

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.]

When the decision to close schools in March of 2020 took place, Newhall School District, an elementary school district located in in the northern end of Los Angeles County in the Santa Clarita Valley, approached the needs of the community and the District using a multi-step approach. This plan was comprised of three major areas; Create and Share a Plan, Support Tech Equity, and Continue to Plan High Quality Instruction. This foundational structure allowed the District to ensure that **all** students had access to technology and hot spots to continue their studies, teachers had training to ensure that they could continue to instruct their students, and parents had weekly communication to keep them informed of general information, decisions and events. Both during this time and after schools were out for summer, feedback was solicited and needs were identified. Stakeholder feedback from distance learning focused on the following needs:

- Social emotional needs of students
- Increasing parent/guardian knowledge on Google Classroom
- Consistent organization of the Google Classroom to ease students and parents.
- Need for student groups to have live and in-person instruction when safe to do so
- Increased need for hot spots and technology
- Increased communication between school and home regarding student progress

In addition to these areas of need, there was an awareness that that the pandemic resulted in greater unemployment and possibly homelessness that will necessitate further support and actions to be included in the Learning Continuity and Attendance Plan.

The planning for the 2020-21 school year began with the creation of a School Start Task Force. This team, led by the Superintendent was comprised of parents, teachers, classified staff, and district and site administrators with representation through these various groups from all 10 school sites. The School Start Task Force focused on determining the options for the return to school and all of the areas that would need to be addressed in order to successfully reengage families and students. Meetings began on May 14, 2020 and ended on July 28, 2020. The Task Force researched and examined models of returning to school with a focus on which model would best meet the needs of all learners with a high level of safety. Committees researched and made recommendations on childcare, daily schedules, food and nutrition, health and

safety, and student support services. District staff worked simultaneously to address the areas of need as identified from stakeholder feedback.

From this work, on June 23, 2020, two recommendations for instructional models were brought to the Governing Board as an informational item. This informational item brought forth the recommendations of the School Start Task Force, which were to have a hybrid AM/PM model and a full distance-learning model. In addition, as a part of this process, the Board received updates on the work of the School Start Task Force in areas of scheduling, childcare, nutrition, safety, and student services. The Board provided direction on next steps for the School Start Task Force and the Superintendent.

On July 21, 2020, the Governing Board adopted two models; an AM/PM hybrid model and a year-long digital learning academy model. Additionally, they decided that all students would begin the year in distance learning and to not explore a waiver at that time. Understanding the need for some students to be on campus as soon as it was safe to do so, there was discussion on the process for bringing back some student groups prior to the full hybrid implementation. This would potentially include students who receive special education services. On September 1, 2020, the Governing Board gave direction to pursue in-person assessments for students with IEPs and our English Learner students.

The District is committed to using our resources to ensure high levels of learning and engagement for all students. The District needed to purchase new resources in math, science, and social studies designed to support learning in an on-line platform. Over 3500 devices have been deployed to families along with nearly 1000 new hotpots we needed to purchase with unlimited data to support synchronous and asynchronous instruction for our families who have connectivity issues. The District provided teachers with training on the new resources. As a result of all of these efforts and those we have planned for the year, we are committed to creating connections one student at a time as we engage and teach with creativity, dedication and compassion.

Stakeholder Engagement

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

With the anticipation of starting the year in some sort of distance learning, there were multiple opportunities to provide feedback and express needs. The traditional LCAP feedback process took place with all stakeholder groups including parents, teachers, school site and district staff, principals, assistant principals, district administrators and students. This provided a foundation for all of the feedback and input that followed. Our students provided their feedback on their experiences in distance learning during school closures prior to the end of the school year. 1875 students TK-6 shared their thoughts. Parent feedback was requested during in-person meetings at ELAC and DELAC as well as the Special Education Council SEAC. School sites continued with their Coffee with the Principal, which were always available with translation and allowed site administrators (principals, assistant principals) to share concerns and feedback. A Health-and Safety survey was completed by teachers, parents, administrators and classified staff, and School Effectiveness surveys addressing distance learning were completed by

parents which provided additional feedback, critical in defining next steps. All of the surveys were in English and Spanish. Beginning in May, the School Start Task Force heard potential next steps and provided feedback as well. Site representatives ensured that all site's concerns and suggestions were communicated.

Zoom meetings were held by the Superintendent and Executive Cabinet members with parents and teachers to communicate preliminary decisions designed to resolve the challenges and needs that had been presented. These provided additional opportunities for the sharing of ideas and feedback. The zoom translation feature allowed for a simultaneous translation during parent meetings.

Once the Learning Continuity and Attendance Plan was drafted based upon stakeholder feedback, meetings were held with representatives from all ten sites. On August 24, 2020 the plan was shared with the PTA/PTO representatives and on August 27, 2020 the plan was shared with School Site Council and Foundation representatives. These groups all function as site representatives who take information back to their school and disseminate it. The plan was shared at the Superintendent's Chat on September 2, 2020 and was provided to all families on September 3rd. Feedback was solicited through these meetings. Administrators reviewed the plan on September 4, 2020. A public hearing during which the plan was described was held on September 15, 2020 and a final request for written feedback was made. Notification on the public hearing was sent to all school sites. The plan was loaded onto the district website for public review along with a request for feedback. All families in the district have been provided a laptop and a hot spot so access to the internet was not an issue for feedback. The Superintendent was available and responded to inquiries, which were translated and shared prior to Governing Board action on September 29, 2020.

The Governing Board adopted the plan on September 29, 2020.

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

The Governing Board transitioned their meetings to be remote in March of 2020. Information on the teleconference platform Zoom. The link for each meeting is published within each agenda and on the District website. Parents have been actively involved in sharing their thinking specifically on topics related to the start of the school.

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

The feedback from all stakeholders was highly consistent. The number one concern was the social-emotional needs of the students and the recommendation of increased counseling staff. This recommendation was in the LCAP surveys conducted in the spring in responses from parents, teachers, administrators and staff and this was consistent among the same stakeholder groups as the number one item in the Health and Safety survey conducted by the Superintendent. When examining the totality of the feedback from the spring and the additional summer feedback, the areas of need are listed here.

- Social emotional needs of students
- Ensuring equity of participation in learning for all student groups
- Increased communication between school and home on student barriers and overall progress

- Increasing parent/guardian knowledge on Google Classroom
- Consistent organization of the Google Classroom to ease students and parents.
- Increased communication between school and home on student progress
- Need for student groups to have live instruction daily in distance learning and returning to in-person instruction when safe to do so
- Increased need for hot spots and technology
- Safety needs such as PPE, disinfecting etc. for return to school

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

Each of the priorities are addressed within the Learning Continuity and Attendance Plan. Most actions can be found within more than one section, but the primary sections which describe the actions taken based on the stakeholder feedback is listed here.

Stakeholder Feedback	Section(s) in Plan
Social Emotional Needs of Students	Mental Health and Social and Emotional Well-Being
Student Engagement	Pupil and Family Engagement and Outreach Pupil Learning Loss Supports for Students with Unique Needs
Additional computers and unlimited WiFi	Access to Devices and Connectivity
Google Classroom Organization/Resources and Parent Understanding	In-Person and Distance Learning Instructional Offerings
Safety Considerations	In-Person Instructional Offerings

Details of the various actions are described in each of these sections as listed here. To share briefly here, in the area of mental health the specific actions that were taken were the hiring of additional counselors, the social emotional learning and trauma focus of PBIS, and the use of a universal screener. To support student engagement, the community outreach liaison school staff, the extended learning time and the CARES portal commitment can be found in the sections outlined above. Clarifying parent understanding and ensuring consistency of the Google Classroom organization can be found in descriptions of our instructional models and safety purchases such as hydrostatic sprayers, PPE and sanitizing stations are included in the in-person instructional offerings section.

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.]

In designing the in-person instructional model, classroom based instruction was planned following a hybrid model broken into two cohorts. In the in-person plan, students will attend for 2.5 hours a day in either an AM cohort or PM cohort. The instructional focus of the face-to-face lessons will be Reading/Language Arts, including Writing, English Language Development and Mathematics. During the remainder of the day, students will engage in Digital Citizenship, Science, Social Studies, Art, and Music as well as receive support services through the Google Classroom and the assignment of learning tasks in the following digital curriculum.

Neptune Navigate: Digital Citizenship

Twig Science: TK-5

Smart Next Generation Science Standards- 6th

Social Studies Weekly- 6th

Art- Davis Art

Teacher designed lessons in music including TK-2 General Music, 3rd grade recorders, 4th-6th grade chorus, band and orchestra.

Teachers will design a daily schedule of learning that emphasizes the most essential standards of the grade level and addresses student needs based upon an assessment of any learning loss from the third trimester of 2019-20 school year. The instructional minutes for the 2020-21 school year are met through the combination of the synchronous and asynchronous instruction that takes place daily. For in-person instruction, students will be in class face-to-face for a total of 150 minutes. The remaining instructional minutes will be met digitally and assigned through the Google Classroom. This time value of the digital assignments will vary based upon grade level and determined by grade level teams collaboratively and monitored by site administrators. These assignments and the time value of each are listed on a posted daily agenda in the Google Classroom.

The use of the Google Classroom and digital resources also allows for a seamless continuity of instruction should a student need to be out of school for an extended period of time or in the event of school closures. If this discontinuation of in-person instruction was to occur, the teacher would easily be able to post in their Google classroom the lessons which were planned to be taught in the face-to-face setting (ELA, ELD and Math). This system would also allow for student assignments to be posted if there was an absence for an extended time period due to illness or quarantine. Daily contact would take place in the case of a student being out of class, or shift to “live” daily interactions/lessons if school was closed.

Support services will take place for all students in the areas of counseling, intervention and enrichment activities. A universal screener for social emotional needs is planned for all students to determine students’ needs for counseling groups during the 2020-21 school year. School sites will continue their WIN (What I Need) intervention and enrichment time. All teachers will determine student-learning needs through baseline assessments done at the beginning of the year with careful attention to standards and skills taught in the third trimester of last school year when schools abruptly closed. School teams will engage in vertical articulation activities with the previous grade level to determine what is essential for students to have mastered and then through formal and informal assessments to determine learning loss. This initial assessment links to the ongoing assessment system in place in the District. For students who have additional needs that need greater attention, diagnostic assessments such as Core Phonics Survey and diagnostic screeners in our math series will be utilized to create a personalized pathway addressing their learning needs. Each school presently has a long-standing intervention system in place they will use to meet both academic and social -emotional needs. To support in-person instruction, and the limited time in the onsite classroom, District instructional coaches provided guidance documents in English Language Arts and Math for all grades to illustrate the standards

taught during the third trimester (school closures) and those that were essential for current grade level success. This tool provides teachers with a guide for weaving these standards into the first several weeks of instruction to enhance Tier 1 instruction while also providing information for WIN intervention groups.

Special education students will be offered all services on their IEP. During face-to-face instruction, services will take place within the class setting for SDC students attending class on campus as these students can remain in their instructional cohort safely. For other students who are not in the same classroom, services will be provided remotely during digital learning time. For example, Resource Specialist (RSP) use the Google Classroom to provide instruction and support to the students on their caseloads. The RSP teachers utilize an online co-teaching model and several are working within their own Google classroom through which they can provide additional small group and 1-1 supports through Google Meets and Zoom. When implementing the co-teaching model, Resource Specialist teachers access the assignment loaded on the general education teacher's Google Classroom, add scaffolds and/or adjust the content, and then assign the adjusted work to the students on their caseloads.

Enrollment numbers in Special Day Classes would potentially allow for a full day of instruction with social distancing. This model would allow all services to take place on site and better meet the needs of the students when it is safe to do so. For that reason, this student group would not necessarily follow the AM/PM model, as others would follow. The Governing Board has had discussions regarding this as well as which student groups might be brought back first. Student groups under consideration include SDC students, primary students, and students in our Dual Language Immersion program. No decision on this has been made at this time.

The focus of PBIS in the District during the 2020-21 school year will be to meet the social-emotional needs of students. Students who attend class in-person will continue to earn their tickets and prizes for following the site expectations. PBIS teams have continued to plan for the year. Site coaches and teams are focused on social emotional needs, trauma informed practices and equity. Training in all three areas is scheduled through Los Angeles County Office of Education. Following each training, the District PBIS coaches will work with site coaches to create professional development for teachers and parents. Teacher professional development will take place during staff meetings and parent workshops are scheduled and will be done virtually

Teachers will provide feedback and grades on all content areas using the District report card. Student work will be evaluated on a regular basis and parents will be supported in accessing student work and progress in all content areas.

In order to bring students back to school safely, safety protocols and procedures aligned with public health guidance are in place. The School Start Task Force's Safety subcommittee met regularly beginning on May 14, 2020 to address the needs of health and safety. From the advisement of this group came a number of recommendations:

- Purchase hydrostatic disinfecting sprayers for all sites and trained all custodial staff how to use the product
- Purchase multiple hand-sanitizer stations for all sites
- Purchase new safety signage for all sites focused on social distancing, washing hands, directing traffic flow, and visitor information
- Creating a daily custodial run-sheet focused on additional disinfecting needs
- Purchase PPE materials for staff and students (masks, gloves, face shields, paper gowns, thermometers)
- Created and implemented daily COVID screener for all staff
- Revised bus routes to accommodate less students on a bus, with a focus on Special Education students

In addition, as a district we understood that a hybrid model would necessitate our families to make child care arrangements that would be potentially challenging due to the half day nature of the programming as well as an expense that they may not be able to include in their

home budget. The District created a partnership with all childcare programs currently on our ten campuses to provide childcare from 7:30 am to 5:30 pm. This partnership allows us to subsidize the child care program for parents. We are able to support all families with a discounted fee and an additional discount for parents who qualify based on their income status that reduces the cost to as low as \$10 a week. Students who are identified as McKinney Vento or foster youth child care is available for a \$10.00 a week payment, or even free depending upon circumstances. This commitment was important in removing barriers to school attendance.

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

Description	Total Funds	Contributing
<p>Safety Concerns:</p> <ul style="list-style-type: none"> - Purchase hydrostatic disinfecting sprayers for all sites and trained all custodial staff how to use the product - Purchase multiple hand-sanitizer stations for all sites - Purchase new safety signage for all sites focused on social distancing, washing hands, directing traffic flow, and visitor information - Creating a daily custodial run-sheet focused on additional disinfecting needs - Purchase PPE materials for staff and students (masks, gloves, face shields, paper gowns, thermometers) - Created and implemented daily COVID screener for all staff 	\$350,000	N
<p>Digital curriculum programs (Carnegie math, Neptune Navigate, NGSS Science, Twig Science, Social Studies Weekly) were purchased to ensure that students have access to all content areas in both face-to-face and a digital distance learning program. This action supports the hybrid programming, fully distance learning programming and allows for seamlessly moving back and forth between the models if necessary.</p>	\$399,000	N
<p>Professional development for digital curriculum</p>	\$360,000	N

Distance Learning Program

Continuity of Instruction

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

As Newhall School District ended the year in distance learning, our awareness of a need to plan for all possibilities for the return to school was uppermost in everyone's mind. During the spring closures, we maintained our third trimester standards based instruction and feedback through Google Classroom, used teacher made instructional materials based on our adopted curriculum, held expectations of daily attendance, and reporting of a child's progress through the distribution of third trimester report cards. We realized that we needed to have a wider range of options for digital curriculum programs to support learning during the 2020-21 school year. While hopeful that schools could reopen, it was clear that at best, we would be starting the year with a hybrid program with limited face-to face time. We had to ensure that for families that did not want to return on campus, we could provide an instructional program and experiences equivalent to face-to-face teaching.

Creating a learning space, which is equivalent to being on campus, is far more than just curriculum. It takes teachers and leaders who are committed to that mission. After surveying parents for their instructional model choice we found we had 1550 students requesting a year long distance learning instructional model. The formation of three Distance Learning Academies occurred and each site was assigned their own instructional leader. A District Assistant Principal leads each team of teachers and is a point of contact for the families at their site. One of the first actions each Academy took was to create their own unique identity for this upcoming year. Each Academy chose a name for their digital school. While students still receive communications and have a connection to their home school, they now also have a sense of belonging to their digital class and teachers as the "Trail Blazers", the "Aviators" and the Explorers".

As described in the in-person hybrid model of this plan, the hybrid 2.5 hours per day has a focus of English Language Arts, English Language Development and Math. Instruction in Science, Social Studies, Art, Music, Physical Education and Digital Citizenship are digital instructional programs and delivered through the Google Classroom. In the digital learning academy model, all delivery is done digitally through the Google Classroom with a focus on live sessions in English Language Arts, English Language Development and Math. All students will use the same curriculum whether in hybrid or distance learning. This allows for continuity between the two instructional models.

Like the hybrid program, the digital learning academy model will use our core instructional programs; Benchmark Advance and Bridges. Benchmark Advance has a digital component, which students and teachers are used to using. During periodic material distribution times, student print consumable materials are sent home. In Math in grades TK-5 the Bridges curriculum that we adopted years ago has created digital resources for all core aspects of the program for use in a digital learning environment. To supplement student understanding of the lessons, individual manipulative kits were purchased and sent home. In grade 6, in both hybrid and distance instructional offerings, our core math program College Preparatory Math, does not have a set of digital resources and the program design is collaborative and team oriented. This method of instructional delivery does not work in either instructional setting due to the need for close contact and teamwork. For that reason, both instructional models needed a supplementary resource for the 2020-21 school year. The 6th grade teachers evaluated and recommended a supplemental program, Carnegie Math for use this year, which the Governing Board approved. The use of this program

across instructional models, allows for standards based instruction with both digital and print resources. The junior high schools our students will attend during the 2021-22 school year use this math program and alignment will be present as they transition the following year.

In the description of the hybrid digital program the use of a daily agenda for the digital portion of the day was described. The daily agenda is used in all Google Classrooms and in the digital learning academy instructional model; it provides all the information needed for that instructional day in one place. Students are provided with their “live” instructional time schedule, their learning targets for each content area, their assignments and whether they are synchronous or asynchronous and the time value of each assignment. The time value of the assignments are established in a collaborative manner among grade level teams and monitored by site administrators. At a glance, students, teachers and parents can note how the instructional minutes are calculated and met each day.

Though the use of the same curriculum and resources, organization of the Google Classroom, and delineation of the instructional minutes the core programming between the two models is consistent and coherent. Beyond curriculum, it is important for all students whose family made the personal choice to be in a digital model for the year, there are other considerations to ensure that the experiences are equivalent to their face-to-face peers.

Like their hybrid peers, support services will take place for all students in the areas of counseling, intervention and enrichment activities. A universal screener for social emotional needs is planned for all students to determine students’ needs for counseling groups during the 2020-21 school year. Academies will provide WIN (What I Need) intervention and enrichment time. All teachers will determine student-learning needs through baseline assessments done at the beginning of the year with careful attention to standards and skills taught in the third trimester of last school year when schools abruptly closed. Grade level teams will engage in vertical articulation activities with the previous grade level to determine what is essential for students to have mastered and then through formal and informal assessments to determine learning loss. This initial assessment links to the ongoing assessment system in place in the District. For students who have additional needs that need greater attention, diagnostic assessments such as Core Phonics Survey and diagnostic screeners in our math series will be utilized to create a personalized pathway addressing their learning needs. Each Academy will be supported in developing a system to meet both academic and social -emotional needs. To support instructional needs and ensuring continuity between hybrid and distance models, the guidance documents developed by District instructional coaches in English Language Arts and Math for all grades to illustrate the standards taught during the third trimester (school closures) and those that were essential for current grade level success are used by the Academy staff. This tool provides teachers with a guide for weaving these standards into the first several weeks of instruction to enhance Tier 1 instruction while also providing information for WIN intervention groups.

For students who have participated in GATE learning activities, administrators at the student’s home school and at the digital academies will coordinate the programming for students.

For students in special education who cannot come back to school, consistent teaching and support staff who work with the Digital Learning Academy students will do so for the entire year. This provides consistency for the students and for staff as students on caseloads have made the same commitment. Special education students will receive all services on their IEP. Unlike, face-to-face instruction, services will take place virtually for SDC students as well as all other students. Whether the support is needed through counseling, Occupational Therapy, Speech Therapy, or other, students will receive their service through a tele-therapy setting.

Resource Specialist (RSP) use the student’s Google Classroom to provide instruction and support to the students on their caseloads. The RSP teachers utilize an online co-teaching model and several are working within their own Google classroom through which they can provide additional small group and 1-1 supports through Google Meets and Zoom. When implementing the co-teaching model, Resource Specialist teachers access the assignment loaded on the general education teacher’s Google Classroom, add scaffolds and/or adjust the content, and

then assign the adjusted work to the students on their caseloads. Schedules for all services are created and monitored by the Director of Student Support Services.

The focus of PBIS in the District during the 2020-21 school year will be to meet the social-emotional needs of students. Students will continue to earn digital recognition and awards which will be distributed during materials distribution times. Site coaches and teams will focus on social emotional needs, trauma informed practices and equity. Training in all three areas is scheduled through Los Angeles County Office of Education. Following each training, the District PBIS coaches will work with site coaches to create professional development for teachers and parents. Each of the Academies have identified PBIS leads to do this work. Teacher professional learning will take place during staff meetings and virtual parent workshops are scheduled.

In addition, as a district we understood that a digital learning model would necessitate our families to make child care arrangements that would be potentially challenging if they needed to go back to work as well as an expense that they may not be able to include in their home budget. The District created a partnership with all childcare programs currently on our ten campuses to provide childcare from 7:30 am to 5:30 pm. This partnership allows us to subsidize the child care program for parents. We are able to support all families with a discounted fee and an additional discount for parents who qualify based on their income status that reduces the cost to as low as \$10 a week. Students who are identified as McKinney Vento or foster youth child care is available for a \$10.00 a week payment, or even free depending upon circumstances. This commitment was important in removing barriers to school attendance.

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.]

[Access and connectivity have been a priority since the pandemic began in March. Based on our experience last spring, we began gathering data on device and connectivity need in early June as we surveyed families on our two instructional models for the fall. Our initial assurance focused on connecting with our McKinney-Vento and foster youth families. Student support services staff and site administrators reached out to each family individually to determine their needs. We also reached out to teachers, allowing them to work in their classrooms where new computers and document cameras were installed or to work from home with district devices, they had checked out. There were two additional outreach times as the direction from the state shifted our start of school plans.

As a District, in grades 3-6 we are at a 1-1 ratio with student devices and in grades TK-2 our ratio is 2-1 however our inventory ranges from newer Chromebooks to much older Lenovo laptops. Our inventory on devices districtwide was sufficient to launch the school year; we just needed to shift resources across school sites. Now that devices have deployed to families, we have discovered that some of the machines are aging out, in particular the cameras and microphones are faulty. We are currently in the process of purchasing an additional 2300 Chromebooks for sites to have on site to swap out when issues arise. Additionally, our State Preschool program is in the process of transitioning to a full on-line program and new touch screen devices are in route to support those families. In terms of the ensuring connectivity, last spring we purchased 450 hotpots to go along with the other 200 we have had in our District for several years. Our one challenge in the spring was the amount of data each hotspot provided. At times, students would run out of data during the course of the day last spring. As we move to a focus on more synchronous and asynchronous teaching this year, we determined that we needed hotspots with unlimited data. We just received 1000 new hotspots with unlimited data based on additional needs of families. The priority for disseminating the laptops hotspots is at our five Title I sites.

Supporting families with logging into our Google platform and understanding the structures within Google Classroom has been a priority. Each school has a dedicated site tech and a bilingual Community Outreach staff member to support families and staff with tech issues. Sites have trained additional classified staff to be able to handle basic troubleshooting issues and site administrators are able to support password reset issues. The District has support videos in English and Spanish loaded on the District website as well. Lastly, each day our site administrators are running reports to ensure students are connecting each day. Phone calls are made home each day when a student has not logged in. We understand that students must be connected to be learning in this new era and we are willing to do whatever it takes to make that happen.

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.]

Following a meeting with our district auditor, the following system was determined to meet not only the need to ensure that all students are actively involved in learning, but also to meet the expectations of SB98. All classrooms will be using the daily agenda to identify student synchronous and asynchronous instructional minutes as well as the time value of each assignment. This is posted daily in the classroom and includes an overview of the instructional day, synchronous meeting times and daily assignments in all content areas, including learning targets. Student assignment and synchronous meets are identified with a time value of the work students are engaged in and the time value on each daily agenda adds up to the minimum day minute requirements or more.

Grade level teams will determine time value of the instructional tasks during their PLC and instructional planning time. This will ensure consistent time value assignment given to similar tasks. Site administrators will review and monitor the use of the agenda and appropriateness of the time value as they visit the Google Classroom and conduct their ongoing monitoring of daily agenda use. They will maintain documentation of this process.

The student information system, Aeries is used on a daily basis to identify if a student is present in class for any live instructional session. If a student attends, they will be coded 1-DL Engaged. If they are not physically present in a live lesson, they will be marked, 2-DL Not Engaged. As SB 98 does allow for students to earn engagement through several other ways, including through the completion of class assignments, teachers will evaluate student work completion at the end of the week as well as note if any other contact occurred. This allows flexibility for families that may need some extra time beyond the instructional day that the assignment was due on. If on Friday, a student has completed their work for any day previously marked 2-DL Not Engaged, then school office staff will adjust the attendance for any day in which engagement was met through work completion. However, there is value in both being present and in completing work. If a student is only doing one or the other, this will trigger an immediate home contact on the first day on which lack of engagement occurs to inform and start a conversation as to expectations and offer support as necessary. It may be the case that a barrier may be present which is preventing the student to be both present in live instruction and/or complete their work. This will be an opportunity at the teacher level to reach out, continue to build relationships and determine if assistance is needed. This is the first step in the Tier 1 attendance/participation/engagement response of the re-engagement process described in the Pupil and Family Engagement and Outreach section of this report.

Student work will be graded and provided feedback. Each classroom teacher has a different method of communicating feedback and grades, but this will occur on a regular basis through progress reports, conferences, teacher office hours and formally at the end of the trimester through the district report card.

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.]

When Newhall School District schools closed in March, we quickly began plans to equip teachers to deliver online instruction using the Google Education Suite. All teachers attended online trainings in order to provide students with continued learning experiences during an extended school closure. In March, all certificated staff attended three mandatory virtual trainings in Google Classroom, Google Meet, and YouTube Studio. Based on teacher feedback, additional trainings were provided weekly for the remainder of the school year, and included topics such as Checking for Understanding Using Google Forms, High Leverage Distance Learning Math Tasks, and English Language Development Scaffolds in an Online Environment. The District's four instructional coaches provided additional support through 1:1 and team virtual coaching sessions.

Over the summer, several digital curriculums were purchased to support learning in a hybrid or distance model. These included Twig Science, Smart NGSS, Social Studies weekly, Carnegie math, and Neptune Navigate, a digital citizenship program. In the beginning of August, teachers attended professional development in these programs. Ongoing professional development continues with live trainings which are recorded and posted on the NSD eLearning website so that staff can access the trainings at any time. We are in the process of designing self-paced courses that teachers and other staff may complete based on need and interest.

Instructional coaching continues to be an important source of support for Newhall teachers. In addition to providing ongoing professional development, the coaches have scheduled weekly office hours so that they continue to be accessible to individual teachers and teams for targeted assistance.

Digital resources and information are shared with staff through the Instructional Services Department's Smore newsletter as well as a weekly Coaches' Digital Updates newsletter. These contain timely information, strategies, quick video links, and more which provide teachers with an additional venue to receive information. Each school site has a dedicated tech support staff member who works with staff troubleshooting any issue that arises.

In addition, the District is offering the opportunity for all teachers to attend the CUE Virtual Fall Conference in October. Following this professional learning opportunity, there will be hosted teacher-to-teacher workshops on topics of teacher interest and related to distance learning technology, engagement and resources.

Staff Roles and Responsibilities

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

The Newhall School District Superintendent and Assistant Superintendent of Human Resources met over the summer with the union co-presidents to discuss flexibility in classified positions. In an attempt to mitigate additional layoffs, the LEA and union collaborated in drafting

ways to utilize all classified employees who are able to work. The union surveyed their members to solicit ideas, and the District worked with administration to come up with creative solutions. The classified union presented the LEA with member generated ideas in three categories: Off-site work, on-site work and hybrid. For example, Library Media Technicians have suggested creating a rotating schedule by class where the employee would virtually read a grade appropriate text and students can “entered the virtual library”. They also suggested recording themselves reading a text that can be pushed out to teachers as part of asynchronous instruction. Our Library Media Technicians also had the idea of a “drive through” book check out/in system in order to continue to support student literacy at home. Our Science Lab Technicians are willing to prepare online lab demonstrations, prepare lab sets to be sent home, find supplemental materials to assist teachers, and even do initial temperature screenings of students coming on campus when possible. We will continue to collaborate with our union and administration in order to utilize staff to best meet the needs of our students during this unprecedented time.

School counselors continue to work in the distance environment as do the social worker and school psychologists. Only the setting of their service delivery has changed. Meetings with students now take place in Google Meets or Zoom. Students continue to receive small group and individualized support.

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 addition to the site based structures which support all learners as well as specific student groups there are additional actions that take place to support student groups with unique needs. In order to support English learners in distance learning, Newhall School District instructional coaches delivered professional development which focused on building scaffolds in reading, writing, listening, and speaking into daily synchronous and asynchronous learning experiences. This training was provided in the spring and will be provided again in September. Additional professional development in the fall will be on topics such as fostering virtual student collaboration, monitoring language growth, as well as others based on expressed or identified needs.

Grade level teams meet each week to determine the needs of all students, including English learners, and to create a plan of action to address those needs. Instructional coaches are available to partner with teams in this work and provide additional ideas, strategies, and support. Teachers in the Newhall School District created a Best Practices in English Language Development and this resource is used to help teachers plan effective core integrated and designated ELD instruction for English learners.

This fall, additional tutoring will be provided for English learners who would benefit from supplemental support in language or other academic areas. This will be provided by certificated staff and will be in addition to the core instruction during the school day.

In the Newhall School District, an instructional framework guides us to consistently improve our teaching practice. During the spring closure, administrators participated in a virtual learning walk and collaborated with teachers around best practices in distance learning. We will continue that work this school year, as we use the framework, our best practices documents, and our collaboration to improve instruction for our English learners in distance learning.

Site and district administrators will hold parent listening sessions this fall to understand the challenges that English learner students and families are facing during distance learning. We will work collaboratively with families to find solutions and provide appropriate supports to ensure that students are engaged in meaningful and effective instruction which progresses them towards English language proficiency.

Basic needs of all learners receive support through our three Family Resource Centers through which clothing, food, hygiene supplies, counseling and connection to services are provided. This is available to all in need but the support is focused on foster youth, McKinney Vento families and socio-economically disadvantaged students. Right before the school closures, we had received a scholarship to use Care Portal. The Care Portal is an online technology platform that connects a conglomeration of community resources, including organizations and individuals, who donate items to families with significant needs. This allowed us to support the deeper needs of students by coordinating supports. We have funded the Care Portal for the 2020-21 school year so we will still have access to those services and provide support to our students. In addition to these resources we are exploring additional partnerships and actions and will determine which will best meet our needs as the year gets underway. These include School on Wheels and LACOE Foster Youth Services Coordinating Program. We also intend as part of the school reengagement process to implement the attendance well/check home visit, which as part of the process, basic services and needs will be determined and provided or referred. Finally, as we work in the 2020-21 school year, a new school based process of case management will be launched as Community Outreach staff will lead this work along with the counselors. This will begin following professional development on expectations and the case management process. When academic needs arise, extended learning opportunities will be offered.

The Tier 2 process of assessing student needs will support students in special education as well as in general education. Special education parents will connect with one another through focus groups, forums, Special Education Advisory Council (SEAC), and workshops to provide ongoing feedback, insights and expression of need. One specific area of focus for this upcoming school year is the implementation of Orton-Gillingham in all SDC and RSP classrooms. As of the end of September, all RSP and SDC teachers will have been trained in this method and will be supported in its use this year. Two hours weekly of coaching support will be provided to ensure that teachers can be supported as they work with their students in the 2020-21 school year.

Each school will determine the best way to meet the needs of their students that need enrichment and extension opportunities including GATE students. In the same way that teachers differentiate for students who need support, extension and enrichment opportunities are provided. Each school site has a GATE program and they will be putting plans in place to move ahead with this programming during the 2020-21 school year.

We know that we will need to adjust and pivot as we continue to progress through the 2020-21 school year. Unforeseen needs will be identified and addressed. These plans to meet the needs of our students are just a start.

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

Description	Total Funds	Contributing
Digital Curriculum (duplicated action)	-	N
Laptop computers and hot spots	\$980,000	Y

Description	Total Funds	Contributing
Cue Conference Registration will be paid for all interested teacher and technology staff to support high quality distance learning.	\$3,500	N
Ongoing professional learning opportunities for teachers in use of technology and engagement. Half day workshop sessions and after school sessions will be offered.	\$20,000	N
Two hours weekly to support newly trained SDC and RSP teachers in Orton Gillingham Implementation- (sped funds)	\$3,000	N
CARES Portal access to services and resources for 2020-21.	\$20,000	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.]

As previously outlined in the two instructional models, teachers will be assessing all students according to the District assessment model and responding within the systems currently in place in the District. This includes a variety of assessments in English Language Arts, and Math from our adopted programs at the end of the unit or chapter, IABs done each trimester and common formative assessments created by grade level teams. Supports include WIN times, Student Study Teams and the use of additional intervention staff. In addition, staff has clarity around the most essential standards of the grade level, and the previous grade level in order to tailor their instruction. Instructional plans and guidance have focused on the embedding of standards into the new instruction as appropriate in order to reengage students with previously taught standards and accelerate learning, not slow it down through a focus on remediation of skill gaps. Teacher teams will use common formative assessments to monitor student progress. All current monitoring models focus on English Language Arts, English Language Development and Math. However, we are aware that there may be a need to have a systematic response district-wide for students who are not responding to those actions and that there is a need to identify that system and the subsequent actions for various student groups.

During the 2020-21 school year, we will be using a district-wide set of Tier 2 assessments in English Language Arts and Math to determine learning loss or specific skills gaps in order to better inform the work of the classroom teacher and WIN cycles. The outcomes of this assessment will allow for specific targeted support, as needed. This set of assessments is aligned to the work in the District in scientifically based reading instruction and the five pillars of reading as well as the work done in mathematics over the last several years. For general education students, the process will begin as a recommendation from the Student Study Team process and for students in special education, a referral process through the SSSD learning loss referral form.

The language development of English Learners is monitored twice a year. During the 2020-21 school year, monitoring will be increased to three times a year and occur at the end of each trimester. Following each monitoring time period, data will be examined to determine site trends by EL leads in order to impact daily English Language Development instruction. Data will also be analyzed individually for students

who are not progressing. An individual language plan will be developed through our English Learner data system Ellevation, which will set goals, actions and monitoring tasks for each individual who is not demonstrating language growth.

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.]

Continuous improvement is a part of the Newhall School District culture. Our infrastructure is grounded in the best practice research of Professional Learning Communities (PLCs) and the ongoing inquiry work our teachers engage in around our Instructional Framework, the 5 Dimensions of Teaching and Learning. Through this research based best practice systems of thinking, our teacher teams organically engage in conversations that address learning loss, acceleration, and differentiation. On Fridays, our teachers have dedicated time set aside to engage in data analysis that helps our teacher teams determine the appropriate actions based on student need regardless of the “student group” a student belongs to based on their demographics. Within our 5D instructional framework, the dimension called “assessment for student learning”, there are five indicators that we expect our teachers to engage in through the year and are directly linked to teacher evaluation. The indicators and description of each indicator are listed below:

- Student self-assessment: Teacher provides an opportunity for student to assess their own learning in relation to the success criteria for the learning target(s) in ways that deepen student understanding of progress toward the target(s). During the upcoming year, teachers will be working with all students to move beyond understanding their learning targets but to also understand success criteria and how they can self-assess what they know and what they still need to learn. We have several schools who have begun this work. This allows students to self-advocate and self-refer for supports.
- Student use of formative assessment over time: Students use formative assessments at least two to three times per year and use formative assessments within a unit or two to assess their own learning, determine learning goals, and monitor progress over time. During the upcoming year, formative assessments will continue to be used by teachers to assess student learning. Teacher teams develop common formative assessments which are used as one way to form WIN groups. During the upcoming year, in addition to using the learning targets as a student self-check. Students will be given opportunities to review what they know and what they do not know yet. This self-awareness drives student motivation and helps to identify gaps.
- Quality of formative assessment methods: Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides limited information about student thinking and needs. During the 2020-21 school year, teachers will collaborate with the team as well as others to ensure that the formative assessments they have created do assess what they intend for them to assess. This will include the ongoing assessment of standards from the prior school year during school closures as well as the new learning of the grade level. Teachers have been engaged in this work on assessment quality over many years and so their practices on what they are assessing may shift, but now how.
- Teacher use of formative assessments: Teacher uses formative assessments to modify future lessons, makes-in-the-moment instructional adjustments based on student understanding, and gives general feedback aligned with the learning target(s). Our teachers also use formative assessments for quick WIN cycles, providing students what they need within a quick cycle of support. These intervention

cycles are concluded with another formative assessment, which measures growth and drives additional supports. Common formative assessments are created weekly or biweekly by teams during their weekly PLC meetings.

- Collection systems for formative assessment data: Teacher has an observable system and routines for recording formative assessment data and periodically uses the system to inform instructional practices. Teachers use both informal and formal measures to maintain their data. For all standards that will fall under a “learning loss” distinction, which are those from the prior year, formative assessments will be kept within our DnA data system. This system allows anyone from teacher, to team to site administrators to the district office to see what standards are in need of support.

The system outlined above is utilized for all student groups across the Newhall School District to support the academic needs of each individual student. When looking to target specific student groups, like English Learners, we target the specific needs around language instruction. Using the monitoring system that we have in our student information system we address student needs and align strategies for areas of need. These needs are individually determined and decisions are made at a team and site level. Progress is monitored through the student monitoring form which requires teachers to indicate areas of strength and areas of need based on the child’s current language levels. This will be adjusted to an end of each trimester report so that an additional check-in is provided.

The needs for our low-income and our students experiencing homelessness are centered on ensuring that the basic needs are in place for our students, because learning cannot take place if children do not feel safe, are not getting adequate sleep or food. Academic needs as determined by the classroom teacher will be met through WIN and extended learning time. Site administrators and the Instructional Leadership team monitor intervention supports and outcomes. Foster youth will also be provided extended learning opportunities as well as site based supports such as counseling and support from the social worker to meet social emotional needs. Additional services including those in the community will be coordinated by the school social worker. The social worker will serve as the initial point of contact for these students.

A system of determining additional need based on assessments in the core areas of English Language Arts and Math has been proposed by the Director of Student Support Services. Currently, the Core Phonics Survey will be used to determine strengths and weaknesses in the five pillars of literacy and appropriate strategies to support the students will be determined at regular level alike meetings. Specific intervention strategies will be determined for intervention based on need. Conversations and consultation in mathematics tools that could be used and high leverage strategies to support students have occurred with LACOE math consultant, Mrs. Jacqueline Booker.

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.]

There will be several ways to monitor the effectiveness of services and supports. In a quantitative manner, the students’ assessments are analyzed and monitored by grade level teams and the Instructional Leadership teams at the school sites. This work is done during PLC meetings by teams who meet weekly and by Instructional Leadership teams who review WIN data on a regular basis as they work to identify trends and support the work of teachers on their campuses through professional learning opportunities. Data is also examined at the district level, during Administrative Collaborative meetings as Principals and Assistant Principals share successes and challenges and support one

another on next steps. The District Support Team Model which is a team of district educators focuses on student outcomes at three of our schools and provides another layer of support to the schools focused on individual student outcomes.

We also evaluate student progress as sites engage in the instructional inquiry process. This process takes place both within and outside of the teacher evaluation process. We have been engaged in this data driven practice for several years. School sites and /or teacher teams identify an area for an inquiry cycle based on student data. Using the 5D instructional framework, teachers engage in short 3-4 week inquiry cycles where they identify a high leverage instructional practice as a verge of next step, implement it, are coached in it, and analyze the student outcomes. This process may include learning walks for data collection and can be done virtually, which we did in the spring during school closures. This system of analysis, action, and reflection through the inquiry cycle has allowed us to identify areas of need and take immediate action with results and it will be continued in this upcoming school year.

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

Description	Total Funds	Contributing
Site RTI/What I Need intervention supports on all campuses	\$1,300,000	Y
EL Leads to Analyze EL Monitoring data by trimester	\$18,000	Y
Center for Educational Leadership-Virtual Coaching Contract to Support District Support Team (3 high needs sites)	\$3645	Y
Extended day learning opportunities for English Learners in core subjects including English Language development. Supplemental and Title 3 funds to be used	\$170,000	Y
Extended day learning opportunities for foster youth and socio-economically disadvantaged student. Supplemental and Title 1 funds to be used	\$157,000	Y
Childcare Subsidy (\$140 per week; \$25 per week; \$10 per week based on income sliding scale)	\$1,500,000	Y

Mental Health and Social and Emotional Well-Being

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

Although student interactions are going to look different this year, the Student Support Services Department in Newhall School District is providing a variety of Social and Emotional Learning (SEL) supports for all NSD students during this time, virtually. In addition to supporting school-wide PBIS (Positive Behavior Interventions and Strategies) strategies that teachers are implementing at the classroom level to

positively reinforce behavioral expectations, we are offering individual and group counseling, and classroom lessons on important topics such as mindfulness and emotion regulation.

The Student Support Services department will select a Tier I Universal Mental Health & Wellness Supports screener, to include a screening for trauma, that will identify the social-emotional needs of our students, and guide linkage to appropriate supports and services. This screener will be focused first on our unduplicated students, in order to ensure engagement. Following the selection of a Tier I universal social-emotional screener, we will move forward with building a framework, system and process for consent, implementation, data analysis and outcomes. This initiative will be led by our lead school psychologist (mental health emphasis) in collaboration with our school counselors and school psychologists. There are counselors at all ten school sites and they will engage in an outreach process to the unduplicated students and their families first as they follow the implementation framework. Parent consent will be mandatory.

Our teachers will be provided opportunities to attend SEL workshops offered by our NSD Telehealth team. The purpose of these workshops will be to provide teachers opportunities to discuss and problem solve challenges, learn SEL strategies, and participate in round table discussions.

Throughout the school year we will be providing multiple opportunities for parents to connect with one another through focus groups, PBIS trainings, forums, Special Education Advisory Council (SEAC), and workshops. We are also in the process of building a comprehensive Student Support Services website where families will have access to resources and SEL activities for their children.

School site PTA/PTO have shared their plans focused on both student and teacher social emotional needs and are site specific and part of their year planning.

Understanding that school staff and teachers may also need supports in this area, site administrators have met and brainstormed ongoing opportunities to support their staff. At each site, they will now collaborate with counselors and their school psychologist in creating site specific next steps. In addition, our District is partnering with Dr. Lakeah Dickerson, LACOE Senior Program Specialist Foster Youth Services Coordinating Program, to engage in Trauma Informed Practices for Schools (TIPS). As part of our collaborative work, our District Trauma Team will be providing ongoing education and professional development to staff members to include trauma informed self-care for educators during a pandemic. Lead members of our District Trauma Team include our District, Director Student Support Services, Lead School Counselor, a School Psychologist, District Social Worker and Coordinator, Student Support Services.

Further, our Lead Counselor and a School Psychologist will be providing bimonthly collaborative check-in meetings with educators and school personnel to address best practices around teachers and school teams supporting the social-emotional needs of our students. These collaborative meetings will also provide education focused on teacher and staff members' own self-care.

Pupil and Family Engagement and Outreach

[Districtwide and site-wide communication of the attendance expectations and re-engagement process. 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.]

It is important for all students to be engaged in learning on a daily basis and for the District to remove barriers which may prevent them from doing so. As such, a process to ensure that students and families are partners and supported during this year of distance learning has been developed and launched. The expectation of regular school attendance and participation is always communicated to families during Back to School Night and this year was no exception. Subsequent communications included school messages about the importance of attendance and a video posted on the distance learning website. PBIS teams integrated the importance of being in school as part of their messaging as well.

SB98 allows students to be counted as engaged if they either attend live instructional sessions or complete their work in addition to other sorts of contact. While this meets the intent of the legislation, we maintain that students need to be both in live instructional sessions and complete their work. As a District we will be maintaining documentation within our student information system which provides that information.

If a student is absent from live sessions or is not turning in their work, the teacher reaches out to the family. This is considered a Tier 1 immediate outreach. The process is that on the first time the student is not engaged, a written outreach (text, email, message through communication system such as Class Dojo) is sent. This outreach can also be made in the Parent Square application which will send the communication out in the home language of the family. On the second time that a student is not engaged, a phone call is made by the teacher. Office support is available if the teacher does not speak the home language. Typically, it is the Community Outreach Liaison who is placed at school sites based upon their ability to provide bilingual communication whose role is to build parent and student engagement reaches out to the home to check on the family and student. On the third day, during the same week that the student is not engaged, a referral to the School Site Outreach Team is made. In this referral the teacher provides all relevant information including live session participation, work completed, outreach to student and family and result of the outreach. The form is then submitted. Each school site has created a shared drive for this purpose and student e-files and documentation records are kept in the drive with access provided to the Outreach Team.

The lead Outreach Team member on each campus is the counselor. The counselor will review the referral, create a student electronic file, and make an initial contact with the family to see what challenges are being encountered and determine what supports may be needed. The supports may be academic, social-emotional, parent work issues, technology needs, or others. This is all documented on the Outreach Action Form within the student's e-file as actions were taken to support the family. This Tier 2 process will continue as a problem solving/barrier removing collaborative process with the goal of short-term and long-term supports to ensure active engagement in class.

If in the event communication breaks down or the family becomes non-responsive, then wellness checks and home visits will take place. As long as communication is maintained the process will remain focused on problem solving and barrier removing. This process will move beyond the Outreach Team to the School Attendance Review Team (SART) and a conference will be scheduled. District-adopted attendance guidelines recommend holding a SART conference after 6 absences to afford an opportunity to partner with families in developing a written contract outlining mutually-agreed upon interventions with parents and the school team.

In the event a student continues to demonstrate chronic absenteeism and/or behavior problems that have not been resolved through the aforementioned school and community efforts, a Tier 3 referral to the School Attendance Review Board (SARB) may be warranted. More specifically, per District-adopted attendance guidelines, a SARB notification may be issued to a student's family when a student has 9 combined unexcused absences. In order to meet the needs of the student and their family, the legislation provides for a multi-agency SARB comprised of the following agencies: School Site/District Representatives, Children and Family Services, Probation, Law Enforcement, Parents or Community Representatives, Community-Based Organizations, Child Welfare and Attendance Personnel, School Guidance

Personnel, District Attorney's Office, Mental Health Personnel and Health Care Personnel. The SARB members ask the student and family to explain why the student is not going to school and assist in identifying the problem. SARB members make recommendations to support the family and student. A SARB attendance contract is signed by student and family. The attendance and/or behavior of the student continues to be monitored on a regular basis in adherence to the SARB contract. The family and student may be asked to return to the SARB for a review of the case. Further, violations of the contract can result in a referral to the District Attorney for truancy mediation and prosecution.

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.]

The District participates in the National School Lunch Program (NSLP) and National School Breakfast (NSB) Program. Students are served the proper components per grade level under NSLP and NSB regulations. These components are set by the United States Department of Agriculture (USDA). All lunches include five components including Protein, Fruits, Vegetables, Grains/Breads, and Dairy. All breakfasts include four components including two Grains/Breads (or one Protein), Fruits, and Dairy (fluid milk). The Free and Reduced Meal Application is available to families. At our Community Eligibility Provision Schools a meal application is not required and all students at those schools receive a free breakfast and lunch.

For students participating in both in-person and distance-learning, meals are provided through drive-up service. Drive-up service occurs 11:30 am to 1:00pm each school day. The parents of student participating in in-person instruction may receive meals as they pick up students from morning classes or drop of students for afternoon classes. Meal bags contain both breakfast and lunch. All meals are provided in either a frozen or refrigerated state with cooking instructions for at-home dining. If parents do not have automobiles, a walk-up service is provided outdoors by cafeteria personnel.

The Federal Government has recently extended the Summer Food Service Program (SFSP) from September 1, 2020 through December 31, 2020. This program will supersede the NSLP and NSB during this period and allow all children ages 1-18 to receive free meals regardless of eligibility. Prior to the first day of school, the District and the Food Service Agency have regularly communicated with parents on the meal service process. Communication has been provided at various district stakeholder meetings, public board meetings, the district website, social media, Principal communications, letters and tele-messages to parents.

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

Section	Description	Total Funds	Contributing
[Mental Health and Social and Emotional Wellbeing]	Universal Screener to be used by counselors in forming support groups with an initial focus on unduplicated student groups.	\$12,000	Y
[Mental Health and Social and Emotional Wellbeing]	SEL tele-health support workshop attendance for teachers.	\$20,000	N
Mental Health and Social and Emotional Wellbeing	Three additional school counselors to ensure that all school sites have full-time support.	\$274,000	Y
Mental Health and Social and Emotional Wellbeing	PBIS Customized contract- 4 sessions focused on PBIS –Revisiting Our Work, Social –Emotional Supports, Trauma Informed Practices and Implicit Bias/Equity	\$10,500	Y
Pupil and Family Engagement and Outreach	Community Outreach Liaisons focus on English Learners and their families	\$480,000	Y
Pupil and Family Engagement and Outreach	Parent Square communication platform and parent workshops	\$30,000	N

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
8.65%	\$4,288,025

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.]

Newhall School District is a diverse district and every decision we make is made in consideration of all of our student groups and their needs. Purchasing additional computers and moving forward with unlimited data hot spots ensured that our students who needed the data the most, our English Learners, foster youth, homeless and low income students would not be shut out of the learning process when their hotspot ran out of data which did happen in the spring. These newer devices and hot spots were distributed first and in larger quantities to the sites with students with greatest needs within the unduplicated student groups. As a result, student learning day to day is uninterrupted by a hotspot or internet issue. This was critically important for our low income, foster youth and English learners as they were reliant on us to provide them with the resources necessary to be able to learn through a distance learning model. The students had experienced hardship in the spring when older devices and limited hotspots created learning time gaps when their laptop went down or they ran out of data. While some of these devices were acceptable for in-school limited use, they were not sufficient for the learning that we were going to be offering. For that reason, the needs of our English Learners, foster youth and low income students at the five sites that they attend were the primary reason that additional devices and hotspots with unlimited data were purchased.

Childcare is a second area that is offered districtwide however with the design of the district subsidy, the needs of our English Learners, foster youth and low income families with economic issues were absolutely considered first. With a fee of either \$25.00 a week for families who qualify for reduced lunch prices, \$10.00 a week for those that qualify for free lunch and a full district subsidy for our McKinney Vento & Foster Youth families these families are the primary recipients of child care. This is particularly important as so many of these students have parents who are working jobs that do not allow them to work from home and by being able to send their children to childcare for a minimal or zero cost in the case of McKinney Vento and Foster Youth families, allows the students to be engaged daily.

Supporting student needs during the school day through What I Need time is also offered at each school site, however the supplemental funds that provide support for this program focus on unduplicated student groups and their needs are considered first in program design and staffing. Principals ensure that the funds are spent first to support the needs of these students and then as available to other students on campus. Assessment data has shown that English Learners, foster youth and low income students need additional supports and these offered during the school day have been instrumental in eliminating opportunity gaps for these student groups. Schools hire dedicated staff members to address student needs and monitor their progress.

Social emotional needs are a high priority for the district this year as prior to this decision we had counselors that were in split positions serving more than one site. This led to a lack of access at times for the student groups that needed the support the most., our unduplicated student groups. Hiring three additional counselors to ensure that each school site had a dedicated staff member to provide small group counseling sessions based on a universal screener will ensure that daily access is available. Additionally, a social worker who works at two of our highest need sites will collaborate and coordinate with the full time counselors. Screening, while available for all sites will first address the needs of our unduplicated student groups both in data gathering on needs and the formation of groups. This work will be enhanced with the focus this year on social-emotional considerations, trauma informed instruction and equity and bias training for all staff through our Positive Behavior Intervention Supports (PBIS) contract with Los Angeles County Office of Education.

The District's Homeless Liaisons coordinate the Cares Portal as an additional resource to meet student needs. As stated previously, while this support is available to any family who needs it, the overwhelming need comes from low income, foster youth or English Learner families who attend our five Title 1 school site. In our participation during the spring of 2020, all participants were McKinney Vento families and 25/26

students attend the Title 1 sites. Targeted outreach was for unduplicated student groups. Recognizing this need resulted in the district moving forward with a continued partnership with the portal for the 2020-21 school year.

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

Additional learning opportunities will be provided for students during the 2020-21 school year. Based upon the work and recommendations of grade level teams, the Instructional Leadership Teams and the School Outreach Teams, tutoring and small group extended learning opportunities will be offered to students who need academic or language supports. This programming will be site based and provide the opportunity for direct support to be offered by teachers who know the students best and student outcomes will be communicated to families frequently. The focus of this work will be to support current learning as well as provide academic support for learning gaps. Additional opportunities may be provided during Winter and Spring break depending upon need.

Community Outreach Liaisons will be an integral part of this support as they build relationships with families and uncover needs. This position was created to meet the needs of the English Learner, foster youth and low income student groups. We found that there needed to be a dedicated staff member for families to contact and to contact families. We have found that through their outreach, they build strong relationships and trust, while they work to empower families to actively participate in their child's education. As such, they are often the first person at a school site who is aware of a family's need. This information is shared with site administrators who will lead the site outreach and coordinate with the District Social Worker and school site resources centers to provide necessary services and supports. This may include counseling, mental health services, food resources, school supplies, clothing and hygiene items as well as free or low cost medical, dental and vision resources. Academic supports can be provided a well.

The English Learner Collaborative is a group that historically examines English Learner academic data. This year they will also analyze and make recommendations based upon to English Learner language progress. This group of site based teachers will be provided resources and strategies to share at their school sites, as well as be trained in the development of individualized language based goal setting for students who are not showing expected progress in their language development. This goal setting and the subsequent interventions will be site based and wrap into the intervention services described earlier in this section.

The work of the District Support Team this year continues to be focused on the impact of school closures and learning loss at three of our Title 1 most impacted sites. The professional partnership we have with the Center for Educational Leadership will guide our facilitation of our virtual site visits, data analysis of student groups and virtual learning walks at those three campuses. The District Support Team only works at high needs sites with high numbers of English learners, foster youth and low income students.

There are other district actions that are not a part of the Learning Continuity Plan but are in place to support the needs of these student groups. These includes the four instructional coaches who work in ELA/ELA, Math, Science and Technology to support teachers in best practices and strategies through individual and team coaching, provide professional learning based upon student data and need, and support site interventions in site determined ways to best meet student needs. This year in particular they created guidance documents which provided teachers with first steps in identifying essential learning and areas to assess as students returned to school and baseline

assessments were given. Coaching conversations followed focused on student needs and next steps based on need will continue throughout the year. Other district actions focused on these student groups include the previous hiring of a District Social Worker who is instrumental in community outreach and service alignment and the creation and ongoing support of the Family Resource Centers.