



# 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>.

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## General Information

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

The District closed schools on March 16, 2020 to help contain the spread of COVID-19 based on the recommendation of the Riverside County Public Health Department. Our first priority was to make contact with all of our families. On March 16, school sites posted free enrichment activities and links to educational websites for parent and families to access during the time of school closure. A survey went out on March 23 to all stakeholders regarding access to technology so that we could best meet the needs of our families. We gathered this information using our Parent Square messaging service and posted on school websites. Based on our data, we prepared our distance-learning curriculum in two formats: online platforms (Google Classroom, Flipgrid, links to teacher websites, etc.) and curriculum, which is printed. Every two weeks, the curriculum was curated by our teachers and administrators and was made available for pickup every other Wednesday in a “drive thru style” in order to maintain social distancing procedures. Another option provided to our families was to post the curriculum packets on school websites for parents to print for their child at home. In many cases, a teacher, counselor, case manager or administrator contacted students through a phone call, letter, email etc. in order to see what each family needed for support during the time of school closure.

We provided access to curriculum both digitally and in printed form in order to meet the needs of our foster youth, English learners and low-income students. Our teachers used the English learner resources through our adopted curriculum when preparing the academic enrichment opportunities given to our students. In addition, our ELD Site Coordinators were available should questions arise from staff or students during distance learning. The Technology Department arranged for hotspots or internet access for all students, especially to foster youth and

low-income students. Our Site Administrators, Counselors, Foster Youth Liaison and Mental Health Coordinator have reached out to families of students who have not participated in distance learning, as well as families on their caseload prior to school closure, to offer additional community resources when necessary. In order to provide additional support for our English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages. This includes translation of all distance learning communication and information on preventative measures for protecting their families. We surveyed all of our families to determine the best way to communicate with them through phone calls, text, and emails. If a staff member, administrator, or parent reports a student is experiencing anxiety; our counselors provide support or prepare referrals to outside agencies. At the beginning of the school closure, we shared best practices to set up daily routines for students at home that reflect the school day routine to the greatest extent possible. We have provided meals to all students for five days a week, for both breakfast and lunch. On April 22, we distributed over 350 Chromebooks to students in grades Kindergarten to 6th grade that did not have access to a device at home. Our 7th and 8th grade students utilized their Chromebook that went to and from school with them prior to school closure. The issuing of Chromebooks to our students allowed them the ability to use our online programs such as iReady/ Dreambox, access academic packets online and connect with teachers through the Google for Education platforms. We utilized all credentialed and classified staff to ensure students were receiving support in order to meet each student's academic and social/emotional needs during the time of school closure. If students chose not to do any of the provided, enrichment assignments, their 2nd semester grade would remain as it was on March 13. Students had the opportunity to raise their grade by completing the optional assignments. Students were encouraged to take advantage of the provided assignments in order to enrich their skills and continue their learning during the time of school closure. Our teachers participated in weekly, virtual staff meetings for professional development and training. Schools continued to make connections with students and families during the closure through virtual activities such as virtual spirit weeks, teacher drive-by car parades, personal phone calls and daily check-ins with families. Mental Health resources were offered to families such as Care Solace referral system and weekly check-ins with our Mental Health Coordinator. In addition, we set up a Mental Health Resources page on our District website that offered resources and linkages to local, community resources. Nuvview Union School District has provided breakfast and lunch during the school closure period. We served 47,778 meals to our families between March 16 and May 29. Beginning March 16, we served breakfast from 8 - 9:30 a.m. and lunch from 11:30 - 1:00 p.m. each day. On March 19th, after seeking input from families and in order to increase participation in the food service program, we altered our delivery hours from 11:00 a.m. to 1:00 p.m. and provided both breakfast and lunch during this time. On March 30, we again modified our service delivery model in order to increase participation. We changed our delivery times to each Monday from 10:00 a.m. to 12:00 p.m. Students received breakfast and lunch for each day of the school week. We continued to serve meals during our Spring Break (April 6 – April 17) and through most of the summer until July 17, 2020. The district closely followed social distancing practices, with all participants wearing face masks and maintaining a six-foot distance at all times. All meals were pre-packaged and prepared in accordance with U.S. Department of Agriculture food service guidelines. In order to ensure that our students experiencing homelessness and our foster youth students needs were met during the time of school closure, the District's Foster Youth Liaison and Homeless Liaison reached out to the identified families in order to inform them of available, local resources. In addition, site liaisons such as school counselors, attendance clerks and principals contacted our low income families and students who are English learners in order to provide linkages to local resources. The Nuvview Union School District continued to implement proactive procedures once we were informed that schools in our county would be closed until June 19, 2020. Our district worked collaboratively with our classified and certificated unions in order to gather feedback and ensure that we were addressing their needs. We also began the process of soliciting feedback from our stakeholders around the needs of school reopening, fiscal, safety protocols, and planning for instruction.

The 2020-2021 school year started in the distance learning format, as school buildings continue to remain closed in Riverside County by order of the Public Health Department. Students and families were again surveyed to find out who had access to computers and the internet. Any students and families who did not respond to the survey were called by school staff. Chromebooks were distributed to all students. The District purchased additional MiFi hot spots and distributed to families in need of connectivity. Additional wireless access points were added to school parking lots for any students who may experience connectivity issues. We are continuing to serve breakfast and lunch weekly meal packs to students in a drive thru pick-up model every Monday from 6:00 am -7:45 am and 3:00 pm - 4:00 pm. Breakfast and lunch for five days are distributed during these meal service times. These meals are free for students who qualify for free/reduced lunch. Students who do not qualify for free/reduced lunch can purchase the meal packs. During the week prior to school opening, certificated staff was given five days of distance learning, professional development (two days were optional). These days focused on best practices during distance learning and how to ensure accessibility for our unduplicated population. Much of the training focused on the Google Suite for Education learning platform, and Aeries our new grading and attendance portal. Staff members worked collaboratively to develop an attendance system that would meet SB98 directives for student attendance, deciding on a combination of Google Meet attendance, daily Google check-in forms, and tracking of student participation in assignments. Teachers were also given calendar details on the increased staff meetings and department meetings designated to troubleshoot any technology, attendance, grading, or assessment issues. Grade level teams and departments are working collaboratively to develop cycles of assessment to first identify learning loss from the 2019 shut down and to monitor student progress as we use strategies to bring students back up to speed. Our counselors developed weekly office hours for academic and social emotional support for students. We continued distributing information on our partnership with Care Solace, a web-based care navigation system that enables the fast, easy and convenient connection of students and families in need of mental healthcare to qualified providers and resources. Parents have been regularly informed about school activities such as textbook and Chromebook distributions, school pictures, and college registration through Parent Square communication system. Any activities that have required students and families to visit campus included safety precautions such as social distancing, facial coverings and temperature checks. Staff and visitors are also required to perform temperature checks and fill out a COVID-19 Employee Health and Self-Assessment form any time they visit the campus.

## Stakeholder Engagement

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

Nuviev Union School District worked diligently to solicit stakeholder feedback in order to develop a well rounded, meaningful Learning Continuity and Attendance Plan for our students and families. Superintendent Town Hall and LCAP committee meetings were held prior to school closures on a monthly and quarterly timeline. Feedback, comments and ideas solicited during these stakeholder meetings were collected and analyzed in order to ensure alignment with the District's LCAP goals. The recommendations provided allowed for the prioritizing of when each item would be implemented based on current need. Efforts to solicit stakeholder engagement was done through a variety of ways including but not limited to:

1)Electronic surveys (in both Spanish and English) went out to stakeholders at the end of March in order to evaluate the need for technology at home (Chromebooks) and to assess the level of connectivity issues in our community. In June, the District also solicited stakeholder feedback through an electronic survey in order to gauge the preferences of instructional delivery models for the 20-21 school year. This survey provided descriptions of each model that potentially would be available to students in the 20-21 school year. We disseminated this information using our Parent Square messaging service, emails to teachers/classified staff and posted on school websites. The Parent Square messaging service facilitates access to stakeholders that may not have internet access by sending either a text, email or call to the stakeholder's smartphone. A summary of responses is listed in the section below.

2)District English Language Learner Advisory Committee (DELAC) met in December 2019 and January 2020 to review reclassification rates, progress on LCAP goals for our English learners and to review the initial and summative ELPAC assessments. The DELAC also convened on August 27, 2020 to review the draft of the Learning Continuity and Attendance Plan and had the opportunity to provide input on the plan. A summary of public comment and feedback is listed in the section below.

3)District leadership team meetings were held weekly to gather site input on school reopening plans, school closures and to provide updates on County Public Health guidelines/safety protocols once buildings were reopened.

4)District administration met with members of the Nuvview District Teachers Association and Nuvview's Classified Employees Association-Chapter #220 on multiple dates to negotiate Memorandums of Understanding (MOUs). Our Classified union (CSEA) met on 7/7/20,7/16/20,7/22/20, and 7/27/20. Our Teachers' union met on 7/8/20,7/10/20,7/14/20,7/18/20,7/21/20,7/27,7/29/20, and 7/31/20.

5)A public hearing was held on August 28, 2020 to solicit public comment and to gather feedback from the Governing Board on the draft of the District's Learning Continuity and Attendance Plan. The draft document was made available to the public for inspection seventy-two hours prior to the meeting. A summary of public comment and feedback is listed in the section below.

6)A Virtual Superintendent Town Hall will be held on September 3, 2020 where the public will be able to provide feedback on the draft of the District's Learning Continuity and Attendance Plan.

7)On September 10, 2020 the Board of Trustees were scheduled to approve the final draft of the Learning Continuity and Attendance Plan.

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

Nuvview Union School District promotes and welcomes public participation in public hearings by allowing options for remote participation. Any person wishing to speak or provide comment is requested to email his/her comment to the Superintendent's Administrative Assistant prior to the start of the meeting in order to be read into the record. All public comments are read into the record during the public comments section of the board meeting. A copy of the first draft of the plan along with the agenda for the meeting was posted and sent out ten days prior to the public hearing. In addition, these documents could be accessed by stakeholders at any time on our District's website. Members of the public may also submit a public comment in-person at the district office during official business hours or during the virtual meeting if attending in-person. All documents posted are translated into Spanish.

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

1) Technology Survey results:

Preferences for Instructional Model for the 20-21 school year results: 1,055 English speaking parents responded, and 146 Spanish speaking parents responded. When given the option of instructional delivery model, 48.2% of English speaking parents preferred the traditional model, 30.7% preferred a hybrid program while 21% preferred virtual. When given the option of instructional delivery model, 39% of Spanish speaking parents preferred the traditional model, 36.3% preferred a hybrid program while 24.7% preferred virtual. Out of 85 school staff that responded 35.3% preferred the traditional model, 42.4% preferred a hybrid program while 22.4% preferred virtual.

2) The first draft of the plan was presented to DELAC during the meeting on August 27th. Discussions focused on the Distance Learning section of the plan. Parents provided feedback in regards to the amount of time that teachers are spending with students in live sessions and how students are supposed to request supplies when needed.

3) Principals met with administration on a weekly basis to share feedback such as school reopening plans, schedule changes, safety precautions, and the benefits and considerations of each instructional model.

4) The MOUs were created based on stakeholder feedback and input regarding the plan for instruction in the online, hybrid and traditional formats. They were agreed upon prior to the start of the 20-21 school year.

5) At the Public Hearing on 8/27/20, the first draft of the plan was presented to the public for feedback. The timeline for approval of the plan was discussed and questions regarding why the plan was presented at a special board meeting instead of a regular board meeting was answered by the Superintendent.

6) Parents, community members and staff that were in attendance at the Virtual Superintendent Town Hall shared their concerns of when school would return to in-person learning. The feedback solicited from these stakeholders included discussions on the date of return to in-person instruction and student use of technology. The Superintendent explained that the requirement to keep school buildings closed and implement distance learning was not a District decision. He shared that the plan provides details of the return to in-person instruction; starting with the hybrid instructional model until the time comes when we are allowed to return to the full traditional in-person model. He also shared with stakeholders that we are now permitted to bring small groups of students on campus (max of 14 students). He shared that more information on that process would come from the school site level.

7) The Governing Board unanimously approved the final draft of the Learning Continuity and Attendance Plan.

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

1) It was evident from the results of our surveys that many of our families are experiencing connectivity issues and are in need of a device for each child in the home. We ensured to include the purchase of 1:1 chromebooks, MiFi hot spots and additional wireless access points on our campuses based on the feedback received from our surveys. We also included aspects of virtual learning such as daily interaction, rigorous standards, access to a device, etc. in order to ensure that students enrolled in the hybrid or virtual only model would be provided an instructional program similar to what they would receive in a traditional/in-person model.

2) The following feedback was added to the Distance Learning section of the plan:

- Sites will publicize teacher office hours and the fact that students can log back in to the class session or period if additional support is needed. In addition, students/parents are able to email teachers or call the school if additional help is needed.

- With regards to the supplies, students can email their teacher and/or site principal for access to supplies. We also are working on adding a link to the District's website so that parents/students can email sites directly when additional supplies are needed.

3) Principals met with administration on a weekly basis to share feedback such as school reopening plans, schedule changes, safety precautions, and the benefits and considerations of each instructional model.

4) The MOUs were created based on stakeholder feedback and input regarding the plan for instruction in the online, hybrid and traditional formats. Most of the components of the in person and digital instructional offerings were developed based on the Memorandums of Understandings that were agreed upon during the dates listed above. In addition, we were sure to include feedback provided in these MOUs in regards to safety precautions and staff responsibilities when creating this plan.

5) We included feedback solicited by stakeholders during the pending meetings that were held in between the first and final drafts of the plan. These additions and/or changes are highlighted in yellow, posted on the District website prior to the regular board meeting on September 10, 2020. This was to ensure multiple opportunities to include stakeholder input on the drafts of the plan prior to final, governing board approval.

6)The feedback that was given on In-Person and Distance Learning, such as the issuance of individual student Chromebooks and when we would be returning for in-person instruction, was clarified in those sections of the plan.

7)The Governing Board unanimously approved the final draft of the Learning Continuity and Attendance Plan.

## 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.]

The Nuvew Union School District is steadfast in our attempts to provide in-person instruction whenever possible. In-person instruction will include a combination of traditional and hybrid instructional models. The decision to transition to hybrid learning and traditional in-person learning will occur when it is safe to do so. It is in the mutual interest of both parties to address the recommendations of public health officials in order to prevent the spread of illness arising from the Novel Coronavirus (COVID-19). Our traditional model will be comprised of in-person, on-campus instruction five (5) days a week on a full-day schedule with an early dismissal on Wednesdays. Classrooms will be organized in a fashion that promotes the physical distancing of desks to the greatest extent possible. The arrangement of the desks will be arranged in a way that minimizes face-to-face contact. Our hybrid model will include a combination of on-campus instruction and personalized

virtual/distance learning at home. The students will be divided into two cohorts- Cohort A and Cohort B. Students in the hybrid model will attend in-person, on-campus instruction two days a week and follow a minimum day schedule. On the days that students do not attend in-person, they will be required to participate in distance learning. One day per week, all students will receive instruction (including live interaction) in the distance learning format only. No students will physically go to school on this day. All students will be provided 180 days of instruction (on-line and/or in-person) during the 2020-2021 school year. We will be dividing the classes into cohorts so that class sizes are smaller for social distancing purposes during on-campus days. Half of the class will attend each day in-person with classrooms set-up for physical distancing with desks spaced out to the maximum extent possible and arranged in a way that minimizes face-to-face contact. Students will participate in synchronous and asynchronous learning utilizing Google classroom learning management system during distance learning days. Once we return to in-person instruction, we will work diligently to meet the needs of those students who have experienced significant learning loss due to school closures in the 2019-2020 school year. Diagnostic, formative and unit assessments will be given to all students. Teachers and administrators will use data collected from these assessments to guide instruction, measure student learning and address student learning loss. Professional learning collaboration time will be used to identify students' needs, measure the effectiveness of instructional strategies, and to plan intervention strategies to be used with help students. Remediation plans for students experiencing extensive, learning loss will be developed during student study team meetings and closely monitored for student progress towards mastery of grade and content level standards. Grade level teams and departments will work collaboratively to develop cycles of assessment to first identify learning loss from the 2019 shut down and to monitor student progress. In addition to the Student Study Team Process, we will use data from the IREADY diagnostic assessments and formative assessments which will allow us to intervene more rapidly for those students experiencing learning loss. Some specific strategies will implement during in-person instruction especially with those students who are at a greater risk of experiencing learning loss will be:

- \* Offer in-person, Summer School learning opportunities through the end of June 2020
- \* Continue the use of IREADY assessments, activities and lesson plans for intervention that are individualized by student need
- \* Provide additional hours of after school tutoring
- \* Provide additional enrichment hands on learning opportunities by expanding our STEM and Maker Space Labs
- \* TOSA's, Additional Teachers, Instructional Aides, Counselors, Special Education, and other staff paid for using Supplemental/Concentration Grants will continue to work with smaller groups and individuals for intervention
- \* Provide additional hours and resources for Classified staff to assist in learning loss mitigation.
- \* Continue 1:1 Chromebooks that were handed out for distance learning for continued online learning opportunities
- \* Continue 24/7 online tutoring and homework support that was started for distance learning
- \* Continue software implementation that was started during distance learning

#### Safety Expectations While On Campus:

A top priority for us is the health, safety and well being of students and staff when deciding the appropriate time to physically open school campuses. Therefore, we have adopted health and safety protocols that are in effect at all school sites. These protocols were developed based on requirements from County of Riverside University Health System, Public Health (RUHS-PH), and California Department of Public Health (CDPH). At all times on campus, staff and students must wear a face mask/cloth face covering in common areas like hallways, copy rooms, etc. They must also wash their hands as they enter the building using the no-touch hand sanitizer or washing with soap and water. Maintain social distancing - at least 6 ft. from others. Lastly, follow healthy hygiene practices such as frequent hand washing, avoiding contact with your eyes, nose or mouth and covering coughs and sneezes. Refusal by students to wear a face covering, if on campus, will result in administrative intervention for students in third grade or above (unless guidelines provide otherwise). All other grade levels that are

not required to wear masks would be strongly encouraged to do so. The District shall ensure all students, employees, and visitors are checked for symptoms daily prior to entering school, including temperature checks via no touch thermometers. Visitors with any symptom consistent with COVID-19 shall be denied entry. Staff and students with any symptom consistent with COVID-19 or who have had close contact with a person with COVID-19 should be sent home or sent to an isolation room on site pending travel home. All students, staff, and visitors should maintain 6 feet of distance from others at all times. At every school site, only the amount of students that is reasonably likely to ensure 6 feet of social distancing in classrooms shall attend school on any given (in-person) school day. Classroom configurations will be made to adhere to social distancing guidelines. Any staff member who tests positive for COVID-19 is required to immediately inform his/her administrator. The district will follow RCOE, CDC, CDPH, RUHS-PH, and/or CDE safety guidelines for incidents of positive COVID-19 test results and detection. No visitors or volunteers will be allowed on campus, unless they have pre-approval by site administration. Facility use permits will also be limited and/or restricted. The District will ensure that all classrooms, restrooms, and work spaces that are in use are cleaned and disinfected daily, including but not limited to desks, chairs, doorknobs, light switches, faucets, countertops, and other highly touched fixtures, using safe and effective disinfectant as recommended by federal, state, and/or local health officials.

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

Description	Total Funds	Contributing
<p>Health and Safety Measures for In-Person Instruction include the following:</p> <ul style="list-style-type: none"> <li>* The usage of UV-C machines for disinfecting classrooms.</li> <li>* EPA approved disinfectant spray and battery operated machines for ease of operation. All common surfaces will be cleaned and sprayed with disinfectant nightly and as needed throughout the day.</li> <li>* Masks, face shield, gloves, smocks/gowns, hand sanitizer, sanitizing wipes, and other PPE are in stock and available for students and staff as needed.</li> <li>* Temperature checks and health screenings are performed on all staff and visitors entering campus.</li> <li>* Social distancing will be implemented with furniture arrangements and the use of plexi-glass where needed.</li> <li>* Medical grade air filters are installed in all A/C units.</li> <li>* One on one assessments will be done with the use of PPE, social distancing, and plexi-glass stands.</li> </ul>	<p>\$213,000</p>	<p>No</p>
<p>On Campus Learning Loss Mitigation:</p> <ul style="list-style-type: none"> <li>* Offer Summer School through the end of June 2020.</li> <li>* Provide additional hours of after school tutoring.</li> </ul>	<p>\$1,980,000</p>	<p>Yes</p>



Description	Total Funds	Contributing
<ul style="list-style-type: none"> <li>* Provide additional enrichment hands on learning opportunities by expanding our STEM and Maker Space Labs.</li> <li>* TOSA's, Additional Teachers, Instructional Aides, Counselors, Special Education, and other staff paid for using Supplemental/Concentration Grants will continue to work with smaller groups and individuals for intervention.</li> <li>* Provide additional hours and resources for Classified staff to assist in learning loss mitigation.</li> <li>* Continue 1:1 Chromebooks that were handed out for distance learning for continued online learning opportunities.</li> <li>* Continue 24 hour homework support that was started for distance learning.</li> <li>* Continue software implementation that was started during distance learning.</li> </ul>		

## 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.]

Nuvew Union School District students enrolled in the virtual learning model will be provided a rigorous, instructional program similar to what they would receive in a traditional/in-person model. In virtual learning, NUSD students will have a daily learning schedule, similar to their in-person/traditional schedule. Regular attendance will be taken, and all assignments will be graded. There will also be live, virtual teacher interaction and instruction, often referred to as synchronous teaching/learning. Additionally, there will be asynchronous lessons for students to view at a time that fits their schedule best. Our model for virtual learning will provide personal learning assignments, instruction, and support in an online format for five days a week with a minimum day schedule on Wednesdays. At minimum, students will receive the state required daily instructional minutes: For high school and middle school, a minimum of 240 minutes per day of instruction (including assignments) using Google Suite, Edgenuity, Read 180, iReady, Dreambox, Cengage, Nat Geo, Mystery Science, etc. (Ex. Direct instruction, discussion, content that engages students in a visual way, a video that requires interaction, content that engages a student in making a response, an educational game, learning activity, assignment, etc.). For TK-K, a minimum of 180 minutes per day of instruction; Grades 1 -3 a minimum of 230 minutes per day of instruction; Grades 4-6, a minimum of 240 minutes per day of instruction (including assignments) using Google Suite, Edgenuity, Read 180, iReady, Dreambox, Mystery Science, etc. (Ex. Direct instruction, discussion, content that engages

students in a visual way, a video that requires interaction, content that engages a student in making a response, an educational game, learning activity, assignment, etc.).

Below are some of the critical features of virtual learning in NUSD:

- Devices are required for learning
- Daily live interaction with teachers and students
- Rigorous standards equal to in-person instruction
- Daily use of the Google Suite for Education
- Graded assignments, regular progress reports, and report cards will be given
- Attendance through live instruction, logging in and viewing recorded lessons, submitting assignments, and/or regular attendance with the teacher
- Required daily instructional minutes (legal requirement)
- Teacher virtual office hours for academic and other supports

Virtual Learning Expectations - The following are virtual learning expectations for students in NUSD:

- Students will have access to a device and internet connectivity
- Students will adhere to netiquette (online behavior) and be prepared for daily learning
- Students will participate in lessons five days a week
- Students will complete independent work and assignments on time
- Students and/or parent/guardian will communicate via email or through virtual office hours when necessary

## **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.]

We believe that devices and internet connectivity are integral to student success in a virtual learning environment. We have a 1:1 student to device ratio in place for all TK- grade 12 students in our District. School sites have distributed Chromebooks to students and families who need a device to ensure participation. Site Principals surveyed parents and families on their ability to connect to the internet. Preliminary results showed that approximately 12 of our families did not have internet access. Therefore, we have issued hot spots to these families so that only school issued chrome books can connect to the internet. School site staff continue to monitor students to ensure they are able to log on and participate in distance learning. If a connectivity issue comes up, we have ordered additional hot spots in the event that they are needed. In order to expand connectivity for our families, we have installed wireless access points in the parking lots of each site. We are also looking into purchasing additional access points for the large, outdoor areas of our school sites. Once students are allowed back on campus, we would be able to provide outdoor, expanded spaces that allow for social distancing for students to connect to the internet. Our tech department works with the school sites to provide technical assistance for all student devices and connectivity issues. During online lessons, if teachers cannot fix issues that arise, they contact the technology department via the help desk system we have in place. If students and families have problems with devices or connectivity, they are to contact the school site who will link them to our tech department to provide assistance. In addition, school sites will have designated staff available to provide students and families with virtual support to address any technical issues students may face during virtual 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.]

Attendance will be documented daily in Aeries and reported weekly by the Certificated Teacher to their site's administration in order to verify participation and/or attendance including, but not limited to: participation in 1.) Online programs with verifiable minutes of participation/progress (iReady, Edgenuity, Khan Academy, etc.), 2.) Turning in an activity, project, or assignment, 3.) Attending Google Meet for direct instruction or discussion, 4.) Responding to a post or discussion in Google Classroom, 5.) A formative/summative quiz or response using Google Forms, or 6.) Office hours. The teacher prescribes the time value of student work and assignments. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, not meeting the compulsory education requirements, or if the pupil is determined to not be engaging in instruction and at risk of learning loss will be identified and closely monitored by the classroom teacher, school counselor and site administration. In order to assess student learning and guide instruction, NUSD will continue to implement a systematic cycle of assessments that will include diagnostic, formative and summative assessments. All students in grades K-8 will be administered three, iReady diagnostic assessments throughout the year. Teachers will also use Google classroom and iReady to track each student's weekly engagement. Site administrators will monitor these reports and work collaboratively with teachers to implement intervention strategies when necessary. The time value of student work and assignments is prescribed by the teacher.

## **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.]

Certificated staff will be offered Professional Development/Training with a focus on the use of technology for distance learning. In addition to the three teacher preparation days prior to the start of school, optional, paid professional development was provided to certificated staff. Topics included Google classroom, apps for education, Flipgrid, iReady, and other online tools. In addition, many of our teachers attended the three-day Google Camp in preparation for the start of this school year. Staff may request additional training for the use of technology for the purposes of distance learning. Ongoing professional development will take place throughout the year during staff meetings and collaboration time. Topics will include using the core curriculum in an online setting, how to engage English Language learners during distance learning and how to mitigate learning loss. The District will also provide appropriate job related professional development to support classified employees in the distance learning model. The Technology Help Desk is a system we have in place is to provide technical assistance for all staff devices and connectivity issues. Documenting these steps helps the information technology staff to expedite service and identify patterns that may indicate larger issues, such as widespread issue within a specific device model. Automated, timely, and meaningful service ticket reports can be generated from the helpdesk system.

## **Staff Roles and Responsibilities**

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

Our classified employees recognize the need to be flexible in providing support services during the distance learning model and may be directed to perform duties closely related to their job classification. We have moved many of our classified employees to provide support during distance learning. For example, our playground supervision staff are providing support as virtual classroom aides or as outreach

liaisons by contacting families via phone and/or through virtual meetings. Our bus drivers have also been shifted to tutors that will work alongside teachers in their virtual classrooms. The District will provide appropriate job related professional development to support classified employees in the distance learning model. The District recognizes that some classified employees have the ability to work remotely and the District will provide the necessary tools for the employee to be successful. When local public health determines it's permissible, the District plans on opening child supervision centers for NUSD employees. The centers will be staffed by classified employees. The District will implement a rotation schedule for all office staff to facilitate effective social distancing and to equitably distribute the workload.

## **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.]

Our teachers used the English learner resources through our adopted curriculum when preparing the academic enrichment opportunities given to our students. Designated and integrated English Language Development (ELD) will continue to be implemented during virtual learning. In addition, our ELD Site Coordinators were available should questions arise from staff or students during virtual learning. The Technology Department arranged for hotspots or internet access for all students, especially to foster youth and low-income students. Our Site Administrators, Counselors, Foster Youth and Homeless Liaisons and Mental Health Coordinator have reached out to families of students who have not participated in distance learning, as well as families on their caseload prior to school closure, to offer additional community resources when necessary. In order to provide additional support for our English Learner, foster youth, and low-income students, we have ensured that families have access to information in multiple languages. This includes translation of all distance learning communication and information on preventative measures for protecting their families. We surveyed all of our families to determine the best way to communicate with them through phone calls, text, and emails. If a staff member, administrator, or parent reports a student is experiencing anxiety; our counselors provide support or prepare referrals to outside agencies. We also have shared best practices to set up daily routines for students at home that reflect the school day routine to the greatest extent possible.

Our students with exceptional needs will also be provided additional supports during virtual learning. Special Education teachers will collaborate with general education teachers in their Google Classroom during distance learning to provide students with exceptional needs services in the least restrictive environment. Special Education teachers will also create a Google Classroom to provide our students with exceptional needs direct support and services as related to their current IEP services. Special Education teachers and related services case carriers will post videos, assignments, and personalized feedback in Google Classroom, as well as provide daily live interaction. In both the virtual and hybrid learning models, students with exceptional needs will participate in synchronous and asynchronous online learning experiences. A synchronous learning experience will include real-time instruction, daily interaction with their teacher, small group instruction for a specific subject area, and one-on-one assistance as noted in their IEP. Communication in the form of video conferencing, live-streamed videos, and live chat in addition to additional asynchronous learning experience allows students the flexibility to learn at their own time and pace. IEP teams will work together to create emergency conditions plans which will outline how services will be delivered and what goals are to be met during the time of the emergency condition. The Special Education department will meet no less than quarterly for collaboration, professional development and to review data. Special education teacher office hours will also be accessible to students with exceptional needs and their parents/guardians who might be in need of additional support.

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

Description	Total Funds	Contributing
<p>Actions related to Students:</p> <ul style="list-style-type: none"> <li>* An additional 500 Chromebooks were purchased for students.</li> <li>* 360 Chromebooks are being sent from the State that were assigned to our school based on our application and needs. Deliver date TBD.</li> <li>* 212 (10% of enrollment) T-Mobile Hotspots with One Service were purchased to provide online accessibility at home for our neediest families.</li> <li>* Additional outdoor wireless connectivity was installed on each of our campuses to provide access in our outdoor areas, such as the parking lots.</li> <li>* Contract worked out with local telephone company to provide service for families that are in remote areas that cannot use the T-Mobile Hotspots.</li> </ul>	\$296,000	Yes
<p>Actions related to Teachers:</p> <ul style="list-style-type: none"> <li>* Provided 2 additional professional development days for online learning platforms.</li> <li>* Provided professional development through Google Camp.</li> <li>* Purchasing new laptops and equipment to better serve online learning.</li> <li>* Provide additional resources and time as needed for learning loss mitigation.</li> <li>* Additional temporary teacher to reduce class size in fifth grade.</li> <li>* Provide classroom liaisons from our Classified staff to help the teachers with various duties as needed.</li> </ul>	\$538,000	Yes
<p>Actions related to Classified Staff:</p> <ul style="list-style-type: none"> <li>* Repurposed campus supervisors, bus drivers, and preschool staff as classroom liaisons to stay in communication and work with students, parents, and teachers on their needs for online learning.</li> <li>* Purchased 40 Chromebooks for Classified staff to participate in the online classrooms and meet with students, parents, and teachers as needed.</li> <li>* Provide internal training on Google platforms for the classroom liaisons.</li> </ul>	\$363,000	Yes

Description	Total Funds	Contributing

## 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.]

Nuview Union School District is aware that some students may have experienced learning loss during the time of school closures during the 2019-2020 school year. We will work diligently to identify students experiencing learning loss through assessment and will address the gaps by providing multiple means of academic support.

We know that assessment plays a vital role in designing a student's learning goals. We will be administering diagnostic assessments ongoing throughout the school year in order to identify current learning gaps for each student focusing on the areas of mathematics, English language arts, and English language development.

Teachers will continue to perform ongoing, daily formative assessments to determine if students are mastering skills, concepts, and standards. This type of assessment provides the teacher with the ability to gauge learning in real-time and make lesson modifications in order to ensure students have ownership of learning. Staff at sites will meet to set goals for each grade level in language arts and math. These goals are data driven, developed collaboratively and based on the results from common unit assessments. The goals help to guide our instruction and increase student achievement. In addition, teachers will continue to use District benchmarks, I-Ready assessments, end of module and end of unit assessments to assess learning in English language Arts and math. Teachers will then modify instruction based on student need in order to mitigate pupil learning loss.

We are confident that it is the children, teachers, parents and families of the community that provide the necessary ingredients for student success. Therefore instructional and administrative staff are required to maintain consistent communication with families regarding their students' progress. If a student is identified with a learning gap, the staff will communicate the identified gap to the family and determine a plan together for addressing the learning gap. This is done through our Student Success Team Meeting (SST) process. At these meetings, parents and guardians work collaboratively with school staff to review student data and plan interventions necessary to remediate or accelerate learning.

## 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.]

Nuviev Union School District is aware that some students may experience learning loss during the time of school closures during the 2019-2020 school year. We are committed to administering diagnostic assessments at the beginning of the 20-21 school year. Results will be analyzed and next steps will be determined to address areas of pupil learning loss. School Staff needs to be cautious so as to not over identify specific students groups (EL, SED, SWD, Foster, Homeless) due to school closures. Evidence of multiple measures and interventions need to be attempted before referrals are presented for assessment for qualification of special educational services and programs. Teachers and parents/guardians will work jointly to determine and communicate what is working and not working for a student as well as what accommodations and modality of learning allows the greatest access to virtual learning.

In order to monitor our EL learners and those recently reclassified ELs, we have purchased Ellevation program. This online management system makes the process of monitoring our EL students, and their data, straightforward and actionable to our teachers and staff. In addition, the program provides best-practice instructional strategies and activities for teachers to with the EL students in their virtual or traditional classrooms. In addition, we will use the formative assessments in the iReady program and in our ELD curriculum to assess the learning of our English learners. The diagnostic assessments are given three times a year, while the formative assessments are given continuously throughout the year.

In order to accelerate the learning progress of students with exceptional needs, we purchased KAMI, Screencastify, NSync for Eureka Math, Google/Chrome Extensions, Achieve 3000, Listen Innovation, and other software that teachers have identified to help their classes with online learning. These applications and programs provide additional access to academic content for our students with exceptional needs. These resources are in addition to supplemental material and software for intervention that is purchased in an ongoing basis with Supplemental Concentration Grants and Federal Title I money, such as iReady, Dream Box, and Read 180. We also purchased an online resource for our Speech and Language Pathologist to use with students. This resource is an online resource library of speech materials that provides activities, games and teaching tools to target the needs of our students with exceptional needs.

In order to accelerate the learning progress of our low-income students, foster youth and students experiencing homelessness, we have purchased a 24/7 online tutoring program to provide online support. This program assigns each student a tutor who can either provide homework assistance or work with the student on specific, content standards. This service is available on a 24/7 basis, so students are able to access help and support when needed. Students can speak or virtually meet with a live tutor in order to help them with their academic activities. We also worked diligently with these families to ensure access to technology and connectivity. In addition, we have reorganized our classified staff to become tutors in our teachers' Google classrooms. We purchased additional textbooks, novels, and materials for students to use at home as needed. Lastly, we worked with our families to provide linkages and access to our parent communication pathways through Parent Square, Google Classroom, Edlio, and Aeries portals.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services or supports provided to address pupil learning loss will be continuously monitored and measured using the cycle of continuous improvement. In addition, program evaluations will be done on a yearly basis to ensure that the programs purchased are

helping to mitigate student learning loss and increase student achievement. Student data and strategies of support (ie. growth monitoring data in iReady) will also be used to gauge the effectiveness of implemented strategies. In addition, continued progress monitoring (progress reports, report cards, virtual parent/teacher conferences, annual/triennial IEP meetings and SST meetings), monitoring of student daily attendance/participation and social emotional progress monitoring will occur consistently during virtual learning.

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

Description	Total Funds	Contributing
<p>We already have supplemental material and software for intervention that is purchased in an ongoing basis with Supplemental Concentration Grants and Federal Title I money, such as iReady, Dream Box, and Read 180. Our core curriculum has additional resources built in as well. The core includes Wonders for ELA, Eureka Math and ELA, TCI for Social Studies. Science adoption is still in progress.</p> <p>Additional learning loss actions not mentioned in the distance learning or on campus learning sections:</p> <ul style="list-style-type: none"> <li>* 24 hour tutoring service for students to get support for the daily instruction and assignments.</li> <li>* Additional textbooks, novels, and materials for students at home as needed.</li> <li>* Purchased online textbooks for adopted curriculum where needed.</li> <li>* Purchased KAMI, Screencastify, NSync for Eureka Math, Google/Chrome Extensions, Achieve 3000, Listen Innovation, and other software that teachers have identified to help their classes with online learning.</li> <li>* Communication through Parent Square, Google Classroom, Edlio, and Aeries portals.</li> <li>* For ELD students, purchased Middleberry and Ellevation to supplement our core program.</li> <li>* Purchased an online resource for our Speech and Language Pathologist to use with students.</li> <li>* Additional counseling and mental health resources.</li> </ul>	<p>\$290,000</p>	<p>Yes</p>

## 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.]

Nuvew U. S.D. continued to deliver mental health services to students in need throughout the district. The District has a Mental Health Coordinator to coordinate and provide mental health services for students as well as mental health awareness to staff. Our Mental Health Coordinator works with site staff to provide training on how to identify the difference between normal levels of stress, chronic stress, and trauma. Our school counselors also provide virtual, whole class lessons on social emotional learning. All members of our mental health team are available to assist our students via email, phone calls or through Google meets sessions. Parents can reach out to their student's counselor by contacting the school site. In addition, our Mental Health Team has collaborated to create a mental health Padlet page that provides resources and linkages to local information for our families. To support students, staff, and family members, the District partners with Care Solace, which is a web-based care navigation system that enables fast, easy and convenient connection of students and families in need of mental healthcare to qualified providers and resources. The system is available for staff, students and family members. This concierge program is available 24/7 to help families through the process of accessing community-based mental health programs and resources or telehealth services. During staff meetings, our counselors will also present self-care that is for students and staff members. Counselors will reiterate that Care Solace is also available to our staff members, especially during this time. The physical and mental health of our students and their families is critical to us. We know that this continued state of uncertainty has heightened anxiety and stress for students and their families. The District continues to develop partnerships with community agencies that promote awareness of mental health supports and services within the community. We will continue our community partnership with Victor Community Support Services, and provide outside referrals for students and families to that agency in addition to other agencies when support that is more intensive is needed. Teachers will continue to distribute reflection surveys to students in order to gather ongoing data on students' academic, social, and emotional well-being. Similarly, administration will administer biweekly reflection surveys to staff members to assess staff mental health and social emotional well-being. The Mental Health Coordinator and service providers will continue to attend virtual, multidisciplinary collaborative meetings and trainings to ensure implementation of evidence based curriculum that will improve a student's social skills and mental health condition, which will allow for educational benefit.

## **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.]

Attendance will be documented daily in Aeries and reported weekly by the Certificated Teacher to their site's administration in order to verify participation and/or attendance including, but not limited to: participation in 1.) Online programs with verifiable minutes of

participation/progress (iReady, Edgenuity, Khan Academy, etc.), 2.) Turning in an activity, project, or assignment, 3.) Attending Google Meet for direct instruction or discussion, 4.) Responding to a post or discussion in Google Classroom, 5.) A formative/summative quiz or response using Google Forms, or 6.) Office hours. Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, not meeting the compulsory education requirements, or if the pupil is determined to not be engaging in instruction and at risk of learning loss will be identified and closely monitored by the classroom teacher, school counselor and site administration. Some example of re-engagement strategies and procedures that are being put into action in NUSD include:

- The District will continue to maintain current contact information for all families as it is essential should schools need to close due to new outbreaks or to provide basic support to students and families during distance learning. School site teams will develop strategies for locating hard-to-reach students including reaching out through text, phone, email, social media, and mail, as well as contacting friends and neighbors. In addition, home visits or wellness checks can be utilized for the students who continue to be absent from Distance Learning. Verification of current contact information, daily notification to parents/guardians of absences, and providing connection with health and social services as necessary will also occur during virtual, hybrid or traditional learning models. Our focus, once contact is made, is to address barriers to attendance rather than absenteeism.
- District administrators, teachers, attendance clerks, and other designated staff will move quickly to reestablish contact with students and families, some of whom may have moved. Student and parent notifications about required participation will be communicated using multiple modes of communication (attendance awareness letters generated by A2A, google classroom, parent messenger, social media, virtual parent meetings, websites, peach jar, etc.). Messages should recognize that many students and families have suffered some trauma during the pandemic and detailed steps the school is taking to ensure support for students during distance learning. All communication with parents will be in a language that the parent understands.
- School staff will work to adapt traditional classroom relationship-building strategies to virtual learning settings. This can include taking attendance in a caring manner, noticing when students have been absent and welcoming them back, positive messaging, incentives, and social-emotional checkpoints (classroom or by individual-student). Teachers can also encourage connections among students in virtual classrooms, using group assignments and online chats to keep students engaged with each other. Teachers are especially well-positioned to monitor if students have responded to daily opportunities for interaction. School sites can also monitor the extent to which families are responding to outreach and support including picking up or receiving meals, responding to wellness checks, attending on-line office hours etc.
- School sites will track whether students participate in online classes and complete learning activities. The teacher prescribes the time value of student work and assignments. Doing so acknowledges that even if a school has been able to contact a family, ensure connectivity, and support engagement and relationship building, we must still monitor student participation including posting to chats, showing up to pick up learning materials and showing up to submit completed assignments.

# 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.]

Nuview Union School District has provided food to students during the initial school closure period and will continue to do so during Distance Learning. After seeking input from families and in order to increase participation in the food service program, we altered our food service times. Our Nutrition Services offers a weekly meal service during virtual learning for all enrolled students every Monday beginning Monday, August 17, 2020. Meal packs, which include breakfast and lunch for a week (5 days), will be free to qualified students only. Families who do not qualify for the free lunch program may purchase weekly packs for students. We have asked all families to fill out a lunch application for this school year. This application helps with district funding and determines free/reduced lunch status. Food Service Staff and students served during Distance Learning will continue to follow social distancing practices with all participants wearing facemasks and maintaining a six-foot distance at all times. All meals will be pre-packaged and prepared in accordance with U.S. Department of Agriculture food service guidelines.

Once we return to in-person instruction, nutrition services will resume a food service delivery model that serves breakfast and lunch to our students while on campus. The district will closely follow social distancing practices, with all participants wearing facemasks and maintaining a six-foot distance at all times. All meals will continue to be pre-packaged and prepared in accordance with U.S. Department of Agriculture food service guidelines.

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

Section	Description	Total Funds	Contributing
School Nutrition	Additional food costs for individually packaged items to be distributed for breakfast and lunch on Mondays for the entire week at one time.	\$100,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	* Expanding our bandwidth and potentially providing the community at-large with expanded Wi-Fi from the schools or an LTE network.	\$350,000	Yes

Section	Description	Total Funds	Contributing
	* Open and staff our Media Centers, Computer Labs, and MPRs for online access on campus while in the distance learning format.		
In-Person Instructional Offerings	New classroom furniture for individual spacing and flexibility when returning to campus as needed, if funds are available. This goal is currently in our LCAP to improve student learning.	\$350,000	Yes
Mental Health and Social and Emotional Well-Being	The duties of our Health and Mental Health employees have changed to help students with distance learning needs. These employees are providing services to help with a variety of physical and mental health situations in order for students to stay on track with their learning and to avoid any further loss of learning. These employees include the District Nurse and Mental Health Coordinator, School Counselors, and Health Clerks.	\$240,000	Yes
In-Person Instructional Offerings	During this time of distance learning, the district may be able to provide additional hours of in-person instruction to small group cohorts. Certificated and Classified personnel will be assigned to the groups based on the needs of the cohort.	\$60,000	Yes

## 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
29.94%	\$3,659,191

## 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.]

For the 2020-2021 school year, supplemental/concentration funds will be used to meet the needs of low-income pupils, foster youth, and English learners. Nuviev Union School District is committed to providing activities that keep students connected, target instruction, increase mental health services and provide academic support to our neediest students. The needs of the unduplicated students take priority especially in a distance-learning environment. Therefore, the district will continue to implement a multi-tiered system of supports. The needs of low income, English learners and foster youth were considered first when looking at accessibility and connectivity during distance learning. Many of our actions and services are LEA-wide or school-wide because our unduplicated count is approximately 82%, which is over the 55% threshold for school-wide or LEA-wide implementation.

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

The Nuviev Union School District will use supplemental/concentration funds to target the needs of unduplicated students in a district-wide manner. Actions and services implemented in a district-wide manner are determined to be the most effective or efficient implementation model through research, data, or stakeholder input. Our unduplicated students have experienced significant challenges in our transition to virtual learning. Therefore, additional professional development will be provided to staff on instructional strategies with a focus on the data of our English learners, foster youth, and our low-income students. School site Teachers on Special Assignment will provide targeted interventions to underachieving students, as well as support Tier One school-wide strategies. The continued expansion of elementary and middle school counseling services will support student achievement and provide a coordinator for district-wide foster youth supports. This expansion in services will help in meeting our goal of increased family engagement and participation through a variety of outreach activities that will help to address our unduplicated student population.

We believe that providing increased, technology access will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep our unduplicated students engaged. In addition, we know that access to technology and connectivity can be a barrier for many of our unduplicated students. Therefore, in order to support our unduplicated population, Mifi hot spots were provided to families in need, as well as the addition of wireless, internet access points in each of our school parking lots. We purchased Chromebooks for our low-income students. We also purchased the online components to our core curriculum content areas (ELA, Math, ELD and Science) in order to ensure the continuity of learning for our unduplicated students. Stakeholder input was considered when identifying the school supplies that were needed to begin the 2020-2021 school year. These items were purchased and available for student pick-up or delivery. We have also

utilized our classified staff to create a tutoring program, in which the identified staff will perform weekly check-ins to offer services to our students who need additional support.

We know that accessibility to academic content can sometimes be a barrier for our students with exceptional needs. Therefore, we purchased additional applications such as KAMI, Screencastify, NSync for Eureka Math, Google/Chrome Extensions, Achieve 3000, Listen Innovation, and other software that teachers have identified to increase their students access to virtual learning. These resources are in addition to supplemental material and software for intervention that is purchased on an ongoing basis with Supplemental Concentration Grants and Federal Title I money, such as iReady, Dream Box, and Read 180. We also purchased an online resource for our Speech and Language Pathologist to use with students. This resource is an online resource library of speech materials that provides activities, games and teaching tools to target the needs of our students with exceptional needs. These resources will be effective in providing additional access to academic content for our students with exceptional needs.

We know that often times a barrier for our low-income students, foster youth and students experiencing homelessness is access to additional, academic support during times other than school hours. Therefore, we have purchased a 24/7 online tutoring program to provide online support. This program assigns each student a tutor who can either provide homework assistance or work with the student on specific, content standards. This service is available on a 24/7 basis, so students are able to access help and support when needed. Students can speak or virtually meet with a live tutor in order to help them with their academic activities. We also worked diligently with these families to ensure access to technology and connectivity, as we know this can also be a barrier to learning. In addition, we have reorganized our classified staff to become tutors in our teachers' Google classrooms. We purchased additional textbooks, novels, and materials for students to use at home as needed. Lastly, we worked with our families to provide linkages and access to our parent communication pathways through Parent Square, Google Classroom, Edlio, and Aeries portals. We believe these strategies will be effective in meeting the needs of our unduplicated students.