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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada City School District</td>
<td>Mrs. Monica Daugherty</td>
<td><a href="mailto:Mdaugherty@ncsd.K12.ca.us">Mdaugherty@ncsd.K12.ca.us</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>530.265.1820</td>
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General Information

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

The Nevada City School District is nestled in the beautiful Sierra Nevada foothills and is home to students in Transitional Kindergarten through eighth grade. Our district is committed to providing an environment in which all students learn and achieve to the best of their abilities and talents; become life-long, enthusiastic learners, and develop a positive self-concept and sense of responsibility. Our schools are known for excellent academic programs and high student achievement, as well as providing diverse and creative opportunities in and beyond the classroom. Deer Creek Elementary School (TK-3) is a 2012 California Distinguished School, and Seven Hills Middle School (4-8) received the California Distinguished School designation in 2009. NCSD schools are known in the community to have students who excel in the county-wide academic competitions and compete at high levels in the county sports programs. We offer a district-wide STEAM program that includes a state-of the-art bicycle repair shop. After school enrichment classes are offered each year, which provide amazing options for our students to learn and enjoy. Our student enrollment of 760 students includes approximately 5% American Indian/Alaskan National, 3% Asian, 5% Black/African American, .3% Filipino, 6.4% Hispanic, 7.2% Multiple Races, .4% Native Hawaiian/Other Pacific Islander, 83.7% White. We also offer The Kid’s Club Program that provides after school childcare. Nevada City School District is a Basic Aid District, with an annual general fund budget of approximately $8 million. We currently employ 56 certificated staff and 42 classified staff. The district has outstanding community support and a small school, safe, family-like environment for students.
COVID-19 impacted our school community on March 20th of 2020, when the Nevada City School District, along with all other public schools in Nevada County, moved to a Distance Learning Educational model within one week's time. Although campuses were officially closed, we continued to provide instruction for our students. Distance learning is a method of study where teachers and students do not meet in a classroom but use the internet, email, etc., to have instruction and learning occur.

Parents and students received lessons from the teacher either by email, Google Classroom, or in packets that were distributed every two weeks. The goal of this model was to sustain learning.

Components of the model:
- Teachers were available to families daily by email or phone-to answer student questions about the work.
- Teachers were available to families at least once a week to address concerns and provide feedback and monitor student progress.
- Teachers monitored communication via email responding within 24 hours during the work week.
- Over 275 technology devices were checked out to students in our district.
- Weekly food pick-up was available to families.
- Mental health services were provided to families.

Other in person enrichment activities such as sports, field trips, and tournaments were halted for the remainder of the school year.

Stakeholder Engagement

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

Stakeholders in the Nevada City School District's programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. Committees made up of all stakeholder groups (teachers, parents, classified staff, board members, and administrators) were formed in March to seek input for school decisions.

Meeting Dates:
2. Subcommittees:
   c. Seven Hills Scheduling: 6/2/2020, 6/9/2020, 6/16/2020
   d. Mental Health: 6/30/2020, 7/14/2020, 8/4/2020
f. Special Education: meeting dates - 05/28/2020, 06/15/2020


The committees made recommendations to the leadership team, from the input they gathered, to influence the school reopening plan. This information was shared with the general public and additional feedback was solicited for consideration.

Other methods for gathering stakeholder input and providing information: board meetings: 5/12/2020, 6/9/2020, 6/23/2020, 7/21/2020, 8/3/2020, 8/11/2020, town hall meetings open to the community 6/30/2020, 8/4/2020, staff meetings, email set up for collecting parent/family questions, personal phone calls, All Calls, information updated on our school district website, parent/family letters, and personal meetings. To meaningfully engage our family partners, multiple electronic surveys were conducted: 7/16/2020, 7/28/2020, 8/14/2020

The draft of the Learning Continuity Plan was posted on our district website and feedback was solicited from stakeholders. It was then presented in the September board meeting for public comment. Feedback received from the community and staff in connection with the Public Hearing where NCSD’s Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at the district office 530-265-1820.

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

Families were given an email in which they could submit comments or questions for the board meetings. During our board meetings, we held public comment for topics not on the agenda, and public comment during each topic to allow the community to have a voice in the decision-making process. During our zoom board meetings, we used the raised hand feature for attendees who wanted to make comments.

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

**Stakeholder input:**

Students on campus as much as possible in younger grades
If in a hybrid model have siblings on the same schedule
A district-wide structure for Distance Education
Video/instruction available during distance education
Pre-recorded lessons that can be viewed on families convenient schedule
Input on the cohort they are in if possible
The district teachers to use one common platform for delivery of instruction
Interaction with teachers on a consistent basis
The option for 100% Distance Education
Parent support groups for cohort/classes
Teacher office hours.
Amount of screen time concerns
The option to switch between models
We adjusted our reopening plans for TK-3 based on input received from stakeholders who preferred more frequent contact for students in the younger grades at Deer Creek School from an A/B cohort model on campus two times a week to an a.m./p.m. model four days a week. In addition, based on stakeholder input, we adjusted our calendar for a slower roll out of the hybrid model with two weeks of shortened/minimum days. The focus would be on getting to know students, building relationships, technology training, and reviewing safety protocols.

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

Nevada City School District planned for a spectrum of options based on stakeholder input. Families wanted multiple options not just one model. Students in the early learning years needed more frequent contact with teachers, therefore, we planned the a.m./p.m. model for grades TK-3rd. We also hired a 20% Learning Loss Mitigation teacher to serve our unduplicated students which include Foster Youth, homeless, and Low Socioeconomic. Based on the input from our Mental Health subcommittee, we will focus on relationship building and easing into school.
Based on the input from the eLearning committee, we are using: Google Meets, Google Classroom, Flipgrid, and ScreenCastify as our district wide models. Also, we shifted to Distance Education only teachers in K-6 as a result of parent and teacher input. All health and safety protocols follow the California Public Health guidelines and were created in collaboration with administration, teachers, our maintenance team and other stakeholders.
Continuity of Learning

In-Person Instructional Offerings

Nevada City School District explored a spectrum of possible classroom-based instructional models. Based on input from scheduling committees made up of stakeholders we proposed two options. The following schedule of in-person offerings has been developed by school site:

Deer Creek Elementary Tk-3rd Grades:

4 shortened days of in-person instruction per week. Monday, Tuesday, Thursday, Friday instruction on campus. Wednesday is distance education for all to allow for deep cleaning of campus. Times are: “a.m.” cohort 8:15-10:45, students with last names A-L “p.m.” cohort 12:15-2:45, students with last names M-Z.

Hybrid Learning Model; Grades TK - 3

Structure/Expectations of Hybrid Learning:

- Students will report each day for either AM or PM classroom instruction with their assigned teacher for 150 minutes.
- Students will receive assigned work to complete at home to supplement their in-person instruction and meet the required total minutes.
- Students in grades TK-3 will be scheduled to remain in their assigned cohort at all times.
- Every Wednesday, students will be provided a Distance Education instructional day at home. No instruction will take place on campus on Wednesdays with the exception of one-one or small group tier II and III support.
- All students will be fully accountable for assigned work, regardless if assigned through paper/pencil, online, or in person.
- In order to be counted present for attendance, all students must appear live daily either in person or during a designated Google Meets session with their teacher and other students and complete their assigned work.
- Regular grades and report cards will be completed each trimester as specified on the Board approved school calendar.
- Lunches are still being worked out with our provider.
- Students may be assigned additional physical education activity time to complete at home with a log to be turned into teachers at their on-campus instructional time.
- All students that attend school on campus will be required to adhere to the Nevada County Public Health Guidelines and NCSD Safety Protocols. Students will be educated about hand washing, general hygiene, social distancing, and proper use of face coverings.

Seven Hills Middle School; Grades 4-8:

Wednesday - deep cleaning on campus. Both cohorts on distance education.

Thursday and Friday - cohort “B” (students with last names M-Z): 8:20-2:40, cohort “A” on distance education.

Structure/Expectations of Hybrid Learning:
- Students will be in cohorts with most of the movement into classes being by teachers.
- Students will report for 235 minutes of classroom instruction with their assigned teacher 2 days each week. (Monday/Tuesday or Thursday/Friday)
- Included with the on-campus learning, students will also receive Distance Education assignments and instruction to complete at home to meet the required number total minutes.
- Every Wednesday, students will be provided a Distance Education instructional day at home. No instruction will take place on campus on Wednesdays with the exception of 1-1 or small group tier II or III support.
- All students will be fully accountable for assigned work, regardless if assigned through paper/pencil, online or in person.
- In order to be counted present for attendance, all students must appear live daily either in person or during a designated Google Meets session with their teacher and other students as well as complete their assigned work.
- Regular grades and report cards will be completed each trimester as specified on the Board approved school calendar.
- Lunches are still being worked out with our provider.
- Students may be assigned additional physical education activity time to complete at home with a log to be turned into teachers at their on-campus instructional time.
- All students that attend school on campus will be required to adhere to the Nevada County Public Health Guidelines and NCSD Safety Protocols. Students will be educated about hand washing, general hygiene, social distancing, and proper use of face coverings.

On the other days, students are engaged in enrichment opportunities aligned with academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff.

This could mean small group instruction for certain student groups.

Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce student–teacher ratios.

On Wednesdays, all students would be engaged in distance education opportunities and teachers in collaborative planning and/or professional learning opportunities and connecting with distance education students/families.

4th-8th would have morning core instruction and afternoon enrichment classes/study hall. K-3rd would have different enrichment classes throughout the week.
Potential criteria for prioritizing student need:

- Special Education
- English Language Learners
- Students without internet
- Students significantly behind grade level (Tier II)
- Homeless or Foster Youth, or students with any other needs

Teachers in both the Hybrid and Distance Education model will assess students on an on-going basis to determine learning loss as a result of COVID-19 or other factors. These students will receive additional support one-one and in small groups to the greatest extent, outside their normal instructional hours. This supplemental instruction will prioritize the above groups of students.

For students with exceptional needs (students with disabilities) served across the full continuum of placements. Nevada City School District has ensured that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.

For students who have chosen the Hybrid model as their program of choice and students who have chosen the Distance Education model but for whom in-person services are necessary to receive educational benefit, Nevada City School District Special Education teachers and service providers (for both direct and related services) will provide in-person Special Education services in accordance with each child’s current IEP, up to 4 days a week. Special education providers will provide all appropriate services based upon IEP goals and objectives.

The following practices, procedures, and considerations have been implemented to ensure that NCSD is able to continue to offer classroom-based instruction whenever possible, particularly for students with disabilities who have experienced significant learning loss due to school closures:

- Clearly defined how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Social distancing capacity available in all classrooms.
- Ensure stable cohorts and limited mixing of student groups (use of physical barriers will be used whenever students from different cohorts are served with increased physical distancing in a common location).
- Use of all appropriate and necessary PPE and safety equipment.
- Adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Use of internal hallways and wings for direct instruction to avoid cross contamination.
- Plexiglass dividers for all classrooms.
- Use outdoor areas when seasonally available.
- Appropriate disinfecting in between groupings.
- Built in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Training and front-loading for all in safety procedures.
- Assigned Chromebooks and headsets.
- Fidgets and specialized seat pads - assigned to students (no mixing) and stored in sealed individual containers when not in use.
- Furniture configurations that ensure social distancing and adequate travel space between all individuals

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

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>NCSD is dedicating one full time teacher grades TK-3 to support students who have experienced significant learning loss.</td>
<td>78,000</td>
<td>Yes</td>
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<tr>
<td>NCSD is dedicating a 20% teacher grades K-3 to support students in higher risk groups such as English Learners, Foster Youth, and low socio-economic.</td>
<td>12,000</td>
<td>Yes</td>
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<td>Addition of weekly access to a licensed counselor for elementary school students (grades TK-3) to support mental health during the 2020/2021 school year.</td>
<td>18,000</td>
<td>Yes</td>
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<td>Purchase Personal Protective Equipment (PPE) and individual materials to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school locations.</td>
<td>12,000</td>
<td>Yes</td>
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<tr>
<td>Purchase additional PE equipment for Seven Hills PE program to support student physical and mental wellbeing.</td>
<td>1,000</td>
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Distance Learning Program

Continuity of Instruction

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

Structure/Expectations of Distance Education:

Distance Education will look drastically different in the 2020-2021 school year compared to the Crisis Response period of March to June of last year. Teacher-led instruction will be the cornerstone of Distance Education.

Five (5) days a week, students will have live interactions with their teacher and peers
Instruction will be provided via live directed instruction (synchronous), pre-recorded instruction (asynchronous), and independent work. This is based on the required instructional minutes listed below.
TK-K 180 Minutes
1-3  230 Minutes
4-8  240 Minutes

Teachers will note attendance through student’s daily participation in live interaction sessions and daily meetings in Google Meets or Zoom and work completion. Teachers will take final attendance and it will be submitted on daily basis prior to the end of the school day.

Distance Education will include assessments, graded classwork, and feedback for all students.
Traditional grading will occur to maintain equivalent levels of accountability.
Content shall be aligned with grade-level standards and be provided in a level of quality that is equivalent to in-person instruction.
Attendance will be taken daily. In order to be counted present for attendance, all students must appear live during a designated Google Meets session with their teacher and other students as well as complete assigned work.
All students will have access to the technology needed to execute Distance Education.
To the greatest extent possible, Site Administrators will work with staff to provide schedules that will allow multi-grade level families to execute Distance Education without internet performance issues.

Distance Education will have the following:

Learning Management System (LMS): A LMS is a digital place where teachers & students go to get information, assignments, and announcements about their classes. The NCSD supports Google Classroom as the LMS for Distance Education.

Recording Lessons: ScreenCastify will be used to record teacher lessons. These will then be linked directly to Google Classroom. The NCSD has purchased a district-wide license so everyone can use it.
Flipgrid is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. This will be used in primary grades TK-3rd.

Online Meeting / Video Conferencing: After quite a lot of discussion, the committee chose Google Meets as the video conferencing software to use district wide.

Google Calendar: Our district will be using Google Calendar to schedule meetings with students and staff. We see this as valuable considering the unconventional daily schedules that are expected this school year.

Other requests based on parent/student input: Lessons will be pre-recorded so students/families can view them on their schedules rather than lessons via scheduled online meetings. Teachers will hold regular teacher “office hours” online. Teachers will post work expectations for students daily at the same time.

Hardware: The district has purchased additional Chromebooks for students and we are currently waiting for shipment. There is a high supply demand and we are hopeful that we will get them soon. Touchscreen Chromebooks for teachers will give them better tools to create lesson content.

NCSD understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. NCSD teachers and special education paraprofessionals were provided touchscreen Chromebooks and streaming, and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings.

The district purchased IPEVO Document cameras for every teacher which are portable and easy to use. The IPEVO can be used to simulate a teacher standing at a whiteboard which can then be recorded.

To support teachers’ use of these programs, instructional tutorial webpages are being continually developed and added to with tutorials, resources, and best practices. NCSD is also continually evaluating areas of need and providing relevant opportunities for professional learning resources to staff and teachers. Throughout the 2020/2021 school year, NCSD will continue offering group and individualized professional learning opportunities across the full range of educational resources.

In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to Distance Education as needed. As instructional delivery may look different than before COVID-19, there will need to be discussion about the roles of classroom and support staff and how learning will be assessed.
**Access to Devices and Connectivity**

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, NCSD administrators and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, the majority of our families have been assigned an NCSD Chromebook for the 2020/2021 school year to be used wherever the student is engaging in school programming (home, school, community location, daycare, etc.). Therefore, in collaboration with the NCSD technology department, additional devices and hotspots were purchased and will be delivered to NCSD school offices and families across Nevada City School District for distribution to students. Families were contacted to arrange safe-practice pick-up procedures for original device distribution. Ongoing communication about safe-practice pick-up for additional devices will occur as backordered devices arrive and are ready for distribution.

Surveys have been completed and or reviewed to identify the need for access. The data will be shared with the teachers to make contingency plans for students with no internet and/or devices. The NCSD technology department has a supply of several hundred new devices programmed and ready to be deployed when a student enrolls in an NCSD program, or if a student’s device is malfunctioning. To avoid delays in student learning, new replacement devices are brought directly to the student at a convenient location. NCSD is also continually evaluating the connectivity capabilities to provide hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided.

Additional devices have been purchased to provide all students who are doing Distance Education a Chromebook for the school year. Additionally, all hybrid students in grades 3rd-8th grade have been assigned an individual Chromebook for the year as well. Hot spots will be purchased and can be checked out by families. The district has developed a plan to use space on campus for families to reserve who need to use the internet on at home learning days.

Utilizing technology, teachers will provide instruction in a synchronous (real-time) or asynchronous (recorded) fashion. Students will bring their NCSD assigned Chromebook to school on their in-person instructional days in order to ensure access to all digitally assigned classwork while also minimizing the use of shared equipment.

Help@ncsd.k12.ca.us is where families and students can email for assistance and receive technology support. In the future, parent training will be offered to better support students with full distance and hybrid learning options.

**Pupil Participation and Progress**

NCSD has established an online electronic attendance process that all teachers will use to document student daily attendance using the PowerSchool Learning Management System. An additional follow-up attendance checklist has been developed at each school site to note the method and frequency of communication between the teacher and the student when a problem in attendance has been noted. Teachers
will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, synchronous meetings using GoogleMeet or video conferencing tools, Google applications, the Remind app and other forms of virtual communication. Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

Common assessments will be given to every NCSD student within designated assessment time periods throughout the school year. A plan will be developed and implemented for increased teacher and administrator accessibility to student assessment results which will allow teams to analyze both individual and collective outcome data. Early Release time will be set aside for teams to review and analyze data, and plan for improved student outcomes.

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is designed to support student mastery of grade level expectations with the necessary academic content knowledge and skills to progress to the next grade level.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher’s relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up, the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with an intervention teacher, or assignment to a tutoring group). Student supports can include help from tutors, referral to a counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

After completing initial assessments to determine learning loss, students TK-3 at Deer Creek will receive support in three ways:
1. Additional/supplemental support from their classroom teacher either in person or virtual. This is for students who have mild loss (tier II)
2. Additional/supplemental support from full time learning loss teacher in TK-3 at Deer Creek, either in person or virtual. This is for students who have larger gaps in learning. (tier II)
3. Additional/supplemental support from the .20 learning loss teacher in TK-3 at Deer Creek, who will focus on unduplicated students (homeless, Foster Youth, and tier III students who have experienced significant learning loss)

After completing initial assessments to determine learning loss, students in 4th-8th at Seven Hills will receive tiered support in their areas of need through differentiation and small group instruction.

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.]

NCSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality Distance Education programs for students. To support teachers and students in Distance Education and hybrid programing, an additional two paid days of professional development were offered to teachers prior to the start of the school year. An ongoing offering of trainings have been developed and will continue to be evaluated in multiple areas.

Trainings have been developed and offered in the areas of:

- Google Classroom which is a Learning Management System (LMS) - a digital place where teachers & students go to get information, assignments, and announcements about their classes.
- Training on the new touchscreen Chrome books
- ScreenCastify which will be used to record teacher lessons. These will then be linked directly to Google Classroom. The NCSD has purchased a district-wide license so everyone can use it.
- Google Meet which will be the video conferencing software to use district wide.
- Attendance procedures
- Distance Education requirements
- Flipgrid which is a website that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called “topics,” and their students can post video responses that appear in a tiled grid display. This will be used in primary grades TK-3rd.
- Social Emotional Support through PE

Equipment purchased:

- IPEVO Document cameras for every teacher which are portable and easy to use. The IPEVO can be used to simulate a teacher standing at a whiteboard which can then be recorded.
- Additional Chrome books for students
- Cases for computers to allow travel to and from school
- Touchscreen Chrome books for teachers
- Wireless Internet Hot Spots for families to checkout
Staff Roles and Responsibilities

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

The impact of COVID-19 on the NCSD instructional programs has required a change to staff’s roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

Three points of contact for COVID-19 concerns have been identified at each site: District office: Monica Daugherty, superintendent.; Sam Schug, principal Seven Hills; Karen Mix, principal Deer Creek. To track symptoms and protocols and follow up with students/families: site front office staff and for staff the district office. Some teachers TK-6, reassigned to 100% Distance Education teachers.

Instructional staff are spending more time reaching out to students to engage them in Distance Education and making themselves available throughout their professional day to respond to students. Instructional staff has also assumed responsibility for taking student’s temperatures and implementing site safety protocols related to COVID-19 during in-person instruction.

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.]

NCSD is committed to supporting English learners (EL) during Distance Education by providing virtual instruction that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to virtual instruction, designated ELD curriculum is offered on three digital platforms: Google Classroom, McGraw Hill StudySync (grades 6-8) and Houghton Mifflin Journeys (grades K-5), to ensure accessibility by all teachers and students, a digital library of resources has been created on the NCSD website. Integrated ELD is offered across all subject areas with the use of SDAI and language development strategies. To ensure EL students are showing growth in the area of reading and communication, regularly scheduled assessments will be conducted to allow teachers to remotely monitor student progress and identify areas for improvement and further support. To support reclassification of students who were unable to complete testing in 2019–2020 due to the suspension of testing, NCSD will conduct assessment utilizing the 2019–2020 Summative ELPAC within the extended timeline where appropriate. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course.

For students with exceptional needs (students with disabilities) served across the full continuum of placements. Nevada City School District has ensured that students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary. Students with exceptional needs in NCSD’s school programs range from students identified with mild to significant disabilities, including students identified as medically fragile. Whether during Distance Education or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but
not limited to academic, behavioral, social/emotional and health/medical. During Distance Education, this team may expand to include additional individuals who provide targeted input on the student’s progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

For NCSD students who have chosen 100% Distance Education as their program of choice for the 2020/2021 school year, services will be provided via a virtual learning platform (Google Meets or other appropriate virtual learning platforms). For students who have chosen the Distance Education model but for whom in-person services are necessary to receive educational benefit, Nevada City School District Special Education teachers and service providers (for both direct and related services) will provide in-person Special Education services in accordance with each child’s current IEP. Special education providers will provide all appropriate services based upon IEP goals and objectives. The schedule for services and service delivery method will be determined in collaboration with each family through the IEP process during the first two weeks of the school year, and will be designed to support the individual needs of each student.

Special education teachers will conduct regular check-ins with general education teachers to determine what assignments and learning activities are being assigned to students and determine what accommodations and supports need to be provided. Appropriate accommodations, modifications, and supports will be made for every student with an IEP via distance education.

During Distance Education, special education teachers and service providers will gather updated present levels through appropriate assessment practices, and will collect Progress Monitoring Data for Progress Reports. To the greatest extent feasible, Nevada City School District will continue all timelines, child find obligations, and due process procedures with Individualized Education Plans, Evaluation, and Reevaluation Reports. Every effort will be made to schedule assessment sessions for initials and triennials, etc. on off days when possible to decrease interruptions to students receiving direct instruction or social opportunities. If any factors result in a delay of the assessment timeline (inability to conduct an observation in the natural environment, invalidity of assessment measures via a virtual platform, etc.), NCSD will work closely with the parent/guardian to problem solve barriers to conducting assessments, develop a mutually agreed upon timeline extension, and determine if compensatory services are appropriate once eligibility has been determined.

Paraprofessionals will provide support for students engaged in both the Hybrid and Distance Education programs in the regular and special education setting. In addition to their current IEP services, NCSD will also have a Special Education Assistant available every school day from 3:00-4:30 who can help students access the Distance Education portion of their educational program and provide support for remediation of learning loss.

In accordance with Nevada County SELPA guidelines and SB98: "If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by non-school entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by alternative means, to the greatest extent feasible in light of the emergency conditions and/or public health orders and as determined by your child’s IEP team, in light of the emergency circumstances."
In the event that “Distance Education” is the most feasible alternative means of providing the pupil’s IEP under the emergency circumstances and/or public health orders, “Distance Education” means instruction in which the pupil and instructor are in different locations, and may include interaction, instruction, and check-ins between teachers, pupils, and families through the use of a computer or communications technology (video/audio), and/or the use of print materials, based on student needs. This applies to the special education and related services in the IEP, including transition and extended school year services, to the greatest extent feasible in light of the emergency circumstances. Supplementary aids and services in the IEP will also be provided in the general/special education Distance Education environment, to the greatest extent applicable and feasible.

As soon as is practical, following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific alternative means by which the student’s IEP will be provided, in light of the emergency circumstances present at the time. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only, and said provision of the IEP under the emergency circumstances will not constitute “stay put” as that concept is understood under the Education Code and the IDEA.”

For NCSD students whose current educational placement is a program run by the Nevada County Superintendent of Schools (NCSOS), the expectations for Individualized Distance Learning have been enhanced this year and will include:
1) daily live staff/student interaction,
2) clear expectations for work completion and student attendance,
3) a multi-step process for engaging students who have missed more than 3 days or 60% of distance learning,
4) weekly engagement records, and on going parent support and training.

In addition, NCSOS is committed to ensuring all of our students are digitally connected and will continue to check to see all families have technology and internet access. Student engagement and safety protocol training will be paramount during distance learning. IDL hours for NCSOS students will be as follows:
o Preschool & Kindergarten: 8:30-11:30
o 1st - 3rd Grade: 8:30-11:50
o 4th - 8th: 8:30-12:30

For students who are Foster Youth, the Foster Youth District Educational Liaison (“Liaison”) connects with each school team to ensure the foster youth in NCSD’s schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. The Liaison continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for Foster Youth.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The district’s McKinney-Vento Liaison coordinates with each school site to ensure the identification of students and reach out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness, and connect families to school- and community-based supports through a referral process. During Distance Education, NCSD will increase outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for Distance Education tools, and resources for basic needs.
## Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional academic support provided outside of the school day via Special Education assistant available every school day for 1.5 hours after school. Special Education assistant provides help for students to access the distance education portion of their educational program and provide support for remediation of learning loss under the direction of the Special Education teacher.</td>
<td>6,700</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education assistants provide 1:1 or small group support on Wednesdays (scheduled distance learning day for all students in NCSD) for a total of 34.75 hours weekly. Special Education Assistants provide help for students to access the distance education portion of their educational program and provide support for remediation of learning loss under the direction of the Special Education teacher. Special Education Assistants also support parents in accessing their child’s digital learning platforms and ensuring each student has access to appropriate tech based and physical materials needed to ensure engagement in distance education.</td>
<td>16,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase touchscreen chromebooks for each certificated teacher and Special Education Assistants to provide help for students to access the distance education portion of their educational program and provide support for remediation of learning loss.</td>
<td>23,610</td>
<td>Yes</td>
</tr>
<tr>
<td>Two full additional days of optional professional development were added for all teachers to ensure that all staff had opportunities to receive additional training on new equipment, virtual platforms, and procedures that will be utilized via distance education.</td>
<td>40,200</td>
<td>Yes</td>
</tr>
<tr>
<td>NCSD is developing plans to obtain options for internet access (hotspots) for all families in a variety of capacities.</td>
<td>12,500</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase additional technology for students to ensure digital access both at home and at school.</td>
<td>75,050</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Purchase additional technology devices including document cameras and other equipment such as iPads for certificated staff delivering distance education.</td>
<td>8,750</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional tech support hours to support additional hardware needs for new equipment and additional tech devices.</td>
<td>4,600</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional tech support to manage the help desk for students/families</td>
<td>4,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.]

NCSD recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, NCSD’s school programs are committed to offering enhanced assessments and interventions in the critical areas of reading and Mathematics, which will support accelerated learning across all subject areas.

The plan to address learning loss will include the expansion and utilization of the Renaissance Star Reading® assessment program, Lexia Core5® Reading program, and IXL Personalized Learning platform. The benefit of using these advanced diagnostic tools and learning platforms means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. With these tools teachers are able to pinpoint students’ strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

The Renaissance Star Reading® program will allow teachers to monitor student learning and progress for in-person, remote, and hybrid instruction. "This comprehensive reading assessment gives teachers and school teams the information they need to ensure your students
make continued progress in all areas of literacy." (https://www.renaissance.com/products/star-reading/) This program will be used for universal screening, progress monitoring, goal setting, and continued evaluation of pupil learning loss in the area of reading.

For students who need additional reading intervention or whom demonstrate learning loss that requires supplemental reading instruction in the elementary grades the Lexia Core5® Reading program will be expanded and utilized. "Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia's platform engages and motivates students in a game-like environment, provides progress-monitoring student data without a test, and is accessible via iPad, Chromebook, or browser." (https://www.lexialearning.com/products/core5)

The IXL Personalized Learning Platform will be used to assess and support pupil learning in the areas of math and language arts. "Using insights from the Real-Time Diagnostic, IXL creates a personalized action plan for each student. With these recommended skills, teachers have a simple way to differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress." (https://www.ixl.com/)

Small group intervention will be provided through a structured intervention program with a designated teacher for students who require Tier II interventions.

District created common assessments will also be used at each grade level to ensure all students are making progress towards all California State Standards and district agreed upon essential learning standards for each grade.

NCSD’s plan for the 2020-21 school year will include a standardized assessment time frame, thus increasing the percentage of students who are administered common assessments and provided interventions per their results. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers and staff in the Special Education Services division participate in planning meetings to review and discuss data related to a student’s progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student’s needs.

**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.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this, designated ELD curriculum is
offered on three digital platforms: Google Classroom, McGraw Hill StudySync (grades 6-8) and Houghton Mifflin Journeys (grades K-5), to ensure accessibility by all teachers and students, a digital library of resources has been created on the NCSD website. Integrated ELD is offered across all subject areas with the use of SDAI and language development strategies. To ensure EL students are showing growth in the area of reading and communication, regularly scheduled assessments will be conducted to allow teachers to remotely monitor student progress and identify areas for improvement and further support. To support reclassification of students who were unable to complete testing in 2019–2020 due to the suspension of testing, NCSD will conduct assessment utilizing the 2019–2020 Summative ELPAC within the extended timeline where appropriate. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course. Additional 1-on-1 or small group instructional sessions may be scheduled virtually or in person to ensure that EL students are making consistent progress and that learning loss is mitigated to the maximum extent possible.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student’s academic performance; therefore, NCSD families are provided information on food resources and distribution for daily lunches through NCSD.

The Foster Youth District Educational Liaison will continue to track and support teams in order to ensure that foster youth complete all assessments to determine learning needs and recommend appropriate supports. Additionally, the Liaison and the countywide Foster Youth Services Coordinating Program will work collaboratively with the district to identify and connect foster youth residing in NCSD boundaries with additional support as needed.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. To ensure the most appropriate actions and strategies will be used to address learning loss and accelerate learning progress for pupils with disabilities, NCSD special education teachers have been provided with access to the Goalbook Toolkit platform. Toolkit is an online instructional design tool that guides educators working with specialized student populations, helping them vary their levels of instructional support.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, school administrators will work closely with teachers to identify, reach out to, and support any students who are not attending remote or in-person learning sessions, logging into their Google Classroom accounts, or submitting assignments regularly. Identified students may attend additional in-person or virtual instructional sessions with school staff to reduce learning loss. Under the direction of teachers, instructional aide staff may assess students, support progress towards academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.
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.]

Common assessments will be given to every NCSD student within designated assessment time periods throughout the school year. A plan will be developed and implemented for increased teacher and administrator accessibility to student assessment results which will allow teams to analyze both individual and collective outcome data. Early Release time will be set aside for teams to review and analyze data, and plan for improved student outcomes.

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is designed to support student mastery of grade level expectations with the necessary academic content knowledge and skills to progress to the next grade level.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher’s relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Success Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with an intervention teacher, or assignment to a tutoring group). Student supports can include help from tutors, referral to a counselor, school nurse, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Adoption of the Goalbook Toolbox special education platform in collaboration with the Nevada County Superintendents of Schools office and partner Nevada County School Districts.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase additional licensing for virtual based instructional and assessment programs.</td>
<td>11,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Mental Health and Social and Emotional Well-Being

A committee was formed in May, made up of members from stakeholder groups, to address the mental health and well-being of students, families, and staff. A page has been updated on the district website to reflect both school and community resources available. The district will incorporate mental health support during the school day and refer families that need multiple layers of support to the appropriate county resources. Teachers will continue to use a variety of resources such as: Toolbox, Love and Logic, Growth Mindset, and Positive Behavior Intervention Supports as the foundation for students. Students will be monitored through our Student Success Team process, the Special Multi Agency Resource Team (SMART), Behavioral Health, school psychologist and school Student Assistance Program Coordinator (SAP).

As schools open, it may ease the minds of some students and parents, but it may also increase anxiety and fears as the virus continues to spread throughout the community. This may be further exacerbated by the systemic inequalities it has exposed, and the stress about returning to school. NCSD is committed to supporting students’ social emotional wellness and offering resources to provide support. We recognize that not all families have the same areas of need or the same access to resources; therefore, a range of strategies will be employed to connect. While this can look different in a distance model, we will offer the following supports:

- Supports include calls home by staff to connect and engage
- Increased outreach, including virtual meetings from our school support staff and other mental health providers
- Outreach and support for families who are experiencing trauma impacting their child’s participation in learning
- Online social groups for students in Distance Education model
- Use of site Student Success Teams to encourage early intervention for students

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**Description** | **Total Funds** | **Contributing**
---|---|---
Extra duty stipends for certificated teachers to provide tutoring outside of school hours to NCSD students who are low income, foster youth, English Language Learners, and/or experiencing homelessness. | 73,000 | Yes
Different and unique whole class supplies necessary this year due to COVID protocols that cannot be covered by the PTC funds or current school supply availability. | 12,000 | Yes
Increased awareness and referrals to community agencies that support students and adults, including Child & Family Services.

Pupil and Family Engagement and Outreach

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

Attendance and school engagement in both educational models are imperative for student success. Formative assessments will be used to help teachers identify students’ strengths, weaknesses, and target areas that need support. Online and/or in-person assessments will be used for summative and grading purposes. Teachers will provide regular feedback on student progress in all educational settings. Feedback and/or grades will be provided at the end of each trimester or quarter regardless of the educational setting.

Students on Distance Education will have daily contact with a teacher and peers. Those who do not participate for three days, for unknown reasons, will receive a personal outreach from the teacher. If the student continues to not engage, administration will make a phone call. If this continues, the family may receive a home visit or referral to the county team for further support.

Tier I
- Teachers will have live daily interaction with each student at least once day
- Attempt to contact will be made by teacher in the student’s home language
- If a teacher is unable to make contact with a student at least three times during the week, the teacher will contact the school attendance clerk and/or a school administrator
- If a teacher is unable to make contact by Friday of any week, an attendance clerk, student assistance program coordinator, or school administrator will contact them to “check in” to collaborate or see if there are any challenges with the process

Tier II
- Attendance clerk, student assistance program coordinator, or school administrator will attempt to contact the student three times
- Contact will be made in their home language
- If contact is made, the teacher will be informed by email
- If contact is not made, a supportive letter will be mailed notifying the family of their obligation to engage in daily live interaction
- The letter will be available in their home language
- If no contact is made, the school will also facilitate the scheduling of a Student Success Team (SST) or referral to a SMART team meeting with partner community agencies

**Tier III**
- If there is no response to two attempts to schedule a meeting with the family, the Principal is involved
- A Home Visit will be scheduled following district guidelines
- If contact is not made, the Truancy Response Program will be engaged.

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**School Nutrition**

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Nevada City School District is partnering with the Nevada Joint Union High School District (NJUHSD), Food & Nutrition Services program to provide an ongoing opportunity for families to receive nutritional lunches each day. The NJUHSD kitchens prepare freshly made salads, sandwiches, pizzas, and quesadillas. A variety of lunch specials are offered daily. Delicious wraps, burritos, and pasta are just some of the options. In our partnership with NJUHSD, our goal is to provide, delicious, nutritious, and appealing choices for students. Qualified students will be able to access these healthy food choices at no cost. The Nevada City School District families either chose a full Distance Education option or to be physically on campus part of the school day or week. The families who have signed up for distance education will be able to order food, and then drive through each school one day of the week, and pick up lunches for five school days. The students who are on physically on campus attending school will also be provided lunches. The students who attend for an entire school day will be given a lunch at school, and they will receive a "to go bag" for the days they are not in school. Students who are on campus for a half day will be provided five school days worth of lunches to be eaten at home.

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**Additional Actions to Implement the Learning Continuity Plan** [additional rows and actions may be added as necessary]
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.56%</td>
<td>120,143</td>
</tr>
</tbody>
</table>

#### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students. These actions include:

**Devices and Connectivity**

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades TK-8, and any continuing students who still need a device. Targeted outreach is occurring for Low Income, Foster Youth, students experiencing homelessness and English learners in partnership with community agencies to make contact with any student who is disengaged for longer than three school days and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.
Mental Health
In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care. To meet the needs of vulnerable students, NCSD added an elementary school counselor position to allow weekly access to a licensed counselor for students in grades Tk-3 to fill the gap in access to mental health services for these grade levels.

Health and Safety
The purchase of additional Personal Protective Equipment (PPE) and access to a school nurse was essential in planning for the reopening of schools during the COVID-19 pandemic. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to safe school environments and health services are a critical support. Providing preventative health services, Personal Protective Equipment, and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond.

Learning Loss Mitigation Teacher and Access to Certificated Tutors
Evidence in recent years has highlighted how gaps in schooling lead to loss of learning, which has been further compounded by school closures associated with the COVID-19 pandemic. These challenges are become greater for students with less access to connectivity, students who are experiencing homelessness, foster youth, and english learners. Bridging the gap in learning loss for students from disadvantaged households during COVID-19 involves structured support from teachers, school leaders, community leaders, and the Nevada City School District. NCSD has allocated additional certificated teachers to provide intervention services, and tutoring both during and after the school day in order to provide the greatest access to learning supports for students from diverse households. They also do much to provide outreach and ensure that families and students understand available learning opportunities and maintain motivation and engagement in learning. Current educational research suggests that intervention and afterschool learning programs that utilize credentialed teachers, and high levels of teacher-student engagement, can generate significant learning gains.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:
- Foster Youth Services
- Homeless Services
• Learning Loss Mitigation Teacher and Certificated Tutors
• Counselors
• Teacher Collaboration Time and Training
• Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
• Nurses and Personal Protective Equipment
• Devices and Connectivity
• Increased Technology Help Support
• Nutrition and Food Programs
• Expanded Learning Programs