

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.]

National School District (NSD) closed schools on March 16, 2020 with spring break beginning on March 20, 2020. The abrupt closures likely had an immediate impact on families who needed to arrange for childcare a week earlier. The March 19, 2020 Stay at Home order, and ensuing executive order, resulted in additional needs of meals, learning, and ongoing childcare. In response, NSD established a meal service protocol on March 16, 2020, commenced distance learning on April 13, 2020, collaborated regularly with ASES partners and the San Diego County Office of Education for childcare needs, and focused on proactive communication systems to ensure expeditious and effective support for families. Meal services have continued throughout the summer. To help mitigate a possible slide resulting from an extended summer as a result of the pandemic, NSD allowed students to keep their devices and have access to digital curriculum programs.

The National School District provided comprehensive support to families in the areas of social emotional and community resources, preschool through sixth grade distance learning, and responsive meal delivery services. NSD and its community partners also engaged in outreach for families in need. The National School District tracked services and obtained feedback via a survey (completed June 12, 2020) to better understand the impact of these efforts. Most parents were able to receive needed food, basic resources and EBT cards. Survey results indicated that 92% of respondents felt that NSD's response was very effective. The survey, however, also indicated some challenges: 25% of respondents had physical and social/emotional concerns for self (30% for their children); 15% of parents felt their child did not have adequate resources for academic work during distance learning; and 35% of parents indicated having somewhat concern for academic progress. Respondents indicated the greatest challenges were conflict with work schedules, lack of childcare, and providing learning support to their children. Respondents noted academic content and technology struggles impeded their ability to support their child the same as their classroom teacher. Parents also expressed a significant concern for the health and safety of their family.

Stakeholder Engagement

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

NSD scheduled meetings with the following stakeholders with remote participation:
District English Learner Committee on August 21, 2020.
District Parent Advisory Committee on August 21, 2020
CSEA on August 19, 2020
Administration Leadership August 24, 2020
NCETA on August 25, 2020
Public Hearing at regularly scheduled Board meeting on August 26, 2020
Community Town Hall on August 27, 2020
Additionally, the draft plan was posted on the website with an accompanying link to submit public comments.

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

NSD provides remote access to stakeholders using Google Meets. Participants are provided an invitation to the scheduled meeting and are allowed to engage. The Public Hearing at the August 26, 2020 Board meeting was also provided through Google Meets. Participants were provided the opportunity to submit public comments by noon on the day of the meeting.

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

NSD provided opportunities for stakeholders to provide input. An analysis showed themes focused on providing additional academic support for students. Themes focused on providing extended day tutoring opportunities, during school additional support and targeted interventions. Additionally, both associations noted the need for ongoing professional development for both safety and how to operate school in the new context.

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

Extended Day Tutoring Opportunities

Families and staff shared concerns about providing support services to students after normal school hours, especially with respect to academic content. As a result, additional opportunities for virtual tutoring through our REACH partners, as well as contracting out with a tutoring services agency will be incorporated into the plan.

Targeted Interventions

Families and staff shared concerns of ensuring remediation for learning loss as a result of school closure and the current distance learning delivery model. How to engage students in light of the new requirements to ensure academic and social emotional success continues to be a focus. As a result the re-engagement plan will include a more fortified early intervention component with targeted family outreach. The early services will be intensified for students who have at risk attendance issues and students identified as unduplicated.

Profession Development

Feedback from certificated, classified and families noted that training and preparation for in-person and distance learning was provided to ensure that staff were positioned to conduct work in the context of school. In particular, on how to provide services for English learners, homeless foster youth, low income students identified as at risk to ensure ongoing academic and social emotional success. Additionally, families and staff shared the need to provide more training on how to give technology based services for students identified as special needs. Finally, both classified and certificated expressed the need for more safety protocol training for hybrid instruction. As a result the plan provides more targeted and frequent opportunities for these areas.

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.]

National School District is committed to support both the academic and social emotional needs of our students during the pandemic. In-person instructional offerings adhere to the requirements of the legal mandates prescribed in SB 98 and AB 77, prioritize health and safety protocols, and optimize student access to academic and social/emotional learning. In addition to guidance from the State and County, the input from National School District staff and parents has guided the development of this instructional plan. National School District will follow guidance from State and County Health officials throughout the COVID-19 community health crisis. Our goal will be to bring students back to campus five days per week for in-person instruction, while keeping health and safety the top priority. For the 2020-2021 school year, the district will offer two instructional models: Hybrid Distance Learning and Full Distance Learning.

In-Person Instruction 2020-2021

National School District will use previous data and current assessment data to identify students at risk of not meeting grade level expectations. These students will be monitored closely and will receive appropriate additional supports through the district's tiered system of supports. Students will be monitored by teachers through weekly progress checks, parent outreach, support provider input and review of formative and summative academic assessments. National School District's instructional offerings are designed to be implemented in both hybrid and distance learning hybrid model to ensure learning continuity for at risk students.

Hybrid distance learning means a combination of in-personal and distance learning instruction. Students will receive two days of on-site instruction and two days of online learning. The third day learning experience will vary by student need and may be mixed on site/online and with varying staff (intervention, special education services, library, counseling, enrichment etc.). Hybrid instruction in National School District will encompass the following in an effort to adhere to the legal mandates prescribed in SB 98 and AB 77:

- Teachers will be on campus four days with one virtual collaboration day.
- Daily asynchronous and synchronous instruction and activity time value shall adhere to the daily instructional minutes.
- Daily morning attendance will be taken.
- Teachers will provide for social emotional engagement.
- In-person direct instruction will occur daily, and simultaneous live streaming of some lessons will be provided for “at home student pod” through the learning management system.
- Daily streaming opportunities will provide for live virtual interaction between pods.
- To the greatest extent possible, teachers will provide in person student to student interaction around academic content and social emotional engagement to maintain school connectedness and provide needed support.
- Daily recording of live participation attendance and attendance of time value of assignments, summarized in weekly engagement shared with school administration will ensure student attendance.
- Collaborate between teachers and services providers and implement necessary classroom accommodations to meet the requirements of a student’s individualized education program.
- Daily teaching of designated and integrated of English language development will be provided for identified English learners.
- Ongoing District and teacher selected formative and summative assessments will monitor student progress.
- Teachers and support staff will provide necessary academic supports to address the needs of students not performing at grade level.
- Teachers will provide instruction using District approved standards based instructional resources and materials.
- Teachers will deliver instruction in a “virtual classroom” using the District’s learning management system to ensure student proficiency in case there are intermittent closures.

Safety and Social Distancing

Students will be placed in learning pods to ensure 6-foot social distancing between desks. All students will be required to wear masks at all times in the classroom and while at school. Staff will be provided personalized protective equipment to be utilized during in-person instruction. Each student desk will have a clear carrel privacy shield. Each classroom teacher will have a clear mobile barricade divider. Each classroom will have a mic and mobile camera to ensure auditory and visual access for students of instructional delivery while maintaining social distancing. Disinfecting supplies and gloves will be provided to staff.

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

Description	Total Funds	Contributing
Administrators create and implement a hybrid learning model that includes tier II instruction with additional personnel support for students with specific intention targeted toward the needs of those who have not yet met academic standards.	\$778,282.00	Yes
District and schools provide adopted and supplemental programs, materials, supplies and resources for all teachers and students to support effective instruction in hybrid model.	\$429,306.00	Yes
District and school administrators provide personal protective equipment for all students and staff to promote safe and healthy learning and work environments for all.	\$977,269.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Full Distance Learning

Full distance learning means instruction in which the student and instructor are in different locations, and students are learning via online and asynchronous assignments. The instruction and content must be aligned to grade level standards and provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. The following list outlines components of National School District's Full Distance Learning model:

- Full distance learning may have some potential on campus attendance. On campus attendance may be, but not limited to, the following reasons: academic or social/emotional services, special education services, formal testing/assessment, and testing required by the State.
- Required weekly pickup of instructional resources for students (conducted under the guidance of county health guidance), as well as meals.
- Daily asynchronous and synchronous instruction and activity time value shall adhere to the daily instructional minutes.
- Daily live instruction for direct instruction, feedback and progress monitoring substantially equivalent to in-person instruction.
- Daily online instruction to include opportunities for live interaction that engages student to student interaction to the greatest extent possible.
- Daily social emotional engagement with students to maintain school connectedness and provide needed supports.
- Daily recording of live participation attendance and attendance of time value of assignments, summarized in weekly engagement shared with school administration.
- Collaboration with service providers and implement necessary classroom accommodations to meet the requirements of a student's individualized education program.
- Daily teaching of designated and integrated of English language development for identified English learners.
- Ongoing District and teacher selected formative and summative assessments to monitor student progress and provide necessary academic and other supports to address the needs of students not performing at grade level.
- Instruction using District approved standards based instructional resources and materials.
- Instruction in a "virtual classroom" using the District's learning management system.

Access Across Delivery Models

National School District's instructional models are designed to have minimal impact on student learning should transitions be required between full distance learning and hybrid/distance learning. The instructional plans of both hybrid and distance learning employ the same access to the full curriculum in a virtual format, thus making access equitable and similar, regardless of delivery method. National School District will use the data of time to complete tasks, time value of task, standards alignment of tasks from the learning management system to monitor student access to standards based instruction. All digital curriculum provided for use has embedded reports providing data on student performance, alignment of task to standards based learning objectives and usage that will support district monitoring of student engagement and access to content of substantially similar quality regardless of delivery method.

Expedient Instructional Transitions

National School District's instructional plan was designed to be "delivery model agnostic" to ensure expedient and seamless transition between in-person and distance learning.

National School District will follow the most recent guidance released by the California Department of Public Health on July 17, 2020 for COVID-19 and Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 School Year. All local indicators will also meet the criteria required for the county to open.

In-Person Re-Opening Criteria– Schools and school districts may reopen for in-person instruction at any time if they are located in a local health jurisdiction (LHJ) that has not been on the county monitoring list within the prior 14 days. Individual school closure is recommended based on the number of cases, the percentage of the teacher/ students/staff that are positive for COVID-19, and following consultation with the Local Health Officer. Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department.

Districts and schools may typically reopen after 14 days, in consultation with the local public health department and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

Transitions will be designed to provide an appropriate adjustment time window to allow parents and teachers to plan accordingly for changes in physical learning. Teachers will be encouraged to continue to use the digital platforms regardless of location to ensure cohesion and consistency for students.

Curriculum and Resources to Ensure Learning Continuity

All National School District adopted curriculum, as well as many supplemental resources, will include digital access. In addition, the following additional software purchases will be utilized for both in-person and full distance learning to ensure continuity of learning:

- Schoology Enterprise Edition is an all-inclusive learning management system. The system allows users to teach, learn, communicate, share, and collaborate anytime and on any device. Schoology provides Course Management, Mobile Apps, Mastery Learning, Curriculum Management, Collaboration, Student Engagement, Actionable Analytics, and extensible Integration. Schoology allows learning to happen anytime, anywhere. With assignments, assessments and numerous feedback options, students and teachers will be able to continue to teach and learn even if distance learning or if students are in in-person hybrid distance learning. In addition, Schoology is a content neutral platform, which means the district can integrate third-party content providers into the LMS. Teachers can also build interactive and engaging assessments and assignments within the platform.
- Benchmark Advanced/Digital Resources Literacy and ELD is a comprehensive literacy instruction including phonics, word study, foundational skills, differentiation, writing and language lessons in both text and digital format. Additionally accompanying ELD and intervention core curriculum digital solution in eLearning platform.
- UCI Math is a conceptual based math program provided in digital and text based.
- Imagine Learning- A digital program focused on development of language to support learning across all content areas. Academic language acquisition support is provided remotely for English learners.
- Achieve 3000 is a literacy program providing students additional reading aimed to move their Lexile measures up steadily with targeted quantity and quality practice.
- Mystery Science is a Next Generation Science Standards aligned digital hands on science program available in-person or full distance learning.
- Presence Learning is a FERPA/HIPPA compliant platform to provide teletherapy and special education supports.
- American Reading Company Bookshelf and 100 Book Challenge Independent Reading Books are digital books online in any web browser, or offline using native mobile apps for iPhone, iPad, iPod Touch, Android tablets, and Android phones. Aligned to IRLA reading level to find books that “fit” and are available in any location. Additionally, traditional aligned leveled books are available in the classroom providing students access regardless of distance or hybrid model.
- Accelerated Reader are quizzes and activities that help students’ reading comprehension and text analysis skills online aligned to the MyOn digital library.

- MyOn is a personalized digital library aligned to interest, grade, and student Lexile levels.
- Thrively is a social emotional program focused on student's strengths, learning styles, skills and aspirations.
- Sanford Harmony is a social emotional learning program for Pre-K-6 focused on communication, connection, and community both in and outside the classroom

National School District will continue to refine curriculum offerings based on feedback and data throughout the 2020-2021 to mitigate learning loss.

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.]

National School District (NSD) will continue to ensure access to devices by providing students in grades TK-6 a personalized iPad (TK-2) or Chromebook (3-6) throughout their school day. As a result of the school closures in March 2020, each student was issued a grade level appropriate device to support learning activities for distance learning during school hours and extended day. To maintain continuity of learning, National School District will refresh the current third to sixth grade chromebooks with more updated robust devices. Additionally, new iPads will be purchased for preschool students.

To ensure connectivity for all pupils, National School District is providing hotspots to students who do not have internet access. In March 2020, the district contracted with T-mobile, and Kajeet to provide nearly 600 hotspots. To ensure continuity of learning during these economically challenging times, National School District is prepared to expand the number of hotspot devices to ensure the District's ability to provide as needed throughout the 2020-2021 school year.

To fully implement distance learning, National School District distributed devices to nearly 97% of the student population; and, if needed, a hotspot for internet access was also provided. Additionally, each child received basic classroom supplies, asynchronous learning packets, access to digital libraries and a digital format of curriculum programs. In support of devices at home, NSD set up a technology help system for parents and device swaps for devices needing repairs at the district office and each school site. To help mitigate academic regression, National School District allowed transitional kindergarten through fifth grade students returning in 2020-2021 to keep their devices at home over the summer. In alignment with this, the National School District is sending home weekly summer learning activities and outlines, coupled with incentive programs for reading and performance on personalized curriculum programs. Technology help was offered throughout distance learning including through the summer months.

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 is required and will be officially taken daily to ensure students are engaged. Additionally, teachers will spot check attendance during the day during live sessions. Teachers will need to monitor asynchronous time value of assignments to ensure “virtual attendance”. Attendance protocols for online learning to connect with students and families to promote attendance will be provided. Additional factors will apply to attendance:

Eliminate attendance incentives during the period of COVID-19 to deter students from attending if they are ill.

Refer students who have missed 3 days or 60% of the week (time value and live instruction) to site administration.

A tiered re-engagement plan will be provided to support consistent and effective engagement from students that will include support from site staff.

Students impacted by COVID-19 will be excused from attending school and not penalized for missed attendance or missed school work.

Assessing Pupil Progress with Instruction

NSD is committed to ensuring that students receive instruction at the rigor and intellectual level comparable to that of in-person instruction during distance learning. In adherence to AB77/SB98, National School District will monitor instructional minutes and engagement primarily using Schoology’s course analytics dashboard. This system provides insights around:

- Consistent tracking of Schoology usage across various application systems (web, ios, etc)
- How students are using Schoology within the teacher created classroom
- What materials students are accessing
- Which standards and performance progress of standards students are working on
- How much time students are spending on classroom assignments provided by the teacher
- Time stamps on student engagement including last log in, movement within the virtual classroom (accessing support videos, tutorial etc), and personalized reports on each students engagement
- Attendance during asynchronous work sessions

As most asynchronous work will be derived from synchronous learning, teachers will be able to take attendance directly in the Learning Management System and quantify the amount of time a student is present for instruction.

Monitoring Pupil Synchronous Instructional Minutes

Teachers will be able to take attendance during each live synchronous session easily and efficiently. Teachers will be able to note attendance reflections/behaviors in the comments section to document any attendance issues. A weekly attendance report will be conducted throughout the distance learning model implementation to monitor student attendance. Teachers will report to site administrators any absenteeism concerns and early intervention communication and outreach will be initiated to ensure attendance in compliance with Compulsory Education.

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.]

Professional Development

Professional development continues to be important in our learning scenario. Staff meetings and collaboration time will continue according to contractual agreements. Staff will be provided more frequent opportunities and options for training and learning.

The following list provides based stakeholder input. Professional development will be provided virtually both at the start of the year and throughout to support teachers. The following list outlines some of the trainings that will be offered and ongoing input will determine any additional training needs:

- COVID-19 safety protocols for in-person instruction
- District learning management system
- Digital software and curriculum
- ELD (Benchmark and Roadmap)
- Pedagogy in a distance learning environment
- Assessment validity and reliability in remote administration

Collaboration

Teacher collaboration will continue to ensure continuity of learning no matter the instructional model. Teachers will be released approximately two hours and forty-five minutes bi-weekly to conduct data teams. Data teams will continue to ensure ongoing monitoring and proficiency on student learning and assessment, and to provide data for a weekly student engagement report.

Staff Roles and Responsibilities

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

Due to the unique circumstances presented by COVID-19, staff may have to be assigned duties that are not reasonably related to their regular duties, as authorized by Education Code section 45110. Such out-of-job description responsibilities may include, among other things, duties necessary for the District to ensure compliance with CDPH guidelines, such as cleaning surfaces and administering wellness checks.

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.]

On June 29, 2020, Governor Gavin Newsom signed SB 98/AB 77 that sets forth extensive, new distance learning requirements applicable to both general and special education students for the 2020-21 school year.

SB 98/AB 77 supersedes prior guidance issued by the California Department of Education regarding distance learning. General and special education administrators must plan distance learning programs in compliance with SB 98 so that local educational agencies (LEAs) do not risk a loss of funding. (Educ. Code § 43504(i).)

Special Education

Special education teams will convene when school begins to establish distance learning plans for each student with an IEP, as well as a temporary emergency education plan that will be added to each student's initial or triennial IEP, or neither of these are timely a specially scheduled IEP. Based on stakeholder input, special education staff will be provided monthly professional development and workshops to learn and meet the ongoing updates for IEP services.

SAI Service

SAI services should be provided to the greatest extent possible as specified in the IEP. A combination of live/synchronous and asynchronous instruction for each day of services including but not limited to:

- minutes provided via PresenceLearning, Schoology, Google Meet, SeeSaw, etc.
- "pull-out" individual or small group sessions using the PresenceLearning platform for synchronous or other software for asynchronous instruction
- "push-in" whole classroom instruction within the general education classroom teacher's platform (i.e. Schoology or Google Meet)

Related Service Minutes

All minutes within the IEP should be provided as indicated in FAPE to the greatest extent possible. A combination of live/synchronous and asynchronous instruction for each day of service. All minutes should be documented including:

- "pull-out" individual or small group sessions using the PresenceLearning platform for synchronous or other software for asynchronous instruction

- “push-in” whole classroom instruction within the general education classroom teacher’s platform (i.e. Schoology or Google Meet)

English Learners

Based on stakeholder input, NSD will conduct leadership data analysis focused on progress of English learners, specifically performance, instructional delivery. A District priority is the educational achievement of English learners. NSD will continue to ensure the goal of English learners to achieve fluent English proficiency as rapidly and effectively as possible is attained.

The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

The California English Learner Roadmap

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides four guiding principles to support and embrace our English Learners:

Principle One: Assets-Oriented and Needs-Responsive Schools

Principle Two: Intellectual Quality of Instruction and Meaningful Access

Principle Three: System Conditions That Support Effectiveness

Principle Four: Alignment and Articulation Within and Across Systems

These principles will guide the implementation of instructional programs for English Learners during distance learning, hybrid distance learning and the transition to reopening schools. This includes ensuring support to English Learners’ social–emotional well-being. Additionally, teachers will be trained on and implement Benchmark ELD.

Educational Services will monitor of English Learners and students who were reclassified as fluent English proficient will continue to evaluate whether students need additional services. Schools will continue to ensure meaningful communication with parents of English Learners in a language they can understand. Working with parents and offering them the opportunity to be involved in their children’s education is key to the students’ success at all times, especially during distance learning, hybrid distance learning and the transition to reopening.

Professional learning opportunities and tools teachers can use focused on meeting the needs of English learners during distance learning and blended learning are part of the district Professional Learning Plan.

Homeless/Foster Youth

NSD Student Services department will work in partnership with the SDCOE and community partners to develop an outreach program to ensure connectedness of students experiencing homeless or foster placement. These students will be identified early and will be assigned to a school counselor to ensure engagement and connection with school, and provide access to community resources. Additionally, the attendance services staff will communicate with families to ensure attendance in accordance to SB98/AB77 criteria for distance learning and hybrid distance learning. The outreach program focused on consistent communication will allow National School District to provide resources and support in partnership with other agencies to promote stabilization that will increase the consistency of student engagement in school.

Transportation

The National School District Transportation Department will be transporting students, socially distanced on the school bus to all school locations within the district. The Department will continue to provide school bus transport to students requiring access to specialized educational programs outside of the district boundaries. The Transportation department will support the needs of the foster youth and homeless population requiring transport to the school sites as well.

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

Description	Total Funds	Contributing
District and schools provide at-home access to 21st Century technology and digital integration to support student learning through the procurement, maintenance, and replacement of ipads and Chromebooks for students.	\$1,240,000.00	Yes
District provide wireless hot-spots for those who wouldnot otherwise have internet service.	\$150,000.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Assessment

Assessment is crucial to meet the needs of students and to inform teacher practice. Common formative assessments, real time feedback, and interim assessments will be a focus for next year as we work quickly to garner student achievement data to address learning gaps that have results from school closures. Daily teacher analysis of student work will be crucial in the development of and implementation of common assessments.

NSD will continue to conduct District benchmark assessments in English language arts, mathematics, English language development and social emotional through iReady, Thrively, Social Emotional Screener, Benchmark ELD, American Reading Company IRLA and UCI Math.

Grading

Grading will resume to the traditional report card structure. In order to encourage students who are ill to stay home, a grading accommodation plan will be developed to support any students with flu or COVID-19 symptoms.

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.]

Intervention To Mitigate Learning Loss

Based on stakeholder input, a focus on increasing outreach, opportunity and frequency of support for unduplicated students will be central to NSD response to learning loss. The National School District will focus on mitigating learning loss, especially for students identified as special education, foster youth, English learner or socially economically disadvantaged through targeted interventions and support. Students will be assessed in the first few weeks of school in English language arts and math using multiple measures including but not limited to iReady, SchoolPace reading inventory, universal social/emotional screener, strength based assessment and teacher selected measures. Based on the data results, students will be provided with needed supports aimed at meeting grade level academic performance for students. Additionally, specialized support will be provided for English learners and students with disabilities.

NSD will mitigate learning loss through a data driven tiered systems approach to provide targeted support for all learners. Tier 1 is core classroom instruction aligned to content standards appropriate for all students, including foster youth, socially economically disadvantaged and English Language Learners. Through frequent data checks, students will receive Tier 2 supports which are more strategic and specialized. Tier 3 intense support will be given to students, generally less than 3% of the student population, who need more supplemental resources that extend beyond the range of Tier 1 and 2 services. and are more individualized support for unique needs.

Professional Development and Distance Learning Coaching

Teachers will be provided professional development or coaching support with programs and data reports. Additionally, NSD will provide targeted coaching to teachers on distance learning in a hybrid instructional model. Professional development will include but is not limited to conducting valid and reliable assessments with iReady in distance learning, Schoology learning management system, Google collaborative tools, pedagogy in distance learning environment, Presence Learning teletherapy platform, Thrively etc.

Support Staff During School Hours Support

National School District will provide additional support staff to collaborate with the classroom teacher to increase student academic performance. Language Arts Specialists will continue to serve students with literacy needs, and to ensure their ability for greater outreach, the district will purchase additional literacy intervention curriculum software that is adaptive and personalized to student needs. National School District will bring on additional staff, Impact Teachers, to support the Language Arts Specialist and classroom teachers in providing targeted small group instruction.

Instructional Support Tutors During School Hours Support

National School District will contract to provide instructional support tutoring services for direct student services under the guidance of the classroom teacher. Tutors will work with small groups to provide feedback and support with asynchronous assignments and follow up to direct teacher instruction. The focus will be on remediating skills deficits that impede growth and providing personalized learning support to ensure equitable access to grade level content.

REACH (Elementary After School Education & Safety Program- ASES) Extended School Hours Support National School District with the South Bay YMCA REACH to provide ASES before and after school services on all ten sites in accordance with the provisions for this State grant. During the 2020-2021 school year some parameters of the grant have been eased to allow for more flexibility of direct services. Support from REACH staff will align to the National School District plan and provide services on campus as much as possible. Additionally, REACH will shift much of its services to providing direct virtual tutoring services for students during extended day hours. National School District will provide professional development to all REACH staff on digital platforms, pertinent software, mentoring and tutoring strategies. REACH staff will be assigned a student pod and will work collaboratively with the school staff to provide personalized learning support for students.

National School District will mitigate learning loss through a data driven tiered systems approach to provide targeted support for all learners. Tier 1 is core classroom instruction aligned to content standards appropriate for all students, including foster youth, socially economically disadvantaged and English Language Learners. Through frequent data checks, students will receive Tier 2 supports which are more strategic and specialized. Tier 3 intense support will be given to students, generally less than 3% of the student population, who need more supplemental resources that extend beyond the range of Tier 1 and 2 services. and are more individualized support for unique needs.

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.]

NSD will monitor effectiveness of the services provided through multiple measures:

- District benchmark assessments with iReady analyzed by all students and targeted groups performance
- Measured growth of targeted growth and all students in comparison to projected growth targeted provided by the CORE collaborative
- Teacher formative and summative assessment data
- Reading inventory (ARC IRLA) growth trajectory
- Analytics from the Learning Management System to measure student engagement
- Response to intervention data provided in six-week intervals

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

Description	Total Funds	Contributing
District and school administrators create and implement a professional development plan for general and special education teachers that includes training and coaching in effective virtual intervention strategies and integrated/designated English language development.	\$700,000.00	Yes

Description	Total Funds	Contributing
Extra certificated support provided during interactive virtual class times to address the needs of students who have not yet met academic standards and those who have or will experience learning loss as a result of school closures through intervention and language development strategies. This is an improved service for students who are English learners, foster youth and/or who have families with low-income as it provides instruction specific to students' individual needs to ensure accelerated growth and increased achievement.	\$757,107.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Support Mental Health

NSD staff will continue to support students in the following ways:

- Teachers will monitor their students and report concerns to their site principals and counselors.
- Counselors will be available to meet with students virtually, or in person.
- Counselors will provide social/emotional learning to students through tier 1 classroom lessons, increasing student knowledge of well-being practices. Additionally, they will provide tier 2 support and collaborate on tier 3.
- Counselors and teachers will make efforts to reach out to students frequently to increase the social interaction options for all students.
- Implement District provided curriculum and practices to students.

Tier 1 Universal Supports:

A universal screening assessment will be administered to all students to identify social-emotional needs, level of stress and trauma and mental health status

- Counselors and teachers will monitor elementary students for signs of stress and trauma
- Develop a referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals
- Conduct routine check-ins using a trauma--and resilience--informed lens
- Training will be provided to staff to increase trauma informed practices and restorative practices
- Mental health and wellness resources will be provided on District and school websites and in communications with families (newsletters, emails, texts, all call messages, etc.)

Community and Family Engagement and Support:

- Provide information and links on District and school websites, CARE Solace to increase access to mental health and wellness resources
- PBIS focused on positive intervention responses for behavior and engagement
- Weekly lessons using Sanford Harmony
- Classroom discussion following protocol of Restorative Practice and Trauma Informed Care, accordingly

Tier 2 Small Group:

Virtual or in-person counseling services and support based on data and student plan

Tier 3 Individual:

Virtual or in-person counseling services and referrals to outside agencies

A Check-in Protocol for Counselors and Psychologists has been developed. Counselors will work to foster positive school environments in the following ways:

- Connecting Families with Needed Social Services and Resources
- Frequent Check-ins with Students and Families with Identified Need
- Providing Services at Earliest Level of Need
- Providing Referral & Intervention Services for Students
- Ensuring Interventions are Connected to Need (and that access is appropriate)
- Care solace, Family Resource Center and Nueva Vista referrals

Monitor Mental Health

NSD will monitor students through multiple metrics including:

- Self reporting universal screener on social emotional conducted 3 times a year
- Daily and weekly check in/check out for tier 2 students
- Data input from school counselors and school psychologist in Illuminate

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.]

NSD plan notes the important of attendance and engagement in school. NSD engagement and attendance focus is based on the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Using the framework from NSD ReOpen Plan which outlines the processes that our district has adopted to return to school- in person or virtually, in the safest way possible, NSD has an engagement and attendance plan to support students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. Attendance and student engagement will be defined as having three components of cognitive, social emotional and asynchronous assignment completion. Students, families, teachers and Student Services staff will focus on promoting ongoing effective school engagement by:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled learning session, regardless of the instructional model.

Student Services Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Attendance staff.

In partnership with the FRC, and other community agencies, NSD will work to connect every student and family that was not attending or engaged.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports by supporting engagement and attendance from classroom support, additional support staff support, community and agency support and as a last act the enactment of a student attendance review board.

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.]

Nutritionally Adequate Meals

National School District (NSD) participates in the USDA Community Eligibility Program (CEP). As such, all students are qualified for free meals and snacks each day school is in session. NSD participates in the National School Lunch Program (NSLP), the School Breakfast (SBP) and the Afterschool Meal Supplement Program (Snacks). Each program requires strict dietary and nutritional standards which are carefully followed by the Child Nutrition Services (CNS) department.

All students who are enrolled for Distance Learning full time will be able to come to their local school campus one time each week to pick up healthy, nutritious meals. The students will receive packages containing five days of breakfasts, lunches, and healthy snacks to be taken home with them. The packages will contain all the healthy meal components required for each of those meals. Included in the packages will be instructions on heating and storage of foods, and fun facts and nutritional information for the students and their families.

Students enrolled in the hybrid learning will have a combination for meals to be consumed on campus, and meals to be taken home. When on campus, students will be able to get a nutritious breakfast on their way to their classroom in a grab-and-go style service. At lunch, students will be served healthy lunch meals in their classroom at their desks. On the last day a student in hybrid learning leaves for the week, they will be given packaged meals, as described above, that will provide breakfasts, lunches, and healthy snacks until the next time they return to school.

For meals consumed on campus, students will pick up breakfast in the cafeteria as they arrive at school. They will take the meal to their classroom to eat. Lunches will be delivered to the classrooms.

Meals for home will be packaged and distributed to all students for the school days they will not be on campus at all. The meals will be given to students on the days they are on campus to take home with them. Waivers will allow adults to pick up meals if children are sick or unable to come to school.

Distance Learning only students, will have distribution days each week to come to their school site for instructional materials and will be given a five-day supply of meals at that time. Purchase of milk coolers used for distance learning delivery system insulated carts on wheels to bring meals to hybrid.

Meals distributed will be tracked daily and outreach calls will be conducted for meals not obtained by qualifying students to address any issues families may be experiencing that is preventing them from receiving the meals.

Transportation

The Transportation Department will coordinate with the Nutrition Department to assist with distribution of meals to families and to school sites. In the hybrid model, meals can be transported with students to supplement their meals during the week and also to provide meals to families at existing bus routes during distance learning. NSD will purchase two refrigeration trucks to use to transport meals to families who have no transportation or are unable to leave their home due to medical necessity.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	<p>Administrators and teachers promote and encourage home-school communication to engage families through:</p> <ul style="list-style-type: none"> • Websites, schoolmessenger, newsletters, social media, ParentVue. • Email and parent portal for learning management system for mobile or desktop devices. • Annual family workshops which provide information about student progress and targeted support/enrichment for students, with special focus on unduplicated students 	\$90,000.00	Yes
	<p>Staff system to contact parents/guardians for re-engagement, social/emotional health and connection to schools for families with increased focus for students who are English learners, foster youth, and/or have families with low-income to ensure increases access to instructional programs and ensure accelerated growth and increased achievement.</p>	\$200,000.00	Yes
	<p>District provides alternative opportunities for families with health compromised etc situations to provide access to instructional distribution and meals on daily basis through the use of refrigeration trucks and home delivery.</p>	\$250,000.00	Yes

Section	Description	Total Funds	Contributing
	District and schools provide staff access to devices to support effective virtual classroom instruction.	\$700,000.00	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
34.18%	\$13,539,393.00

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.]

A review of the District's needs and metrics, along with stakeholder input, determined that funding allocations from Learning Loss Mitigation would be the most effective use for low-income students, English learners, and foster youth and are intended to meet the needs of these students in response to the COVID-19 pandemic. The following actions are provided across the District:

- Professional Development for Intervention is offered districtwide based on student data collected during the spring closure and initial base line from fall 2020.
- Professional development for effective pedagogy in distance learning and hybrid to address the needs for targeted students to both certificated and classified staff.

- Expanding and enhancing the Multi-Tiered System of Supports academic and social emotional structure through additional personnel through resources, counselor outreach and re-engagement plan for students identified as at risk for attendance.
- Early identification of academic or social/emotional challenges and individualized response plans. Use of ongoing summative and formative data through multiple measures (reading and math adaptive diagnostic assessment, i-Ready, Schoolpace, universal screeners etc.) to ensure targeted and immediate response especially for English learners, low-income students, special education and foster youth.
- Extended and alternative learning opportunities provided virtually and in-person small group tutoring is offered districtwide. Using ongoing data, students will be identified to be placed in learning support pods and assigned to a tutor. Tutors will address targeted skills in coordination with classroom teacher and assessment data.
- Supplemental literacy and language programs, personalized personnel support, designated and integrated language instruction across all content areas will be a focus for NSD to address the needs of English learners. Through professional development, tier 1 instruction, personalized adaptive language software and during school personnel support are designed to ensure English learners acquire English proficiency at or exceeding the annual expected growth.
- Re-engagement for absenteeism terraced system approach from District to site level is provided to ensure students, such as foster youth and homeless, have positive and supportive venues to access learning, device, meals and social interaction.

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

Learning Loss Mitigation Funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. These funds are targeted to support low-income, foster youth and English Learner populations to increase support and intervention services to ensure equity and close the opportunity and achievement gaps for identified students. Actions selected to increase and improve services for unduplicated students were chosen in response to data and evidence based practices.

The following identified improvements in actions and services are planned for the 20-2021 school year as our district operates under COVID19 conditions:

- Ongoing professional development and support plans to create a highly effective learning environments regardless of location to ensure learning continuity. Actions to support and improve teacher quality and practice are known to have the most effective positive impact on student achievement especially for unduplicated students who have not yet met academic standards.
- Data driven instructional and social emotional plans to identify specific gaps with targeted focus of implications of the data for students identified as English learners, foster youth or low income.
- Multi-Tiered System of Supports to target and meet the instructional needs of unduplicated students and ensure accelerated growth and increased achievement for students who are English learners, foster youth, and/or have families with low-income.
- Targeted personnel support during and after instructional time that is principally directed at meeting the needs of unduplicated students in the district by providing and improving targeted services for students who are English learners, foster youth and/or are low-income to ensure accelerated growth and increased achievement.