

# 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.]

As we begin the 2020-21 school year in distance learning, Newark Unified School District is committed to supporting students and staff to continue their teaching and learning during this atypical start to the school year. While these are challenging times, we believe that together we have an opportunity to reimagine education and begin to transform the ways students can learn. Distance learning does not mirror the rich variety of socially interactive and dynamic learning experiences that we offer in our classrooms each day. However, our educational staff are innovators and adaptors, and will do their absolute best to offer continued meaningful learning opportunities. We are in a partnership and we will navigate this process successfully -- together. Our intention is to collaborate and partner openly and honestly in order to best support teachers, staff, students, families, and our entire Newark community.

It is worth noting that distance learning in a time of global health uncertainty may be impacted by a variety of factors, including:

- Students and families' access to technology devices and to the internet
- Caregivers' ongoing ability to provide academic guidance, supervision, and support to all students
- Limitations in access to physical/mental health resources, given the developing shortage of access to healthcare
- Restrictions, social distancing and self-quarantine expectation which limit in-person support for students due to Shelter-in-Place orders from state and local health officials
- The need for NUSD employees to ensure that they and their families are safe and continue with their activities

This plan, therefore, requires a flexible, supportive approach. We will continue to listen to staff and families in order to take into account the changing nature of our situation and adapt accordingly. NUSD stands grateful to our dedicated professionals and the entire Newark community for its ongoing recognition that we are in unique and difficult circumstances, and that our shared goal of caring for our students will require our collective ability to redesign education so that it continues to serve as a brightspot in our community.

# Stakeholder Engagement

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

NUSD efforts to solicit stakeholder feedback to inform the district’s decision and plan to safely reopen schools began in June, continued through the summer and the development process of the now Learning Continuity and Attendance Plan. The District’s planning phases revolved around three key components: research, survey and data collection. Researching allowed for identifying common problems of practices among our neighboring districts as well as statewide. Outreach and engagement of our parents, families and community at large has provided and continues to provide staff with valuable and meaningful input in the areas of Learning Loss, Mental Health and Social/Emotional Well-being, and Pupil and Family Engagement Outreach.

As the 2019-2020 school year came to an end and to ensure the District had some guidelines for the safe reopening of schools and the start of the 2020 - 21 school year, the District made sure to communicate and gather input from its LCAP- Advisory Committee and District English Learner Advisory Committee by convening a meeting with each group. In addition, as of the 2020 summer start, the District established Working Groups/Committees that performed the research, the brainstorming, the data collection and analysis that ultimately informed the District’s Distance Learning Parent and Student Handbook. Such committees continue to be in existence and continue to be part of the ongoing planning.

The meetings and surveys that took place since the end of the 2019-2020 school year and through the summer are listed in the following 2020-21 Learning Continuity and Attendance Plan Stakeholder Engagement chart and can also be accessed by clicking [here](#).

**2020-21 Learning Continuity and Attendance Plan - Stakeholder Engagement Chart**

| Date        | Activity   | Purpose   | Audience   | Delivery Method   |
|-------------|--|---|--|---|
| April / May | LCAP Advisory Committee  | Provide the committee with an update on the state of LCFF & LCAP. Discuss moving forward by revisiting previously identified LCAP recommendation and Prioritize based on our new normal and uncertainty of next school year   | Group representatives: Parents/Families (Site Level); NEWMA; NTA; CSEA | Meeting   |
| May/June    | Upcoming School Year - Reopening Survey For Families (English / Spanish) | Inform and gather input from families with respect to the different scenarios that are currently being proposed by CDE and Public Health Office as options for reopening of school buildings in the Fall. Provide data for our Reopening Schools Task Force teams to analyze and consider for the District’s safe reopening plan. | Newark Families  | Email - School Messenger;<br><br>Posted on District Website |

|           |  |   |  |   |
|-----------|--|---|--|---|
| July      | NUSD Community Reopening Survey (English / Spanish)                    | Provide an additional opportunity during the summer to survey and receive feedback from the community and staff with respect to two scenarios for the reopening of schools based on the most updated information from the CDE and Public Health Office.   | Newark Families  | Email - School Messenger;<br>Posted on District Website                               |
| August    | NUSD Family Technology Survey (English/Spanish)                        | Obtain accurate data regarding the technology needs of our Newark families and students. The goal is to ensure that every student has online access. <ul style="list-style-type: none"> <li>• How many children in each household attend a NUSD school?</li> <li>• How many have a personal computer / laptop/ Chromebook?</li> </ul>   | All Stakeholder Groups: NUSD Families, Students, Classified and Certificated Staff | Email - School Messenger; Posted on District Website                                  |
| August    | NUSD Learning Continuity and Attendance Plan 2020-21 (English/Spanish) | Inform our NUSD stakeholders regarding the Learning Continuity and Attendance Plan, its purpose/intent, requirements and alignment with LCAP. Gather data with respect to needed support in the areas of: <ul style="list-style-type: none"> <li>• Learning Loss,</li> <li>• Mental Health and Social/Emotional Well-Being, and</li> <li>• Pupil and Family Engagement/Outreach due to the COVID-19 pandemic and school closure.</li> </ul> | All Stakeholder Groups: NUSD Families, Students, Classified and Certificated Staff | Email - School Messenger<br>Posted- District Website; Hard copies- Lunch Distribution |
| September | LCAP DELAC and PAC Committee   | Update committees on the Learning Continuity and Attendance Plan (LCP). Demonstrate how the LCAP and the LCP align and gather input/feedback for the new plan. Provide them with an opportunity to ask questions of the superintendent/district team regarding the plan for posting in the district's website.  | DELAC and LCAP Advisory Committee members (Meeting open to the public)             | Virtual Meeting - Zoom  |

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

*All meetings and community forums with stakeholders have been virtual in nature and held via Google Meets or Zoom, enabling remote participation by members and, where applicable, members of the public. For the public hearings, we instituted the process listed below making it possible for our community members to participate remotely. The process which is outlined in our District's website reads as follows:*

*Please note the public will now have the opportunity to address the Board during a live meeting via a Zoom Webinar (audio only) or by providing written comment via email.*

*Please note the Governor of California's Executive Order of March 17th, 2020, modified some Brown Act requirements (pdf). The district office will be closed to the public. Members of the public may observe the meeting online or on YouTube, and public comments will be accepted via a Zoom Webinar with advance notice via email.*

Observe the meeting: The public will have the opportunity to observe the meeting via insert live stream link here.

Provide public comment: The public will have the opportunity to address the Board regarding non-agendized matters and agendized items by joining the meeting through a Zoom Webinar, or by submitting comments via email. The comments submitted via email will be shared with the Board and will be made part of the record, however these will not be read out loud. There is a 100-participant limit to make live comments on Zoom but NO registration is required if you plan to only observe the meeting via the insert live stream link here

How To Submit Comments: Public Comment during Closed Session, Public Comment on Non-Agendized Items, and Agendized Items will be accepted during the scheduled Board Meeting:

1. *Written Comments:* Submit your Comments in advance of the meeting by email to (insert the email address link). Written Public Comment is due by the Wednesday preceding the Board Meeting, at 5PM. Please label your email as "WRITTEN PUBLIC COMMENT". These comments will be shared with Trustees and will be made part of the official public record, however these will not be read out loud.

2. *Live Comments:* Join with an Internet connected device (tablet, computer, phone, etc.) Members of the public may join the meeting LIVE with prior registration by submitting an email to PUBLICCOMMENT@newarkunified.org with their name, email, and agenda item number by 1:00 PM the day of the meeting in order to make a LIVE comment through the Zoom Webinar (limit of 100 attendees). Please label your email as "LIVE PUBLIC COMMENT."

A link will be provided to you personally once the agenda has been made available to the public. You will receive a link to join as a panelist. When it is your turn to speak the Board President will call on you. You will then be unmuted, during your turn, and allowed to make your public comment. After the allotted time, you will then be re-muted.

Please note, the Board may exercise its discretion regarding the amount of time for each public comment depending on the number of Comments received.

As with in-person meetings, the Board respects the right of the public to comment on Board matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board. Employees who are defamed by public comment may be entitled to pursue legal action against those who engage in such speech.

In compliance with the Americans with Disabilities Act (ADA) and upon request, individuals who require appropriate alternative modification of the agenda or accommodations in order to observe or participate in Board meetings are invited to contact Lucia Gutierrez by email at lgutierrez@newarkunified.org by noon on the Monday preceding the scheduled board meeting.

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

Parent Advisory Committee:

The committee recognized that the list of actions/services it was finalizing prior to the shelter in place order and school closure was intended for the usual in person way of schooling. However, it also recognized even then the potential setbacks, challenges and issues that could/would result from the COVID-19 pandemic. To that end, it reviewed and prioritized their list of recommendations keeping in mind the effects of the pandemic in three focus areas: Conditions

of Learning, Student Achievement/Pupil Outcomes, and Engagement (Student and Parent Involvement and School Climate). Below is the list of recommendations under each category.

**Conditions of Learning:** These actions and/or services consisted of and were not limited to: Smaller classes; Puente at the Jr. High; After school support for newcomers; Digital curriculum; new/more chromebooks and hotspots; Technology PD for teachers; STEAM and outdoor education.

**Student Achievement/Pupil Outcomes:** These actions and/or services consisted of and were not limited to: Extra Math tutoring (K-12); ELA / Reading Comprehension tutoring; Increase partnerships and internships with ROP; Professional development for teachers on Special Education; Continuing with iReady- Math and Reading Comprehension.

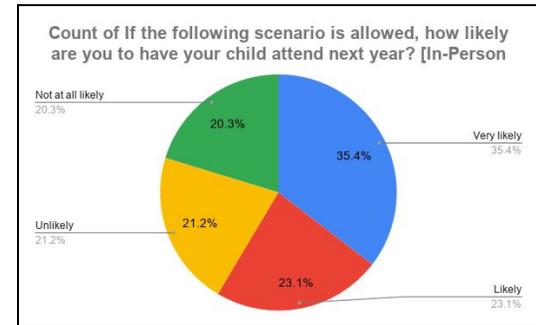
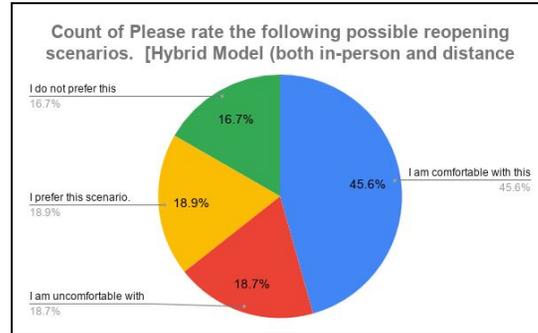
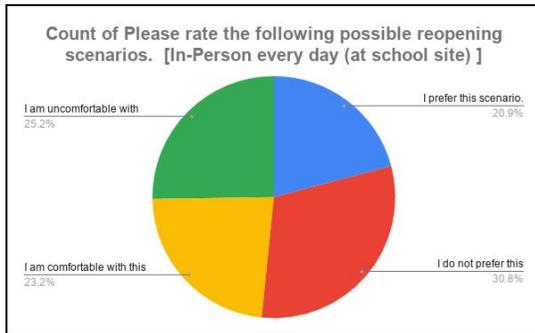
**Engagement (Student and Parent Involvement and School Climate):** These actions/services consisted of and were not limited to: Continue implementing and supporting all aspects of Positive Behavior Intervention and Support (PBIS); Continue using Attention 2 Attendance (A2A) for attendance and chronic absenteeism; Consider a counselor at each site for Mental Health support for all students; Develop and provide meaningful parent education series/supports including technology workshops, multiple ways of communicating using different platforms; explore alternatives to suspensions; establish plan to address vaping at the junior high school, implement a 9th grade transition plan/program.

**Safe Reopening of School and LCP Surveys: 600+ Responses**

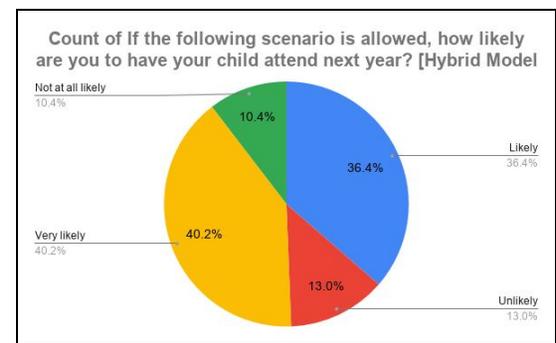
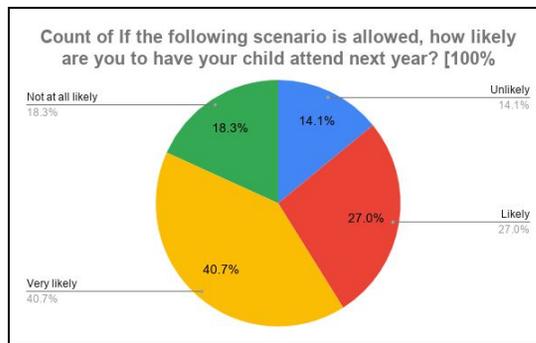
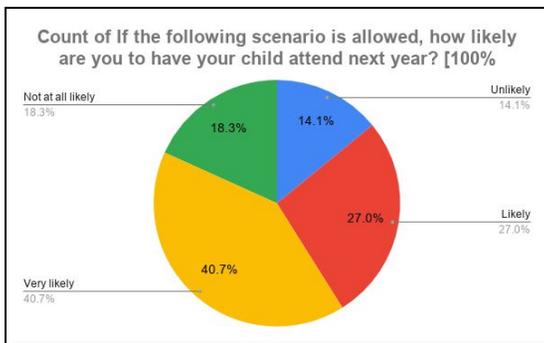
From the surveys with respect to the safe reopening of school and the start of the new year, it was evident that families were and continue to be hesitant about sending their children to school for 100% In-Person instruction. This informed the district for the need to prepare different models for returning to school and providing instruction which align with the intent of this plan.

**Upcoming School Year - Reopening Survey Results:**

1. Please Rate the Following Possible Reopening Scenario: 100% In-Person; Hybrid Model; 100% Distance Learning



2. If the following scenario is allowed, how likely are you to have your child attend next year? : 100% In-Person; Hybrid; 100% Distance Learning



**Learning Continuity and Attendance Plan (LCP) Survey: 1100+ Responses**

From the LCP survey which was intended to assess the needs of our parents/families, students and staff we gathered data and input on strategies and support systems to address the needs. As the chart with results demonstrates below, our families express much need and support in the areas of academics and mental health and social well-being.

It is important to also note that the key findings from the LCP survey align with the recommendations made by the DELAC/PAC when planning for the new 3-year Local

Control Accountability Plan (LCAP) which is

being replaced by this new plan (LCP). Below is a chart outlining the recommendations made per LCAP focus area/goals.

| LCP 2020-21 Survey - Key Findings   |  |  |
|---|--|--|
| Learning Loss Strategies  | Mental Health & Social/Emotional Supports  | Pupil & Family Engagement & Outreach Interventions   |
| <ul style="list-style-type: none"> <li>1-1 Tutoring (50%)</li> <li>Small group Tutoring (49%)</li> <li>Teacher meets w/student by appointment (46%)</li> <li>Online Tutoring- Self-paced (35%)</li> <li>Other (4%)</li> </ul> | <ul style="list-style-type: none"> <li>PD for teachers- Self-care / supporting students (47%)</li> <li>On going support for teachers (46.3%)</li> <li>Workshops for parents - Self-care/supporting child (45.8%)</li> <li>Social/Emotional Curriculum (45.6%)</li> <li>Information on Community Resources (44.5%)</li> <li>Other (2.4%)</li> </ul> | <p><b>1st Choice:</b> Teacher, Admin, parent phone call (536)</p> <p><b>2nd Choice:</b> Different Options for Work Completion (366 &amp; 344 - 1st and 2nd choice)</p> <p><b>3rd Choice:</b> Family/School Contract that specifies roles and responsibilities (364)</p> <p><b>4th Choice:</b> Home Visit (476)</p> |

| PAC/DELAC Recommendations (2020-21 LCAP)  |  |   |
|---|--|---|
| Student Achievement / Pupil Outcomes  | Engagement / School Climate  | Conditions of Learning  |
| <ul style="list-style-type: none"> <li>iReady- Math and Reading Comprehension</li> <li>Extra math and ELA/Reading Comprehension tutoring across all grades K-12</li> <li>More Training for teachers on supporting Sped Students</li> <li>ROP Partnership &amp; Free hotspots</li> <li>Outdoor Education / makerspace</li> </ul> | <ul style="list-style-type: none"> <li>Technology workshops for parents</li> <li>Utilize different modes of communication platforms for announcements, reminders, etc:</li> <li>Meaningful Parent Education / Workshops on procedures such as: academics, STIS, ISP, Attendance, registration, etc:</li> <li>Mental Health support for all students</li> </ul> | <ul style="list-style-type: none"> <li>Keeping smaller class sizes</li> <li>After school support for students</li> <li>Digital Curriculum / chromebooks, hot spots</li> <li>Professional development</li> </ul> |

Specifically, the following were common themes in both sets of data: tutoring; professional development for teachers; technology support and access; meaningful parent education/workshops; mental health support; school/home connectivity; and multiple methods of assessing student progress during Distance Learning.

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

As mentioned in the section above, we saw alignment and coherence among the input gathered from our DELAC/PAC members and the summer surveys. To facilitate the process in identifying key elements for this plan, we established a chart (see below) that shows the alignment between the LCAP and the LCP. This visual allowed us to categorize the common these found in all the data gathered and identify which aspect of the LCP such themes addressed. As such actions/services identified as relating to Student Achievement as per LCAP can be found in the Distance Learning Program section specifically under Learning Loss. Actions/services related to Engagement/School Climate aligned perfectly with Mental Health, and Pupil/Family Outreach in the LCP. Finally, technology needs such as hardware and connectivity represented in the data, were specifically highlighted in Conditions of Learning of the LCAP and Access to Devices in the LCP. Lastly, professional development and continuous support for teachers also fell under the same two sections. Specifics and more details are noted under each of the sections following in this plan.

| LCAP Goals                              | Learning Continuity Plan Sections   |
|---|---|
| 1. Student Achievement / Pupil Outcomes | <ul style="list-style-type: none"> <li>● Distance Learning Program                             <ul style="list-style-type: none"> <li>○ Continuity of Instruction</li> <li>○ Pupil Participation &amp; Progress</li> <li>○ Support for Pupils w/Unique Needs</li> </ul> </li> <li>● Learning Loss                             <ul style="list-style-type: none"> <li>○ Strategies: Implementation &amp; Monitoring Effectiveness</li> </ul> </li> </ul> |
| 2. Engagement / School Climate          | <ul style="list-style-type: none"> <li>● Mental Health and Social/Emotional Well-BEing</li> <li>● Pupil/Family Engagement &amp; Outreach</li> <li>● School Nutrition</li> </ul>   |
| 3. Conditions of Learning               | <ul style="list-style-type: none"> <li>● Distance Learning Program                             <ul style="list-style-type: none"> <li>○ Access to Devices</li> <li>○ DL Professional Development &amp; Teacher Collaboration</li> </ul> </li> </ul>   |

## 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.]**

Educational Services will recommend a phased reopening to the school year, based on safety and health conditions, with a possible differentiated approach by grade span (PreK, Elementary, Middle, High). Moreover, a tiered approach to in-person instruction will occur when conditions allow, whereby additional in-person services are offered to significant subgroups of students, on top of a high-quality distance learning program. When in-person instructional offerings occur, a focus on equity will be prioritized in the return of students to In Person Learning, with particular attention to our Special Education, Mental Health, English Language Learners, Early Childhood, Transition Grades, Newcomers, Students Most Impacted by Learning Loss, and Students Disengaged from Distance Learning.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Special Education program offerings, assessments and transportation services                             | \$ 80,000   | N            |
| Online Platforms and Curriculum Supports for English Learners  | \$ 20,000   | Y            |
| Technology Upgrades for classroom instruction (Cables, Connectivity, Bandwidth, Document Cameras, etc: ) | \$50,000    | Y            |
| Personal Protective Equipment (PPE) planned for in-person learning.                                      | \$50,000    | N            |
| Cleaning and disinfecting protocols, supplies and/or equipment for in-person learning.                   | \$50,000    | N            |
|  |             |              |

## 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.]**

A Distant Learning teacher (DLT) is a teacher who delivers instruction to students when they are in different locations and which is provided through online interaction/instruction via computer or communications technology. The DL Model of instruction shall be utilized as the primary form of student instruction to begin the 2020-21 school year until Alameda County Public Health Department verifies it has been off of the state monitoring list for 14 consecutive days. (Comment: The definitive day to commence Hybrid teaching will be decided through the Hybrid Learning MOU) When the District is able to return to in-person instruction, in accordance with the CDPH 4 COVID-19 and Reopening In-Person Learning Framework for K-12 Schools and COVID-19 Industry Guidance: Schools and Schools-Based Programs the Parties will meet to negotiate the impacts of the transition in order to safely bring students and staff on campus. The District will provide unit members the necessary curriculum, technology and training to deliver instruction that is substantially equivalent to in-person instruction.

NUSD staff will primarily engage in distance learning through pre-approved online platforms. Both prior and during this transition to distance learning, NUSD site and district administration will work to ensure that students have access to the internet and internet-connected devices.

It is recognized that teaching remotely requires a different approach than classroom instruction. Staff will be provided with continuous support to institute remote learning through virtual professional development.

NUSD staff is encouraged to utilize a combination of the following instructional practices that help make distance learning effective.

\*\* Lessons where teacher and student simultaneously engage (synchronous learning). These could be in the form of a virtual or live stream lesson (ex. via Google Hangout or Zoom) or online postings of video instruction (Bloomz, Class Dojo, or Youtube).

\*\* Lessons where the teacher provides instruction and the material for reading or viewing, and assignments for completion with a flexible time frame (asynchronous learning). These lessons could include power-points with voice-over, screencasts, streaming video, posted lecture notes, exchange across discussion boards.

In addition, all schools within NUSD will use Google Classroom as the online Learning Management System (LMS) that will serve as the framework for teaching, learning, and support whether we are meeting online or in our classrooms. It's our one-stop-shop for student information, communication, and resources. Logging into Google Classroom will provide access to all of the information needed for students, and parents/families to stay organized and on track with their education.

## **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.]**

Students will have the opportunity to check out a district chromebook and wifi hotspot if needed. In preparation for distance learning, the District will survey every family to determine each student's access to a computer and Wi-Fi for the 2020-21 school year. Students who do not have a computer will be issued a District Chromebook by their assigned school. Teachers will also be provided a District-issued Chromebook. All technology support for district issued technology will be provided by the District IT Department.

## **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.]**

### **Assessing pupil progress (live contacts and synchronous instructional minutes):**

Following the minimum state expectations with respect to instructional minutes which are listed below, teachers will offer synchronous lessons (live engagement) for a minimum of 30 minutes per instructional block in grades TK-K, a minimum of 40 minutes in grades 1-6, and a minimum of 60 minutes per class period in grades 7-12.

State Minimum Expectations:

- o TK-K: 180 Instructional Minutes Daily (combined synchronous and asynchronous activities)
- o Grades 1-3: 230 Instructional Minutes Daily (combined synchronous and asynchronous activities)
- o Grades 4-12: 240 Instructional Minutes Daily (combined synchronous and asynchronous activities)

Synchronous lessons (live engagement) will take place daily. However, we believe that students need to balance time off of screens as well. Therefore, not all student learning will occur in front of a computer screen. Though there will be daily, live interaction with teachers, learning will also occur independently, during the school day, through the use of a textbook, novel, or pencil-and-paper assignment, as well as activities and projects. For example, in our elementary schools instruction will take place between 8:30 a.m. and 2:50 p.m. There will be breaks for students during this time. The academic day (8:30 - 2:50) will be the same for all schools. Minutes will consist of direct or “live” (synchronous) instruction and independent practice (asynchronous). Instruction will be provided directly from classroom teachers (synchronous), directly from Specialist Teachers (Science, Music, PE), and through assignments during which time students will work independently (asynchronous). In addition, the schedule has embedded time for small group instruction allowing teachers to differentiate instruction based on student needs. Teachers will meet virtually with students in either small groups or individually while the rest of the class works on assignments offline.

### **Measuring participation and pupil work:**

For Distance Learning, new state mandates require that virtual attendance be taken every day in order to ensure students are actively engaged with their learning. To that end, when students are in a “virtual classroom” like Zoom or Google Meet, teachers will complete an attendance check-in, noting who is and is not present. This will be one means of measuring the students participation. Another means of measuring participation will be through teachers verifying students complete and submit any and all independent work assigned to them. Attendance participation will continue to be logged in Synergy. For participation, teachers complete a weekly log and will submit to the site administrator for them to review.

## **[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]**

### **Approach to Professional Development for Teachers**

In an effort to support teachers as we transition to a distance learning model, NUSD will also be providing professional development workshops for staff to collaborate and learn from one another. As a district, we are taking a hybrid approach to professional development; we aim to have Teachers Teaching Teachers (TTT) to build off of the outstanding expertise already within our organization. We will then couple this with opportunities to learn from experts in the field of distance learning. Initially, Google Classroom will be the online platform we focus upon, aligning our district approach to meet student needs. Ultimately, we will expand professional development opportunities and offer additional online platforms. We will partner with the organizations such as Ed Tech and others recommended by teachers and administrators.

### **Teacher Collaboration**

The importance of grade-level or department collaboration cannot be underscored. We are a community of learners and supporting one another is of special significance during this time. We will continue to support weekly teacher collaboration during the school closure period. Teachers will have a (1 hour) block of time (at minimum) for teacher collaboration. This time may be spent as a grade level or content area to develop standards-based lessons, activities and assessments; support team technology needs; and work on other instructional or technology issues. Department chairs or Grade-level lead teachers may also share information with their colleagues on specific online teaching needs to get support or feedback. This regularly scheduled

block of time should be reflected in teachers' weekly schedules.

## Staff Roles and Responsibilities

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

The roles and responsibilities of our teachers changed during this Pandemic. The teachers through a Memorandum of Understanding, shifted from teaching in person and in the classroom to an instruction through Distance Learning/remote learning. In the MOU, various safety guidelines are specified including the options of teaching from their classrooms or remotely from their homes. In addition to this new mode of teaching, they were also provided with an array of professional development opportunities which included training on modes of telecommunication (i.e. ZOOM/Breakout Rooms, CLEVER, etc.) and other modes for online teaching. The changes in their roles and responsibilities included contactless participation in the distribution of supplies and textbooks.

The district also provided equipment, training and technical support to ensure that teachers understood their roles and responsibilities for the 2020-2021 Learning Continuity and Attendance Plan. In addition to requiring COVID-19 safety training, ensuring PPE equipment availability for staff, developing procedures for the gradual return to worksites, all employees are required to complete an on-line COVID-19 daily self-check health assessment before coming to campus.

While determining the needs of the new Distance Learning requirements it was clearly understood that the district needed to provide an opportunity for teachers to collaborate. The signed MOU determined that teachers will have a (1 hour) block of time (at minimum) for teacher collaboration. This time may be spent as a grade level or content area to develop standards-based lessons, activities and assessments; support team technology needs; and work on other instructional or technology issues. Department chairs or Grade-level lead teachers may also share information with their colleagues on specific online teaching needs to get support or feedback. This regularly scheduled block of time should be reflected in teachers' weekly schedules.

Synchronous and asynchronous instructional minutes were also established and a weekly instructional schedule was approved. These schedules are to be shared with students and families at the beginning of the week.

**All Specialists, elective teachers, and physical education teachers** - have been asked to prepare daily lesson plans based on academic content standards that provides an equivalent level of rigor as in-person learning for stable student cohorts engaged in in-person learning as well as for students engaged in distance learning or a hybrid model of instruction.

**For Special Education** - All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context.

Modifications include:

- \*\* Support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants
- \*\* Weekly site based departmental meetings to target support to staff and address student needs
- \*\* Monthly professional development opportunities for teachers in IEP regulations

\*\* Curriculum supports for distance learning software, apps, and programs and best practices

Behavior Intervention Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID-19, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified.

Resource Specialists and Special Day Classroom Teachers will support a range of distance learning-related actions. New responsibilities for teachers in the virtual classroom environment include:

- \*\* Use of online platforms and programs not previously used.
- \*\* Ensure instructional plans are appropriate for a virtual environment.
- \*\* Communicate daily schedules to families in specific detail while limiting changes that could cause confusion.
- \*\* Communicate access procedures for instruction and resources to parents and students.
- \*\* Engage and motivate students in a virtual environment.
- \*\* Advance planning with support personnel given that synchronous planning and communication is difficult during remote learning
- \*\* Conduct meetings with colleagues and families through video conferencing platforms

**Our classified staff** - was also impacted by the pandemic. An MOU is currently being established with a primary focus on health and safety of staff in this COVID-19 environment. In addition to requiring COVID-19 safety training, ensuring PPE equipment availability for staff, developing procedures for the gradual return to worksites, all employees are required to complete an on-line COVID-19 daily self-check health assessment before coming to campus. There has also been a need to change the duty hours for those categories deemed to be essential, such as custodians, and Child Nutrition. We anticipate that these times will shift again once the District moves a Hybrid model of instruction. Duties for classified employees who may be able to work remotely, have also been addressed. They are to work closely with their supervisors and ensure that they continue to provide their essential duties of their job remotely.

## **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.**

NUSD is committed to explore, research and identify ways in which to best meet the needs of its most vulnerable groups of students including students with special needs, English learners, students in foster care and students experiencing homelessness. To that end, additional support systems have been implemented or are being considered. Such supports include and are not limited to: small group instruction and intervention, Coordination of Support (COST); Parent Partner calls, attendance check-ins; home visits; nutritional support; Behavioral Health Hotline; meaningful parent workshops (technology, online platforms, etc:).

In the area of academics specifically, teachers will hold office hours each week for students and parents/guardians to receive additional support. For consistency, the office hour sessions will be on a set weekly schedule for a minimum of one hour per session. These office hour

sessions will supplement, but not supplant daily live-instruction. Teachers will also be available to respond to email from parents/guardians and students within a 24-hour period during regular school hours. As mentioned above, the weekly and daily schedules have embedded in them blocks of time that allows teachers to differentiate instruction based on student needs. During this time, teachers meet virtually with students in either small groups or individually while the rest of the class works on assignments offline. In addition, the time block was designed to prioritize live instruction with specific focus such as Designated ELD for English Learners, differentiated instructions for students experiencing Learning Loss (including students with IEPs) and/or mental health and social/emotional needs. At the secondary level, asynchronous instruction occurs in the afternoons and also includes SEL/ELD/SPED support time, teacher office hours and tutorial support for identified students.

Additional supports for specific groups of students include the following:

**Special Education Students:**

- \*\* Each special education student has an Individualized Distance Learning Plan to meet their unique needs.
- \*\* Special education personnel are assigned to monitor and document student progress as well as daily attendance and participation.
- \*\* IEP meetings are to be scheduled at a time when students are not engaged in the learning process and or not attending class.
- \*\* Providers are accessing students through teletherapy to provide the appropriate and identified services to students per their IEP.
- \*\* Needs assessments are to be conducted both remotely and in person on a case by case basis.
- \*\* Social Emotional Learning is being provided by school psychologists to support students.

**English Learner Students:**

- \*\* EL/Intervention Teachers support students through individually, in small groups and/or by co-teaching with the general education teacher.
- \*\* Students continue to receive Designated and Integrated ELD and language support.
- \*\* Bilingual Instructional Assistance (BIA) and/or paraeducators support classroom teachers during synchronous instruction and may work with students on a one to one basis and/or small groups.
- \*\* ELD/SEAL Coaches will continue to support SEAL schools and teachers as well as non-SEAL schools in the areas of technical support, curriculum and instruction, as well as continuously providing recourse to support English Learner in Distance Learning.

**Students in Foster Care and Students Experiencing Homelessness:**

- \*\* LEA will identify homeless students
- \*\* LEA will provide our Foster Care and Homeless students a chromebook
- \*\* LEA will make sure our Foster Care and Homeless students have access to internet, if they do not LEA will provide a hot spot
- \*\* On a bi-monthly basis sites will actively review files and requests pertaining to foster youth and homeless students to ensure smooth transition, mitigate any interruptions in their schooling and identify additional supports as needed.
- \*\* LEA will connect homeless families with resources in the community

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

| Description [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | Total Funds | Contributing |
|--|-------------|--------------|
| 1800 Student Chromebooks   | \$485,000   | Y            |
| 350 Staff & Teachers Chromebooks   | \$165,000   | N            |
| Hot spots  | \$28,000    | Y            |
| Professional Development for Distance Learning   | \$100,000   | Y            |
| Online Platforms and Assessments   | \$60,000    | Y            |
| Seesaw Learning (Elementary)   | \$10,000    | N            |
| Zoom License   | \$350       | N            |
| Resources for Virtual Teaching for Reading and Writing (Heinemann)   | \$30,000    | Y            |
| Additional support for assessments from outside contractors psychologists, speech therapists (Sped)  | \$100,000   | N            |
| Online assessment tools to assess students (Sped)  | \$50,000    | N            |
| Online C & I to support student learning evidenced based and data driven K-12 Literacy Reading/Math (Sped)                                     | \$750,000   | N            |
| Technology to support remote working for personnel i.e. laptops (Sped)   | \$10,000    | N            |
| 0.5 FTE TOSA support professional learning and tech support for teachers during distance learning  | \$60,000    | N            |
| In person assessments PPE & custodial support (Sped)   | \$2,000     | N            |
| Social Emotional Learning C&I (Sped)   | \$2,000     | N            |
| PD legally defensible practices during distance learning (Sped) PD with legal round table  | \$4,000     | N            |
| IA support PD distance learning technology and supporting teacher and students(Sped)   | \$2,000     | N            |
| English Language Curriculum (Online Platform-VistaLearning)  | \$5,000     | Y            |
| School Reopening planning committees (Sped, Instruction, Facilities, Technology, HR, Mental Health; etc;)                                      | \$100,000   | N            |
| 0.5 FTE TOSA- To support new teachers to the district (Sped)   | \$60,000    | Y            |
| Teachers Teaching Teachers (Professional Development)  | \$100,000   | N            |
| Legal Services and Support (Sped)  | \$200,000   | N            |
| Principal/Leadership Support (PD- Distance Learning; Technology; Laptops)  | \$50,000    | Y            |
| ELD Support (.4 FTE)   | \$40,000    | Y            |

|   |           |   |
|---|-----------|---|
| Materials/Supplies (Distance Learning; Textbooks; etc:) | \$200,000 | N |
|   |           |   |

## 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.]

The revised and modified school schedules, as mentioned above, were designed with Learning Loss in mind. Understanding that a good number of students experienced and may continue to experience learning loss due to COVID-19 and/or school closure, it is important to establish systems that will allow time and resources to support those needs. To that end, blocks of times were built in the school schedule at both the elementary and secondary level for small group instruction. These instructional blocks of time allows teachers to differentiate instruction based on student needs. Teachers will meet virtually with students in either small groups or individually while the rest of the class works on assignments offline. For elementary grades TK-6, teachers begin and end the day with synchronous instruction for the whole group. During the day and during the instructional blocks, students identified as experiencing learning loss will meet with the teacher for additional synchronous instruction while the rest of the class continues their learning asynchronous. In addition, the instructional blocks allow for teachers to prioritize students with continuous needs such as English Learners, students with IEP, students participating in foster care, and students who are experiencing homelessness. Similar to the elementary grade levels, the secondary schedules were also modified for the same reasons. However, asynchronous instruction will occur in the afternoon with support time for Social Emotional Learning, English Language Development and special education support. Below is a snapshot of the elementary and secondary bell schedules.

To identify students who have or are experiencing learning loss due to the pandemic, NUSD is committed to ensure teachers are equipped to perform this task by providing tools, training and any additional support as needed. In addition, NUSD understands that each site is unique and their needs may vary depending on the needs of their community. To that end, the site level plans for assessing and addressing students' needs may vary by site and/or grade level. The commonality between the plans will be the overall intent and purpose which is to identify the learning level of each student. Thus, teachers will perform diagnostic assessments that may include and are not limited to: online and/or paper-pencil, parent/student surveys; student work, parent/student interviews, etc. Again, a diagnostic assessment especially in the areas of English Language Arts, English language development and mathematics is not only key, but is also a requirement of districts to conduct. However, as we await guidelines for remote and in-person testing from the state, NUSD is working with its constituents for when moving forward, we do so in a safe manner.

### Elementary Distance Learning Schedule

| Monday   | Tuesday - Friday   |
|--|--|
| 8:00-8:30 am (Unencumbered Time: Admin Check In, Check Emails, etc.)   |  |
| Weekly Schedule Shared with Students by 8:30   | <b>Whole Class Live Online Instruction</b><br>8:30-9:10 am <ul style="list-style-type: none"> <li>Live online learning with teacher</li> <li>*Attendance taken</li> </ul>  |
| 9:10-9:30 am (Unencumbered Time: Check Emails, etc.)   |  |
| Morning Meeting Whole Class Instruction  | <b>Instructional Block #1</b><br>9:30-10:10 am <ul style="list-style-type: none"> <li>Independent student work time</li> <li>Small group live online instruction w/teacher, 1:1 Support, Technology Support, Family Check-in</li> </ul>    |
| 10:10-10:30 am (Break/Recess)  |  |
| Rotational Options   | <b>Instructional Block #2</b><br><ul style="list-style-type: none"> <li>Independent student work time</li> </ul>   |
| <b>After the Break Include any one or combination of the following:</b><br>10:30-11:10 am <ul style="list-style-type: none"> <li>Small group live online instruction with teacher, 1:1 Support, Technology Support, Family Check-in</li> </ul> |  |
| 11:10-11:50 am (Lunch)   |  |
| 11:50-12:30 pm (Unencumbered Time: Check Emails, etc.)   |  |
| Comprehensive PD   | <b>Instructional Block #3</b><br>12:30-1:10 pm <ul style="list-style-type: none"> <li>Independent student work time</li> <li>Small group live online instruction with teacher, 1:1 Support, Technology Support, Family Check-in</li> </ul> |
| 1:10-1:25 pm (Break/Recess)  |  |
| Staff or District Meeting  | <b>Instructional Block #4</b><br>1:25-2:05 pm <ul style="list-style-type: none"> <li>Independent student work time</li> <li>Small group live online instruction with teacher, 1:1 Support, Technology Support, Family Check-in</li> </ul>  |
| 2:05-2:10 (Transition Time)  |  |
| Site/Cross District Collaboration  | <b>Whole Class Live Online Instruction</b><br>2:10-2:50 pm <ul style="list-style-type: none"> <li>Live online learning with teacher</li> <li>*Attendance Taken</li> </ul>  |
| 2:10-3:30 pm   |  |
| 2:50-3:30 pm (IEPs, 504s, etc.)  |  |

# Secondary Distance Learning Schedules

| NMHS Distance Learning Schedule |                                     |             |  |   |  |   |
|---------------------------------|-------------------------------------|-------------|--|---|--|---|
| TIMES                           | MONDAY                              | TUESDAY     | WEDNESDAY  | THURSDAY  | FRIDAY   |   |
| 8:00-8:30                       | Weekly Schedule Shared with Parents | 8:00-8:30   | Emails, etc.   | Emails, etc.  | Emails, etc.   | Emails, etc.  |
| 8:30-9:00                       | Period 1                            | 8:30-9:45   | Period 1   | Period 2  | Period 1   | Period 2  |
| 9:05-9:35                       | Period 2                            |             |  |   |  |   |
| 9:40-9:50                       | Break/Brunch                        | 9:45-10:00  | Break/Brunch   | Break/Brunch  | Break/Brunch   | Break/Brunch  |
| 9:50-10:20                      | Period 3                            | 10:00-11:15 | Period 3   | Period 4  | Period 3   | Period 4  |
| 10:25-10:55                     | Period 4                            |             |  |   |  |   |
| 11:00-11:40                     | Lunch                               | 11:15-11:55 | Lunch  | Lunch   | Lunch  | Lunch   |
| 11:40-12:00                     | Emails, etc.                        | 11:55-12:30 | Emails, etc.   | Emails, etc.  | Emails, etc.   | Emails, etc.  |
| 12:00-12:30                     | Period 5                            | 12:30-1:45  | Period 5   | Period 6  | Period 5   | Period 6  |
| 12:35-1:05                      | Period 6                            |             |  |   |  |   |
| 1:10-1:40                       | A Period                            |             | A Period (1:50-3:05)   |   |  | A Period (1:50-3:05)                                    |
| 1:45-2:30                       | Asynchronous Learning Tutorial      | 1:50-3:30   | Period 1-3-5 Asynchronous Work Intervention Support Office Hours | Period 2-4-6 (A) Asynchronous Work Intervention Support | Period 1-3-5 Asynchronous Work Intervention Support Office Hours | Period 2-4-6 (A) Asynchronous Work Intervention Support |
| 2:35-3:30                       | Professional Development            |             |  |   |  |   |

| NJHS Distance Learning Schedule |                                     |             |  |   |  |   |
|---------------------------------|-------------------------------------|-------------|--|---|--|---|
| TIMES                           | MONDAY                              | TUESDAY     | WEDNESDAY  | THURSDAY  | FRIDAY   |   |
| 8:00-8:30                       | Weekly Schedule Shared with Parents | 8:00-8:30   | Emails, etc.   | Emails, etc.  | Emails, etc.   | Emails, etc.  |
| 8:30-9:00                       | Period 1                            | 8:30-9:45   | Period 1   | Period 2  | Period 1   | Period 2  |
| 9:05-9:35                       | Period 2                            |             |  |   |  |   |
| 9:40-9:50                       | Break/Brunch                        | 9:45-10:00  | Break/Brunch   | Break/Brunch  | Break/Brunch   | Break/Brunch  |
| 9:50-10:20                      | Period 3                            | 10:00-11:15 | Period 3   | Period 4  | Period 3   | Period 4  |
| 10:25-10:55                     | Period 4                            |             |  |   |  |   |
| 11:00-11:40                     | Lunch                               | 11:15-11:55 | Lunch  | Lunch   | Lunch  | Lunch   |
| 11:40-12:00                     | Emails, etc.                        | 11:55-12:30 | Emails, etc.   | Emails, etc.  | Emails, etc.   | Emails, etc.  |
| 12:00-12:30                     | Period 5                            | 12:30-1:45  | Period 5   | Period 6  | Period 5   | Period 6  |
| 12:35-1:05                      | Period 6                            |             |  |   |  |   |
| 1:10-2:30                       | Asynchronous Learning Tutorial      | 1:50-3:30   | Period 1-3-5 Asynchronous Work Intervention Support Office Hours | Period 2-4-6 Asynchronous Work Intervention Support | Period 1-3-5 Asynchronous Work Intervention Support Office Hours | Period 2-4-6 Asynchronous Work Intervention Support |
| 2:35-3:30                       | Professional Development            |             |  |   |  |   |

## 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.]**

NUSD has identified three instructional focus areas for the 2020-21 school year that embody the District’s mission, vision and values. Furthermore, the three areas are crucial in these difficult times for our families, students and staff. Embracing these focus areas and ensuring they drive all our actions and strategies when it comes to addressing the needs of our students is key to the development of a comprehensive model of support. The three instructional focus areas are: 1) Student Engagement through Rigorous Standards-based Instruction. 2) Assessment For Learning. 3) Social Emotional Learning (SEL) and Wellness. This means that when planning and supporting students who are experiencing learning loss, we must consider their academic and social well being needs. We must constantly monitor their progress and assess for the purpose of learning ourselves what more they need. In doing so, we must also continue to provide new instruction and ensure they don’t continue to remain behind enlarging their skill gap. Thus, teachers will continue to plan and deliver lessons that are engaging, rigorous, and standards/grade level appropriate while differentiating and scaffolding for identified students. Teachers will provide additional support for all identified students through: targeted instruction; small group or individual instruction, collaboration and preparation, communication with families and students, and teacher selected office hours for parents and students.

### English Learners:

English Learners will continue to receive Designated and Integrated ELD. As teachers plan their units/lessons, they will plan with their ELs in mind and determine what and how (content and instructional strategy) the students will receive that will support them in making progress in the English language as well as achieve the grade level content. Additional support may include: scaffolding (linguistic) based on the students’ language levels and Newcomers (ex: sentence frames, differentiated assignments, small group video conferences); small group instruction; materials provided in primary language as available/provided; translation of content/lesson (Bilingual Aide/Paraprofessional). Site level ELD/Intervention teachers will work with students in small groups to provide language and reading support. ELD/Intervention teachers will also create a Google Classroom for their EL student groups to access

lessons and interact with the ELD/Intervention teacher. The ELD/Intervention Teachers will also support the classroom teacher in providing Designated and Integrated ELD via co-planning and/or co-teaching lessons.

In addition, all teachers of ELs will have access to District SEAL/ELD Coaches. The two coaches will assist site administrators and grade level teachers ensure English Learners continue to receive services. They will also be available to support via co-planning, co-teaching and as a resource for teaching strategies, support with technology and online platforms. They will also continue to collect and disseminate information from the state and other agencies that are complying and providing additional resources to support EL during Distance Learning.

**Special Education:**

Special Education teachers will provide supplemental support to students on their caseloads. This may consist of the following:

- Additional support through Google Classroom, Seesaw, Class Dojo, Boom Learning, Unique Learning.
- Electronic chats with individual students or small groups through Google Hangout
- Emails or phone calls to parents or guardians with ideas for supporting student learning
- Live online instruction through Zoom or Google Meet
- Other instructional strategies determined to be supportive of student learning in these circumstances

**Foster Care, Homeless, Low-income:**

For significant subgroups such as Foster Care, Homeless, and Low-Income we have designed a weekly schedule that prioritizes instruction and monitoring of the aforementioned subgroups. Teachers and staff monitor students in these groups and also students have experienced significant learning loss due to the pandemic and teachers prioritize small group instruction in the afternoon blocks with these significant subgroups. The rest of the students during this time are assigned asynchronous activities. This then informs structured collaboration time for teachers to share patterns, trends, and provide more intensive instruction and assignments during small group instructional time

**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.]**

NUSD will measure the effectiveness of the services and supports provided through the ongoing monitoring and assessment of student progress. This will be done through site and district level benchmarks, teacher created assessments, homework and classwork assignments. Modifications and revisions to services will take place based on the results obtained.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Curricular Resources for Students Who Experienced Learning Loss During Pandemic | \$ 60,000   | Y            |
| Summer APEX Licenses and School Year APEX licenses                              | \$27,000    | Y            |
| Curriculum Associates I-Ready   | \$85,000    | Y            |

|   |           |   |
|---|-----------|---|
| English Language Development Supplemental Instructional Materials (Edge)          | \$16,000  | Y |
| Tutoring services academic i.e reading credentialed teacher (Sped.)               | \$10,000  | N |
| Comp Ed services related services speech, occupational therapy (Sped)             | \$20,000  | N |
| Initial assessments due to learning loss (Sped)                                   | \$100,000 | N |
| Learning Loss Support, Tutoring - Distance Learning; Summer School (All students) | \$200,000 | Y |
|   |           |   |

## 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.]**

Although the NUSD social-emotional system has monitored students whose participation has declined during school closures and has also provided direct intervention for some students during this time, mental health concerns and additional preventive social-emotional measures are necessary as a result of conditions created during this pandemic. Additional mental health services for our students is vital as we continue on. Our social-emotional support program can be even stronger with expanded technology for all and we need to keep this topic a priority for our students and families well-being.

It is more important than ever before that the social-emotional education of students be prioritized at every level. Our teachers and staff are aware of the need to maintain connections with our students and will embed strategies and activities into class sessions to support the social-emotional health of our students as evident by our three Instructional Focus Areas for 2020-21. In addition, NUSD will be researching, identifying and implementing programs and/or services that will help us in the area of SEL and Wellness. Our plan is to continue with and enhance current practices as those listed below as well as implement new practices.

- \*\* Provide self-care workshops for teachers and parents/families
- \*\* Continue to identify students with mental health needs through Coordination Of Team Support (COST) and refer to mental health services
- \*\* Provide SEL trainings for teachers and staff- build capacity
- \*\* Establish a Wellness Committee to analyze current practices and help establish a comprehensive model of support district-wide
- \*\* Offer social emotional groups to students in order to support their mental health needs.

# 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 practice of monitoring and managing attendance and participation is multifaceted and involves multiple players. NUSD has outlined the following as the minimum expectations for supporting pupil engagement and outreach:

1. Office managers, attendance clerks, counselors, teachers, site administrators, and district personnel will collaboratively monitor student participation and attendance daily in Distance Learning. Evidence of student participation and attendance will include online activities, software participation and progress and work submission.
2. Teachers will take daily attendance for each class into Synergy within the first 20 minutes of class time (in consultation with IT). Students who arrive late to the distance learning classroom will be marked accordingly in Synergy. Teachers will also note students' participation and attendance and report which students are not participating to their school administrators
3. Attendance clerks at each school will complete and submit attendance reports per the regular attendance-taking guidelines.
4. Site administrators will communicate and coordinate with the department of Student Services in order for district personnel to develop systematic monitoring and contacting families.

Because we know that students are more likely to participate when they know and are clear on the expectations, NUSD has also instituted the following practice which aligns with the above process and procedures. Each Monday morning, teachers will create weekly coursework and send a weekly template to families, students, and administrators outlining the coursework. This will allow for the large majority of students to complete assignments during weekly asynchronous learning time. This communication will include the class schedule for the week with goals and objectives for the week. It should also outline the following information: class times, expectations for asynchronous activities, all homework and classwork assignments and due date, grading process and procedures. Parents will also be informed if their child has a cohort of teachers and how such teachers will collaborate to provide one weekly communication to parents/guardians and students. In addition, teachers will articulate their weekly office hours for students and parents/guardians to receive additional support. Lastly, parents will be assured that teachers will be available to respond to email from parents/guardians and students within a 24- hour period during regular school hours. This is to be done at the start of the week to minimize confusion and/or challenges on the part of the student to participate and attend class.

# 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 applica**

The Newark Unified School District Child Nutrition Program is following the current United States Department of Agriculture (USDA) and California Department of Education (CDE) requirements for providing meals to students in safe, and healthy ways. We are currently providing meals via a drive-up at all school sites. The meals are pre-bagged at all of our school sites by staff who are wearing masks, and gloves, to bag food items which are individually packaged for safety. Our teams remain six feet apart, in accordance with the Health Department Guidelines. All meal components are individually wrapped, or food items that have a skin that is not necessarily eaten, in order to help avoid cross-contamination. Our main entree items are hot foods that are heated in packaging, or wrapped by our ServSafe Certified staff members who are following the recommended safety guidelines. Our sides consist of the required fruits and vegetables. We are also serving the required milk components in the 8 oz individual serving containers. Our meals are provided Monday - Friday, 11:15 - 12:30 PM. Meals can be picked up at each school site, for any currently enrolled Newark Unified School District students. Student accounts are charged, based on their current eligibility. The items are placed into plastic bags, and then handed to families as they drive up to request the meals after providing the name of their student(s) who are currently enrolled at Newark Unified School District. Per the USDA, in order to help students remain safe and healthy, parents/guardians are able to pick up these meals without their children present. This allows us to provide meals for students in families who do not feel comfortable bringing their children in public due to the current pandemic.

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

| Section  | Description   | Total Funds | Contributing to Increased/Improved Services |
|--|---|-------------|---|
| 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. | [\$ 0.00]   | [Y/N]                                       |
| Mental Health and Social and Emotional Well-Being and Engagement   | Meaningful Parent workshops (General Support)   | \$20,000    | Y   |
| Mental Health and Social and Emotional Well-Being  | PD and On-going Teacher support   | \$100,000   | N   |

|  |  |           |   |
|--|--|-----------|---|
| Pupil and Family Engagement and Outreach   | Continue to fund PBIS Implementation; A2A; COST;   | \$54,000  | Y |
| Pupil and Family Engagement and Outreach   | Research, identify or establish a system of intervention for attendance with multiple tiers  | \$35,000  | Y |
| Not Applicable   | DocuSign software- allows for secure digital signatures to facilitate virtual operations and transactions                                      | \$2,100   | N |
| Mental Health and Social and Emotional Well-Being                                | Hire a Mental health Clinician to support BGP and Kennedy Elementary School  | \$58,000  | N |
| Mental Health and Social and Emotional; Pupil and Family Engagement and Outreach | Additional supports for Foster Youth and McKinney-Vento Students   | \$22,000  | Y |
| Pupil and Family Engagement and Outreach   | Increase translating support (site level) to communicate with families (i.e. Back to School Night; teacher/parent meetings; phone calls; etc:) | \$40,000  | Y |
| School Nutrition   | Child Nutrition Services- Meals for all pupils   | \$400,000 | Y |
| Pupil and Family Engagement and Outreach   | Public/Community Communication (Website, Public Relations)   | \$150,000 | N |
| Mental Health and Social and Emotional Well-Being                                | Social Emotional Curriculum (Secondary Advisory)   | \$30,000  | Y |

## 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 |
| 11.03%                                     | \$ 5,211,460   |

### 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.]

### **(1) how the needs of foster youth, English learners, and low-income students were considered first**

As per the 2019-2020 LCAP, NUSD has served anywhere between 5,600 to 5,900 in past school years. Furthermore, it has become a very diverse district with demographics as follows: 4 percent are African American; 8 percent are Filipino, 2 percent are Hawaiian, Pacific Islander, American Indian, Alaskan Native; 14 percent are Asian; 54 percent are Hispanic or Latino; 13 percent are White; 4 percent are Two or more ethnicities; and 1 percent declined to state. In addition, the percent of low income students fluctuates between 49% and 53%. English Learners make up about 23% of its total population while Foster Youth is usually under 1%. Thus, when identifying services in the past for Local Control Accountability Plan purposes as well as currently for Learning Continuity and Attendance Plan, it cannot help but plan with significant groups in mind as they represent a high percent of our entire population. In addition, during the transition from LCAP to Learning Continuity Plan, it was noticed that several of the actions and services identified and planned for the new 3-year LCAP and before school closure were relevant to this Distance Learning and this new plan. To that extent, several of the actions and services outlined in this plan originated from the LCAP planning which were planned with our unduplicated pupils in mind. The following are such identified services:

- \*\* Access to Devices and Connectivity- Student Chromebooks and Hotspots
- \*\* Professional Development for teachers- Supporting Instruction through Technology
- \*\* Social and Emotional Curriculum and Support- Meaningful workshops for parents and teachers
- \*\* Additional support in English Language Arts and mathematics- Tutoring opportunities (1-1, small group; online/platform - self paced)
- \*\* Mental Health Support - additional counselors; continuation of COST and PBIS
- \*\* Pupil Engagement and Outreach - Attention 2 Attendance
- \*\* Online Platforms - iReady; Illuminate; Apex; etc:

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

As explained above, all the actions and/or services described in this plan were identified with foster youth, English Learners and low-income students in mind. This means that while all students receive support and services to assist them with Distance Learning and any learning loss as a result of the pandemic, the identified subgroups will also receive such service as well as continue to receive individualized support as needed. They will be served by counselors and/or social workers for social-emotional and wellness concerns and by teachers and/or support staff for academic tutoring; and they will receive appropriate technology support in the form of a student chromebook and/or hotspot.

Additionally, counseling staff have our Foster students as a regular part of their caseloads for explicit outreach and support. Site administrators both at our junior high and high school work closely with and monitor the progress of identified groups of students. Additionally, we continue to partner with community programs and support networks to provide additional mentoring and tutoring services. Further, the student services department will be working with parents and families of our low income students, foster youth and English learners to support them in the areas of technology, mental health, social-emotional and overall well-being. NUSD will also continue to update and maintain the Distance Learning webpage for teachers and parents/families.