After reflecting on the spring distance learning model, NHESD has made the necessary adjustments to support our families, staff, and our community, which are reflected in this Learning Continuity and Attendance Plan. NHESD developed the Distance Learning model with the intention of providing the educational programs and services to all students and families that we have provided during a traditional school year. Chromebooks and hotspots were redistributed to all TK-8th grade students at the beginning of the 2020-21 school year. NHESD is equipped to provide each child with a Chromebook and every family in need of internet service with a hotspot. Communication with families is very important to NHESD. The district uses a variety of media to communicate with the varying needs of our families including: (1) BrightArrow for robo calls, texts, and emails, (2) Google Classroom (3) Chalk on-line Grading, and (4) NHESD email. NHESD developed a Distance Learning plan and then held two Zoom meetings in mid July to communicate the Distance Learning Models to both our English and Spanish speaking families. Two weeks before school started, support staff reached out to families to set-up one-to-one conferences between families and teachers. NHESD is working closely with Valley Community Counseling, three days a week, to provide onsite counseling and/or therapy for students, families, and all NHESD staff. The school nurse is providing ongoing support to staff and families, including a drive thru TDAP clinic. Due to the COVID-19 pandemic, families do not have access to after school programs, however, NHESD is offering an after school Distance Learning program to support students with tutoring, provide enrichment activities, and to take part in physical fitness activities. Throughout this pandemic, NHESD recognizes that a school wide learning loss has occurred. Due to this fact, NHESD has developed local assessments to identify the learning loss and programs/resources to assist in closing this gap. The COVID-19 pandemic has disrupted and changed the lives of everyone. In preparing for this reality, prior to the start of the 2020-21 school year, all NHESD staff members received professional development on trauma Informed practices.

Stakeholder Engagement

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

In order to help determine the needs and wishes of our stakeholders, New Hope Elementary conducted a parent and staff survey at the end of the 2019-20 school year. Over 90% of the parents preferred that students return on a full time basis. None-the-less, of those 90%, 53% of the parents and 64% of the staff preferred that the students return to school under a hybrid program. In July, two stakeholder Zoom meetings were held, one in English and one in Spanish. Through these meetings we were able to discuss the new state requirements and guidelines that were being handed down to schools, thus allowing stakeholders to ask questions and provide feedback. In September we offered a School Site Council meeting and a DELAC meeting to once again offer stakeholder input.

As the beginning of the 2020-21 school year approached, support staff reached out to all families. As part of this two-fold process, staff were able to communicate with parents, and they were able to find out what their needs for the school year may be. These are a few of the items that were addressed during the phone calls: (1) Distance learning to start the year, (2) One-to-one conferences times for parents, children, and teachers during the first week of school. These were being conducted so that home to school relationships could be established, student expectations could be discussed, and questions could be asked and answered. (3) Does your family have internet access or does your family need a hotspot or two (depending on size)? (4) Information pertaining to upcoming dates on the school calendar, (5) Questions from the parents. All parent communication is available in both English and Spanish.

Staff committee meetings were held during the first two weeks of July to look at the California state guidelines and to evaluate the Spring distance learning program. Staff then compiled information in order to reach out to parents for feedback. After the July parent meetings, the certificated staff met for two days of fact finding and evaluation. Parent and staff input was used to complete the Learning Continuity and Attendance Plan for 2020-21.

In order to determine the direction of our plan, all information was gathered

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

Zoom meetings were established for stakeholder participation on different days and different times to accommodate those who work outside of the home. Robo calls, texts, and/or emails, as well as the monthly calendar, and the school website, were used to notify stakeholders. All home to school communication is provided in English and Spanish. Due to our small demographics, all public hearings and board meetings are currently conducted in person.

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

NHESD values all feedback from each of the stakeholder groups to make adjustments needed to improve student learning. The mental health and social emotional well-being of students is a concern in Distance Learning. The stakeholders shared various strategies for daily check ins and follow up conversations with students to allow students opportunities to share how they are really feeling during this pandemic. Also, various ideas of how to get students connected and allow for structured, nonacademic socialization to occur so students can be

connected to their peers, classroom, and school beyond the synchronous learning time that would usually take place at recesses, lunch, and after school on campus. Families struggle with supporting their children with technology and troubleshooting. Parents are in need of support in this area, and we especially want to take in to account our population of English learners and low-income families. Feedback and reflection regarding the effectiveness of our plan will take place throughout the school year to determine current and future needs.

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

Stakeholder feedback is a key component in adjusting and revising the Learning Continuity and Attendance Plan. Feedback taken from stakeholder input has been utilized in our plan in the area of Distance Learning and the Hybrid model. Through our parent and staff survey, direct feedback from our stakeholders concluded that parents and staff members would prefer to start the school year with a hybrid option as opposed to all students on campus. In the areas of "Distance Learning (Access to Devices and Connectivity)" and "Mental Health and Social and emotional Well-Being", access to internet connectivity, as well the area of mental health and social-emotional well-being was also influenced by our stakeholders, helping drive our plan and decisions. Although parents were able to connect to the internet in the Spring, parents reported that they felt increased bandwidth would be necessary to insure uninterrupted learning and connectivity issues. Parents and staff members both, requested that we continue services for children, and create some type of counseling services for staff members. Parents reported that their children were experiencing sadness and feelings of being isolated from their friends. While conducting distance learning, teachers will be providing periodic check-in questionnaires to students in grades 1-8. Information gleaned from these questionnaires will direct staff to the appropriate support staff for referrals for additional services. The Expanded Learning Program will also build in times for students to socialize during Zoom sessions. Also, as a result of direct stakeholder feedback, NHESD adopted Google Classroom as our main platform for all grade levels (TK-8) for the new school year (Sections Distance Learning and In-Person Instruction). Staff realized that too many platforms were confusing for parents, and parents confirmed that they would prefer to learn one platform for all grade levels. NHESD chose Google Classroom due to the fact that all teachers had previously been trained on it, students in grades 2-8 had used Google Classroom in the Spring during distance learning, and finally because it was a great way to transition all grades (TK-8) into using Google Classroom regularly throughout the school year. Google Classroom had previously only been used by grades 3-8. The one-on-one conferences that were held during the first week of school, permitted teachers time to guide parents and students through the process of Google Classroom and answer any additional questions.

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.]

New Hope Elementary is committed to following state and county guidelines when reopening the school to in-person instruction. It is the district intention to keep all students and staff as safe as possible while on campus. NHESD will follow the lead from the San Joaquin County Public Health Officer and the San Joaquin County Superintendent to plan for in-person scenarios that are likely to occur in the school year ahead. NHESD will continue to refine its plan using the work of committees and input from stakeholders. Even when offering in-person instruction, many parents may opt to keep their children home out of caution. NHESD will continue to offer the distance learning model. We will continue to provide all necessary support needed in order to combat in learning loss that occurred during the onset of COVID-19.

NHESD will start with a hybrid model as schools are allowed to start delivering on site and in person instruction. The hybrid model will be solidified with the NHESD teacher unions, support staff, School Site Council, DELAC, and through parent feedback. All students will need to meet safety precautions standards upon entry of campus and NHESD health and safety procedures will be adhered to at all times. Students will be brought onto the school grounds at staggered start times, and through two different entrances. NHESD has purchased "6' Apart" reminder stickers to be placed on the ground throughout the campus. Hand sanitizing dispensers are located in each classroom, the cafeteria, and the office. Non-touch sanitizers will be placed strategically around campus to promote good hygiene throughout the day. The maintenance staff will clean high traffic areas, such as bathrooms, door knobs, and water fountains, throughout the day. In the evening, the maintenance staff will clean and disinfect all school facilities. In addition to our facilities, our school bus will require students to sit in every other seat, and the bus will be clean at the end of each route.

When the shift to Distance Learning occurred on March 16, 2020, due to COVID-19, NHESD recognized that the most significant impact would be the loss of learning in academic content and skills. To address this, NHESD is committed to offering enhanced assessments and interventions in the critical areas of English Language Arts, English Language Development, and Mathematics, which will support accelerated learning across all subject areas. Teachers will monitor student attendance and evaluate completed work to identify the learning loss areas.

The plan to address learning loss will include the expansion and standardization of technology programs that will provide an adaptive comprehensive assessment and personalize pathways of interventions to support the areas of identified learning loss. Students will be assessed at the beginning of the school year either through grade level assessments or prior to coming back on campus with one-on-one screenings.

Adaptive comprehensive assessments:

Reading; Benchmark curriculum assessments, SIPPS assessments (Phonics), and Achieve3000 Reading Intervention
Math: My Math curriculum assessments (TK-5), Illustrative Math curriculum assessments (6-8), and Khan Academy

ELD: English Language Proficiency Assessments for California (ELPAC) for English Learners Once the students have taken the adaptive comprehensive assessments (for ELA and Math), the system will share the individual student's plan for intervention and prescribe a number of minutes the student needs to complete in order to close the learning loss gap. These programs are web-based intervention programs and accessible whether students are receiving in-person, distance learning, or hybrid instruction. Also in these programs is the opportunity for teachers to monitor progress and provide face-to-face lessons as needed.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement.

The 2020-21 school year's implementation of these programs will include a standardized assessment time frame, thus increasing the percentage of students who are administered the programs and provided interventions per their results.

NHESD's commitment to reopening, safely, and resuming in-person instruction are evidenced by safety, academic success, social emotional support, and communication. NHESD is committed to following the CDC and SJ County Public Health guidelines when bringing students back to the classroom. Safety measures including social distancing, temperature checks, safety related classroom procedures, hand washing, facial covering procedures, and hand sanitizing will be included in a safe return to the district plan. NHESD students will engage in learning from highly qualified staff, state standards based aligned instruction with rigorous curriculum to maximize potential and be high school, college, and/or career ready. NHESD high student expectations are consistent despite the delivery of instruction (In-Person, Distance Learning, or a Hybrid model). NHESD understands students and their families, staff, and the community are in need of support during the COVID-19 pandemic, as we transition to in-person instruction from distance learning. We will provide resources, strategies and interventions through Mutli-Tiered System of Supports (MTSS) to support engagement in learning and social-emotional support. NHESD recognizes communication is the key to our student's success. Communication is always provided in both English and Spanish. It is our hope that this continued strategy will ensure the most effective learning experience during this pandemic.

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

Description	Total Funds	Contributing
Purchase and provide Personal Protective Equipment (PPE) for all Students, Staff, and Visitors to the campus (including masks and protective face shields)	\$10,000	No
Provide hand sanitizer for Classrooms and All Public Areas	\$3,000	No
Purchase Reminder Stickers for Sidewalks -"6 feet apart"	\$550	No

Description	Total Funds	Contributing
Sneeze Guards for Classrooms and Offices	\$3,000	No
State Approved Cleaning and Sanitizing Agents for Each Classroom	\$6,800	No
Purchase Room Sanitizing Fogger,	\$1,400	No
Additional Maintenance Staff to Assist with Cleaning and Sanitizing	\$20,950	No

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.]

NHESD is committed to providing a high-quality instruction using standards-aligned, district adopted grade level curriculum in a Distance Learning Model. Students will engage in daily online interaction with teachers and peers for the purpose of instruction, progress monitoring, and maintaining school connectedness. Daily participation will be documented and may include, but is not limited to, evidence of participation in online instruction, completion of regular assignments, and assessments.

Distance learning includes the following:

- Online daily instruction (face-to-face with the teacher and peers)
- Learning from another location (not the classroom/school)
- Required participation/attendance
- Grading in accordance to Board policy
- Daily teacher support

The minimum daily instructional minutes will include the following:

Transitional Kindergarten and Kindergarten - 180 minutes (3 hours)
Grades 1 to 3 - 230 minutes (3 hours 50 minutes)
Grades 4 to 8 - 240 minutes (4 hours)

Face-to-face instruction will be 75-100% of the minimum daily instructional time (Synchronous Instruction).
The other 25% will be completing assignments, working in various instructional programs, assessments etc (Asynchronous Instruction).

Grading and Attendance will be following current board policy to ensure continuity and accountability for learning. Distribution of curriculum consumables and instructional materials will be provided to students. Essential supplies that would usually be in student desks for in-person instruction in the classroom were distributed to students in this model. Teachers are utilizing a broad array of distance learning resources, adapting the tools to the needs of the students.

All curriculum and intervention materials used have been approved by certified teachers, the district administrator, and/or the school board.

NHESD is using Google Classroom as its main platform.
We are also using: G Suite (Gmail, Google Drive, Google Docs, Google Sheets, Google Slides,
Various Ed Teach programs include: iCivics, Screencastify, class DoJo, Kahoot, Nearpod

Teachers are using PROMIS to track attendance and Chalk to record student grades. Families have access to Google Classroom and Chalk.

Feedback on student work is given through the various online forms and students have multiple ways to demonstrate mastery of standards. For paper-based distance learning, families can drop off and pick-up new packets every Friday from 7:00 a.m.-2:30 p.m. In order to maintain health and safety protocols and social distancing, student work is spread out on tables, according to classes, and is placed within a large plastic envelope that can be wiped down. Large plastic bins are available under each table for families to drop off the previous weeks work. The tables are located outside so that families do not have to enter the school site. Students can also screenshot work, take photos with cell phones, or scan them (using cell phone) and send them to the teachers through email or Google Classroom. For online distance learning, feedback is provided through Google Classroom, G Suite, various programs, Google Meets/Zoom, and/or emails.

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.]

Technology plays a critical role in distance learning. Ensuring equal access to technology and internet connection is not an issue for NHESD students. NHESD has enough technology to provide every TK-8 grade student a Chromebook. For families needing internet access, the district was able to secure 100 hotspots. Each family in need, has been provided with at least one hotspot upon the start of the school year. For larger families with three or more children, a need for greater bandwidth and internet connectivity was recognized. For these families, NHESD has been able to provide them with two hotspots. Students or families that are having technical difficulties are helped by teachers and paraprofessionals. If the problems can not be resolved over Zoom, by phone, or by email, families are then able to set appointments with support staff to bring their devices on campus for further assistance.

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.]

NHESD takes daily attendance in PROMIS for all grade levels. Our upper grades, 5-8, attendance is taken in PROMIS every period. Each day all NHESD students are required to logon to Google Classroom to attend their Zoom meetings. Depending on the grade level 75-100% of the student's instruction is synchronous. Asynchronous instruction is provided for the remainder of the instructional minutes. Teachers have assigned a time value to all instructional tasks and will grade aligned to the board adopted grading policy. Online curriculum platforms such as Google Classroom, Class DoJo, Benchmark, Study Sync, Illustrative Math, Khan Academy, My Math, and Kessler Science help provide documentation of student engagement. and task completion. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, along with student work packets.

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.]

Prior to the beginning the school year, all certificated and classified support staff received various forms of professional development. NHESD staff received 2 additional buy back days of professional development focused on distance learning before the school year began on August 13, 2020. Certificated staff also received compensation for taking online classes based on learning modules for distance learning offered through the San Joaquin County Office of Education. Furthermore, NHESD is offering compensation for future classes and training as it pertains to teaching or instructing all subjects during distance learning. Staff was also trained on using Google Classroom, Zoom, and Class DoJo.

In addition to academics, all school staff received professional development training on recognizing signs of trauma in students and families, and on self-care for themselves. Staff was introduced to a therapist that will be onsite, and available for consultation, every week this school year should they like to meet with her.

Staff Roles and Responsibilities

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

As a result of COVID-19 and Distance Learning, NHESD changed various staff roles and responsibilities to serve the needs of students and families.

During distance learning, bus drivers are not transporting students. Instead, they are working collaboratively with the kitchen staff to support packaging and distributing meals. Meals are delivered to students who are bus riders, and to families who are in need or who lack transportation to pick-up meals.

Paraprofessionals are being used within the classrooms to support student learning, by running small groups, tutoring, and by contacting students and/or parents of those students who are not logged into their Zoom meetings. Paraprofessionals are also helping with clerical duties and follow-up within the classroom or for the administrative staff to insure that all families and students needs are being met.

Due to the high demands of following state safety guidelines, NHESD has found is necessary to hire an additional maintenance person to help with the cleaning and sanitizing of the school facilities throughout the day and in the evening hours.

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.]

NHESD Special Education staff will work collaboratively with families addressing the needs of the student in a distance learning environment in the Individualized Education Program (IEP). Our district has shared the expectations that our Special Education Specialists will collaborate with general education teachers in joining their virtual classroom(s) and their virtual learning platforms, e.g. Google Classroom in order to meet all Individual Education Plans and Requirements. Students with disabilities will continue to receive special education and related services during the distance learning period. Students have access to on-line small group instruction and tutoring through teachers and paraprofessionals. Our Expanded Learning Program provides after school tutoring, enrichment activities, and physical fitness activities to students in grades 1-8.

Each student's IEP plan will continue to be implemented during the distance learning period. Through telecommunications, we will continue to hold IEP meetings to review IEP goals and amend IEPs as appropriate. Case Managers will develop a process to communicate with parents and guardians regarding the provision of their child's services through distance learning. IEP meetings will be conducted utilizing telephone and video conferencing tools. Our district is prepared to provide translation and interpreter needs for students and families. We will continue to work with our families to develop and provide instruction and support through distance learning. IEP meeting options include virtual meetings, teleconference meetings, on-site meetings (adhering to San Joaquin County Health guidelines, hybrid meetings (staff on campus/families virtual or phone).

As part of AB 98 requirements all IEPs during the regularly scheduled annual and triennials dates will have additional language that includes a description of the means by which the IEP will be provided under emergency conditions. The IEP team will be discussing services in the 2020-21 school year; including defining "distance learning".

IEP assessments are by appointment only scheduled by the assessors. The assessors will reach out to schedule the appointments with families and guardians. During the assessment process, all county and state health guidelines will be followed.

All related services are based on the individual student IEP and the documented services. Teachers and related service providers will share their instructional activities for families and students in one location through Google Classroom. Staff will provide individualized activities as determined by the IEP.

Resource Specialist Teacher:
 Students will have access to online programs
 Teachers will review student progress of online learning and provide additional materials as needed.
 Teachers will provide daily/weekly activities.
 Teachers will create individualized lessons for students based on their IEP goals
 A Special Education paraprofessional will provide additional support throughout the day to students with IEP goals.

NHESD uses Lodi Unified School District as their SELPA. School Psychologists and Speech and Language Pathologists services are provided by Lodi Unified according to student IEP's.

Families can reach out directly to the school site to receive 504 Plan guidance or support via email, phone, or district website. Students with a 504 plan can contact the site administrator for any concerns and/or new updates

All students, including Foster youth, Homeless, English learners, and Low-Income are being provided with full access to technology, internet access, meals, counseling services to meet their social emotional needs.

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

Description	Total Funds	Contributing
DLP-1: Provide Technology to all classrooms (Webcams, HoverCams, and Prowise Interactive Boards) Provide Chromebooks and Laptops Provide Earbuds to all Students	\$111,250	No
DLP-2: Purchase and provide 100 hotspots and monthly connection fees to families	\$46,925	No
DLP-3: Provide Illustrative Math Curriculum to grades 7-8 Provide My Math Online Curriculum to grades K-5	4,170	No

Description	Total Funds	Contributing
DLP-4: Purchase Zoom Educational Licenses (24 Subscriptions), Purchase of Educational Technology Programs (Nearpod, Kahoot, Screencastomatic)	\$2,000	No
DLP-5: Purchase Instructional Materials for Students	\$2,000	No
DLP-6: Professional Development Reading Instruction Class (Ornton Gillingham - Distance Learning) Professional Development for all staff (2 Buy Back Days, Learning Modules, Staff Planning Days for Distance Learning)	\$25,676	No
Clerical Support	\$7,500	No

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.]

When the shift to Distance Learning occurred on March 16, 2020, due to COVID-19, NHESD recognized that the most significant impact would be the loss of learning in academic content and skills. To address this, NHESD is committed to offering enhanced assessments and interventions in the critical areas of English Language Arts, English Language Development, and Mathematics, which will support

accelerated learning across all subject areas. Teachers will monitor student attendance and evaluate completed work to identify the learning loss areas.

The plan to address learning loss will include the expansion and standardization of technology programs that will provide an adaptive comprehensive assessment and personalize pathways of interventions to support the areas of identified learning loss.

Adaptive comprehensive assessments:

Reading; Benchmark curriculum assessments, SIPPS assessments (Phonics), and Achieve3000 Reading Intervention
Math: My Math curriculum assessments (TK-5), Illustrative Math curriculum assessments (6-8), and Khan Academy
ELD: English Language Proficiency Assessments for California (ELPAC) for English Learners
Once the students have taken the adaptive comprehensive assessments (for ELA and Math), the system will share the individual student's plan for intervention and prescribe a number of minutes the student needs to complete in order to close the learning loss gap. These programs are web-based intervention programs and accessible whether students are receiving in-person, distance learning, or hybrid instruction. Also in these programs is the opportunity for teachers to monitor progress and provide face-to-face lessons as needed.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and the administrator can work toward the shared goal of student achievement.

The 2020-21 school year's implementation of these programs will include a standardized assessment time frame, thus increasing the percentage of students who are administered the programs and provided interventions per their results.

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.]

NHESD holds parent/student conferences after the 1st trimester to discuss the student's profile and provide supports based upon the student's academic and social emotional needs. Second trimester conferences are help for our at-risk students. One-to-one conferences allow teachers, the Reading Specialist, and our RSP teacher to analyze each students current progress (attendance, assessments, social emotional needs, and work completion) and identify an individual plan of supports needed for the student. These supports may include: access to interventions, social skills groups, accelerated technology programs and instructional opportunities, and family resources (such as food and counseling).

For students who are English learners, bilingual Paraprofessionals provide interventions and support to the classrooms (virtually, by phone, email, and/or in person if necessary) to help ensure student success. Paraprofessionals contact parents, as well as act as a liaison between parents, students, and teachers. NHESD strives to make most curriculum available (virtually) in both English and Spanish for new comers

and our Spanish speaking parents. An additional bi-lingual Paraprofessional has been hired to assist with distance learning and teacher strategies to address learning loss.

Food distribution is provided to support the nutritional meals of all students. Deliveries are made to our bus riders and any other families that are in need of assistance or help or lacking transportation.

Students with exceptional needs can experience regression if instruction is not consistent. To address any potential student learning loss, Individualized Education Program (IEP) teams are meeting to address each student's individual progress on goals, services, and supports to ensure growth for the student. If students are in need of revision on goals or new goals due to regression, the IEP team works together to address each students needs.

Students experiencing homelessness are at a higher risk of learning loss than peers who are permanently housed. Factors that can contribute to learning loss for these students include irregular attendance, communication barriers, and insufficient internet access. To address these issues, staff are working closely to identify, reach out, and support any students who are not attending remote learning sessions, logging into the learning loss programs, or submitting assignments regularly. The School Psychologist, Counselor, therapist, and other support staff are also doing outreach to support any resources needed for the student and/or family.

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.]

The implementation of learning loss assessment strategies are a necessary step in addressing the needs of students. Additionally, ongoing teacher-based formative assessment, local assessments, and analysis of individual student work will provide evidence of any learning loss a student may have experienced. NHESD teachers and staff will collect assessment data to look at growth and achievement for each grade level and an analysis for each subgroup (English Learner, Foster Youth and/or homelessness, Low Income, Pupils with Exceptional Needs). Each grade level will meet, after each grading period, to discuss the data and to look for trends and needs. The site administrator will share the data with teachers to create a site action plan addressing student needs.

The most visible aspect of learning loss can be seen in the area of academic achievement, however, the social-emotional and mental health aspects of learning loss will also be monitored. Monitoring will take place through on-going mental health questionnaires and the teacher or staff's daily face-to-face interactions (In-person or virtually). This will allow teachers to monitor student motivation, engagement and participation. Teachers will monitor students for signs and symptoms of emotional distress and behavioral changes that could signal social-emotional issues. These interventions can start with a student/teacher conference, a teacher/parent conference, or a more formal Student Success Team (SST) meeting. Once these interventions are identified, the SST meeting will identify the learning loss indicators, provide interventions and monitor the effectiveness of the interventions through the collection of data. Student supports can include help from Paraprofessionals, the counselor, the therapist, the nurse, the school psychologist, or the site administrator. Supports will be individualized to meet the needs of the students.

Students with disabilities are consistently assessed for learning loss as part of the IEP process. The IEP team reviews progress on goals through objectives on specific reporting periods outlined in the student's IEP. This data driven practice will continue to be implemented to determine the individual needs of the student, strategies to address the learning loss and the effectiveness of the strategy. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
PLL-1: Purchase an ELA Intervention Program for Grades 2nd-8th (Achieve3000)	\$7,700	No
PLL-2: Hire additional bi-lingual Paraprofessional	\$17,472	No

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.]

NHESD recognizes the impact of the COVID-19 pandemic on the school and the community, therefore, we are working closely with Valley Community Counseling Services to monitor the social and emotional well being of all students and staff. Through Valley Community Counseling, we are able to provide onsite and virtual counseling sessions for individual or small group sessions. Ongoing psycho educational opportunities by means of webinars, parent classes, and staff professional development, NHESD is dedicated to supporting the whole child.

The following supports are provided to pupils, families and/or staff to address trauma and other impacts of COVID-19 pandemic:

The School Psychologist, Counselor, and a Therapist are available to provide mental health support and trauma-informed services. These specialists help to identify the social, emotional, and behavioral needs of students and support them through individual, group and family therapy. During distance learning these supports are provided through in-person or virtual platforms. We work diligently to connect students

to the right service to fully support their mental health through these challenging times. This means providing ongoing and timely support and guidance for crisis situations as they arise.

Paraprofessionals provide positive interventions and support strategies for students and families to increase engagement with distance learning in the home.

All students in grades TK-8, are required to login into Zoom classes for synchronous instruction every morning at 8:15 a.m.. We have created this daily time to help families establish a regular school year routine, and to provide daily check-in's with our students. Students who are not logged in, receive an immediate phone call home.

School site staff will work on creating facilitated social opportunities to enhance school connectedness (Scavenger Hunts, Show and Tell, Academic Games) using the virtual platforms such as Zoom and/or Google Meets.

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.]

NHESD, along with its stakeholders, has created a plan for student engagement and learning loss. NHESD recognized that pupil engagement was difficult for students when the pandemic first occurred. Due to this fact, NHESD staff worked tirelessly to find new ways to communicate with parents and students. The overall efforts and results produced a bond between home and school that had not been seen before. Communication was determined to be essential in starting the 2020-21 school year with a distance learning model. In mid July, two parents meetings were held (English and Spanish) to inform parents and solicit feedback as we finalized our plan. Teachers, support staff, parents, and students have continued to communicate via phone calls, email, text, class DoJo, Google Classroom, Chalk, Zoom, and letters home. All communication is provided in English and Spanish.

At the beginning of the start of each school day, all students (TK-8) are required to log into Google Classroom/Zoom with their teacher to take attendance. In the upper grades (5-8), students are required to check-in every period. Teachers take attendance in PROMIS (SIS). If a student is marked absent, support staff will contact the parent by phone, email, or a home visit to get the student connected to the class as soon as possible. This immediate response to an absence allows the school to make sure there are no technology barriers and will remedy any technology barriers that exist for the student to participate and allows the teacher to focus on instruction. If the student is absent (excused or unexcused) for the entire day, the student will then move to the district's Multi-Tiered System of Support (MTSS) Attendance Model. This model has various layers of support embedded into it.

The options for support include:
Teacher/Support Staff/Attendance Staff call home to express concern (English and Spanish)
Home Visit (English and Spanish)
Student Success Team (SST) meeting held to explore barriers to attendance, daily review of progress, follow-up SST meeting (English and Spanish)
Referral for a "Well Child Check"

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.]

NHESD has a mutual contract for food services through Galt Joint Union High School District (GJUSD). Through this contract as well as with guidance from California Department of Education, the USDA and San Joaquin County Public Health Department, NHESD will be serving meals during distance learning, hybrid model, and in-person instruction. For distance learning NHESD is providing breakfast and lunch to all students of NHESD, Qualification of all students is based on the prior eligibility through the State of California. NHESD has distributed and is processing free or reduced meal applications forms that were included in district packets to all of its families at the start of the school year. Paper applications were provided in English and Spanish. Lunch and Breakfast for the following day, are provided each school day on a drive thru basis from 11:30 a.m.-12:30 p.m. and by delivery to our bus riders and to families in need from 10:30 a.m.-12:00 p.m. On Fridays, we offer meal pick-ups from 7:00 a.m.-12:30 p.m. to coordinate with the student work packet pick-up times. On August 31, 2020, The USDA has extended the waiver to serve all students free until December 31, 2020. Beginning Monday, September 14, 2020, NHESD will be serving all children ages 0-18 for free. Meals are available to any student within our area, regardless of which school district they are enrolled in. This information was distributed in English and Spanish through: Robo calls, text, and emails, through the district website, and during meal pickups and deliveries.

For in-person instruction, food services will continue with the distribution of meals that have been provided pre-COVID. This includes breakfast and lunch on campus.

For hybrid instruction, food services will follow both the distance learning plan and the in-person instruction plan for distribution of meals. Distance learners will have access to grab-and-go meals at the school, and bus riders will have meals delivered, Students who will be onsite, will have meals provided on campus.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
35.61%	\$524,259

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.]

All actions included in this plan are provided to all students as a response to COVID 19. We are providing Increased and Improved Services to high needs students consistent with our district vision and mission and not described in this plan. Additional information on those services can be found in the narrative below.

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

The following actions/services are provided to students using Supplemental/Concentration funds in an LEA-Wide manner, which are principally directed towards and effective in meeting the District goals for unduplicated pupils in the related state and local priority areas:

NHESD has continued to utilize Paraprofessionals to support all students including foster youth, English learners, and low-income students for the 2020-21 school year. NHESD will continue to provide nursing services for all students including foster youth, English learners, and low-income students. A Teacher on Special Assignment (TOSA) is utilized to assist with student academic achievement, to support staff, and provide leadership development. In addition, to maintain low class sizes an additional teacher is funded to provide manageable learning environment for foster youth, English learners, and or low-income students.