

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
Natomas Unified School District	Deidra Powell, Director of Communications	Communications@natomasunified.org (916) 567-5400

General Information

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

Since March 2020 when Natomas Unified School District (NUSD) was required to physically close our facilities due to the COVID-19 pandemic, we focused our delivery of service to students and staff into six pillars to ensure we were addressing the most pressing needs of our families as a result of the pandemic and in particular a distance learning environment and in-person environment when allowable.

The [Six Pillars to Successfully Reopening Schools](#), which was presented to the NUSD Board of Trustees and Community on May 20, 2020, included the following areas of focus: Eliminating the Digital Divide, Providing Families with Educational Options, Expanding Physical Health and Safety of Students and Staff, Expanding Emotional Health of Students and Staff, Feeding Our Students, and Creating a Culture of Connectivity in a New School Environment. In alignment with NUSD’s Core Beliefs and Goals, the Six Pillars have been our guide as we plan and make decisions for this extraordinary, unprecedented time that has significantly impacted the way we deliver service to our families. The Six Pillars to Successfully Reopening Schools is directly aligned with the major areas that must be addressed in the Learning Continuity and Attendance Plan and will be reflected throughout the plan.

A summary of actions that have been taken or that we are planning to take include:

NUSD’s Six Pillars

Eliminating the Digital Divide - Since NUSD has been providing instruction in Distance Learning since April 2020, we have made tremendous investments in technology to support students learning from home. The district has purchased Chromebooks and WiFi Hotspots to ensure that it eliminates the Digital Divide and all students have access. Where Chromebooks are not optimal for students with unique needs, we purchased and provided iPads.

Expanding Physical Health and Safety of Students and Staff - To ensure we are prepared when we are able to return to NUSD physical buildings, extensive work has been done at each school site and district office to make sure it’s a safe environment for all where social distancing is practiced, personal protective equipment is available, and safety precautions are instituted.

Providing Families with Educational Options - Our staff continues to adjust to a virtual setting by learning the different technologies and resources available to provide instruction online, connect and engage students, and adjust their normal day to day functions from in-person

to virtual. We've negotiated multiple MOUs with Natomas Teachers Association (NTA) and local chapter of Classified School Employee Association (CSEA) that support this new environment and the impact it has on staff, students and community. Our students started the new school year in distance learning with live instruction and activities to promote social-emotional connectedness. Meanwhile, pending negotiations with our labor associations and guidelines from the State, we will have specifics and direction of what in-person instruction will look like, and apart from these actions, we will implement our collective bargaining agreement wherever applicable language already exists in terms of instruction.

Expanding Emotional Health of Students and Staff - We have increased our social-emotional support for our students because of the current need and future impact the COVID-19 pandemic will have on them and their families. The plan will reflect the addition of resources and staff in this area including the addition of social workers at all of our elementary and K-8 campuses and a dedicated one for Foster/Homeless Youth.

Creating a Culture of Connectivity in a New School Environment - Knowing that our students thrive and look forward to the connectedness that happens with classmates and adults on campus, we are providing virtual opportunities for students to receive that connectedness with a \$1million investment in extracurricular activities such as athletics, music/band, theater, clubs, rallies, etc.

Feeding Our Students - From the onset of our physical closure, our meal service was a constant in our community providing breakfast, lunch, supper, and snacks at no cost to children 18 years and younger. The plan will elaborate on the shifts we have made with the start of the school in distance learning to continue to feed and service our students.

There are many efforts that Natomas Unified School District has made and continues to make to serve our students the best that we possibly can during distance learning and when we are allowed to return to in-person instruction. The Learning Continuity and Attendance Plan will reflect those efforts with the understanding that when new State, County, and Local guidelines are introduced and required, the district may need to adjust its plans to ensure we are in compliance.

Stakeholder Engagement

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

Since March 2020 when the COVID-19 pandemic hit and caused school closures, Natomas Unified School District has communicated with its stakeholders regularly through a variety of tools including phone calls, emails, text messages, social media, websites, and in-person opportunities such as the distribution of chromebook and Wifi hotspots, textbooks, supplies, and mobile meal service. Our community has become increasingly familiar with our methods of communication that we have utilized during the pandemic and continues to respond in high numbers to surveys that request their input on topics, programs, and decisions that have impacted the outcome of our Learning Continuity and Attendance Plan. Communications to families are translated in Spanish, NUSD's second highest percentage spoken language.

Distance Learning Study (DL)

Among a long list of stakeholder engagement, we sent staff, students, and families a distance learning survey electronically to get their feedback on what worked well and what did not, level of engagement, and ways to improve distance learning and their child's success overall. A survey reminder was sent multiple times via phone and email to ensure that it was received. We also shared it on social media and asked parents to help us locate other families to complete the survey. Specifics by groups and what a summary of what was asked are listed below:

This survey asked students how often they virtually connected with their teachers and participated in virtual school activities, what activities made them feel connected to school, and whether or not students knew how to access social emotional supports. This survey asked parents about their child's academic engagement including what factors impacted participation, what activities made their child feel most connected, and whether or not the parent knew how to access social emotional supports, among others. The staff survey asked teachers how often students participated in distance learning, successes and challenges of distance learning, and if they were aware of the social-emotional support for students and how to provide that information to families.

On June 5, we sent out a survey via email and shared via phone that a survey was made available to get some initial feedback on parental choice for students when in-person instruction is allowed to resume. This input has been helpful as we prepare for in-person instruction when state guidelines allow us to resume in-person.

During the month of June, we were able to implement a virtual summer school program for English Learners (EL) in grades 4-8. After the conclusion of the program, we surveyed all students and teachers in order to obtain feedback on what was successful and what needed improvement. Students were able to comment on how they prefer learning - synchronous or asynchronous - share their thoughts on the programs and instructional materials that were piloted during summer school, note what lessons and activities they liked or disliked, and share what they thought of summer school in general.

Special Education

Between March 15 and April 24, the Student Support Services (SSS) team held 28 full staff meetings, three Special Education Parent Community Advisory Committee (CAC) meetings, and trained 205 classified staff. They provided weekly parent input through voiceover Power Points, and developed a comprehensive website so that information was easy to find and in one location. In addition to the staff meetings, SSS held office hours three times per week for parents and teachers to be able to reach someone on the SSS team and attended all site Special Education Professional Learning Community (PLC) meetings to provide site specific support. In total, SSS attended over 600 meetings during this time span. The purpose was to develop NUSD's Special Education program in collaboration with our certificated and classified staff that is reflected in the areas of this plan that address how we are serving Pupils with Unique Needs.

In an effort to provide remediation and to extend our services to all special education students for the 2020 summer program, teachers were surveyed regarding perceived student needs (48/70 teachers provided input). To get parent input, a parent survey and phone bank was conducted with 713 parent responses (45%). A total of 525 parents indicated that they wanted to continue with a summer program; however, an additional 139 only wanted in-person support. The summer special education remediation program was nearly double a typical ESY summer program, with 350 students enrolled.

In June 2020, in response to CAC parent feedback that there was too much information being sent by the District, SSS sent out a parent survey to our Special Education families to determine the most effective way to communicate with them. Of the 122 responses, 89.7% parents stated they preferred emails; and 39.3% stated they preferred weekly updates. The CAC parents requested that the subject line in the email indicate the message was from special education. Of the 122 parent responses, 80% felt distance learning video updates for Special Education and Social-Emotional Support were helpful and relevant.

Since March, a total of seven Community Advisory Committee (CAC) meetings have been held, and on July 23, 1:1 interviews were held with the nine CAC Parent members. On August 20, 18 parents attended the CAC Special Board Meeting, including a representative from Alta Regional Center and the Director of Warmline (a parent advocacy organization). The attendees provided critical input to the District regarding in-person, small group instruction.

On July 31, two webinars with a live Q and A feedback option were held for teachers, support staff, and the psychological services team. The Sixty one participants attended these webinars. On August 6, 2020, SSS held two parent webinars (one in English and one in Spanish) with a live Q&A feedback session. There were 146 parents in attendance. Between July 28 and August 24, 109 teachers and support staff participated in 18 job-alike and targeted focus group meetings to gather input for service delivery in the 2020-21 school year. In addition, the SSS team attended 16 site special education PLC meetings. The SSS team provided 18 professional development opportunities including New Teacher Training, Boot Camp, Curriculum, Technology, Social-Emotional Support and Classroom Management. In total, 929 teachers and support staff attended the training opportunities. If allowed, meetings were recorded and shared with staff who could not attend and families who were interested in the support.

On September 1 - 3, four parent informational meetings were held regarding the in-person small cohort groups made available for moderate to severe Special Education students. Parents learned about the options and had an opportunity to ask questions and provide feedback.

Social-Emotional Needs

Beginning on April 8, the SES team conducted 948 phone check-ins with identified at-risk youth, including Homeless and Foster Youth, new parent and staff referrals, and students who were previously receiving social-emotional support. Of the 656 parent contacts, as appropriate, students were offered consultation, scheduled phone check-ins, 1:1 and small group support. On May 18, a second phone bank was conducted and of the 624 positive contacts, students were offered a summer social emotional support program based on parent and/or student request. The NUSD summer SES services were held weekly from June 1- August 17. The SES team provided virtual 1:1, small group, check-ins, and enrichment workshops. Workshops included mindfulness, Zones of Regulation, Recess/Art and Games, and social interaction and connection. Based on parent and student feedback, the Workshops will continue in the 2020-21 school year.

August 14 was the first day of the third phone bank. Site teams called Foster and Homeless Youth and the District SES team called families of students who received social emotional support or who were chronically absent in 2019-20. The team made 1550 calls, with 844 positive contacts. The team received an additional 188 parent requests for a member of the SES team to make direct contact with their child.

Stakeholder input has been provided by CDE's Student Mental Health Policy Workgroup, including Dr. Stephen Brock, CSU Sacramento, Dr. Shashank Joshi, Stanford University, Dr. Steve Adelsheim, Stanford University, Stan Collins, Directing Change, Marlon Morgan, Wellness Together, Gordon Doughty, American Foundation for Suicide Prevention, Vic Ojakian, NAMI Santa Clara and Suicide Prevention Advocate, Graham Wiseman, Beingwell California. The NUSD SES Administrative Team has met with this group five times, beginning April 22.

English Learners

Results of a parent survey from students who participated in our English Learner Summer School program were conducted to get their feedback on what worked well and what didn't and what they thought could help them.

On September 2, staff called members of DELAC and a random sampling of English Learner parents to get their input and feedback on how their student was being served during distance learning and if they were aware of the resources and supports available. They were able to have live conversations with 45 parents who provided feedback. Staff also informed them of the draft Learning Continuity and Attendance Plan and that it would be sent to all parents and made available on the district website.

Foster/Homeless Youth

On April 8, the SES team conducted 948 phone check-ins with identified at-risk youth, including Homeless and Foster Youth, new parent and staff referrals and students who were previously receiving social-emotional support. Of the 656 families contacted, 37 (6%) of the households requested support in the areas of food, shelter, counseling and technology support.

On May 18, a second phone bank was conducted and 624 students were offered a summer social emotional support program based on parent and/or student request.

On May 18, a housing questionnaire was given to our NUSD families via email to ensure that children and youth experiencing homelessness were able to participate fully in school and that barriers related to enrollment and retention in school are removed. Of the 1,117 responses, 53 new McKinney Vento cases were identified.

On July 28, the SSS department conducted a telephone problem solving survey in order to review stakeholder engagement and more importantly to determine how we can best support our students during distance learning. In total, 65 Foster families were called, with 25 completed surveys; 97 homeless families were called, with 20 direct contacts were made.

On August 10, the SSS team interviewed 18 Foster Youth and 17 Homeless Youth to get their feedback regarding distance learning and any possible social emotional needs. Of the students interviewed, 25/35 indicated that they knew how to get SES support if needed; five indicated lack of social interaction as main concern; 12 indicated need for more teacher support; and seven had technology/log in issues that interfered with access. In total, 11 students logged on daily, 10 only logged on an average of twice a week, and 13 students (37%) logged on 0-1 days per week.

On August 14, 2020, site teams called Foster and Homeless Youth and the District SES team called families of students who received social emotional support or who were chronically absent in 2019-20. The sites called 389 homeless families and 60 families of foster youth. A total of 269 contacts were made and 66 parents requested a direct call back from the social emotional support team.

On August 24 - 28, Phone Banking to 269 Foster and Homeless Families to address attendance, distance learning, and social emotional needs. We also reached out to families that had students who had been chronically absent to encourage them to attend school regularly and to remind them of the start of school. Out of the 844 calls where we made live contact, 269 were Foster or Homeless Youth.

Child Care/Day Camps

To determine our family's interest for childcare, we conducted a survey to see how many families in grades K-5 would be interested if we were able to offer them in partnership with other organizations at our sites.

Technology

With a focus to Eliminate the Digital Divide for distance learning to ensure equity among all students, NUSD sent a technology survey in March to all parents in the district to determine each family's technology needs. Staff advertised the survey with phone calls, email, websites, text messaging, social media, and referrals from other families. In July, another communication was sent to families who may need chromebooks for the 2020-21 school year. NUSD wanted to make sure that new families had an opportunity to receive a chromebook or WiFi hotspot and continuing families that may have a new need for technology knew the chromebooks and hotspots were available. Families were contacted by email and phone calls.

Parent Advisory Council

The draft plan was shared with the Parent Advisory Council on August 19. Feedback and input were encouraged.

District English Language Advisory Council

The draft plan was shared with NUSD District English Learners Advisory Council on August 24. Feedback and input were encouraged.

CAC

The draft plan was shared with the Community Advisory Council on August 20. Feedback and input were encouraged.

CSEA

The draft plan was shared with California School Employees Association Chapter 745 on August 28. Feedback and input were encouraged.

NTA

The draft plan will be shared with Natomas Teachers Association on September 1. Feedback and input will be encouraged.

Draft Plan Shared with Stakeholders

The draft plan was emailed to NUSD staff and parents on September 2. Parents also received a phone call notifying them of the plan and where they could access it. Other efforts to inform our community of the plan include social media, phone banking as mentioned above for English Learners, and during informational parent meetings for Special Education.

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

The Natomas Unified Regular and Special Board meetings were held via Zoom to adhere to state guidelines and social distancing. This action was taken in response to the Governor's Executive Order N-25-20 and Resolution 20-07 Delegating Authority to Take Necessary Action to Protect Students and Staff from the Spread of Coronavirus (COVID-19), adopted by the Natomas Unified School District on March 16, 2020. All open session portions of Board Meetings were livestreamed on the district website and recorded, and Board agendas clearly indicated where

the public could view the livestream/recordings. If stakeholders wanted to address the Board of Trustees with Public Comments, they were able to submit them ahead of the meeting via a designated email or phone number, which was clearly noted on each Board agenda. Public Comments were forwarded to the Board of Trustees and pertinent staff prior to each Board meeting for their consideration. Receipt of public comments was then acknowledged during the Board meeting, and the specifics of any public comments received were recorded in the official Board meeting minutes. All Board meeting dates are listed visibly on our website, and the agendas were published and distributed in compliance with the Brown Act.

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

Distance Learning Survey

Our efforts yielded responses from 322 teachers (60%), 1,395 students (18%), and 3,282 families (41%). We then created a list of non-respondents and made targeted phone calls to get the feedback from our stakeholders who had not responded online. We specifically targeted our families and students who speak a language other than English, our homeless families, foster families, and students who have an IEP which are reflected in greater detail below.

Parent Choice Survey

Based on the survey on July 5 that was designed to give feedback on what type of learning environment parents wanted for their students.

- 61% wanted: Traditional in-class option with social distancing which to the best of our abilities, students will be spaced 6' apart and (if needed) transparent physical barriers utilized where there may be less than 6' room.
- 25% wanted Hybrid Learning option which would involve a combination of traditional in-class option and some distance learning that could allow students to zoom or engage in class from a distance on some days, attend class on other days.
- 15% wanted Independent Study.

English Learners results of a survey that students participated in during our English Learner Summer School program were as follows:

- Overall, 75% of students preferred learning synchronously with their teacher on Zoom, compared to 18% who preferred learning independently on their own, and 7% who preferred both.
- 84% of students want to continue using Imagine Learning and 96% of students want to continue using Nearpod.

Through the phone banking efforts with EL families on September 2, parents shared their frustrations with the inability to not be able to support their students with distance learning because of language barriers and lack of knowledge with technology. They appreciated the support that the district was providing but mentioned that it was still difficult to know what was going on because of the language gaps. Some of the families had students in grades K-5 that would benefit from the Day Camps which are targeted to English Learners and other unique pupils that need adult supervision during the day. This information was provided to them.

Special Education results were as follows:

- Families, 69% (48/70) teachers responded indicating that they believed their students required remediation due to lack of participation or attendance, technology, work completion, and/or availability of adult support at home.
- In addition, on April 29, 243 parents were called in a phone bank survey and 188 (77%) indicated that distance learning was working for their students and they were interested in continuing in the summer.

A **Summer School Survey** was also sent to parents of special education students with another 470 parents responding.

- Of the 470 responses, 337 parents (72%) wanted June/July summer services, 80 wanted June only, 9 wanted July only, 247 wanted June and July, and 139 were only interested if the summer program was in-person.
- 350 students signed up for a June all Special Education Summer Program; however, only 47% actively participated.
- From the June survey, we determined that of the 122 responses, 89.7% parents stated they preferred emails; 39.3% stated preferred once a week; 80% felt distance learning updates for Special Education videos were relevant.

Survey from Staff on Distance Learning on July 30

- Revealed that although the teachers felt that they had appropriate technology, they did not access the professional development opportunities (curriculum and instruction) provided to effectively support their students. Answers varied as to why they didn't access it and helped us with our planning of professional development resources moving forward.

July 23, the CAC parents participated in 1:1 interviews. The results are as follows:

- 44% of parents requested more virtual in-person learning and more individual time with teachers and Instructional Assistants.
- 22% of parents requested a streamlined instructional schedule with clear expectations for students and parents (instruction broken out by subject and not grouped together).
- 11% of the parents requested more curriculum training for parents and staff
- 11% of parents requested hands on activities
- 11% requested in-person direct instruction at a school site or learning center-
- 100% of parents requested touch screen technology, such as an iPad, for students who cannot access a Chromebook

Social Emotional Needs for At Risk Students - Prior to March 15, 2020, the SES team was serving 837 students. As a result of the April 8 phone bank, and the web-based referral systems used in Natomas, services increased in April by 138 students. In addition, 37 families were seeking support with basic needs, including food and shelter. In response to social emotional support needs, the SES team increased services, including check in consultation, 1:1 and small group support. Youth under the age of 18 who were in need of basic necessities, such as food and shelter, received 3 meals and 2 snacks per day, seven days per week, through Nutrition Services. Families were also referred to Joey's Food Locker, a NUSD collaborative with the Sacramento Food Bank, where families can receive food for the week. The NUSD Foster and Homeless Liaison supported families with community information regarding shelter and other life necessities.

On May 18, a second check-in phone bank was conducted by the SES team and 624 students were offered summer support. Of the 624 contacts, 183 new student referrals were made. The summer program was designed to meet the needs of this large group of students from June 1 through July 29. When the school year was extended by two weeks, 32 families requested that their sessions be increased to August 17. Services included Tier II supports provided by the NUSD Behavior Team (Workshops and behavior consults) and also Tier III supports from our School Psychologists. Due to the 418% increase in social emotional referrals, the contract with Care Solace, a mental health agency, was increased to provide 24/7 crisis phone support.

From August 10-14, the school sites and the SES team called nearly 1600 at-risk families. In addition, 35 Foster and Homeless students were interviewed by SES staff. Based on the results of these interviews, and the surveys, an additional 254 parents (including 66 Foster/Homeless) requested SES support for their student. The SES team, which now includes an additional two social worker managers and eight social workers, is developing a plan to address the nearly 1300 students who require direct SES support and/or monitoring. The team now includes 17 School Psychologists, 10 Social Workers, three behaviorists, three behavior technicians, one general education behavior support staff, eight Social Worker interns, one School Psychology intern and 13 School Counselors. A tiered plan of support, based on student need, will be implemented in total by September 7, 2020. Contact with specific students has already started.

Foster/Homeless Youth

On April 8, the SES team conducted 948 phone check-ins with identified at-risk youth, including Homeless and Foster Youth, new parent and staff referrals and students who were previously receiving social-emotional support. Of the 656 families contacted, 37 (6%) of the households requested support in the areas of food, shelter, counseling and technology support. Services for the families requesting basic support, including social-emotional, technology, food and shelter, were provided through the SSS Department as well as Information Technology and Nutrition Services. Nutrition Services increased their food distribution from two meals per day, five days per week, for all youth under 18 years of age, to three meals and two snacks per day, seven days per week. Joey's Food Locker, NUSD's collaborative with the Sacramento Food Bank, increased their hours from one evening per month to every Friday. Joey's Food Locker serves on average 400 families per week.

On May 18, a housing questionnaire was given to our NUSD families to ensure that children and youth experiencing homelessness were able to participate fully in school and that barriers to identification, enrollment and retention in school were removed. Of the 1,117 responses, 53 new McKinney Vento cases were identified. Families were then followed up with a "needs assessment" to determine services and offer supports. Families and students were offered resources connecting them to local food resources such as "Joey's Food Locker," technological support, counseling, as well as shelter resources.

On July 28, the SSS department conducted a phone survey to determine how to best support our Foster and Homeless students during distance learning. In total, 162 Foster and Homeless families were called with 45 direct contacts. Of the 45 parents who responded, 49% said their student logged on daily, whereas 17% said they participated 0-1 times per week. Twenty percent of the respondents indicated that their students had no difficulties, and others cited challenges with technology, missed social interactions and refusal to seek assistance due to embarrassment.

On August 10, the SSS team interviewed 18 Foster Youth and 17 Homeless Youth to get their feedback regarding distance learning and any possible social emotional needs. Of the students interviewed, 25/35 indicated that they knew how to get SES support if needed; five indicated lack of social interaction as main concern; 12 indicated a need for more teacher support; and seven had technology/log in issues that interfered with access. In total, 11 students logged on daily, 10 only logged on an average of twice a week, and 13 students (37%) logged on 0-1 days per week.

On August 14, 2020, site teams called Foster and Homeless Youth and the District SES team called families of students who received social emotional support or who were chronically absent in 2019-20. The sites called 389 homeless families and 60 families of foster youth. A total of 269 contacts were made and 66 parents requested a direct call back from the social emotional support team.

On August 24 - 28, Phone Banking to 269 Foster and Homeless Families to address attendance, distance learning, and social emotional needs. We also reached out to families that had students who had been chronically absent to encourage them to attend school regularly and to remind them of the start of school. Out of the 844 calls where we made live contact, 269 were Foster or Homeless Youth. Backpacks, school supplies, and over 100 socio-emotional referrals to receive support were requested and provided as a result of these check-ins and phone calls.

The Sacramento Chinese Community Service Center (The Center) is a District and City Collaborative developed to provide academic Distance Learning support and face to face social interaction and enrichment activities for targeted groups of students, including Foster and Homeless Youth. As of August 27, 2020, 36 students at The Center qualify as Homeless or Foster. In addition, the District has hired two additional Social Worker Managers and eight Social Workers, with one dedicated to support Homeless and Foster Youth and to ensure weekly check-ins with the SES team and to monitor such things as attendance, behavior, social needs, life needs and academic progress. Classified staff who have been repurposed, are making daily attendance calls for all students, including Foster and Homeless Youth, when they are not in attendance, or are not engaged in their learning.

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

All feedback from teachers, families and students were used in the creation of this plan as well as the agreed upon Memorandums of Understanding with our certificated and classified staff.

In addition to the details of the Memorandum of Understandings with our teachers and other staff that are directly included in each section, where applicable, in the Learning Continuity and Attendance Plan, we also utilized surveys where we were able to get a wider pool of direct feedback from staff.

In a survey to teachers about distance learning, we learned that teachers liked the flexibility to be able to use Google Classroom, Zoom, and other online platforms to connect with students. Additionally, we have added more online platforms to support teachers in distance learning and provided an opportunity for them to receive training on them during five certificated staff days before the start of the new school year which is addressed in greater detail in the professional learning section of this plan.

Teachers also expressed that they would need a structured schedule to ensure that students knew when to participate and what to expect in the new school year. Improving on how distance learning happened in the spring, teachers suggested that students needed to be held accountable with the normal procedures that we have in place such as teachers taking daily attendance and assigning grades to classwork. Teachers acknowledged that there needed to be some “office hours” for parents and students to get a hold of teachers when they had questions or needed help. They also stated that continuing extracurricular activities outside of school time would help the students stay connected with their teachers and classmates in virtual school. All of this feedback from teachers has been incorporated into the following sections: Distance Learning - Continuity of Learning, Pupil Participation and Progress, and Pupil and Family Engagement Outreach.

Families appreciated when there were clear expectations set forth by the teacher for meeting times and classwork that needed to be completed. They did express that there were some struggles with the quick shift from students being at school to being at home with distance learning but with the help of a set schedule from teachers, they knew more of what to expect. Many families said their students needed that structure and routine in their day, mirroring what the teachers had said. Families appreciated the communication with their student's teachers and said they expect that to continue throughout the year. The morning meetings, lunch bunches, and other after-school activities made sure that their students stayed connected and in touch with their friends, even if they were isolated at home.

In support of this feedback and as part of our MOU with teachers, all teachers have no less than 50 minutes of office hours each day for students and parents to be able to connect with them. Schedules were also provided to families that clearly outline when school starts and ends, and how many minutes will be provided in each class period for secondary or samples of how different areas of instruction can be segmented for elementary. Parents could clearly see what their student's day would look like and students would have an easier time following the structured schedule. Upon the first day of school, teachers will provide students and families with a year-long syllabus that outlines instruction for the year, which is based upon grade-level standards and will be addressed regardless of method of instructional delivery.

Students shared that they enjoyed the flexibility of working from home and being able to communicate with their teachers when they needed extra help. They did, though, express that being home could lead to being distracted, so ensuring that they had structured time in class would keep them to stay on task. Students were able to stay motivated when they knew what was expected of them by their teachers. They also expressed that they enjoyed spending time with their teachers and classmates in virtual activities to stay connected.

More specifically, as part of our MOU with teachers, teachers have daily office hours that include 50 minutes for elementary and 60 minutes for secondary, a minimum of 30 minutes per day of social-emotional connectedness activities at the elementary level, daily time for intervention and enrichment, and a structured bell schedule. In addition, at the secondary level, staff will provide interactive, real-time, virtual (synchronous) instruction each day based on the site's specific period schedule, which can include whole group, small group, inclusion support, co-teaching, push-in support or a combination thereof based on student need. Since at the secondary level, each student has about six teachers rather than one at the elementary level, social-emotional connectedness activities are structured slightly differently, with other support staff leading a 30-minute block of time for connecting with students, and secondary teachers being available if specifically needed.

The feedback obtained from the English Learner Summer School students and teachers helped inform what types of instructional materials and programs need to be utilized during distance learning. Feedback from teachers helped inform what types of professional development will be needed to ensure quality distance teaching and learning.

In the Childcare and Day Camp survey, 959 people responded with children in grades K-5. Out of the 959 responses, 784 stated that they were interested in learning about options for Child Care and Day Camps. As a result of this feedback, the district was able to incorporate it into its Learning and Continuity Attendance Plan. Childcare and Day Camps will be offered at all elementary schools and K-8 campuses when school begins on 8/27/20.

Both programs have limited capacity for K-5 students and geared towards:

- Students trying to overcome the obstacles presented due to the pandemic and distance learning and suffered learning loss

- Families of essential workers, foster youth, homeless, English Learners, and working families
- Families who cannot afford or provide childcare and/or academic support at home

Social Emotional Needs

Based on student and parent feedback for the need of social emotional resources, the district has increased its social workers to include a social worker on each elementary and K-8 campus, remained committed to performing regular wellness check-in's for our at-risk students, created websites that are solely focused on mental health and psychological resources and shared them widely with families. For example, the district created a Calming website with videos and how-to's to de-stress and participate in such activities as yoga, hikes, and breathing exercises. This website can be used by families, staff, and our community as a tool to achieve calmness particularly in stressful environments.

In addition to our teacher's office hours which allow students that time for social emotional connectedness, our athletic coaches are connecting with their athletes virtually and in-person where allowable and our activities directors are meeting with leadership teams to provide virtual activities to the school body to promote school spirit and to get students involved and connected. NUSD has also invested in virtual extracurricular activities to support student's social emotional needs.

As a direct result of parent phone banks and student check-ins, the SES team provided summer workshops focusing on student connectedness. These workshops will continue for the 2020-21 school year. In addition, the SES team is adding virtual support for parents during extended hours (3-8 pm) to address crisis management and behavior support in the home. This is all in addition to the counseling staff that are already assigned to all of our secondary sites and who are available to support students in a variety of ways on a daily basis, and the full-time psychologists assigned to each site.

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.]

Pending negotiations and guidelines from the state, we will have specifics and direction of what in-person instruction will look like, and apart from these actions, we will implement our collective bargaining agreement wherever applicable language already exists in terms of instruction.

In alignment with our Pillar - Expanding Physical Health and Safety of Students and Staff, we will implement the following actions when classroom-based instruction is allowable to resume.

School Arrival:

- Before students and staff leave home each day, they should conduct passive screening (parents helping their students), which includes taking their temperature and screening for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school. If anyone has a fever of 100.1 degrees or higher, they will not be allowed on campus and should stay home. For extra precaution, each site will have a free-standing temperature machine for those who rushed out the door and forgot to take their temperature before leaving home. For employees with a temperature of 100.1 F degrees or higher or if they have symptoms, the employee needs to call in to Aesop (Frontline) and follow established procedures for taking leave and requesting a substitute.

Physical Space in the Classroom:

- Physical Distancing: In alignment with the Sacramento County Guidance (SC2020-21 pages 4-5):
 - In classrooms:
 - Desks will be spaced apart to provide recommended social distancing between students.
 - Physical barriers may be installed where recommended social distancing is not possible.
 - Schools will not host large gatherings such as assemblies or dances.
 - Identified isolation room (sick room) for students who are not feeling well to minimize contact with others until they are able to go home. The same process will be utilized for staff.
 - Everyone who is required to will be wearing face coverings in accordance with state and local guidance.

Additional Modifications:

- We will be limiting visitors on campus.
- Meals will be served individually plated or boxed meals. There will be multiple points of sale for lunch on each campus that allows for social distancing.
- Recess: As we receive additional guidance and continue our negotiations, we will work with our classified labor partners on additional modifications that can be provided through classified staffing while students take recess throughout the day.
- Directional Signs on the walls and the floors and health posters will be posted visibly throughout the school campus/district offices.

Personal Protective Equipment (PPE) and Other Safety Materials:

- The District shall require the use of facial coverings (“masks”) in accordance with state, and local guidelines currently in effect or as may be amended. Individuals who cannot wear a mask because of a documented health issue shall instead be required to wear a face shield.
- Hand sanitizer/soap: The District will comply with the following hand washing logistical requirements:
 - Every room with a sink shall be stocked with soap.
 - Every classroom shall be provided hand sanitizer.
 - Non-classroom workspaces shall be provided hand sanitizer.
 - Hand sanitizer at each entrance and exit points.
 - Teachers will inform their custodian if hand washing/hand sanitizing supplies noted above need to be replenished and utilize CCS if a timely response is not provided.
 - Wipes or hand sanitizer will be readily available near the copiers and any other shared equipment for sanitation purposes.

- Daily Cleaning and Disinfecting: District custodial staff will routinely clean and disinfect high-touch surfaces and fixtures, using the recommended disinfectants.
- A portable HEPA filter will be added to each classroom. Air conditioning adjustments will be made where possible.
- Temperature Check Kiosks installed at each school site and district offices

In-Person/Small Group:

In compliance with guidelines that were released on August 25, from the California Department of Public Health, and from Sacramento County Public Health on August 28, NUSD will be able to offer in-person co-hort/small groups as outlined below. Although in-person supplemental support for a targeted, small group of special education is not classroom instruction, per se, it is a step towards re-opening. The NUSD in-person special education plan is written for the duration of the 202-21 school year in order to provide remediation after school reopens for in-person instruction. The In-person plan NUSD includes the following:

- Targeted groups:
 - TK-12th grade moderate to severe special day class students who spend 60% or more of their day in special education
 - Special education students who are also English Learners, Homeless and/or Foster Youth
 - Students in full inclusion with 1:1 instructional support
 - Students transitioning back from non-public schools who are not successful in their Distance Learning program
 - Students who are in one of NUSD's six Social-emotional support classes who are not successful in their Distance Learning program
- Cohorts:
 - Cohort 1
 - Grades TK-6; 7:45 am- 2 pm MW or TTH
 - 14 students and 2 adults
 - 1 NUSD teacher for the group on the computer guiding the lessons
 - Cohort 2
 - Grades 7-12; 7:45 am- 2 pm MW or TTH
 - 14 students and 2 adults
 - 1 NUSD teacher for the group on the computer guiding the lessons
 - Cohort 3 & 4- supporting The Center
 - Cohort 5
 - In-home, 1:1 support with Distance Learning and related services
 - Morning only
 - Cohorts 6-8
 - Afternoon enrichment, social groups, related services
 - Total 14 students per 2 staff
 - Cohort 9 (through December only)
 - Enrichment only
 - Maximum of 14 students

Virtual Tutoring and Wellness Center

While the Virtual Tutoring and Wellness Center (VTWC) is not in-person or classroom based, it provides an academic and social-emotional resource for students who are, or may be, experiencing significant learning loss due to school closures. The VTWC is in the planning stages where we are seeking stakeholder input for program need and development; however, the plan is for the VTWC to be open Monday through Thursday from 3 pm-8 pm and Friday from 3- 5 pm. These extended hours allow for parents to work and still have time to assist their students with academic and social emotional support. The VTWC offers the following resources (this is subject to change based on student and staff needs):

- General homework support by appointment
- “Advice Teacher”- a number to call if an elementary student is struggling in a specific area and needs support. This may be academic, social emotional or technology based. If the Advice Teacher cannot provide the answer, the student will be directed to the correct resources.
- Content specific academic tutoring by a content teacher is available by appointment.
- Social Emotional Workshops
- Social Emotional support programs and services for parents to assist their children
 - Parent training
 - Parent groups
 - Crisis management

Although the VTWC is a Tier I support for all students, it may be used as a targeted intervention for general and special education students either by referral or through the IEP process.

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

Description	Total Funds	Contributing
PPE equipment and other safety supplies	\$1,200,000	Y
HEPA filters	\$340,000	Y

Distance Learning Program

Continuity of Instruction

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

Due to the State’s Order that schools and districts located in counties that are on the State’s Monitoring Watch List for COVID-19 must start the school year in distance learning, Natomas Unified opened the 2020-21 school year in distance learning. Therefore, in alignment with SB 98,

and in order to provide access to a full curriculum of substantially similar quality, staff and students will use existing technology resources (district-issued Chromebooks and WiFi) in conjunction with district-approved digital platforms, district-adopted curricular resources, and district-provided instructional materials and supplies (provided and issued to students prior to the start of the year), to engage all students in real-time (synchronous), interactive, virtual instruction daily. The daily instructional minutes must maximize opportunities for intervention and support for all students. Upon the first day of school, teachers will provide students and families with a year-long syllabus that outlines instruction for the year, which is based upon grade-level standards and will be addressed regardless of method of instructional delivery..

At the elementary level (TK-6th grade, self-contained), certificated staff will provide no less than three (3) hours of synchronous instruction per day, which is also inclusive of whole group, small group, inclusion support, co-teaching, push in support, or a combination thereof based on student needs. Also inclusive in this time is no less than 20 minutes of differentiated instruction (e.g. English Language Development (ELD) instruction, intervention/acceleration). Students will also be provided no less than 30 minutes of asynchronous instruction (independent work), and certificated staff will be available during this time to provide help and support based on student need. Additionally, students will be provided with no less than 30 minutes per day of social emotional learning and school connectedness activities led by certificated or classified staff (under the supervision of a certificated teacher). Teachers will also hold office hours daily at no less than fifty minutes to provide students individualized academic support through individual or small group instruction, to communicate with and to support students and families, to conduct individual or group assessments (including special education assessments), and to attend Individualized Education Plan (IEP) meetings.

At the secondary level, staff will provide interactive, real-time, virtual (synchronous) instruction each day based on the site's specific period schedule (ranging from 285 minutes to 335 minutes depending on the number of periods at each site), which can include whole group, small group, inclusion support, co-teaching, push-in support or a combination thereof based on student need. Students will navigate a daily schedule of classes that is substantially similar to what they would experience with traditional in-person instruction and will allow them to transition back to in-person instruction much more smoothly than if classes were scheduled in a different manner. In addition, this schedule will ensure that students are receiving instruction in enough courses this year to stay on track to meet NUSD graduation requirements, A-G course requirements, and other program-specific requirements based on each student's pathway. Students will be provided with no less than 30 minutes per day of social emotional learning and school connectedness activities led by support staff, while teaching staff will be available to provide additional targeted support upon request. As with the elementary level, students and families will have access to teachers through daily office hours for at least 60 minutes to provide students individualized academic support through individual or small group instruction, to communicate with and to support students and families, to conduct individual or group assessments (including special education assessments), and to attend Individualized Education Plan (IEP) meetings.

Due to Natomas Unified's consistent and continued investment in technology and resources especially over the last 8 years, students and staff (new and existing), in a one-to-one ratio, are issued technology, online and physical curricular resources (e.g. student textbooks, consumable materials, teacher materials) as well as instructional supplies to support engagement in learning. Students and staff will retain these resources so as to be ready to transfer back and forth between distance learning or in-person instruction as necessary, depending on County orders regarding school operations. We have also equipped classrooms with charging stations/carts sufficient to charge each computer during the school day to assist students with maintaining the functionality of their technology in the classroom while also allowing them to take their computers and chargers home in the event of a school closure that requires an immediate transfer to distance learning. Our instructional

technology (IT) department works closely with our Office of the Chief Academic Officer (CAO Office) to provide staff and students with on-going technical support as well as maintenance of technology. The CAO office also works closely with our sites to ensure that students are equipped in an on-going manner with curricular and instructional materials.

Teachers were able to have 5 additional days to prepare for distance learning. While the first 3 days were negotiated to be teacher-directed planning days for prep and collaboration, each day, approximately 50% of our certificated staff chose to attend optional professional development that was specifically targeted towards them being able to provide high-quality instruction through distance learning. They were provided with workshops, materials, webinars, and interactive activities to test out and become familiar in an effort to create an engaging distance learning environment.

In the event of a return to in-person learning and then a subsequent school closure, staff will be provided a full day to plan and adjust for the transition, depending on the time the school closure order occurs. This time will be used to plan for the change over to distance learning, adjustment of the course syllabus, and communication to families. The course syllabus which will be issued the first day of school articulates that the same standards and curriculum, by grade level or subject area, will be addressed whether by virtual or in-person instruction to provide consistency of expectation for students and families.

We are developing different ways to invest in an increased support of our IB, AP and GATE programs to help with the continuity of instruction in both distance learning and in-person instruction and to provide a variety of enrichment activities to students in these programs.

Career Technical Pathways Program

To better support the over 1,000 students enrolled in Career Technical Education programs at our high schools during distance learning and to continue the ongoing support for pathways, Natomas Unified has invested one-time funds to purchase additional industry-approved equipment and technology. For example:

- Broadcast Media Pathway students will be able to check-out industry recommended cameras, microphones, and computers to compose stories to share through Inderkum's Tiger Talk YouTube channel
- Music Production students at Natomas High School will be able to check-out Apple laptops that will enable them to work on music production software like GarageBand and Soundtrap.
- Bike Tech students will be able to check out a bicycle and tools to allow them to practice bike maintenance skills
- Digital Media students will be able to check-out Canon and Nikon professional cameras to work on their photography and videography skills
- Multi-camera set-ups were purchased to show different camera angles of instruction by instructors when they are utilizing industry-approved equipment.

Music/Band During Distance Learning

We will continue to maintain a music budget for instrument replacement, instrument repair, purchase of new music, maintain FTE allocated to music and band at the secondary schools. To ensure that our important culture of music performances continues at our middle and high

schools, our music programs will receive support to allow them to continue to produce concerts in a new, virtual format. Students will be able to submit individual performances to be produced into a whole group performance which can be viewed from anywhere in the world with an internet connection. For our schools with drama programs, it is important for those productions to continue as well. Our drama programs will be supported with resources to allow them to produce a traditional play to be presented in a remote viewing format. Band and drama directors will communicate with students in their respective programs as they begin preparing for performances in the winter and spring.

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.]

With a focus to Eliminate the Digital Divide so that all students have access to laptops and internet connectivity, NUSD sent a technology survey in March to all parents in the district to determine each family's technology needs. Staff advertised the survey with phone calls, email, websites, text messaging, social media, and referrals from other families. Over 75% of families responded. Individual phone calls were then made to the families we hadn't heard from. Between all of our collective attempts to contact families, staff was able to reach all but 3 students district-wide and distributed 6,463 chromebooks and 398 hotspots. We also partnered with Comcast Essentials to provide internet services to families where the hotspots were not strong enough for distance learning, all at the district's expense.

Since then, as families have learned from our experience with distance learning in the spring, we have distributed more chromebooks and Wifi hotspots for a total of 8,721 and 1,945 (as of August 25). Where chromebooks are not optimal for some students with unique needs, we purchased and provided iPads. For families that newly enrolled in NUSD or continuing families that expressed a need for technology, we organized multiple distribution dates and times in the daytime and evening that support social distancing to ensure all students have access to a chromebook and Wifi hotspot to start the school year. Distribution will continue throughout the year for any student who needs a chromebook or hotspot.

Based on the recommendation from the Special Education Community Advisory Committee, NUSD purchased 200 iPads for students in the moderate to severe SDC program who were not able to access the curriculum using the Chromebook touchpad and mouse. These students continue to use their Chromebooks to view their teacher and classmates; however, they use the iPad to access instruction. Each iPad has been loaded with curriculum, as well as intervention apps that are appropriate for the grade level. All Chromebooks for students in Special Education, regardless of the program they are in, have access to the Read/Write extension app on the Chromebook. This app will read text books to the student, allow for highlighting and other editing tools, and will allow the student to use voice to text as an appropriate accommodation. Lastly, the Special Education department has five trained staff in Assistive Technology and has hired a full time speech pathologist, who is certified in Assistive Technology and Augmentative and Alternative Communication, who can assist our staff and students with Assistive Technology applications.

In addition to providing initial access to devices and internet connectivity, our IT department has set up a support line where families can reach out and provide support, typically within hours. Some issues can be resolved remotely, but for those that can't, we have a support team available at our education center where families can bring their devices for repair or exchange as necessary.

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.]

In order to assess student progress, students' work will be graded and report cards/progress reports will be completed during the designated grading windows throughout the course of the instructional year. As mentioned above, students at every grade level will be provided with daily live interaction with their teacher(s) and peers. During this live interaction, students will be expected to engage in activities that will help demonstrate their learning and will be an opportunity for staff to use both formative feedback to support students' growth. In addition, staff will utilize our Board-approved, standards aligned curricular resources which have common formative and summative assessments, as well as SBAC Interim Assessment Blocks (IABs), Interim Common Assessments (ICAs), and Focused IABs.

To support teachers in the area of attendance, participation and engagement, classified staff will be assigned to support the live sessions on a routine basis to observe student participation and to be available to support with small group and individualized instruction. In addition, classified staff will help monitor student engagement through submission of assignments and will use information gathered by the teacher in class to reach out to families if it appears that students have become disengaged in daily instruction. Staff will work with site administration on a tiered re-engagement plan for families.

Natomas Unified will measure daily participation through multiple points of data collection on each student. One metric will include teachers taking attendance daily during live synchronous instruction. A second metric of participation will be based on teachers keeping accurate gradebooks by recording daily assignment completion, as well as recording project and assessment grades which will culminate in progress report and report card grades. Gradebooks will be updated at least weekly in order to document a student's engagement for that week. A third metric of participation will include monitoring student Google account logins and duration of time logged in using google analytics data. With these three metrics, Natomas Unified can get a very good measurement of how students are attending and engaging in learning.

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.]

After hearing the feedback from our teachers and knowing that there would need to be professional development in place to support teachers to deliver quality distance learning, we added 3 additional days of professional development at the beginning of the school year for a total of 5 professional development days. This not only allowed teachers more time to prepare for their classes but to become familiar and trained on online platforms that support distance teaching and learning.

An average of 300 teachers participated in live professional development sessions over the course of three days this week (8-18 - 8/21), and others viewed pre-recorded webinars, conducted their own research, collaborated with colleagues and planned in preparation for the start of

school. From technology needs to curriculum and instruction, teachers gained knowledge and helpful tips that will support them in the classroom.

Teachers were able to choose from a menu of options that included:

- Best practices for engaging students during distance learning and leveraging ed-tech tools
- Social-Emotional Learning and trauma-informed practices
- Special Education programs specific to various learning disabilities
- Professional learning on new programs such as an interactive lesson design platform, and an online, adaptive language, and literacy program for English learners who are newcomers
- Webinars on our adopted curriculum such as Go Math, Wonders, StudySync, and English 3D as well as digital platforms like Infinite Campus, Google for Educators, and Zoom, and how to support English learners

All of the sessions focused on how to deliver high-quality interactive instruction during distance learning through modeling the use of tools and resources that NUSD has invested in to support teaching and learning.

In addition to the English Learner focus during the professional development days above, we plan to purchase and utilize enhanced instructional materials which will include additional professional development to help with quality integrated and designated ELD instruction and use materials.

Student Services and Supports offered webinars, direct training and recorded training options for staff and parents. Between July 31 and August 21, SSS provided 16 training sessions with 1076 participants. Staff were trained in curriculum and in social emotional and classroom management strategies. A few examples include:

- Soliday System
- Reading A to Z
- Restorative Practices
- Trauma Informed Practices
- Zones of Regulation
- Zoom Classroom Management and Inclusion

This list is not exhaustive and does not include the mandatory Health Training in the NUSD Portal.

Throughout the year, we will continue to offer professional development as we evaluate the effectiveness of distance teaching and learning on student growth- based on both academic and social emotional assessments. This evaluation will guide what professional development needs to happen, which can occur during staff meetings and early release staff development days.

Staff Roles and Responsibilities

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

As we all have learned through our first iteration of distance learning in the spring, we have been able to more aptly identify how staff will be able to support students and families through distance learning during the 2020-21 school year. While we acknowledge that some staff will be working within their job description, even that will look different if they are doing their work in a virtual environment.

- **Teachers:** Will provide synchronous and asynchronous instruction daily, and will also provide daily office hours and targeted social emotional learning and school connectedness time to support students and families.
- **Special Education Teachers:** will provide 180-230 minutes per day of synchronous instruction per the IEP. This may include virtual inclusion, virtual co-teaching, push in support into a virtual general education classroom, and support in a Virtual Tutoring and Wellness Center.
- **Classified staff:** Some of our classified staff will be able to continue working in their role to either support students or functions of the site/district while we are in distance learning. However, some classified staff whose job's descriptions are dependent upon them being in the same physical location as students to perform their duties will be provided alternative duties that they can perform in virtual settings. ie: attendance, student connectedness, parent engagement, distributing and collecting materials and resources.
- **Related Service Providers:** are required to meet the requirements of the pre COVID IEP in teletherapy model. No assessments will be conducted.
- **Psychological services (psychologists, behaviorists, social workers):** Virtual services are provided to all students who require support. Special education assessments will not be conducted; however, if the team has a special education concern, the referral process will be followed. In addition, two social worker managers and eight social workers have been added for the 2020-21 school year.
- **School Counselors:** The SES team, including Counselors, will provide virtual social-emotional counseling to all students who require support. Counselors will continue to work with the SES team to triage GoGuardian alerts and web-based mental health referrals. The SES team will work closely with the school counselors to ensure Tier I needs are being met at the lowest level and the services are being documented weekly in the SES Confidential Tracker. School Counselors will participate in program review meetings as necessary. Counselors will continue to be involved with academic counseling, class scheduling and college and career guidance.
- **Administrators:** Will focus on monitoring the needs of students and families while ensuring additional resources are provided to allow students to engage in a virtual setting including virtual extracurricular activities, virtual parent engagement opportunities, and increased staffing allocated to support with family outreach and engagement.
- **Certificated Substitutes:** In light of being in Distance Learning, we have identified certificated substitutes who will be assigned to each school site in the event that a teacher needs to take a day of leave. We have trained these subs and have provided them with technology since they have committed to be available five days a week at their assigned site. Having trained subs who are already available everyday to be assigned to a teacher taking leave creates more continuity for students and less transition time then trying to find a new sub every morning who may have not work at the site and/or does not have the necessary technology. In addition, if these subs are not taking on a specific class on a given day, they will be assigned to support teachers and administration with engagement during instruction and outreach to families as appropriate.

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.]

Special Education Distance Learning Plan

NUSD has developed a comprehensive Special Education Distance Learning Plan in order to support special education students during distance learning.

Special education students with mild to moderate and moderate to severe disabilities will be provided services based on their PreCOVID IEP. The IEP will be followed in a virtual format unless it is not possible to do so based on virtual environment and/or student need. If the PreCOVID IEP cannot be followed, then an Amendment and an Emergency Plan will be written. The Amendment will offer FAPE.

Services provided include:

- SDC program instruction (including mainstreaming)
- Inclusion
- Push-in and small group pull-out in the break out room for academic support
- Co-teaching
- The Virtual Tutoring and Wellness Center (either in the IEP or offered as a drop in services)
- Parent training and support in a coaching model (I do-we do- you do)
 - Behavior
 - Speech, occupational and physical therapy services
- Related Services (direct teletherapy, parent coaching and consultation, consultation only, in-person)
 - Psychological services
 - Speech and language
 - Behavior Intervention Services
 - Intensive Individual Services (1:1 IAs will be provided virtually)
 - Nursing Services
 - Occupational and Physical Therapy
 - Transition Services (College and Career Awareness)
 - AT/AAC
 - Vision, Deaf and Hard of Hearing, Orientation and Mobility, Orthopedic Impairment

In-Person Cohorts

In-person Cohorts will be provided to a small group of students, including students with moderate to severe disabilities and students who are not able to access their Distance Learning for other reasons. The Cohorts class size is limited to two adults with the same 14 students in small group settings throughout the week. The Cohorts will offer SAI support while the Distance Learning teachers are virtually teaching the class. Related services will be offered via teletherapy by District staff; however, the non-public agency will provide a speech pathology assistant,

occupational therapy assistant and physical therapy assistant to work with the students under the guidance of the District certificate staff. Behavior and social emotional support and services will be provided virtually by the District. At this time, there are nine Cohorts - two all day options, two Center options, one in-home and four enrichment opportunities. All Health and Safety requirements will be followed.

The Virtual Tutoring and Wellness Center

The Virtual Tutoring and Wellness Center (VTWC) will be used to provide additional support for students who are not in the in-person cohort but who may require additional interventions. The IEP team will determine the frequency and duration of service and it will be on the IEP. This includes academic, related services and social emotional support needs. The IEP team may also add additional time with the 1:1 IA, or tutoring time with the teacher, outside of the school day but prior to 3pm when the VTWC opens. This service will be included in the IEP and it will be a part of the Emergency Plan.

Assessments:

The NUSD COVID Assessment Center will provide psychological, academic and speech assessments as possible, based on staff availability. The site team will conduct all possible virtual assessments, including Zoom classroom observations, file review, collecting and analyzing student work samples, parent interviews, parent and staff surveys and anything else necessary to determine an eligibility that does not require in-person time. The contracted staff and site team will work together to write a report and to conduct the virtual IEP.

Success Kits:

Students who are in the moderate to severe program each received a Success Kit. The kits are personalized by grade level and program to include instructional materials that would typically be available in a classroom setting. This includes items such as math manipulatives, timers, and sensory items.

Curriculum:

In addition to the core curriculum, NUSD will continue to use virtual alternative curriculum as well as supplemental and intervention materials. To better support students' needs through a distance learning platform, NUSD invested in virtual versions for some of the programs that the district is currently implementing. Additionally, the district has increased online supplemental programs in order to improve upon students with disabilities access and engagement during distance learning.

Accessibility Supports:

In order to support students and improve instructional access, NUSD has added the following supports:

- iPads for students who are unable to access classroom instruction through a Chromebook
- Extension software downloaded on to Chromebooks to increase accessibility
- Apps and web-based supports to provide access to supplemental curriculum for skill development
- "Success Kits" for students in self-contained classes with unique needs and require hands-on materials in order to access the curriculum virtually. These kits have been specifically designed with materials for students with disabilities PreK-Adult, which will be replenished as needed.
- Extended day Virtual Tutoring and Wellness Center for drop in virtual tutoring and support in the evening.

English Learners

NUSD has a significant English Learner (EL) population. As such, there was particular emphasis in the last year to update the English Learner Master Plan (ELMP), which was approved by the Board in July. Since then, all of our site administrators have been provided training on the ELMP, with particular focus on the instructional framework for how to best support ELs. While we would have an ELMP whether or not we were implementing distance learning, we have worked with our partners with WestEd's Quality Teaching for English Learners division to develop a thoughtful approach to training teacher leaders on how to best support ELs in this distance learning environment, with modules of virtual training being developed to model effective instructional strategies and activities that teachers can use to support EL students, especially while in distance learning.

Specifically for English learners who are newcomers in grades K-8, they will have access to a supplemental online adaptive language and literacy program that will provide initial baseline assessment and monitor progress over time. All English learners will be provided daily integrated and designated ELD, with additional support during differentiated instruction time and office hours. Extra digital supports will be purchased for our supplemental ELD instructional materials to make them as accessible and interactive as possible during distance learning. All staff will have access to Language Link, a translation service, in order to communicate with all English learner families to ensure a deep understanding of distance learning communications.

In addition, staff will be paid extra duty hours to provide bilingual support to students and families during distance learning. This practice was utilized in the spring and proved to be a valued resource for families that we felt was beneficial to extend to the 2020-21 school year. Our EL Teachers on Special Assignment will also provide office hours to support EL students and families that may be referred to them as a supplemental resource.

Homeless or Foster Students

Homeless and Foster Youth have been prioritized through program development, social emotional support, staffing and providing for basic life needs. Natomas has increased the staffing in the Student Services and Support department by two Directors. One new Director is now the Foster and Homeless Youth Liaison, supported by the department coordinator. The second Director is responsible for attendance and discipline and plays a collaborative role in the continued growth of the NUSD Social Emotional Support (SES) program. As a result of the 418% increase in student social emotional referrals, NUSD increased staffing by adding two social worker managers and eight social workers- with one dedicated to Homeless and Foster Youth. In addition to the increase in SES, in response to the basic life needs of our Foster and Homeless students, and to the larger community, NUSD provided free meals through a summer meal program for all youth under the age of 18 and, free groceries through Joey's Food Locker and the Sacramento Food Bank on a weekly basis to any family in need.

We have prioritized Foster/Homeless youth by:

- Increasing staffing:
 - Hired two licensed social worker managers
 - Eight social workers with 1 directly serving foster/homeless youth
 - Increased two Directors in Student Services & Support
- Improved identification system and tracking of new homeless and foster youth
 - Enrollment

- o To ensure students social-emotional and basic needs are being met
- o To monitor check-in, check-out
- o To monitor 1-on-1 and small group mental health services
- o To monitor Distance Learning attendance and participation
- Monitoring
 - o Attendance
 - o Credits and partial credits
 - o Transcripts and schedules to assist on-time graduation
- Providing virtual academic and social-emotional intervention support
 - o Enrollment in The Center Day Camp for students through the 6th grade
 - o Extended Hours (3 pm-8pm) for the-Virtual Tutoring and Wellness Center
 - o Provide social-emotional support during the months of June, July and August
 - o Social Emotional Support Services
 - 1:1 and small group therapy
 - Workshops (social skills, anxiety, Zones of Regulation, school connection, etc)
 - 24/7 referral process
- Providing for basic needs:
 - o Providing 3 meals and 2 snacks daily, 7 days per week, to all NUSD Homeless and foster youth under age 18.
 - o Access to Joey's Food Locker (In collaboration with the Sacramento Food Bank).
 - Open every Friday from 4-5:30PM, providing a family of 4 food for 5 days
 - o Foster/Homeless liaison to provide community resources for housing, food, clothing and mental health.
 - o Community-based counseling referrals through *Care Solace*.
 - o Community-based health clinic on the Natomas High School Campus (B.Teri Burns Health Clinic).

These actions are effective in meeting the needs of our foster and homeless youth because they:

- Improve the identification process and communication with community partners to ensure the necessary staff know who our foster and homeless youth are, and the individual support services that are needed
- Through progress monitoring of academic, social emotional, and basic needs supports, the district and site team will ensure that students receive the individualized supports they need to be successful in a prompt and timely manner
- Improve learning outcomes through:
 - o Increased social emotional support to address the specific and unique needs of foster/homeless youth during COVID-19
 - o Increased academic tutoring through synchronous and asynchronous instruction, staggered and extended classified support work hours
 - o The provision of school supplies which allow our foster/homeless students to access their learning, regardless of where they will be staying
 - o The intentional focus on basic needs, including nutrition and health, to ensure students are fed, rested and ready to learn
 - o The availability of free COVID 19 Community Testing to reach our most at risk community members

How have services been improved given the increase in funding

Given the increase in funding, increased services to Foster and Homeless youth have been addressed through an increase in staffing and improved access to education and social emotional supports

- Staffing:
 - Two licensed social worker managers
 - Seven social workers assigned to the elementary K-8 sites
 - One social worker to work with the foster/homeless liaison to work directly with foster and homeless youth.

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

Description	Total Funds	Contributing
Chromebooks, WiFi hotspots and IPADs	\$1,200,000	Y
Distance learning supplies	\$300,000	Y
3 additional days Professional Development and collaboration for teachers	\$729,000	Y
Additional long-term substitutes to support continuity of services	\$180,000	Y
GATE	\$33,000	Y
AP/IB Support	\$50,000	Y
Classified essential services pay and Certificated Extra Support	\$225,000	Y
Repurpose of Classified staff duties to support Distance Learning	\$430,000	Y
Moderate/Severe Support Program	See page 29	Y
The Virtual Tutoring and Wellness Center	See page 29	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.]

During the spring, NUSD used multiple measures to identify students into three categories: 1) students who were participating in distance learning and on track in meeting grade level standards; 2) students who need intervention, which had been identified prior to distance learning and remained true during distance learning; 3) students who specifically were struggling to be successful as a result of the forced shift to distance learning and facing possible learning loss. Our efforts to address learning loss began this summer, as we focused on virtual programs to support targeted groups of students. While we provided our traditional summer school program in a virtual format to our high school students who were in need of earning credits in particular classes, we also focused on programs for our English Learners and Special Education students and high risk populations. This effort has continued as we received approval to conduct day camps and provide child care on campuses across the district focused on supporting students who would benefit from direct supervision and support during distance learning for a variety of reasons outlined below.

In addition, this year, teachers will use formative assessment practices and diagnostic screeners to continue to assess learning loss early in the school year, utilizing the data we have accumulated over the last several months to focus our efforts. While we recognize that we must address learning loss, we also know that it is imperative that we continue to bring students along with current grade-level standards and expectations, not allowing the learning loss to be perpetuated.

The Center has opened a Day Camp for targeted NUSD students. This day camp, called The Center, is open from 7:30-6:30 daily and is designed to provide support for essential workers, Homeless and Foster families, English Learners, special education and low income students. The Center supports students as they work within their Distance Learning platform. The Center provides enrichment and social opportunities in the afternoon. Non public agency support has been provided for special education students who require additional support for access. As of August 28, 2020, there are 37 Foster and Homeless students and 33 special education students enrolled in The Center.

NUSD has identified students with significant special education needs for in-person, small group cohort support. We will partner with community-based organizations on campus that can provide additional supplemental support to our students in a ratio of 2 dedicated staff to no more than 14 of the same student population. These cohorts will provide support for Distance Learning instruction and for related services, such as speech and occupational therapy. In addition, there are planned cohorts that focus solely on social skills and enrichment activities. In addition, we have entered into contracts with our after-school and mentoring programs to specifically support students in a virtual environment, focusing on their needs during distance learning to ensure they stay connected to their school community.

The Virtual Tutoring and Wellness Center (VTWC) is an extended day virtual tutoring center designed to provide general homework support, content specific homework support and social emotional support during the evening hours. The extended day allows for parental support after the work day. The Social emotional support program is designed to offer parents support as they navigate their students social emotional needs and behavior struggles during COVID 19. This virtual tutoring option is a Tier I support available to all students; however, it may also be used as a Tier II intervention for direct teacher referral and for IEP support if a student is struggling and requires a targeted intervention. The VTWC is also a reintegration and engagement strategy for students who are struggling to stay engaged or to attend school.

NUSD will also utilize documents and other resources that have been developed to guide school districts in addressing unfinished learning, as we update our curriculum and assessment guides. These resources will help guide educators in organizing content to address unfinished learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Our agreed upon Memorandum of Understanding expects educators to provide daily differentiated instruction time. NUSD will also be utilizing various online educational technology tools to enhance teaching and learning in order to make distance learning substantially equivalent to in-person learning, to the extent possible. Instructional strategies will differ for various student groups as outlined below.

English Learners

During summer, 2020, we implemented a virtual program for English Learners to support their progress despite the impacts of distance learning. Staff used Zoom to provide instruction, while trying to mimic a classroom setting. This was an opportunity to begin to understand and explore virtual learning in a more formalized manner. Through this work, Long-Term English Learners (LTELs) or those at risk of becoming LTELs in grades 4th - 8th were in targeted groups, allowing us to serve our English Learners and provide them with additional on-going interventions.

And then, on July 22, 2020, the NUSD Board of Trustees approved a Master Plan for English Learners that includes specifics on addressing the needs of English Learners that will help with learning loss due to distance learning. Some of the items included in the plan that specifically address learning loss are as follows:

- English learners who are newcomers in grades K-8 will have access to a supplemental online adaptive language and literacy program that will provide initial baseline assessment and monitor progress over time.
- All English learners will be provided daily integrated and designated ELD, with additional support during differentiated instruction time and office hours.
- All staff will have access to Language Link, a translation service, in order to communicate with all English learner families to ensure a deep understanding of distance learning communications.
- Teachers and administrators will participate in professional development around quality instruction for English learners.

As mentioned in a prior section of this plan, we have worked with our partners with WestEd's Quality Teaching for English Learners division to develop a thoughtful approach to training teacher leaders on how to best support ELs in this distance learning environment, with modules of virtual training being developed to model effective instructional strategies and activities that teachers can use to support EL students, especially while in distance learning.

Low-Income

We provided weighted lotteries for admission at no family cost, but provided by NUSD, to day camps brought on by community-based organizations at our school sites which include such groups as families that qualify for free and reduced lunch, EL, Special Education, homeless/foster, students of essential workers, and single working parent household. In addition, we ensure that they have access to engage in daily virtual classroom instruction with the distribution of Chromebooks and WiFi Hotspots.

Foster/Homeless Youth

Foster and Homeless youth are a priority group for placement at the Center. As of August 27, there were 37 Foster and Homeless Youth enrolled in The Center. During the week of August 24, Success Kits, or backpacks filled with grade level specific materials (such as calculators, paper, pencils, makers, rules, binders, scissors, etc) were provided for 389 Homeless students and 65 Foster Youth. Success Kits that were not picked up are being provided to low-income families who are struggling and require support for their students to better support Distance Learning in the home. The Virtual Tutoring and Wellness Center is another opportunity for Homeless and Foster Youth to receive virtual academic and social emotional support through SES Workshops offered in the afternoon. The newly identified 66 SES referrals specifically targeting Foster and Homeless Youth will be provided direct support-based on individual student needs. The newly hired Social Worker will ensure that the services are provided and documented.

Special Education Learning Loss Plan

The Special Education teams are following PreCOVID IEPs to the extent possible. Students will receive the same frequency and duration of services, with the exception of the shortened instructional day, as is indicated in the IEP. Students who require virtual 1:1 support during Distance Learning will continue to receive the support in the virtual format. If a student requires additional time it may be provided with the 1:1 outside of the synchronous instructional time. Any student who requires additional classified support can work with their IEP team to develop a support plan. Parent coaching for behavior and related services, such as physical and occupational therapy, will be provided as needed to assist parents in supporting the Distance Learning program for their child. The specialist will work virtually with the parent teaching the parent how to support the student.

Students who are not successful with Distance Learning due to the severity of their disability, may receive in-person, small group support. This support is provided in cohorts of no more than 2 adults per 14 students. The support is provided by non-public agencies on a District campus. In-person support includes supplemental instructional support during distance learning; supplemental support for related services, including physical and occupational therapy; and enrichment activities, including planned social interactions. In-home support will also be provided by our non-public agency partner, as a Cohort, for a very small group of students with exceptional needs. These cohorts are designed to address Pupil Learning Loss for a small group of students and is supplemental to the Distance Learning platform.

The Virtual Tutoring and Wellness Center

The Virtual Tutoring and Wellness Center will be used to provide additional support for students who are not in the in-person cohort but who may require additional interventions. The IEP team will determine the frequency and duration of service and it will be on the IEP. This includes academic, related services and social emotional support needs. The IEP team may also add additional time with the 1:1 IA, or tutoring time with the teacher, outside of the school day but prior to 3 pm when the VTWC opens. This service will be included in the IEP and it will be a part of the Emergency Plan.

Assessments:

The NUSD COVID Assessment Center will provide psychological, academic and speech assessments as possible, based on staff availability. The site team will conduct all possible virtual assessments, including Zoom classroom observations, file review, collecting and analyzing student work samples, parent interviews, parent and staff surveys and anything else necessary to determine an eligibility that does not require in-person time. The contracted staff and site team will work together to write a report and to conduct the virtual IEP.

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.]

We will have interim assessments throughout the year in addition to our standards-based grading system. Therefore, throughout the school year we will be able to measure students' progress on both standards where they needed support but also their progress with standards that need to be addressed in the 2020-21 school year. We will utilize the assessments outlined previously in this plan (i.e. Board-approved, standards aligned curricular resources which have common formative and summative assessments, as well as SBAC Interim Assessment

Blocks (IABs), Interim Common Assessments (ICAs), and Focused IABs). There will be a routine process throughout the year and additional tiers of support will be provided for students who appear to have persistent learning loss.

In terms of social emotional assessment and monitoring the district will be implementing the CoVitality universal screener three times per year (all students grades 4-12) and monthly for identified students (progress monitoring) to examine the ongoing development of students personal competencies. We will also use this tool to monitor how students are generally feeling in their distance-learning environment and their ongoing ability to experience success and make good choices socially and academically.

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

Description	Total Funds	Contributing
Day Camp (The Center)	\$1,000,000	Y
Moderate/Severe Support Program	\$656,000	Y
Speech Therapy Platform	\$21,500	Y
Virtual Tutoring and Wellness Center	\$236,000	Y
Additional Certificated Support for English Learners	\$120,000	Y
EL TOSA Support and supplemental resources (i.e WestEd)	\$328,000	Y
IB/AP Support (please note that this action appears in Distance Learning)	See page 25	Y
Virtual Summer Program	\$230,000	Y
Virtual Social Emotional Support and SPED Summer Program	\$216,000	Y
Foster/Homeless supplies for Distance Learning	\$30,000	Y
Repurpose of Classified staff duties to Support Pupil Learning Loss (please note that this action appears in Distance Learning)	See page 25	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.]

In alignment with our Pillar, “Expanding Emotional Health and Safety of Students and Staff”, and in support of our goal, “Create safe and welcoming learning environments where students attend and are connected to their schools,” NUSD has continued to keep Mental Health and Social and Emotional Well-being an area of strategic focus. The expansion of our mental services and supports began during the 2013 school year, and we have continuously developed, improved and refined mental health services in terms of staffing, programs, supports, and services to address the diverse needs of our students and community. Given our continuous cycle of improvement and learning, Natomas Unified was

in a solid position to further enhance our services and meet the needs of our students during distance learning. In conjunction with stakeholder input, Natomas Unified developed a comprehensive Social Emotional Support (SES) Plan to address the needs of students and our community during the COVID-19 pandemic. Our SES Plan encompasses how we promote social-emotional wellbeing, how we identify and monitor our at-risk student population, our tiers of support provided to our student population, how we support our parents, how we support our staff, and our professional development plan and mental resources that will be provided to our students, staff, and parents. In an effort to provide these services, our SES Plan also describes our staffing, which includes the addition of two social worker managers and eight social workers for a total of 10.

Identification of At-Risk Students

In an effort to enhance our identification of at-risk students, NUSD is investing in a SES universal survey/screening tool, *CoVitality*. The *CoVitality* survey will be administered to all students in the 4-12th grades in the fall and spring semesters. This survey will provide district and schoolwide trends that will help NUSD appropriately direct our SES resources. The survey also provides student specific data and recommendations for interventions, which will allow NUSD to better identify students at-risk for mental health concerns.

In addition to our universal survey, NUSD identifies students in need of social-emotional support in a variety of other ways.

1. Online SES Referral System

- a. Teachers, parents, and community members have easy access to refer students through the SES online referral system. Students also have access to a student specific referral system to either self-refer or refer a friend for social emotional supports. The website link takes the referrer to a google form to gather specific information regarding the referring concern. Once submitted, the referral goes directly to the Supervisor of Social-Emotional Supports (SES) & Mental Health Services (MHS) via an email and text message. Referrals are followed-up immediately.

2. *GoGuardian* Alert

- a. *GoGuardian* is an online monitoring tool that sends an alert to district administration, the site principal, school psychologist, and school counselor when a student uses an electronic device on the school network or a district issued Chromebook to search for content related to mental health or suicidal ideation. Once an at-risk student is identified, the counselor or school psychologist will immediately contact the student and the parent/guardian (when appropriate) to assess specific needs and work with other school staff to help the student succeed in school and better cope with emotional and/or behavioral difficulties, including any suicidal thoughts or behaviors.

3. *New Dawn* Monitoring of Social Media

- a. *New Dawn* monitors NUSD-related public social media accounts for concerning posts related “Harm to Self” and “Harm to Others”, including pictures, video or commentary posted with threats, drugs and/or weapons. NUSD uses this technology tool to intervene early and keep students and staff safe.

SES Tiers of Support & Monitoring for Students

TIER I:

To address the needs of all students, Natomas Unified has scheduled 30 minutes of dedicated social and emotional learning (SEL) time daily in all TK/K-6th grade classes. At the secondary level, all students have access to daily social-emotional learning and school connectedness activities outside of their instructional day. Examples of social-emotional and school connectedness activities include: social-emotional

check-ins, daily welcoming and closing class activities, brain breaks, team building, restorative justice class circles, clubs, and after school programs. In an effort to support the new SEL time, Natomas Unified developed a SEL Resource Guidebook with approximately 30 activities for teachers and staff to reference. Our district also created a Virtual Calming Center website with additional resources, such as: mindfulness activities, yoga, breathing exercises, and a virtual library of social-emotional books.

To support Tier I efforts, SES staff, including new social workers, will provide consultation and modeling for teachers and other staff providing social and emotional learning. School psychologists, social workers, and counselors will also continue to support school sites in the continued development and refinement of Positive Behavioral Interventions & Supports (PBIS) systems and Restorative Practices.

TIER II:

For students whose needs cannot be met by Tier I supports alone (i.e. - Approximately 15% of the student population), school psychologists, school social workers, and counselors will provide small group and individual SES supports. Examples of SES supports include: virtual student check-in/checkout monitoring of prosocial behavior, mentoring, short-term individual or small group counseling via Zoom or other virtual platforms, and bi-monthly calls to at-risk students/families among others. In addition, the Natomas Unified behavioral team (i.e. - Behaviorists and Behavioral Technicians) will provide behavioral consultation to parents for in-home behavioral problems, teacher consultation to address any behavioral concerns during virtual lessons, development of reinforcement systems, and individual student behavioral planning.

During the summer of 2020, Natomas Unified offered an extended summer SES program from June 1st - August 17th to 656 students. The targeted audience for the summer program included Foster, Homeless, and students with identified social and emotional needs. The SES summer services included 1-on-1 and small group counseling as well as workshops addressing depression, anxiety, and social skills. Natomas Unified is planning to offer an extended summer SES program again in 2021.

TIER III:

For students whose needs cannot be met by Tier I and Tier II supports alone (i.e. - Approximately 3-5% of the student population), school psychologists, school social workers, counselors, and behaviorists will provide ongoing individual and group counseling at a higher frequency, social worker outreach, wrap around services, behavioral intervention planning, and linkages to community-based counseling and mental health services among others. At Tier III, school psychologists and social workers will also engage in further social-emotional and biopsychosocial assessments to further identify student needs. At this tier, behaviorists will also conduct functional behavioral assessments.

The SES team (School Administrator or designee, School Psychologist, Social Worker, School Counselor) at each school site will meet weekly to hold a team meeting. The purpose of the SES team meeting is to review student progress and data, ensure students are receiving appropriate SES interventions based on the data, and ensure the fidelity of programs and services at each Tier of intervention.

How We Support & Train Our Parents

The following supports will be provided to our parents:

- Parent Training opportunities via NUSD Parent University, such as *Love & Logic*
- Monthly SES parent training/communications through SSS department. Topics to include:
 - Suicide Prevention

- o Understand the Emotional/Social Impact of COVID 19 & Distance Learning
- o Implementing Zones of Regulation in the home
- o Utilizing virtual platforms
- SSS Administrators, Social Workers, School Psychologists will be accessible for family consultation via Email, Phone, Video Conferences, etc.
- Extended hours for parent support in the Virtual Tutoring and Wellness Center
- Parent/family counseling opportunities will be provided by school psychologists, social workers, and community partners

How We Support & Train Our Staff

The following supports will be provided to our staff:

- Employee Assistance Program (EAP)
- Staff Wellness Website
- Consultation services with our SES Staff
- Social-Emotional Professional Development Opportunities. Training topics to include:
 - o Suicide Prevention as part of mandated training
 - o Bully Prevention Modules as part of mandated trainings
 - o Trauma-Informed Practices & the Impact of COVID-19
 - o Introduction to Social Emotional Learning & Restorative Practices
 - o Site-based Restorative Justice Trainings
 - o Zones of Regulation
 - o Crisis Prevention Institute (CPI): Nonviolent Crisis Intervention (NCI) Training
 - o McKinney Vento Laws to assist in the identification and enrollment of foster and homeless students
 - o Foster Youth under the LCFF (Local Control Funding Formula) for the eligibility for educational services
- Development of a Social-Emotional Learning & Restorative Practice Resource Guidebook

Social-Emotional Support Resources

The Social-Emotional Support Team has developed and continues to refine and update several online resources for parents, staff, and students. These resources include:

- Mental Health Website that includes social-emotional learning and mental health wellness activities
- Staff Wellness Website
- Parent/staff training slides related to:
 - o Social-emotional information and strategies
 - o Behavioral Basics
- Social and Emotional Learning and Support Podcast
- “Our Favorite Coping Mechanisms” video created by SES Team
- Mental Health & Community Resources List
- Student ID cards/HOPE cards provided to all students in the 6-12th grades

SES Staffing Increase and Description of Roles

In order to address the increase in social-emotional needs that have occurred due to COVID-19, Natomas Unified invested in hiring two social worker managers and eight site-based masters level social workers. These social worker position responsibilities are as follows:

Social Worker Managers

- Supervise site level social workers and social work interns
- Supervise district level community linkage data
- Assist with the recommendation of updates to district policies and procedures
- Ensure compliance with state and federal laws and regulations and collective bargaining agreements as requested
- Provide leadership in publicizing, marketing and promoting various programs and services throughout the District and community
- Participate in district level committees focusing on attendance, health and wellness, bully prevention, etc.
- Provide professional development in the following areas:
 - Suicide awareness and prevention
 - School connectedness activities
 - Suicide risk assessment
 - Tracking mental health data
 - Trauma informed practices
 - Restorative Justice/Restorative Practices
- Facilitating community linkages
- Facilitating family therapy
- Progress monitoring and data collection/record keeping/legal issues
- Respond to crisis and participate/lead threat assessments as needed
- Conduct district wide mental health assessments as needed
- Member of the District Level Crisis Response Team

Social Worker (Site level)

- Lead site level Mental Health team in locating their students and monitoring actions and outcomes (In collaboration with site administrator and school psychologist)
- Identify and address the social emotional learning needs of members within the school community
- Utilize best practices for addressing social emotional needs of the school community
- Assist in the identification and problem-solving for students who are experiencing a lack of school connectedness
- Support site admin. in publicizing, marketing and promoting various programs and services throughout the District and community
- Assists site admin in identifying and responding to the root causes for barriers to learning
- Provides direct therapeutic intervention to students and families (individual and group counseling)
- Provides consultation services to school personnel related to school connectedness, behavior, attendance, community outreach
- Makes appropriate referrals of families to public or private community resources
- Serves as liaison person between school, family, and community resources
- Provides psychosocial assessment and diagnosis of behavioral disabilities with recommendation and/or environmental manipulation at the school, home and/or community level with periodic reevaluation.

- Participate in Restorative Justice training (Community Building and Repairing Harm)
- Provide Restorative Justice training and implementation (Community Building and Repairing Harm)
- Assist the school community in the implementation of Restorative Justice/Restorative Practices (Community Building and Repairing Harm)
- Assist school sites in the investigation and resolution of bullying incidents
- Assist school community in understanding and reporting bullying incidents
- Work with adults and students to resolve conflicts restoratively
- Demonstrate conflict resolution strategies and team building principles and techniques
- Maintain site level foster contacts
- Respond to site level crises

District Level Social Worker (Foster/Homeless)

- Provide ongoing support and guidance to NUSD school site staff in the intake/enrollment process
- Attend Child Family Team (CFT), IEP, 504, SST's and Best Interest Determination (BID) meetings for educational and advocacy support for Foster and Homeless Youth
- Coordinate phone calls to all Foster and Homeless families to check in (needs assessment)
- Coordinate to provide relevant necessities to families (Clothing, hygiene kits, food etc.)
- Coordinate Back-Pack/Supplies Drive
- Work with site level Social Workers to analyse any trends or patterns in the area of attendance, behavior and academic performance and will monitor and report updated numbers monthly to SSS Administrator
- Provide ongoing staff developments and trainings to school site staff which includes secretaries, registrars, counselors, school psychologists, site administrators and behavior specialists so that proper educational supports and services can be provided and determined
- Assist with the identification of Homeless and Foster Youth to determine eligibility of educational services and supports

- **Social-Emotional Team Members (existing)**

- 17 School Psychologists
- 1 School Psychologist Intern
- 1 School Psychologist Field Work
- 3 Behavior Specialists
- 3 Instructional Assistants-III's
- 3 Instructional Assistants-III's on hold
- 13 School Counselors

- **Social-Emotional Team Members (new)**

- 2 - Management Level Social Workers
- 1 - Foster/Homeless (DO supervised)
- 8 - Social Work interns (Bachelor level)
- 7 - Social Workers (Site supervised)

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Two of Natomas Unified School District's Board-approved district goals align perfectly with Pupil and Family Engagement and Outreach. Goal 3 is "Engage parents and families to support student success in school." While Goal 4 states "Create safe and welcoming learning environments where students attend and are connected to their schools." Additionally, one of our Pillars is Creating a Culture of Connectivity in a New School Environment. In support of this Pillar and both goals, Natomas Unified has created a cadre of tiered engagement, outreach, procedures and supports for students who are absent from Distance Learning. This cadre will provide outreach to parents/guardians and our students to ensure that efforts are made to balance a student's academic and social emotional needs. These actions will include providing support for students and families in their primary languages. Natomas Unified has utilized and will continue to utilize Language Link translation services, translators and bilingual staff to support this important level of communication and engagement.

Through use of attendance and engagement tracking, as well as the district's Data Warehouse, students will be quickly identified as absent or potentially chronically absent to intervene. Natomas Unified has reassigned staff, whose position was impacted by the transition to distance learning, to help support clerical staff in making daily parent phone calls when a student is absent from his/her live distance learning instruction. These staff members have been trained to use a script and Google Survey form to document the potential root causes for absences and any support the student or family may need to improve attendance. Similarly, through engagement tracking, phone calls will be made to families weekly to share information when a student has not fully engaged in online learning or completed the weekly assignments. During these engagement phone calls, resources and support will be offered to the family, and students for re-engagement will be documented and tracked.

In an effort to strengthen our social-emotional support and engagement, Natomas Unified has hired 10 new social workers: two social worker managers and eight site level social workers - one of which will be dedicated to focusing on foster and homeless students. The Social Workers will be a key component of the tiered response to help school teams identify the root causes and barriers to attendance, engagement, and learning outside the classroom. Social workers will be able to address students and families needs and develop actions, interventions and support to reverse or prevent learning loss.

In our tiered procedures for engagement, outreach and re-engagement, social workers and counselors will play a pivotal role in each tier of intervention. At Tier I, social workers and counselors will serve as members of the site attendance team. In this role, they will help guide the attendance team in reviewing site level attendance data and information from parent phone calls to identify attendance patterns, systemic root causes for absences, and strategies for attendance improvement. At Tier I, social workers and counselors will also assist the school in community messaging related to attendance and providing educational resources to families. At Tier II (When a student has missed 3 out of 5 days of school), social workers and counselors will work with the student and family to determine root causes and barriers to attendance and/or

engagement, and assist in the development of a student attendance success plan. At this tier, social workers and counselors will also provide the parent education related to the importance of attendance.

For students who continue to have unexcused absences after the initial attendance plan and students designated as chronically absent (10% or higher absent rate) Social Workers, Counselors and other members of the attendance team engage in Tier III interventions and supports. These Tier III interventions and supports will be documented in a student support team (SST) attendance meeting. Tier III interventions and supports may include, but is not limited to: referrals for counseling with a social-emotional staff member, referrals to the Virtual Tutoring & Wellness Center, mentoring with a preferred staff member, check-in/checkout intervention, referral to the school social worker for community linkages and supports, and parent education related to attendance.

Additionally, all students 4th-12th grades will be provided a universal social emotional screening survey. While families and/or students can opt out, this survey is designed to determine students' social and emotional strengths and potential areas of need. This information will help our teachers and staff better understand our students, what type of support they may need, as well as give us insight into the strengths that help them succeed and flourish in life. When a student appears to be struggling and or has learning loss, site staff can take other data points and connect it with the student's identified strengths and needs to develop an individual student support plan.

Natomas Unified's Goal 4 states "Create safe and welcoming learning environments where students attend and are connected to their schools." For the 2020-21 academic year, Natomas Unified has committed one-million dollars to a proactive effort to keep students engaged in arts, activities, athletics and other activities to keep students connected to staff and therefore support increased attendance and student/family engagement. As such, Elementary/K-8 sites will be allocated new one-time funds to identify and implement activities that families and staff feel are best for their students. For example, extracurricular activities such as "Gardening at Home" would provide students with a garden kit to allow them to grow their own flowers, fruits or vegetables. Students would then connect with staff members and their fellow gardeners to talk about their garden and their experience. Another example is student's participating in the Young Rembrandts, where students will not only learn about the world of art but would receive supplies to become artists themselves. In addition, activities such as clubs, spirit weeks, and virtual assemblies will also be built-in to bring in a sense of community amongst all students.

Middle/High School Students will provide virtual extracurricular activities and will be offered using district funds, staff support, and necessary supplies for students to participate. Activities such as Girls Who Can Code, Guitar Club, Talent Shows, Yoga, Culinary Club and Learn to Fish are just some of the different opportunities that will be provided to engage our students in grades 7-12 while providing them with a community during distance learning. Students can also expect to see events such as rallies, club rush, and school-wide celebrations facilitated by their Leadership teams to connect them together with school spirit. The delay of CIF Athletics to January/Spring 2021 and limits placed on music, band and drama programs have required Natomas Unified to be innovative. To help students stay connected through athletics from grades 7-12, an additional investment is being made to allow student athletes to remain connected to coaches, even outside of the regular season of sport which was moved to the spring. There will be routine virtual check-ins and when allowable, physical conditioning and activities. This engagement is important not only for our students' physical health but mental health as well. As of August 30, current state guidance allows for the continued conditioning for students athletes if small cohorts, social distancing, and other requirements are met. Coaches of our active athletics programs will continue to connect with their athletes regarding virtual meetings, ensuring more students have regular connections with their peers and adults on campus.

To ensure that our important culture of music performances continues at our middle and high schools, our music programs will receive support to allow them to continue to produce concerts in a new, virtual format. Students will be able to submit individual performances to be produced into a whole group performance which can be viewed from anywhere in the world with an internet connection. For our schools with drama programs, it is important for those productions to continue as well. Our drama programs will be supported with resources to allow them to produce a traditional play to be presented in a remote viewing format. Band and drama directors will communicate with students in their respective programs as they begin preparing for performances in the winter and spring.

It is Natomas Unified's belief that these expanded and new Tier 1 activities will positively impact attendance, academic achievement and social emotional wellness.

Academically, Natomas Unified is committed to a multi-pronged approach to both proactively addressing and being prepared for a tiered response to potential learning loss. NUSD actions include virtual tutoring, in-person/small group supplemental instruction, additional supports for English Learners, an agreement with The Center and 4th R to support targeted students, such as Foster and Homeless Youth, low income, and essential workers with Distance Learning and social enrichment. In addition, we have developed agreements with each of our after school and mentoring program providers - The Center for Fathers and Families, The Center, Improve Your Tomorrow, 100 Black Men, and UCAN, to provide additional support to targeted students during Distance Learning.

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.]

In alignment with our Pillar "Feed Our Students", free meal service was provided at all 15 NUSD sites for families with children 18 years and younger Monday -Friday in a mobile/pick-up style to practice social distancing since March 13.

Staff served the packaged meals in personal protective equipment and offered breakfast and lunch during March and April. In May and June, Nutrition Services offered breakfast, lunch, supper, and snacks 7 days a week. Weekend meals were handed out on Friday.

In July and August, Natomas Unified offered breakfast and lunch at all 15 sites. Weekend meals were still being offered due to the extension of USDA waivers.

When school started on August 27, our program switched from the Summer Feeding model where all students are fed for free to the National School Lunch Program model where students are charged based on eligibility. Child and Adult Care Food Program eligible sites will receive free supper and snacks. This includes all but one of our sites. Families will be able to pick up meals at any of our feeding locations in a mobile/pick-up style to practice social distancing. We will service both families that are eligible for free and reduced meals and those paying.

In addition, we added 5 early evening distributions to help accommodate essential workers and families that are not able to pick up meals during the day hours.

On September 1, we received notification that we had been granted a USDA waiver approved by the State to continue with the free meal program to all families with children 18 years and younger regardless if they are eligible for free and reduced-priced meals. We notified our families immediately of the change on September 1 and saw a 50% increase of families picking up meals from the previous day. The waiver is approved through the end of the year.

When the waiver ends and school resumes to in-person, we will continue to offer both curbside pickup and meals for pickup at various points on campus. For those students eating meals on campus, social distancing will be practiced.

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 Emotional Well Being	9 Social Workers	\$1,120,000	Y
Mental Health and Emotional Well Being	1 Social Worker to support Foster/Homeless Youth	\$120,000	Y
Mental Health and Emotional Well Being	Social Emotional Health Survey	\$39,000	Y
Mental Health and Emotional Well Being	Repurpose of classified employees (please that this action appears in Distance Learning actions)	See page 25	Y
Mental Health and Emotional Well Being	Additional 2.4 FTE Psychologist will continue to provide specific focus on subgroups	\$300,000	Y
Mental Health and Emotional Well Being	Additional Counseling services to continue to support student engagement for targeted and low-income students	\$89,000	Y
Mental Health and Emotional Well Being	Continue to implement Restorative Justice training and implementation	\$55,000	Y
Pupil and Family Engagement	Zoom training for parents	\$2,300	Y
Pupil and Family Engagement	Elementary and Secondary Extracurricular Activities and Athletics	\$1,000,000	Y
Pupil and Family Engagement	Repurpose of classified employees (please note that this action appears in Distance Learning actions)	See page 25	Y
Pupil and Family Engagement	Health Assistants will continue to provide increased health services and attendance monitoring	\$215,000	Y
Mentoring Support Services	Mentoring support for targeted students during Distance Learning	\$256,500	Y
School Nutrition	Classified essential services pay	\$81,000	Y
School Nutrition	Contribution to Nutrition for possible reduction in participation	\$320,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
16.85%	\$14,747,141

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.]

- We recently approved our English Learner Master Plan with targeted support from West-Ed QTEL that will focus on training staff on how to engage in English learners through Distance Learning and in-person instruction.
- Our meal service served Breakfast, lunch, supper and two snacks for each day of the week including weekends and holidays for any youth 18 and under. When we did our wellness checks on our Foster/Homeless Youth, we informed them of the free meals available and free groceries with Joey’s Food Locker and other community resources.
- The Center provides an all day program designed to ensure access to the distance learning program and to school connectedness for our more at-risk populations. Targeted populations include Foster, homeless, EL, Low-Income and Special Education. These families are provided this program at no cost to them. NUSD covers the cost of student’s participation.
- Summer school program did not focus on student’s eligibility for extended school year rather it was extended and offered to all at-risk Special Education students whether they qualified or not including Foster, Homeless, English Learners, and Low-income students.
- All Foster and Homeless Youth provided with grade-level specific school supplies to ensure they had what they needed for distance learning and in-person instruction.
- Chromebook and WiFi Hotspots have been provided to all youth that did not have access to technological devices and the internet. We made phone calls to families we had not heard from including an extra effort to target groups. This outreach was in both English and Spanish.
- Investments in extracurricular activities provide Foster, Homeless Youth, EL, Low-Income and Special Education a way to be exposed and learn new skills and to connect with their peers in support of their social emotional needs.
- The Virtual Tutoring and Wellness Center is targeted for Foster, Homeless Youth, EL, Low-Income and Special Education, but available to all students to support pupil learning loss as a result of distance learning.
- Socio-emotional support has been provided to Foster Homeless Youth either by invitation or by parent request. Foster and Homeless Youth were targeted for socio-emotional help during distance learning. While this group was targeted specifically because of their circumstances, we communicated to everyone that the services were available to all students.
- We have prioritized English learners by:

- Communicating the importance of providing targeted support to English learners
- Continuing with our ELD TOSAs
- Finalizing our English Learner Master Plan which was approved on July 22, 2020
- Beginning a two-year contract with Quality Teaching for English Learners from West Ed for professional development purposes
- Purchasing educational technology tools that have supports specific to English Learners (ex. Imagine Learning- Language and Literacy Program and Nearpod- with the EL package of lessons and tools specific to supporting English learners)
- Offering a virtual summer school for English learners in 4th-8th grades
- Requiring differentiated instruction time, specifically for ELS, in our agreed upon MOU for distance learning
- Provided extra bilingual support for students and families during spring distance learning

These actions are effective in meeting the needs of our Low Income, English learners, and Foster Youth because they:

- Provide support above and beyond the basic distance learning program and the actions are additional supports for teachers and English learners.
- Continue to support ELD teachers through the NUSD TOSA's, all of which will support English learner needs including reclassification, access/placement, and professional development. The NUSD TOSA's will provide professional development on differentiated learning and student-centered learning. Specific focus will be placed on supporting the needs of English learners.
- Provide supplemental programs and services at all school sites to meet the district Core Beliefs that every student can learn and succeed and disparity and disproportionality can and must be eliminated (previously EIA). School sites are provided with funds so they can provide supplemental programs and services at all school sites to meet the district Core Beliefs that every student can learn and succeed and disparity and disproportionality can and must be eliminated.
 - Continue to provide a summer school program for credit recovery opportunities at all high schools and for all middle school students who have taken an a-g course but earned a D or F.
 - Continue to implement systemic APEX seats, extended day credit recovery program, to increase grad rate by school and subgroup and increase UC/CSU a-g by subgroup.
 - Implement the Improve Your Tomorrow (IYT) program at the high schools that provides college preparatory services for students of color and low income students.
 - United College Network (U-CAN) continues to support targeted diverse high school students design and implement a successful path to career and college options, attainment and graduation
 - Continue to increased counseling services with a particular focus on student engagement with a particular emphasis on African American and low-income students
 - Continue to allocate 3.5 FTE teachers for music instruction
 - Ensure Foster Youth have access to supports, such as extracurricular activities, clubs, music/band, sports, afterschool enrichment activities, instructional technology and school supplies

- Coordinator of Foster Youth to meet regularly with Foster Youth students; implement systems to measure and collect baseline data about Foster Youth and track Foster Youth students accurately with Foster Focus and district SIS; develop practices regarding enrollment, placement, and awarding partial credit to Foster Youth transferring into and out of NUSD
- Provide discretionary funding at all school sites to provide additional support for targeted student groups.
- Continue to support EL teachers through teacher on special assignment which will support English Learner needs including redesignation, access/placement, and professional development.
- Continue to implement a progression of interventions as well as opportunities for students to make up classes, for students who are on-track or are chronically absent. Particular attention will be placed on Foster Youth, EL, Low Income, African American, and Hispanic subgroups. Some students need some additional supports to make sure they are on target to graduate and become college and career ready. Summer school is offered to help students with credit recovery, along with APEX (online learning), and extended day. These options provide students, including unduplicated students, the opportunity to get back on track in a way that is most successful for them.
- Continue increased collaboration time and instructional minutes to improve student outcomes.
- Chief Academic Office (CAO) will work with Student Support Services (SSS) and school sites to implement a progression of interventions. The actions will address students who are on-track or are chronically absent at Kindergarten, 9th/10th grade, and at school sites where students are on-track or are chronically absent. CAO will also monitor schools that are near or below the 95% average attendance and develop and implement actions with the principal to meet student attendance goals. Particular attention will be placed on Foster Youth, EL, Low Income, African American, and Hispanic subgroups.
- Continue to provide 10th graders with access to PSAT exams during the school day with NUSD to increase access for low-income students and students from typically underrepresented subgroups. All high school sophomores are provided the opportunity to take the PSAT and all juniors are provided the opportunity to take the SAT, free of charge. This eliminates roadblocks that otherwise may deter some unduplicated students from taking either or both exams; while also providing the students better awareness of their “college readiness”. Continue to increase counseling services with a particular focus on student engagement with a particular emphasis on African American and low-income students. To better support students, including unduplicated students, more social workers have been added at all K-8 and elementary schools to provide both academic as well as social-emotional support for students through the Multi-Tiered System of Support as well as through restorative justice practices.

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

- Continue increased collaboration time and instructional minutes to improve student outcomes.
- Implement the Improve Your Tomorrow (IYT) program at the high schools that provides college preparatory services for students of color and low income students.
- United College Network (U-CAN) continues to support targeted diverse high school students design and implement a successful path to career and college options, attainment and graduation

- Continue to increased counseling services with a particular focus on student engagement with a particular emphasis on African American and low-income students
- Continue to allocate 3.5 FTE teachers for music instruction
- Ensure Foster Youth have access to supports, such as extracurricular activities, clubs, music/band, sports, afterschool enrichment activities, instructional technology and school supplies
- Coordinator of Foster Youth to meet regularly with Foster Youth students; implement systems to measure and collect baseline data about Foster Youth and track Foster Youth students accurately with Foster Focus and district SIS; develop practices regarding enrollment, placement, and awarding partial credit to Foster Youth transferring into and out of NUSD
- Provide discretionary funding at all school sites to provide additional support for targeted student groups.
- Continue to support EL teachers through teacher on special assignment which will support English Learner needs including redesignation, access/placement, and professional development.