Board Approved: 9/22/2020

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.]

In conjunction with local school districts in Arizona and Nevada, the Needles USD closed to in-person classes on March 16, 2020. All in-person instruction, sports and preschool programs were halted. Teachers and staff worked to implement a distance-learning program through developing packets for all students and also using the limited technology available at the time. Packets were dispersed the first week of closures along with Grab and Go lunches. In addition, meals and packets were delivered to students at home as requested. A system of returning packets to the District Office or during Grab and Go meals was established. To address childcare issues, NUSD worked with the City of Needles Recreation Center to provide childcare. The rules changed and childcare programs were closed as well. As the closure timeline increased, teachers developed online platforms using Zoom and began online class meetings by the end of March. Schedules were created for live learning and packet distribution continued. Principals identified the “families” within our school district so that we could easily verify their participation in our tech device programs. All families who determined that they needed a device or devices (up to 2-3 at the time) or a wifi device were provided accordingly. The Grab and Go Meals were scheduled for once a week and this time was used to communicate with our families. By the third week of March, approximately 1200 chrome books were ordered for each student and each staff member. In addition, 400 Verizon iphones were ordered and locked down to provide wifi for families. At the time, other wifi devices were on backorder for months, so these iphones arrived within 2 days. This allowed us to ensure that all families had access asap last spring. The laptops on hand were distributed by principals through school offices along with the wifi devices. Principals and staff worked to provide parents and students with technology support when necessary. Teachers and staff were released to work from home or to stay at home according to the Governor’s Executive Orders. Only an essential group of employees, including principals, district staff, cafeteria and maintenance continued to work on campus. Campus usage was monitored and cleaned/disinfected on a daily basis. Teachers continued to provide live classes, packets and to review the work returned by students. The grading policies were revised to a pass-no pass method as recommended by the state. As the semester continued on, all sites remained closed through the end of the school year. During this time, special education teachers conducted online IEP meetings and used docusign to gain approval. Through distance learning, special education teachers met with students and provided service per IEPs. Intervention services were also provided online through distance learning by intervention teachers. During this time, there was an increase in meal distribution with Grab and Go Meals due to a significant increase in the number of students picking up meals. Parents/Families diligently turned in work as completed by students to our drop off location. In-person

drive through graduations were held for NHS, CDS, ETC and SB County HS, as well as promotion for NMS and CDS. All but 4 students and their families attended these ceremonies that were successful due to the hard work of NUSD administration, teachers and staff and the support of the San Bernardino County Sheriff who supported the process. Seniors were celebrated with banners purchased by NUSD and displayed by the City of Needles throughout the community for the first time in the history of the sc Students were tracked through live class attendance and phone calls from teachers and staff. It was determined that staff was able to locate and interact with all but approximately 10%-15% of our students during this time. There were students who went to live with family members in other locations. In the spring, families were contacted by staff to determine their input on offering a hybrid model for the 2020-2021 school year and comments into the structure of our school programs. It was determined that a hybrid model with 2 consecutive days would best meet the needs of parents. In addition, the need for childcare for working parents was expressed in the input comments. Throughout the spring, the COVID case rates were very low. By the end of June, case rates had started to raise on a continuous low rate. As the district planned for a hybrid model to reopen schools for 2020-2021, the Governor signed an order on July 17th for all school districts in counties on the watchlist to open in a distance learning model. NUSD switched to a distance learning model for the start of the 2020-2021 school year. All students have been issued chrome books for live lessons. Unless families requested to not receive wifi devices, families were provided wifi devices. Additional Verizon mifi devices (500 units) have been purchased and will be distributed upon arrival. All teachers have created grade level or department schedules for live lessons. Student work is provided online. The district has worked to set up Pearson which will provide 6-7 classes per student online or in blended learning settings this year.

Stakeholder Engagement

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

1. A phone call survey was conducted in Spring 2020 to provide input on hybrid learning options for 2020-2021.
2. A public meeting was held on Zoom for the Reopening Plans for 2020-2021. Stakeholders had opportunities to provide input during the meeting.
3. Phone calls to stakeholders have taken place throughout school closures to determine input on family and student needs.
4. Grab and Go meals were used to distribute information on ways that families/parents/guardians could provide input and receive service during school closures.
5. A survey document was shared with all staff on google docs with an email to all staff.
6. Zoom meetings for input were shared with all staff by email.
7. Zoom meetings (public hearing for input and an input meeting) were held for any stakeholders to attend.
8. A brief survey was available on the District Website.
9. Hardcopy survey documents were distributed with Grab and Go Meals.
10. Individual phone calls with concerned stakeholders provided input on reopening strategies.
11. Administrative team met to review and discuss reopening school plans for 2020-2021.
12. Principals met with their staff to review strategies for reopening, providing distance learning and attendance tracking.
13. All teachers were provided cell phones to connect with parents/guardians and students as appropriate. Input was gained through these live interactions between school and home.
14. Class DOJO was used for 2-way communication with parents/guardians and students.
15. The NUSD Website's new application "School News" provided updates on news features published as news/events.

16. The Needles Desert Star and Mohave Daily News provided weekly information through published articles on district programs and school closures/reopening.
17. Social media (Facebook and Twitter) provided updates and input opportunities.
18. Fall 2020 provided a technology support hotline so parents could gain support but also offer their input on the operations of our tech devices.

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

1. Zoom meetings are being used for Board meetings to allow public input.
2. Aeries Communication system is used to broadcast messages to support public input.
3. Grab and Go Meals remain a means of communication with families through flyer distribution.
4. Weekly parent education classes through the Parent Project (River Consortium) provide a means of communication and input.
5. An online survey was conducted to gain input from stakeholders on programs and support for a waiver application when possible.
6. The reopening plan was discussed at a public meeting where stakeholders provided public input.
7. Although the percentage of families who speak a language other than English are under .7%, language support is provided to parents as appropriate.

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

1. In developing hybrid programs last spring, parents/guardians provided input on which days to schedule cohorts. The majority of parents/guardians selected a AA/BB model with students attending 2 consecutive days. Wednesday would be a distance learning/PD day.
2. Input on the technology devices and their utilization is provided daily through school/home communication. Some parents have shared the difficulty with using the iphone wifi devices. Principals have worked with families on using devices in response to their input.
3. The Superintendent provided a parent education workshop online to more than 75 stakeholders on the reopening plans. Stakeholders discussed the strategies to engage students in a hybrid model (which was the plan at the time) and discussed the distance learning programs on the other 3 days/week. In addition, there were stakeholders who were concerned about returning to school and interested in making sure the district followed health and safety requirements. Concern were shared over childcare, supervising students on laptops during the day with adults who had little technological skills and concerns over student learning loss.
4. There were more than 102 stakeholders who attended the online Zoom Board meeting August 4th and provided stakeholder input on distance learning, reopening schools, applying for a waiver, childcare opportunities, health and safety requirements and sports. Stakeholder comments included a preference to reopen one of the elementary schools through a waiver process once it was possible, provide childcare for essential workers, provide sports programs as soon as possible and to provide support for families with distance learning. The majority of stakeholders were not supportive of distance learning or a lack of sports programs. Parents were upset with the school closures continuing this fall regardless of the increase in the number of chrome books and wifi devices.
5. Individual stakeholders have called or emailed administrators to share concerns and ask questions on our programs. Many need hands-on support for tech devices and others have questions on reopening and sports.
6. NTA Negotiation sessions were held to discuss the impact of reopening in distance learning and possibly moving to hybrid models. Discussions are still in progress.

7. CSEA Negotiation sessions were held to discuss the impact of reopening in distance learning and with CDE health and safety standards. Discussions are still in progress.
8. The Management team has met a minimum of twice per week, both in-person and online, to gain input on reopening strategies, distance learning program components, and challenges posed by students and families.
9. All staff received an online document survey to provide input on reopening and distance learning.
10. Pupils were questioned for input during live interactions with teachers and principals during Spring 2020 and reopening for 2020-2021. At secondary, teachers contacted their first period students for input every week. For 2020-2021, teachers used zoom meetings and live interaction with students and parents to determine input to serve students' unique needs.

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

1. The need for better wifi devices other than the iphone 7 devices came from input from families on the difficulty in using the iphones led to the purchase of 500 Verizon Mifi devices.
2. The need for a laptop device for each and every student came from input from students and parents last spring on the difficulties of sharing devices. This led to the purchase of 1000 chrome books for a 1:1 device program.
3. The need from parents to serve special education students who attend school from Big River led to the disbursement of laptop devices by the transportation dept. for the reopening of schools 2020-2021.
4. The need came from teachers and classified staff for school age supervision for children of staff led to on-site supervision of any staff member's children of school age.
5. The need for childcare within the community led to ongoing conversations with the Recreation Center to offer ASES programs per all required regulations for 2020-2021.
6. The need for additional support from educators at secondary levels led to the hiring of an Asst. Principal at NMS to provided increased communication and support for program implementation during distance learning.
7. The need for parent support during these challenging times of mental health challenges, teaching challenges, and economic challenges led to weekly parent education zoom workshops. These workshops are conducted through the River Consortium with Palo Verde College and select District Administration (Supt/Principals/Director) and teachers have provided weekly workshops on COVID-19. These workshops support the District's ability to gain input and communicate information with the school community.
8. The need from parents to utilize the technology devices led to Principals and classified staff providing ongoing tutorials in usage.
9. In addition, input from Principals and the ongoing input from parents/guardians led to the creation of a PC Support/Help Desk Technician position created to work afternoon and early evening hours to provide tech support at times that parents were available to children with their online learning programs.
10. Input from parents/guardians led to the creation of hybrid instructional programs for reopening with students in 2020-2021. Through phone call surveys parents reported that their preference would be a 2-day hybrid model of consecutive days (Monday-Tuesday or Thursday-Friday) for in-person instruction.
11. Input from parents at the Grab and Go meals led to the distribution of 10 meals at a time (one day a week) in the Spring 2020 and then input from staff and parents produced changes this year to twice a week, offering 5 days of meals each day with (2 meals per day). Recently there were more than 550 students who picked up meals.
12. Parent input for ease in distance learning and the state's requirements for a "rigorous" standards-based curriculum led to the purchase and implementation of the Pearson "Virtual School in a Box" programs K-12. Teachers and principals were consulted mid-summer for

input on the curriculum and their input has continued as the implementation and integration phases are being finalized for program implementation.
13. Community input on sports programs led to the implementation of a standards-based PE/SEL program K-8 that includes 3 videos each week with standards-based PE exercises that students can do at home at any time. K-5 will also have 1 hour of instruction in CA PE standards with an online coach each week.
14. Input from parents, teachers and administration on the need to bring students with unique needs back for in-person instruction to support distance learning opportunities. This input is being used to the identify ways to maintain all required health and safety standards while serving the unique needs of special education, ELL students, low income, foster youth and students experiencing internet challenges.
15. Students from Big River have already been returned to school in cohorts using a hybrid model. First special education students were returned and then within a few weeks, all students were returned. We are monitoring this situation to use the information from our Parker USD stakeholders to support our reopening of in-person programs within the next 4-6 weeks.
16. Probation Officer in Needles area conducted welfare checks on students.

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.]

Needles USD began planning for in-person instruction in a hybrid model last June for the 2020-2021 school year. With the mandate for Distance Learning on July 17, 2020 by Governor Newsome, the District shifted to a Distance Learning model to begin the school year. While the District is still in a Distance Learning model, we have begun to bring back students 1 on 1 for assessments in special education. We have currently in the planning phase for bringing back small cohorts of students according to the CDE and CDPH guidelines for serving students with unique needs in special education, English Learners, students with internet issues and low income students. These plans for returning students are being developed and refined with students returning for assessments having already started. All health and safety guidelines are required (masks and 6 ft social distancing) as well as the use of PPEs and EPGs which have been acquired for staff use.

Needles USD is also working on the return of elementary students with the waiver process. If the District qualifies in the next 2 weeks and the waiver meets with the approval of the SB Dept of Public Health and then the CA Dept of Public Health, we project that students in the elementary school can return on a hybrid model in late October. The Superintendent is working on the components of the wavier, including consult with employees and other stakeholders; and bi-monthly testing for COVID-19 for all employees.

Needles USD is monitoring the SB County's status on the CA Blueprint for Reopening Schools. Once we are in the "red" instead of the purple, we will be able to reopen all levels of schools on hybrid models. The reason for the hybrid model is that the District still must comply with the cohort requirements (no more than 16 including the number of adults), 6 feet of social distancing, eating in classrooms and health/safety cleaning requirements. Last spring, parents provided input on the hybrid model. The majority of input recommended that ½ students be on consecutive days, such as Mon-Tues Group #1/Wednesday-Distance Learning/Thurs-Fri Group #2 model. Another model would be ½ students attending Monday and Thursday in-person and the other ½ on Tuesday and Thursday with Wednesdays for Distance

Learning for all students. An additional model, AM/PM schedule at elementary with students on campus for less time but 4 days per week is also suggested. Secondary suggestions include block scheduling, or AM/PM models.

Administration and teachers are working on ways to best provide in-person instruction while also providing Distance Learning to students who are choosing not to return at this time and to the ½ of the students who are not on campus on the given days. Families have been identified district-wide and will be grouped together to support parents/guardians with returning children to school on the same days.

In addition, the District is investigating the new regulations on Independent Study to support parents who may choose a different model for their child.

Socio Emotional Learning will take place through instruction provided using Newszela and Sports for Learning programs.

Elementary teachers are currently using MobyMax, Accelerated Reader STAR tests, and teacher-made assessments to determine initial levels of learning loss due to school closures last spring. Secondary teachers are using textbook assessments or teacher-made assessments to identify learning loss from last spring. In-person instruction will include ongoing benchmark assessments with NWEA and Pearson course assessments to monitor student achievement and mitigation of learning loss.

With the implementation of the Pearson Connexus program, teachers will use program assessments to determine the learning loss from last spring and monitor student progress during changes in the program delivery throughout the year. Connexus will provide formative and summative assessments throughout the year. The District will ensure learning and competency development by using the same program, Connexus, in grades K-12. Each student has 6 courses (K-5) and 7 courses (6-12) to best resemble the secondary master schedules. A consistent standards-based program that is provided in Distance Learning, Blended Learning and also will be used when students finally return to school in the 100% model.

With students returning to campus, the District will follow all health and safety recommendations from CDE, CDC and DPH. District staff have been working to meet the requirements of all COVID-19 Health & Safety Plans. Classrooms, offices, and other campus spaces are being reconfigured and marked to indicate physical distancing requirements. Sneeze guards for desks in office and in classrooms are being ordered and installed. Window access has been created at all school sites to allow visitors to interact with office staff from a safe distance. Temporary fencing will be set up to ensure that visitors enter through a single point of entry as recommended by CDE and our Risk Management California Schools JPA. Cleaning & disinfecting is required and is almost complete at most sites. This will be completed by July 31st and be will continue throughout the school year. High traffic areas are being frequently disinfected including high-contact surfaces using OSHA approved disinfectant for the COVID virus. Daily cleaning and disinfecting protocols are being developed for any space that is utilized by staff or students. Restrooms will be cleaned daily and disinfected after each use. Social distancing signage and floor markers are being installed. Signage to remind staff and students about hygiene protocols, the symptoms of COVID-19, washing hands frequently, wearing facemasks, and preventing the spread of Coronavirus are also being posted. Disinfectant products are being provided including hand sanitizer for every building and classroom. Additional disinfectant spray bottles are available in each department for staff who opt to sanitize their own space. Every HVAC filter in the District is being replaced with the highest efficiency filter that the system allows to provide healthier indoor air free of dust, pollen, allergens and other contaminants. Our maintenance team is working to ensure the ventilation system will function at its maximum efficiency. Individual staff monitor their own health on a daily basis by documenting their temperature and wellness on the Monthly Health Survey. Anyone answering yes to any of the health questions or with a temperature of 100+ will stay home. Transportation vehicles will be cleaned and disinfected before and after student use. Temperatures will be taken as students enter buses and facilities.

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

Description	Total Funds	Contributing
Personal Protective Equipment (masks-adult and child size, hand sanitizer, sanitizer wipes, virus killing cleaner, disposable towels) have all been purchased to support teachers back on campus with students.	$16,347	Y
Essential Protective Gear (plexiglass sneeze guards, touchless thermometers, face shields (various models), student sneeze guards for individual desks and temporary fencing to meet the requirement to keep visitors off campus were purchased in preparation of reopening schools.	$78,991	Y
Safety Equipment to keep campuses secure (temporary fencing)	$7,585	Y

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.]

Needles USD will ensure learning and competency development by using the same program, Connexus, in grades TK-12. Each student has 6 courses (K-5) and 7 courses (6-12) to best resemble the secondary master schedules. A consistent standards-based program that is provided in Distance Learning, Blended Learning and also will be used when students finally return to school in the 100% model.

Every student has been provided a new chrome book laptop and every family at least 1 wifi device at this time. There are new devices on order from Verizon and when they arrive, families will be checked out the device since it is somewhat easier to use. If families need more than 1 device, they will have the opportunity to also check out the current mifi devices being used within the district.

Additional intervention will be provided by instructional aides in small group zoom meetings. Aides will be assigned to monitor small groups of students throughout the instructional models: distance learning, blended learning and in-person 100% instruction.

Needles USD teachers will be hired on an hourly basis to be available as tutors to provide both academic and socio-emotional support.

The SELPA will provide a counselor to support identified students with additional socio-emotional support.

Connexus provides daily tutors online or by phone for ELA,MATH,Social Studies, Science core programs TK-12.

Access to Devices and Connectivity

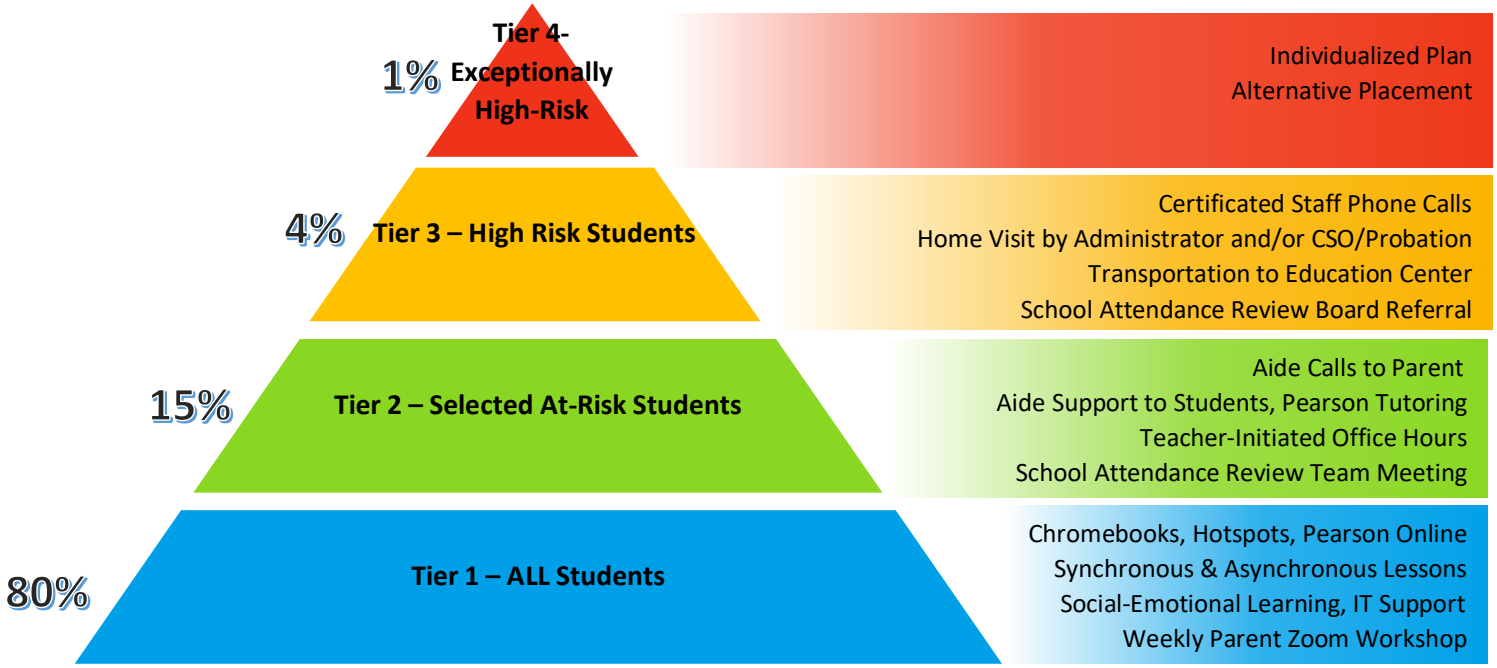
[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

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.]

Last spring, all families were surveyed by phone calls or in person while checking out laptops or picking up meals to determine their need for laptop devices and internet connectivity. Chrome books were ordered for each students but they did not arrive until this summer for use this school year. These have been checked out to every student enrolled in the Needles USD this year. All mifi devices (400+) have also been checked out to provide connectivity for students. At Chemehuevi School, the internet is difficult in the area. The Chemehuevi Valley Indian Tribe's Education Center has partnered with the District to provide a location for students to log onto zoom meetings and also to complete their assignments.

Pupil attendance in zoom meetings are monitored according to the attendance reporting form "Daily Participation" report. Student participation is outlined in the Needles USD Multi-Tiered Reengagement Strategies During Distance Learning Plan which identifies tiers of support for students who are missing class for 3 or more days.



Mission: Provide a free and appropriate education enabling all students to be successfully prepared to be productive members of society. Our core values reflect that: 1. All Students Will Learn 2. Education First

Goal: For all students enrolled in the Needles District to be active and engaged participants in the daily instruction and assignments provided by the District. To support and foster connection with students and family members during this time of Distance Learning due to

This plan has been developed in accordance with Education Code Section 43504(f)(2).

EC Section 45504(f)(2) States the following: Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

Board approved 9/22/2020

Detailed Reengagement Procedures:

Tier 1: In the week prior to school starting, each student enrolled in Needles District was provided a Chromebook. Beginning the first week of school the following engagement strategies were implemented: Certificated educators began providing synchronous (live virtual instruction) and asynchronous lessons (assignments). These lessons are in accordance with CDE's daily instructional minute requirement (180 for kinder, 230 for grades 1-3, 240 for grades 4-12). Daily lessons incorporate social-emotional interaction and support for the students. Teachers will ensure daily live interaction with students/parents. The district has set up an IT hotline for support to students/families experiencing IT difficulties. When necessary, parent will be contacted in language other than English when pupils are not meeting compulsory education requirement. Families and community members are invited to attend the NUSD Parent Project offering resources and strategies in a variety of areas from technology support to parent/teacher communication. This workshop is offered on Thursday evenings through the River Consortium Parent Project.

Tier 2: In the week prior to school starting, families that expressed a need for Internet services were provided an Iphone 7 to be used as a Hotspot. Additional hotspots have been ordered for distribution to families. Beginning the first day of the school year, students not in attendance during the 1st period live lesson, have been/will be contacted by an instructional aide to encourage participation/engagement for the remainder of the day. At the elementary level, instructional aides are offering small-group support to students. Students also have Live Tutor access through the Pearson Online program. Each certificated staff member offers daily office hours available for students/parents for support or questions. A School Attendance Review Team meeting will be held for students that are missing full and/or partial days.

Tier 3: Transportation will be provided to Havasu Landing students to be able to receive support at the Education Center. Devices/technology supplies (earbuds, mice) and school supplies (paper, markers, desk) are delivered to homes when needed. In the event that a student does not attend any portion of a live lesson throughout the day, they will be contacted that day by a certificated staff member to encourage participation in asynchronous learning for that day as well as synchronous (live lessons) and asynchronous lessons the following day(s). For students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, a home visit will be made by an administrator to encourage engagement and identify barriers- including, but not limited to, verification of current contact information, technological problems, the need for academic, physical and/or mental health services. Students absent for more than 8 days will be notified of a possible referral to the School Attendance Review Board.

Tier 4: For students that have extenuating circumstances or for students that are regularly or repeatedly disengaged in distance learning, a team comprised of administration, certificated staff, parent/guardian, and student will develop an individualized reengagement plan for the student. This plan may include, but is not limited to, alternative instructional times, alternative assignments, and/or individual/small group support. If necessary, a student may be considered and/or referred to an alternative placement.

Teachers use the Weekly Planning Report to identify their lesson delivery of rigorous, standards-based instruction. Once Pearson is implemented a report will be created to show the liver learning and the assignments offered to each student to account for the 180-230-240 minute requirement by grade levels.

Daily Live interaction between the teacher and the parent/guardian, as required by SB98, will be monitored by the recommended attendance accounting reports. Input from parents has determined that the daily phone calls are interfering with individual employment or have been a nuisance to many in our parent community. As a result, NUSD is requesting that an Alternative Method be approved by the Board of Trustees so that the Alternative Method of Daily Live Interaction will now include be met through a minimum of one live phone call per week with reciprocal text messages between the teacher and the parent/guardian on additional days. In addition, students will be assigned the required number of minutes of work to complete as daily assigned work. Instructional assistants will continue to support student attendance through phone calls, emails and text messages to parents/guardians. Once a student is absent 3 days or more, the Disengaged Student Tiers of Support program will support the student returning to school (in-person and blended learning) or to online assignments or to live lessons.

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 start of the school year 2020-2021, teachers had the opportunity to attend Pearson Connexus' program implementation professional development. Eighty percent of teachers and all administration attended. Needles USD teachers also provided training to all interested staff on Google Classroom. Teachers continue to support teachers and classified staff through individual support. Once the Pearson Connexus program is fully implemented, teachers will be provided additional training in the use of the program through Pearson. Principals and district staff continue to support PD for distance learning through individualized help and support as needed.

Zoom training was provided to support live lessons at all grade levels.

Academic coaches were established for all new teachers to support instructional program goals and delivery.

PD on the attendance tracking and reporting procedures was held to disseminate information.

PD on the implementation of the Pearson TK-12 online learning curriculum.

PE on the PE/SEL programs K-5 took place to determine implementation of the program.

PD on Moby Max was held for staff in grades 6-8.

Staff Roles and Responsibilities

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

Starting on March 16, 2020, the role and responsibilities of many District staff were affected due to COVID-19. The Governor's Executive Order mandated that all staff who were not able to work due to health or childcare be paid to remain at home during the stay at home order. For our district, this meant that only a limited number of employees were able to work on campus until June 30, 2020. Starting July 2020, all staff have been returned to work with medical documentation.

Management Staff:

The role of management shifted as school closures took place and the impact of COVID-19 demanded the distance learning programs in the Spring of 2020 and the start of school in 2020-2021. The Superintendent became the COVID-19 Officer for the District and the individual responsible for the implementation of all state and federal agency mandates and guidelines. This required a shift in the regular duties of this position to one that now supervised the health and safety of the school community during a pandemic. Many hours were spent in professional development to understand the pandemic and its requirements as well as in meetings with the Governor's Office, CDE, SB County Supt. of Schools, CA Dept. of Public Health and the San Bernardino Dept. of Public Health. In addition, the focus on the health and safety of employees shifted to monitoring individual health, testing requirements, and pandemic cleaning procedures; supervising the implementation of a new way of teaching through distance learning; supervising the mandate to provide meals to the community; and to support all staff, students and parents with the demands of these new programs. The Superintendent had to work with Arizona and Nevada Governors' decrees to close/reopen schools and to monitor our District programs that are conducted within these states (sports and school attendance in Parker USD). The Superintendent is responsible to collect and coordinate the data needed for reopening (either through a waiver, SB98, or DPH Monitoring), including the hospitalization rates, surveillance testing, contact tracing. The mental health of our staff and students took on a new meaning during a pandemic. It is critical to ensure to monitor and provide support against burn-out with working staff members who were stretched very thin in the Spring. With COVID-19 came new plans, new programs, new funding and new requirements which mandate monitoring and implementation. The role of the Superintendent and Management Leaders shifted to include the mitigating the learning loss, hunger, mental health, personnel health issues, new platforms to conduct Board of Trustee meetings and still allow public access. These changes in roles and responsibilities were directly impacted due to school closures and COVID-19.

Principals took on new roles as leaders across the district rather than just at their own school sites. The pandemic required that we all stretch to implement and create new programs and procedures and the principals banded together so that there was consistency and cohesion within the district. In the Spring, Principals created technology check out systems and support for service; procedures for Grab and Go meals; coordinated what staff were working on sites and utilized them to support our students and their families. They coordinated home delivery of meals, student work and technology to serve the needs of our families and students as well as conducting home visits as

necessary. Principals made arrangements to have packets copied and mailed or delivered to families. They also coordinated with the Superintendent's office for work to be dropped off at the District Office. All administration worked together to create a new format for graduation/promotion that celebrated our students while meeting public health requirements.

With the reopening of school for 2020-2021 in distance learning, the administration worked to greatly improve over our Spring 2020 experiences. The changes in the role of the principal has remained the same last spring with the addition of all staff returning to campus to work. Principals' responsibilities have been modified with the COVID-19 requirements to develop and implement procedures required for all components of distance learning (technology/curriculum/attendance). Due to the need for additional administrative supervision, monitoring and support, a 60% Asst. Principal position was added to the middle school. This has provided the support necessary to monitor all health & safety guidelines at each site by an administrator daily.

The changes in attendance tracking and monitoring also changed this fall with COVIE-19. Therefore the Director of Student Services, Child Welfare and Attendance was created to support the unique needs of students in general and special education programs, child welfare during COVID-19 in particular and attendance monitoring to identify disengaged students.

The role of the Business Office, including the Asst. Superintendent Administrative Services and Fiscal Services Manager have taken on additional responsibilities during COVID-19. The purchase of PPEs (Personal Protective Equipment) and EPGs (Essential Protective Gear) became the focus to meet the requirements to return students on campus. The amount of time that it takes to read, investigate, identify vendors, verify product and disperse product upon arrival was a significant shift in the responsibilities of all management staff at the DSO.

The Director of Technology's roles and responsibilities shifted significantly during COVID-19. While this position was and still is responsible for all technology that is utilized within the district, as well as CALPADS and AERIES program implementation, the new responsibilities included older laptops that needed to be reformatted, new laptops on a new platform, new wifi devices, upgrades to infrastructure to support additional usage, and additional attendance requirements (especially with the changes for 2020-2021 per SB 98). In addition, the role of this position changed with the need to work with various vendors to implement new platforms for distance learning (Fall 2020). These changes included online meetings, training, program development, system integration and communication with staff to support implementation. This position created a help line for technology support so that staff and parents could call and solve issues with distance learning.

Certificated Staff:

The role of teachers changed dramatically with COVID-19 distance learning and remain in transition. In the Spring, teachers shifted their teaching and learning to packets immediately upon school closures. As the closures were extended, directions were given to teachers as they worked from home to meet the needs of our students. These guidelines changed their role as lesson delivery, curriculum and connectivity to students changed due to COVID-19. Instead of students coming to the teachers, the teachers were then asked to connect individually with each student at least 2 times per week. These conversations were check-in opportunities to support positive mental health, student engagement academic check-ups. Secondary teachers connected with each student in their first period class by phone call to Aeries contact, Zoom, or student school email. Teachers were asked to conduct at least 3 office hours per week or by appointment to allow both students and/or parents to ask questions etc. Teachers could use phones or online platforms. The expectation was that during an office hour, if a parent calls or emails, they will receive an immediate response, which is a change in the role of the teacher during school hours. Teachers provided weekly lessons (minimum of 5 hours per week) that included all subjects currently taught this semester. These lessons were posted

on the teacher's website pages (which is something that did not exist before COVID-19 and school closures). Teachers shifted from packets only to developing weekly lesson plans that contained live instructional opportunities with lessons (phone, Zoom or Goggle Classroom. Teachers continued to create packets for students that had not **yet** received devices or wifi. Teachers maintained weekly Communication Logs for each student to document teacher/student contact during Distance Learning.

Classified Staff:

The role of Classified Staff changed as well with school closures and the pandemic. Many classified staff were "at risk" and therefore were under the Governor's Stay at Home Order. A few essential workers included Maintenance, Transportation, and Cafeteria staff on a limited basis in order to comply with all DPH regulations. Additional classified staff worked in limited shifts at the school sites and district office to maintain the requirements of distance learning, childcare and providing meals to parents as well as maintain the business and personnel functions of the district. Additional identified classified staff were able to work from home and or school site due to the nature of their classifications. The worksite assignments and change in duties to meet the COVID-19 requirements were changes in the roles of these classified staff members. Classified staff have worked as needed to support the needs of students and our community during school closures and reopening in distance learning in Fall 2020. Currently, all classified staff have returned to work except for those out on medical leave. Classified staff are working within their assigned classifications in time periods that meet the needs of the District. Their roles have changed in their hours of job assignment and those qualified to work in other classifications have supported the work of the District by doing so as needed.

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.]

English Learners:

Students who are EL are being assessed on an individual basis to determine their language level and growth over time. Pearson Connexus contains an ELD component that will support language learning in core subject areas. Instructional assistants will be assigned to support EL students through individual or small group live lessons online or in person as students return. ESL online programs will be implemented as well as additional ELD group instruction by a certificated instructor.

Exceptional Needs:

Students with exceptional needs through special education services …

Foster Care:

Students in foster care will be identified and monitored by both the assigned classroom teacher as well as an instructional assistant. Additional support through social services and counseling as appropriate will be considered and implemented as appropriate.

Homeless:

Students who are homeless are monitored annually

through the enrollment update forms. Student's needs will be identified and support provided through the District's homeless program as appropriate; including food, clothing, counseling, technology support and medical references.

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

Description	Total Funds	Contributing
Tutors will be available to support student learning loss on a daily basis through Pearson Connexus in math, ELA, social studies and science. Tutors are available online or by phone from 6:00am - 3:00pm and 6:00am - 8:00pm for math daily.	$94,050	Y
Pearson Connexus "Virtual School in a Box" was purchased to support distance learning, blended learning and finally in-person instruction to maintain a consistent standards-based instructional program throughout the various models during the pandemic. Students will have 6 CA standards-based classes at K-5 (ELA/Math/Social Studies/Science/Art/Music) and 7 classes at 6-12 (including math, ELA, social studies, science, and electives that are as similar as possible to our current offerings).	$650,000	Y
Sports for Learning CA PE standards-based instruction for grades K-8; including 3 videos per week for "at home" viewing as often as selected and K-5 live lessons with coaches for 1 hour per week. This will meet the required 200 minutes per 10 days using the CA PE standards.	$65,000	Y
Rosetta Stone online ESL program will be implemented for English Learners K-12.	$2,000	

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.]

Learning loss will be established both through online and in-person models using online assessments. During distance learning, students will be assessed through available assessments, including; MobyMax, AR Star test, Pearson Connexus and IEP goal attainment via Zoom. All students, including EL and special education will be assessed and results measured as a benchmark for identifying individual growth in ELA, ELD (if appropriate) and math.

As elementary students or students with unique needs return to campus, students will complete reading and math assessments using the NWEA Mapp assessments (K-12) and STAR Reading K-5 to determine learning status. Continued assessments and monitoring of results using the Connexus curricular program will be implemented in all learning models; distance learning, blended learning (hybrid model) and in-person instruction in the 100% model. Benchmark assessments through NWEA and/or Pearson Connexus will take place quarterly.

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.]

All students with unique needs will be returned to school as soon as possible in order to mitigate the learning loss from school closures. Students identified as English learners, low-income, foster youth, students with exceptional needs, and students experiencing homelessness will be placed in cohorts to receive differentiated instructional support from both teachers and instructional assistants. English learners will receive both the distance learning instructional program using scaffolding and CLAD instructional methodology, ELD core program support and individualized support from an instructional assistant in an intervention model. Students who are low income will be supported with intervention as appropriate by teachers, tutors and instructional assistants. Foster youth will receive intervention as well as counseling and social services support as appropriate. Homeless students will receive intervention, counseling as appropriate and support with food, clothing and shelter as necessary. Students with exceptional needs will receive program support as identified in their IEP. Initial psych-educational evaluations will be conducted in-person to ensure that all students with unique needs have access to special education programs. The Disengaged Student Plan for Tiered Support will provide a monitoring tool to ensure that this 'high risk' student populations are engaged and participating in learning programs regardless of the delivery format (distance learning, blended, in-person).

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.]

Each student will be considered individually and their differentiated levels of support will take place according to required program guidelines. All students will be monitored by core curriculum programs using formative and summative assessments, semester benchmark exams, and weekly class work. All students will be monitored and evaluated for social emotional learning skills and mental health wellness. In addition, strategies will differ by student group as follows:

EL students will be evaluated according to their ELPAC assessments and ELD progress benchmarks,

Low income students will be evaluated on progress in intervention programs,

Foster youth will be monitored and provided support by social services as appropriate,

Homeless youth will be evaluated for needs in material items such as clothing, shelter, food,

Students with exceptional needs will be evaluated according to their IEP goals. Goals will be monitored on a regular basis and adaptedas necessary.

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

Description	Total Funds	Contributing
The District has added additional classroom teachers (2) to support lower class sizes.	$200,000	Y
Consultant will provide targeted support to new teachers, academic coaches and principals focused on mitigating the learning loss for all students with a focus on differentiated instructional strategies for low income students, EL, foster youth, homeless, and students with exceptional needs.	$50,000	Y
Consultant support to engage in the collaborative inquiry process to ensure that all students are engaged in rigorous and complex tasks using high-yield instructional practices.	$50,000	Y
Consultant to work with all school sites to develop a coherent instructional frameworks to support a standards-based instruction throughout the various types of delivery models	$50,000	Y
Purchase of books, sensory supplies for students with exception needs	$25,000	Y
Distribution of supplies for FY/EL/Homeless/Exceptional Needs using cinch bags with school supplies	$50,000	Y
Instructional support through instructional aides targeted to monitor individual student subgroups	$120,000	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.]

The District recognizes that the COVID-19 pandemic has caused stress to our students, staff, and families. The District endeavors to provide resources to help mitigate this stress through a well-rounded social-emotional learning program. The following resources are available to our students and families:

Elementary low-income students will receive support from the Backpack Buddies provided by Legacy Foundation who supply shoes, undergarments, sweatshirts and school supplies.

Counseling services will be provided by the SELPA and consultants from the Dept of Behavioral Health.

Needles USD is implementing Newszela, an online program, that has SEL instructional programs for K-12. Elementary schools use Class DOJO which has an emotional support component for SEL instruction. Sports for Learning integrates PE standards with SEL strategies to support “grit” and sportsmanship.

Needles Unified School District fosters a culture that promotes the health, safety, and well-being of students, staff, and parents. In an effort to

continuously support this effort, the District reminds families of the 24/7 mental health service available through our partner, Dept. of Behavioral Health for students and their families, and through our healthcare provider CVT for all insured staff.

Professional Development will be provided to all staff in working with Socio Emotional Learning support for students and their families. Counselors will provide professional development for teachers on SEL strategies.

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 is not engaging in instruction and is at risk of learning loss.]

Needles USD has developed a tiered reengagement plan for disengaged students.

Tier 1: In the week prior to school starting, each student enrolled in Needles District was provided a Chromebook. Beginning the first week of school the following engagement strategies were implemented: Certificated educators began providing synchronous (live virtual instruction) and asynchronous lessons (assignments). These lessons are in accordance with CDE's daily instructional minute requirement (180 for kinder, 230 for grades 1-3, 240 for grades 4-12). Daily lessons incorporate social-emotional interaction and support for the students. Teachers will ensure daily live interaction with students/parents. The district has set up an IT hotline for support to students/families experiencing IT difficulties. When necessary, parent will be contacted in language other than English when pupils are not meeting compulsory education requirement. Families and community members are invited to attend the NUSD Parent Project offering resources and strategies in a variety of areas from technology support to parent/teacher communication. This workshop is offered on Thursday evenings through the River Consortium Parent Project.

Tier 2: In the week prior to school starting, families that expressed a need for Internet services were provided an Iphone 7 to be used as a Hotspot. Additional hotspots have been ordered for distribution to families. Beginning the first day of the school year, students not in attendance during the 1st period live lesson, have been/will be contacted by an instructional aide to encourage participation/engagement for the remainder of the day. At the elementary level, instructional aides are offering small-group support to students. Students also have Live Tutor access through the Pearson Online program. Each certificated staff member offers daily office hours available for students/parents for support or questions. A School Attendance Review Team meeting will be held for students that are missing full and/or partial days.

Tier 3: Transportation will be provided to Havasu Landing students to be able to receive support at the Education Center. Devices/technology supplies (earbuds, mice) and school supplies (paper, markers, desk) are delivered to homes when needed. In the event that a student does not attend any portion of a live lesson throughout the day, they will be contacted that day by a certificated staff member to encourage participation in asynchronous learning for that day as well as synchronous (live lessons) and asynchronous lessons the following day(s). For students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, a home visit will be

made by an administrator to encourage engagement and identify barriers- including, but not limited to, verification of current contact information, technological problems, the need for academic, physical and/or mental health services. Students absent for more than 8 days will be notified of a possible referral to the School Attendance Review Board.

Tier 4: For students that have extenuating circumstances or for students that are regularly or repeatedly disengaged in distance learning, a team comprised of administration, certificated staff, parent/guardian, and student will develop an individualized reengagement plan for the student. This plan may include, but is not limited to, alternative instructional times, alternative assignments, and/or individual/small group support. If necessary, a student may be considered and/or referred to an alternative placement.

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.]

Needles USD has a CEP meal plan that provides food free for all students. The District also completed all required applications to provide Grab and Go Meals during school closures. As a result, all students receive multiple meals on a weekly basis. In the spring, the transmission of COVID-19 was mitigated by limiting the number of meal disbursements. This year, 2020-2021, meals are disbursed twice a week with 5meals each time to all students using a drive through Grab and Go meal approach. NUSD continues to have meals delivered to students who cannot participate in the drive through meal delivery system. Grab and Go meals will continue during both distance learning and when in-person instruction returns using a hybrid model.

When students return in a hybrid model, students will still be provided Grab and Go meals for multiple days. Students will eat breakfast in their classrooms according to CDE guidelines and then take meals home at mid-day dispersal. The District is will complete an additional CEP application this year to ensure that all students eat on a daily basis due to the lack of availability to purchase food within our community.

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

Section	Description	Total Funds	Contributing
Access to Devices and Connectivity	Verizon mifi devices that are 4G	$31,600	Y
Continuity of Instruction	Additional chrome books purchased from Palo Verde College	$ 24,000	Y
In-Person Instructional Offerings	Network infrastructure to support internet (access points)	$17,513	Y
Access to Devices and Connectivity	Additional laptops for adults	$56,036	Y

Continuity of Instruction	Curriculum (Pearson, Newszela, Myon, AR, etc)	$750,000	Y
Pupil Participation and Progress	Assessments (NWEA)	$24,000	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
25.61%	$2,343,881

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.]

Needles USD is allocating funds to aggressively improve the levels of student achievement, engagement, school climate, college and career readiness and parent/community involvement through focused, monitored and rigorous increases to program and services to all students, while targeting LI, FY and EL student subgroups.

Specific actions and services that address the needs of targeted students, include: effective instructional and motivational strategies for EL/LI student success; support to achieve in core programs through intervention/tutoring programs; support to succeed in academic programs; counseling support for students; and parent education to support student achievement. While all students are the focus within NUSD, EL/LI/FY students are individually supported to achieve these districtwide goals. At the elementary level, the focus is on ELA and Math skills to build skills necessary for success in post-secondary college and career readiness courses (AP and college-level courses). At secondary levels, the focus is on meeting grade level standards and gaining skills for success in college, career or beyond. Technology skills for all students are key to access to higher education, successful CAASPP results and success in a global world. Actions and services that support targeted student populations (LI, FY,EL) include: PD on instructional/motivational strategies for EL/LI/FY students; PD for principals on effective strategies to support teachers (especially new teachers); support to succeed in core programs (tutors from Pearson and NUSD staff) and additional counseling for targeted students.

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

Gaining skills in 21st Century Learning (collaboration, critical thinking, communication, creativity and cultural proficiency) will support engagement, positive school climates, and pupil achievement. These goals recognize that as teachers implement effective standards-based academic programs with effective instructional strategies that engage, assess, and scaffold learning, all students, included targeted populations will improve. Continued professional development in standards based instruction using recent adoptions to address distance learning, blended learning and in-person learning in ELA (K-8) and Math (K-12) will support the consistent and systematic implementation of CA State Standards. Monitoring, tracking and reflecting on student achievement data supports teachers and administrators to identify differentiated instructional “first instruction” strategies and differentiation for re-teaching.

The Needles USD will spend 24.21% “more” in 2020-2021 (over 2013) to meet the needs of ALL students, with a focus on LI/FY/EL sub-groups. Throughout this year, learning loss will be addressed through consistent academic program implementation, daily tutoring support, social emotion learning strategies and services implementation, and an increase in attendance over Spring 2020 school closures. Specific programs and services will be offered to engage/connect targeted student populations (low income, foster youth and English Learners) to support intervention/remediation of core programs, personal support services and academic success support for success in college preparedness pathways and parent education improved communication, engagement and support of LI/FY/EL students TK-12.