

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The unprecedented COVID 19 pandemic has affected the entire Nuestro community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic include increased unemployment and additional challenges such as access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of students learning have also been disrupted.

This plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to learn.

The guiding principles for realizing this vision include:

1. Health, Safety and Well-being: our actions are grounded in the scientific guidance provided by federal, state and county health officials. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. High quality instruction anchored in standards-aligned materials is at the core of achieving equity and access. We will use data and assessments to ensure high quality instruction continues whether we are in a physical or remote learning environment.
3. Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning plans and strategies are designed with agility to ensure high quality instruction continues whether we are in a physical or remote learning space.

4. Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications.

At the beginning of the 20-21 school year, we met as a staff to review our total school enrollment. We identified students in need of internet connectivity or extra help to complete their work. Staff looked over the enrollment list and recommended extra support for students that qualified for free and reduced lunch, English learners, foster youth, and homeless families. The staff created a list of students and our school secretary called those families to ask if they needed the internet services. Currently, we are providing 20 hotspots for our families.

As a staff we also looked at our enrollment lists to figure out which students had trouble accessing curriculum and/or being successful with assignments in the spring. Identified challenges included: 1) not understanding all the directions, 2) students didn't log on, 3) students logged off because the lesson was too difficult, 4) assignments were not turned in, 5) Required curriculum for English learners to be chunked into smaller lessons.

There are three paraprofessionals who will be assigned to serve 2-3 students each day. They will provide an extra check in with students in order to help with assignments after the teachers have taught the lessons.

Stakeholder Engagement

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

The following stakeholder meetings and surveys were used in the development of this document.

Staff/Bargaining Unit

7/14/2020 – Leadership meeting to discuss reopening procedures and develop schedules.

7/16/2020 - Presented the schedule developed by the Leadership Team for reopening and asked for feedback.

Parents/Guardian

June 2020 - sent a survey to seek feedback on spring distance learning and about reopening plans for the 20/21 school year.

July 2020 - Personally reached out to families that identified technology needs in March 2020 and sent out several messages on our "All Call" notification system to have parents call or email with current technology needs.

July 24, 2020 - Personally called all Kindergarten parents to seek feedback on an AM/PM session model

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

As of April 2020, Board and stakeholder meetings have been held through Zoom which allows computer conferencing or telephone participation by all. Meeting agendas and notices include the procedure by which the public may observe the meeting and offer public comments. The public is provided the opportunity to attend all meetings and given support in how to attend meetings.

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

Parent/Guardian

About 85% of families responded to the *June 2020 Distance Learning and Fall Reopening Survey* regarding their learning experience in the Spring. 76% of families were satisfied, 22% were neutral, and 2% were not satisfied. 30% of families thought the workload was too much and 54% thought it was just right. We had one family that felt there was too much packet work and wanted more technology. More than 80% of families thought the communication from the teachers and the school was just the right amount.

In response to what worked well during Spring distance learning, parent/guardian responses included: Zoom meetings, teacher communication, availability, and support. Many also shared that having a specific schedule and tasks due each day was effective as well as the online program that was used. Aspects that didn't work well included: parents working and having to "teach" their child(ren) technology issues, and the amount of schoolwork, both not enough work and too much work.

On the *August Distance Learning/Reopening Survey* we had 90% of families respond. 6 students identified that they would be returning to NUESTRO because of the distance learning environment. About 20% of families do not have adequate internet to support distance learning and 100% of families will need to borrow devices from the school. 55% of respondents want to return to school as soon as allowed rather than have the school closed for a determined amount of time (trimester 1). When asked about returning to in-person instruction, 45% responded they will not send their students to school in-person. Some of the reasons include the desire for a vaccine first and not wanting their children in school if they have to wear a mask and/or social distance.

Staff/Bargaining Unit

A survey regarding school reopening was completed by 70% of the staff. Concern for their physical well-being rated high with 20% being somewhat concerned and 10% being very concerned. Concerns about returning to in-person instruction included: safety of staff and students, keeping students 6 feet apart and wearing masks, cleaning and sanitizing requirements, and just feelings of uncertainty. Overwhelmingly staff wanted a well-thought out, consistent school-wide plan that included clear safety protocols for reopening schools to in-person instruction.

Input regarding distance learning was obtained through a series of meetings and conversations. After completing distance learning in the Spring, teachers wanted a common learning platform and asked to use and be trained on Google Classroom as a learning platform and Zoom in order to provide live, synchronous instruction. Teachers also wanted as much consistency as possible in schedules, amount of time for live sessions, and clear expectations.

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

From the results of the parent's survey we noted that our parents want teachers to teach students the skills that they need in order for students to be successful in the grade level that they are currently in. Another area our school focused on was concerning students that needed the extra help including English learners, Homeless, Foster Youth, Special Education and any other identified students. that help with Para Professionals will be utilized to provide extra support to identified students. Students will work with the Paraprofessionals after the teachers have delivered the lesson and will continue to work with these students individually for an hour providing the extra help as needed.

What about Staff input that was influenced.... Based on identified needs of the staff, we ensured staff was provided training on Google Classroom and Zoom and the time to create consistent schedules and expectations.

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.]

Instructional Learning Model for 2020-21 - Traditional - On-Campus Learning

As soon as the opportunity presents itself for all or particular groups of students to return to campus for instruction, students will attend daily through a modified minimum day schedule. A 1:30 pm release time will allow for daily core instruction and intervention opportunities for students. Based on measurements and 6-foot distancing requirements, there can safely be 22 elementary (K-5) students per classroom. These students will stay with the same cohort all day. Parents that are not comfortable with their child(ren) attending school in person can access the classroom by Zoom or choose an independent study model. Cameras will be set up so students can be a part of the classroom community as best as possible. Special Education and EL students will remain in the general classroom setting. Unless guidance comes out that says otherwise, Middle School (6-8) teachers will rotate to classrooms (same cohort) to reduce cross-student exposure.

Safety Protocols

Students will be actively screened upon arrival and then again mid-day. Social distance protocols will be followed during breaks, recess, lunch, and dismissal. Masks will be required when students cannot maintain social distance protocols. Disinfecting will occur frequently and more extensive end-of-day cleaning practices will occur. A deeper sanitization will occur on Wednesdays and Fridays in the afternoon hours.

Assessment

After the beginning of the year assessments have been completed and teachers have analyzed the data to determine areas of learning loss due to the school closures in 2019-2020, all teachers will have an intervention time built in throughout the day to help mitigate learning loss. In addition, teachers will also offer after school intervention for students who need more time or extra support. Para Professionals will be utilized to support teachers in Grades K-3 to allow for small groups in each classroom during the day to really focus on the student's area of need.

Instructional Learning Model for 2020-21 - Hybrid/Distance Learning

Until mid-July, the district was moving forward with plans to reopen school through a hybrid model. Students would spend a portion of their day at the school site receiving in-person instruction and then complete the rest of their learning in a virtual setting. The ability to provide as much in-person instruction as can safely be delivered is our overall goal and is important to be able to address learning loss, particularly for those groups of students who are most likely to be impacted by school closures.

On July 17th Governor Newsom closed schools for counties that were on the watch list. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back and the conditions under which a

school may have to return to a full distance model after reopening. While current health conditions in Sutter County do not permit delivery of in-person instruction, the district is continuing to plan for a blended learning model so it will be prepared to bring students back once it is safe to do so. Nuestro will continue to align decision-making to public health experts at the state and county level and to orders and guidance proved by Governor Newsom.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff and family entering school site and staff working at school site are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$1,582	N
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$1,000	N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$1,000	N
Signage, posters, and floor decals as visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$1,800	N
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$3,400	N
Home-to-School transportation for Low-income and English learner students	\$10,000	Y

Increase in hours (10-12 per month) for two paraprofessionals to support students and teachers and extra custodial time for cleaning	\$15,000	Y
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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.]

At Nuestro we will follow the six guiding principles which remain consistent regardless of whether students are participating in in-person or virtual learning:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner
5. Identify and address gaps in learning through instruction. Monitor student progress on grade level appropriate assessments and adjust supports based on student results.

Daily live lessons will be delivered through Google Meets or Zoom. Instructional materials aligned to the current Board Adopted curriculum will be provided through Google Classrooms. Teachers will create weekly schedules that provide opportunities for synchronous and asynchronous engagement aligned to grade level specific instructional minutes: 180 daily Minutes for Kindergarten, 230 Minutes for Grades 1-3, and 240 minutes for Grades 4-8. In addition, students have access to teachers and/or paraprofessionals members for 30 minutes per week for questions/materials as needed.

Weekly schedules for students in Grades K-5 will include daily instruction in ELA/ELD and Math, science instruction two times per week, and history/social science instruction two times per week. Schedules for students in Grades 6-8 will include daily instruction in ELA, math, science, and history/social science. Students will be required to demonstrate and document engagement for the required minutes for each grade level.

When the time comes for students to transition back to in-person learning either full time or through a hybrid model, teachers will continue with the same curriculum.

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.]

When it was clear that school would open in the fall with distance learning, we asked families to consider learning time and other requirements as they completed a *Technology/Internet Access* questionnaire. If a family didn't participate in the survey, personal phone calls were made until the needs of 100% of the families were obtained. Based on the responses, all students were provided with a Chromebook 20 hotspots were provided to students/families for use during distance learning. In order to ensure parents and students knew how to use the provided technology, teachers created video tutorials. In addition, step-by-step directions on how to sign into Chromebooks and how to access the programs teachers were going to be using were posted on the district website.

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.]

The minimum daily instructional minute requirement for students is 180 minutes in Kindergarten is, 230 Minutes for Grades 1-3, and 240 minutes for Grades 4-8. This requirement will be met or exceeded through a combination of the time value of synchronous instructional opportunities and asynchronous work completion.

Student engagement and attendance will be documented and monitored using Schoolwide and Weekly Engagement Logs. Teachers will assign lessons and certify time value of both synchronous and asynchronous assignments. Daily participation in synchronous (Zoom/Google Meets) sessions for the purpose of instruction and maintaining school connectedness is required

Teachers will identify and address gaps in learning through best first instruction, monitor students' progress on grade level appropriate assessments, and adjust the support based on student results. To achieve this, teachers and paraprofessional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

Synchronous instructional minutes delivered during distance learning will be scheduled in chunks and include whole-class, small group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs.

Nuestro staff also recognizes the importance of a partnership with students and parents in effectively monitoring progress. Among the expectations for the implementation of distance learning, the district is ensuring families should expect regular communication to students and parents on learning goals and student progress from the teacher, including weekly student teacher parent communication and reporting of student progress consistent with the district's grading policy in order to maintain home-to-school connections.

Teachers will turn in daily attendance to the secretary. Calls will be made to students that were absent to find out why they did not attend the live session. Teachers will also turn in a signed log to the school administrator verifying they have monitored student progress throughout the week for attendance and student engagement purposes. This log will demonstrate live sessions, synchronous/asynchronous instructional minutes, work assigned to students, and how much of that work was completed each week.

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.]

The Nuestro staff was involved in all the decision-making processes when it came to designing the Distance Learning plan. The teachers discussed what they would need in class to provide the best education that they can for all our students. Google Classroom and Zoom training was identified as a need by all staff. Ensuring there was a common platform was essential for teachers, students, and parents in order to provide consistency and continuity among grade levels. Training for teachers took place throughout July and August and ongoing support in these areas will be provided to teachers as needs arise.

Two days of training were conducted by the Professional Development Coordinators from Sutter County Superintendent of Schools. Both days were dedicated to learning the Google Classroom platform, lesson delivery strategies in core content areas, and the identification of beginning of the year assessments. Staff have also attended various webinars offered by Sutter County Superintendent of Schools on such topics as technology tools to enhance the virtual classrooms, feedback strategies, and strategies to increase student engagement. Additional opportunities will be offered throughout the year and teachers are encouraged to attend in order to ensure we are learning strategies that will best meet the needs of students as they learn in a virtual environment.

Staff Roles and Responsibilities

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

All staff have had their responsibilities altered in some way or another as a result of COVID-19. Classroom teachers used to teach and managing students within their classrooms are now becoming technology experts as well as educators. With the current distance learning model and any future hybrid models, teachers are responsible for monitoring attendance and student engagement using multiple measures. During traditional in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class period. Through distance learning, teachers will monitor student submission of assignments, presence within their Google Classroom, attendance during live, synchronous instruction, and other forms of personal contact. They will also be responsible for maintaining a weekly record documenting a student's synchronous/ asynchronous engagement each day.

Paraprofessionals now assist the attendance clerk. They are responsible for making phone calls to parents to find out where students are when they miss any live sessions with the teacher. Since there are no students on campus at this time, the Librarian's role has shifted to a paraprofessional supporting teachers in their classroom.

The Attendance Clerk will continue all of typical responsibilities, but functions have been adapted to serve in distance learning context. Additional duties include following up with teachers who are not submitting attendance/engagement logs and will specify the multiple measures to be used regarding attendance coding/entry.

All staff specifically supporting students with disabilities will continue in their current role with modifications to reflect the distance learning context. Some modifications include virtual IEPs and identifying ways to engage parents as meaningful participants in the process.

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.]

In order to meet the academic needs of students with unique needs specifically in the areas of English language arts, English language development, and math, beginning of the year assessments including curriculum embedded assessments, I Ready diagnostics and STAR assessments will be administered to students to identify potential areas in order to target support. Students are placed in small learning groups where daily support is targeted to identified learning gaps. Paraprofessionals are also assigned to students in order to provide an extra layer of support. They will check in with families once a week to identify any extra support that may be needed. Special Education students will be provided services and minutes required by the IEP state requirements. While all students ultimately benefit, content is designed to be made more accessible for students with disabilities and other students with unique needs.

Students experiencing homelessness are provided referrals in securing housing and food options. Foster Youth students can be referred for additional tutoring through the Student Support and Outreach department at Sutter County Superintendent of Schools.

All students have access to teachers 1 hour per day during open office hours. This time can be used to answer specific questions related to live instruction and/or assignments. Students with unique needs including English learners, students with exceptional needs, foster youth, and students experiencing homelessness will be encouraged to utilize this time as an opportunity for one-on-one support.

When a waiver to bring students, or particular groups of students back on campus for instructional purposes is available for consideration, English learners, students with exceptional needs, foster youth, and students experiencing homelessness will be given priority to be on campus to receive these services in-person.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$29,000	Y
Additional Technology to Support Distance Learning: WIFI hotspots, headsets, and laptops/ devices, webcams, headphone, wireless microphones, Easels, doc cams, camcorder, standing desks for staff, and Extra training days for teachers.	\$50,612	Y

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.]

Specific student academic needs will be determined through comprehensive English Language Arts and Math curriculum embedded assessments, STAR and I Ready diagnostics are administered within the first month of school. The data being gathered by teachers throughout instruction also plays a critical role in understanding what learning loss has occurred and student's specific needs. Since the

Summative ELPAC was not administered to English learner students in the Spring due to school closures, all ELs will be tested to assess English language proficiency.

Teachers, with the help of Sutter County Professional Development Coordinators, will analyze assessment results and determine the areas where students need help. A specific plan of support will be developed in order to most efficiently target the specific needs. Based on the needs, students will be placed in small groups of 3-5 students and will receive intervention Monday, Wednesday, and Friday specific to identified needs. Cycles of intervention will occur for 4-6 weeks and students will be provided post-assessments to determine growth. In addition, teachers will also host office hours Tuesday and Thursday afternoon for students that would like to receive additional support. This intervention model will continue throughout the year as a best practice to mitigating learning loss.

Nuestro staff ensures foster youth, students experiencing homelessness, and students with unique needs have equitable access to all school activities and assignments. English learners receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction. Students with disabilities are included in our classroom-based model and in addition to their general education placement receive their full IEP accommodations, modifications, and supports.

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.]

We recognize that learning loss may have occurred due to school closures in the Spring. Multiple methods are used to provide instruction to meet students' needs through one-on-one instruction, small groups, and whole group teaching. Increased attention has been provided to English learners, low-income students, foster youth, students with exceptional needs, and students that may be experiencing homelessness. Formative assessment strategies through exit tickets, student work, and student discussions during instruction, will benefit all students. These minute by minute formative assessments will help to identify areas in which to target additional support. This will also help students know about their own learning progress while building their disciplinary identity and flexibility. Teachers are cognizant of the standards that may not have been fully addressed due to school closures and will balance ensuring they have mastery in the previous grade's standards with the need to ensure current grade level mastery in standards is achieved. Additional strategies to support students can be identified through virtual classroom walkthroughs (attendance in Zoom meetings to observe teacher instruction and student learning/engagement) conducted by the Superintendent/Principal.

English Learners - Some students attend small group Designated ELD groups on campus while others are supported virtually. Students are provided vocabulary and comprehension strategies in order to best access the core instruction.

Students with Disabilities - Assistive technology/tools are available for students to make the material more accessible. Speech to text, magnifying tools, and headphones to block out the noise are some tools that are often utilized. Students also have the option to submit hard copies of work instead of through Google Classroom.

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 and supports provided to address learning loss will be measured by ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered over the 2020-2021 school year.

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

Description	Total Funds	Contributing
Assistive technology for a student with Disabilities to access distance learning instruction from home.	\$688.40	Y
Increase in hours (10-12 per month) for two paraprofessionals to support students and teachers	Duplicate	Y

Mental Health and Social and Emotional Well-Being

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

The mental health and social emotional well-being of students and staff is a top priority at Nuestro. Teachers have the opportunity to check in daily with students through synchronous instructional opportunities which allows for the identification of any social and emotional supports students may need. A psychologist is available based on referrals from teachers. The staff has regular check-ins with administration to ensure and support the well-being of each staff member. Employees have access to a collection of resources provided by the Sutter County Superintendent of Schools Office as well as the Employee Assistance Program (EAP).

Professional development activities to support students and staff are ongoing and aligned to ever-changing needs. We offer a menu of PD options for staff.

Mental Health and Social and Emotional Well Being Resources for Staff/Administration

- The Character Strong: Podcast – Focusing on the Social Emotional Well-Being of the Whole Staff Team
- The Character Strong: Podcast – Using Social Media for Good in our Schools
- Ensure: Article – Teachers are Anxious and Overwhelmed. They Need SEL Now More Than Ever
- CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL
- Managing Anxiety Around COVID-19 Tips for You and Your School Community
- On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness

Mental Health and Social and Emotional Well Being Supports for Students

Tier 1 Supports - universal supports for all students and selected based on the needs of all students

- Virtual or In-Person Morning Meeting - A scheduled time when students and educators greet each other, check-in, and learn important skills before starting the day. Topics include positive self-talk, mindfulness, staying organized, or showing kindness. Teachers also check-in with individual students throughout the day.
- Virtual Check-In Google Form
- Weekly instruction on the topics: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making is delivered using various materials.
- Second Step, Steps to Respect, Mindfulness, Character Traits, and Big Life Journal: Challenges Kit (nurture loving self-talk, growth mindset, gratitude, and positive friendships), Growth Mindset Kit (stay resilient, welcome mistakes, overcome the fear of failure)

Tier 2 Supports - targeted supports for some students for whom Tier 1 support is not sufficient

- Referred by teachers or administration
- Small group
- Let by Tier 2 Mental Health Provider

Tier 3 Support - intensive supports for a few students for whom Tier 1 and Tier 2 support were not sufficient. Services might include individual or small group with a Tier 2 Mental Health Provider or the school psychologist.

- Supports for Staff
- Supports for staff include:
- Virtual “get-togethers” – lunch, coffee, birthday celebrations
- Weekly PD activities
- On-Demand Webinar – Yale Center for Emotional Intelligence: Managing Anxiety Around COVID-19
- Distance Learning Playbook – Chapter 1 Take Care of Yourself
- On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness

Mental Health and Social and Emotional Well Being Resources for Parents

- Remote Learning SEL Resources: <https://apertureed.com/family-resources/>
- Publication: Low Cost – No Cost Services in Sutter-Yuba Counties

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

All staff recognize the importance of attendance and engagement in school. A meaningful connection to friends, caring adults, and engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. We believe this to be true regardless of what learning environment students are participating in. Not only do we want students to be present or “logged in”, we want them to be engaged; interacting, thinking and connecting. Our Attendance and Engagement plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Educational Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Teachers engage with students daily, reach out to check in and offer support, and generally maintain as much contact as possible with students to support their progress and ensure students feel supported. When students are not engaging in distance learning, office staff call the parent and assess if there are barriers to distance learning for the family.

If a student misses three days in a week or 60% the re engagement process starts. If a student misses less than 3 days within a week, parents are called by the teacher, office staff, or administrator, to notify of absences and determine if there are barriers to attendance. After the third absence, the tiered reengagement process begins.

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.]

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion, Meal Preparation, and Cleaning and Sanitation protocols.

Health and Hygiene Promotion - Promoting healthy hygiene practices apply to all staff and students include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting signage and posters on how to stop the spread of COVID-19;

Cleaning and Sanitation - In addition to standard food safety procedures followed by the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

Meal Preparation - As part of the updated standard operating procedures gloves, masks, disposable aprons, and other supplies are readily available. Only 1 person works in the cafeteria to prepare and serve meals so social distancing is not an issue.

In-person - In addition to the previously mentioned safety protocols, other changes have been made to the food service program for in-person instruction. Meal times are staggered to allow for cleaning between meal services and to serve students in smaller groups. Sneeze guards and partitions have been installed at the food line and point of sale location. Students are served on disposable trays with disposable utensils and eat at designated spots either in the cafeteria or outside. Each spot, whether it be a table, chair, or spot on the grass is spaced to maintain social distance. Tape on floors and sidewalk delineate spacing requirements for lines. Share tables and self-service buffets for food and condiments have been removed.

Distance Learning - During distance learning Nuestro Elementary School will operate a “Grab and Go” pick up at the school campus from Monday – Friday from 10:00am to 1:30pm. Staff trained in food safety procedures assemble meals that meet nutritional guidelines. To further maintain safe practices and social distancing, parents drive through the parking lot where staff members wearing masks and gloves hand out Breakfast, lunch, snack and supper.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during closures and upon return, in a manner that is safe and consistent with public health guidelines. Including some additional equipment, sanitation supplies and Personal Protective Equipment.	\$1,000	TBD
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma with the remote context	\$1,500	Y
Mental Health and Social and Emotional Well-Being	School Psychologists: Maintain existing staffing and supports to assess, screen, identify learning disabilities and to recommend appropriate interventions/modifications for students	\$22,078	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.38%	\$140,574

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.]

There are several actions that are being implemented and are contributing to the increased/improved requirements. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

The actions related to device and connectivity access were ultimately made available to all students. However, the immediate needs of foster Youth, English learners, and low-income students were considered first and foremost. These particular student groups often have less access to the materials and services required for success in a distance learning environment.

County support staff and in-house staff provided a wide-range of professional development targeted towards meeting the diverse needs of students. Teachers engage in collaboration on Wednesdays in order to review data, student work, and plan for instruction that best meets the needs of students who continue to demonstrate inequitable outcomes. There is an intense focus on particular student groups including English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. As distance learning and school closures continue, this collaboration time will become even more critical and an invaluable resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus will be for formatively assessing student needs so that targeted small group and one-on-one synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at addressing learning loss and accelerating growth for students demonstrating the most need.

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

The Nuestro Elementary School District receives approximately \$140,574 in supplemental funding for the 2020/21 school year. Programs and services support the academic achievement and engagement needs of our students with unique needs is a priority for the District. The programs and services principally directed for these student groups include: purchasing chrome books and hotspots; English language development services; assessment for purposes of identifying and mitigating learning loss, and progress monitoring, home to school transportation, nutrition services, and additional personnel focused on supporting students and engaging their families. The school psychologist plays a critical role in the early identification of learning needs and referral to appropriate supports. While this is crucial when students are participating in “normal” on campus learning when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision, when students experience school closures and distance learning, the role of psychologists becomes even more critical. Many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component for Nuestro to address learning loss and accelerate growth for low-income students and other vulnerable student groups.