# LEARNING CONTINUITY AND ATTENDANCE PLAN

## FOR THE 2020-21 SCHOOL YEAR

**Newport-Mesa Unified School District**
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# CONTENTS

# GENERAL INFORMATION

Newport-Mesa Unified School District (NMUSD) opened schools for fall 2020 with only distance learning options available to students, as warranted by public health conditions and state requirements. Students will transition to partial on-campus, in-person learning between September 29 and October 12. As with the experience of distance learning when schools closed in March 2020, students and families continue to cope with changes to learning methods and school schedules, as well as such stresses as unemployment, food and housing insecurity, mental health issues caused by extreme stress, and the continued spread of COVID-19 throughout the county.

Table 1 describes the changes the district made in response to the COVID-19 pandemic and the impacts on students and families.

**Table 1. District Changes for Fall 2020 and Impacts on Students and Families**

| District Changes | Impacts on Students and Families |
|---|---|
| **Learning Methods and Activities** ||
| <ul><li>Academic learning methods: Students continue to learn academic content but with new methods of accessing content through online activities, including scheduled live class sessions, small breakout groups, and independent learning.</li><li>Available classes and activities: Hands-on learning activities and in-person activities were no longer available when the school year began.<ul><li>This particularly affected career technical education classes for secondary students, such as culinary arts.</li><li>Athletic games and practices were severely restricted to promote health and safety needs.</li><li>All in-person visual and performing arts activities were canceled, with some moved to online activities or rescheduled as health conditions permit.</li></ul></li></ul> | <ul><li>Students and families need to learn new technology, or learn to use familiar technology in new ways.</li><li>Families need to create home learning spaces, sometimes for multiple children in different grades with different needs.</li><li>Students and families need to adjust to changed schedules, with accompanying difficulties of providing for the needs of all family members.</li><li>After beginning the year with distance learning, students will transition to partial on-campus, in-person learning September 29 to October 12, requiring another set of schedule adjustments.</li><li>Adult family members and older students need to provide supervision and academic support to younger students.</li><li>Some families need childcare in order to keep working. The NMUSD website provides resources, but families may need to spend time and effort seeking childcare to accommodate new or changed work schedules.</li><li>Career technical education students and those involved in athletics or visual and performing arts need to adjust expectations and participate in distance learning when possible and then in restricted environments to observe health and safety procedures and requirements.</li><li>Families with English learners and Special Education, foster youth, and homeless students have experienced magnified impacts and must seek resources to</li></ul> |

### Table 1. District Changes for Fall 2020 and Impacts on Students and Families

| District Changes | Impacts on Students and Families |
|---|---|
| | ameliorate impacts. |
| **Technology** | |
| • **Technology**: All students are required to use computers with Internet access to complete learning activities.<br>• **Online programs**: Students use a suite of programs and websites in ways different from those used during face-to-face instruction.<br>• **Transition to partial in-person learning**: Students may need to learn new ways to balance bringing devices to their classrooms, as well as continuing to use online learning programs remotely. | • Students need to learn more about using their computer programs to complete assignments.<br>• Students need to adjust to new schedules and methods for contacting their teachers.<br>• Families without computers and/or Internet access need to follow instructions from principals and School Community Facilitators about obtaining Chromebooks, Wi-Fi hotspots, and instructions about obtaining low-cost or free Internet access.<br>• Students and families need to learn to use new district resources, such as the NMUSD Helpline for troubleshooting and resolving problems with technology and programs. |
| **Wellness Supports** | |
| • **Mental health**: When schools first closed in March 2020 and students and their families were under stress in dealing with COVID-19 health and economic anxieties, NMUSD immediately assembled a mental health and wellness task force of more than fifty experts to develop a COVID-19 Crisis Plan.<br>  • This plan provides guidance and procedures to district counselors, social workers, and behavior specialists as they work to ensure that students and families are able to adapt to changes and students continue to learn.<br>  • The plan primarily addresses how to deliver effective services the district was already providing while following all new health directives.<br>• **Nutrition:** NMUSD continues to provide free meals while maintaining social distancing practices. | • Families need to learn new ways that follow public health guidelines to receive help for their specific problems with physical and mental health, addictions, housing, and food.<br>• Families and students need to adapt to new ways of getting meals and to follow new instructions to receive direct help in applying for and using P-EBT benefits to purchase groceries. |

# STAKEHOLDER ENGAGEMENT

Newport-Mesa Unified School District (NMUSD) used the following processes and methods to gather stakeholder feedback about this Learning Continuity and Attendance Plan that includes all students participating first in online (distance) learning, and then transitioning to partial on-campus learning that follows safety and health guidelines and regulations. This on-campus learning includes both in-person classroom instruction and independent online learning activities.

- **Initial effort**: On May 28, 2020 the district assembled teams of staff, parents, employee bargaining units, city representatives, and community partners to help develop a plan to begin the 2020-21 school year.
- **Thoughtexchange survey**: The district revised its Learning Continuity and Attendance Plan based on feedback received through a Thoughtexchange survey completed on June 9. This is a software platform to share thoughts, questions, and comments in response to open-ended questions, independently and confidentially.
  - Comments added in Spanish were translated into English, and English comments were translated into Spanish. About 90 percent of district families who speak a language other than English speak Spanish.
  - The survey comprised 4,277 thoughts and 131,158 ratings from 493 community members, 2,423 parents and guardians, 883 staff members, and 900 students.
  - The district distributed results to an expanded district administration Cabinet, all principals, the teachers' and classified employees' bargaining units, and the Student and Health Services department. Principals shared results with their staffs and teachers.
- **District YouTube channel presentation**: On August 5, NMUSD presented a live video presentation about the fall reopening plan. Nearly 2,000 parents, teachers, students, and community members accessed the live presentation, and more than 400 people viewed the recorded video presentation after August 5. A Spanish interpretation was available. Participants in the live presentation had opportunities to write questions and to provide feedback about plan areas that needed improvements and/or more specific details.
- **Virtual presentations**: During August, NMUSD held Zoom sessions with the following groups. Each session included a slide presentation, a Thoughtexchange session, and the opportunity to use the Zoom Chat feature to ask questions.
  - Elementary and secondary site and district administrators participated in the **Management Advance** session on August 5.
  - **District English Language Advisory Committee** (DELAC), **Superintendent's Parent Advisory Committee**, **Harbor Council PTA,** and **Community Advisory Committee** parents participated in an August 17 evening session or an August 18 morning session offered in both Spanish and English. Two NMUSD team members facilitated each breakout room (virtual discussion space). Parents received numerous invitations via emails and phone inviting them to participate.

- **Superintendent's Student Advisory Committee** students participated in an August 17 evening session or an August 18 morning session offered in both Spanish and English. Two NMUSD team members facilitated each breakout room.
- The **Newport-Mesa Federation of Teachers** (NMFT) met with the district team on August 19.
- The **Classified School Employee Association** (CSEA) met with the district team on August 21.

## REMOTE PARTICIPATION OPTIONS

As required by the State of California, a draft of this Learning Continuity and Attendance Plan was posted at least 72 hours prior to a September 15, 2020 NMUSD Board of Education meeting to provide an opportunity for all stakeholders to provide feedback. Board meetings are currently virtual to conform to local and state guidelines and requirements.

During the time the plan was available for review, English and Spanish public comment forms were available on the NMUSD website. Community members then submitted these forms prior to the board meeting, following directions on the website. These forms were read at the meeting, which was live streamed. The NMUSD website provided a link for all stakeholders who wanted to attend.

Since the Board of Education meeting to solicit plan feedback occurred after the 2020-21 school year began, all members of the NMUSD community had access to computers and the Internet. Those needing help to access comment forms and the meeting could call the district Helpline to receive instructions in English or Spanish.

## FEEDBACK SUMMARY

Table 2 lists the stakeholder groups consulted and a summary of their comments.

**Table 2. Stakeholder Feedback Summary**

| Stakeholder Group | Stakeholder Feedback |
|---|---|
| **Superintendent's Parent Advisory Committee** | <ul><li>Families need details about what a wellness check will include when schools reopen.</li><li>Some homeless students may not want to self-identify. NMUSD needs a process to ensure that these students receive Chromebooks and hotspots and other support.</li><li>Parents need to know how they can help students transition from distance learning when schools reopen, how long the transition will take, and what standards need to be met to move to in-person learning.</li><li>Parents need a process to follow when they have difficulty with intermittent connectivity or logon issues.</li><li>Clearly communicate to parents the system to follow to solve issues with connectivity, logons, and replacing broken devices.</li><li>Teachers need to communicate the expected amount of time to complete asynchronous</li></ul> |

**Table 2. Stakeholder Feedback Summary**

| Stakeholder Group | Stakeholder Feedback |
|---|---|
| | (independent online) assignments and consider that students differ greatly in the amount of time they need to complete an assignment.<br>• Including more history and science lessons in distance learning is important, since there were too few of those lessons in the spring. |
| **District English Learner Parent Advisory Committee (DELAC)** | • The district needs to maintain the Helpline during the school year.<br>• For distance learning, how will the district provide instruction for students below grade level or those who do not do well with distance learning? What extra supports, including after school, will these students receive?<br>• Parents need schedules for classes and Zoom sessions. Will all children in the family have the same schedule?<br>• Families need technical assistance for logon problems and what to do if a Chromebook breaks.<br>• Clear two-way communication with district sites is very important for parents to receive updates and request support.<br>• How-to videos in Spanish and English would be helpful.<br>• Parents need more specifics about safety procedures when schools reopen.<br>• Nurses and health assistants need to be available to address students' needs. |
| **Staff Members**<br>(including administrators, teachers, certificated and classified bargaining units, classified staff, and other district employees) | • The food services team shows great dedication in handing out thousands of meals to families in need.<br>• Focus teaching and learning on grade-level curriculum.<br>• For elementary students, include history/social science and science in the core curriculum.<br>• Use a uniform software platform so that parents and students have a single place to check in.<br>• Develop a pacing schedule that eases the transition between distance learning and on-campus learning.<br>• Provide professional development about grouping students and implementing best practices, especially for younger students, during distance learning.<br>• Define how to use distance learning aides and breakout rooms for small groups, as identified in Individualized Education Plans (IEPs).<br>• Provide regular online support for select groups of students, and inform parents of these days and times.<br>• Provide time in the schedule for elementary teachers to provide student and parent support and small group instruction and intervention.<br>• Provide clear and consistent schedules across grade levels, schools, and the district, and clearly communicate these to students and families. |

### Table 2. Stakeholder Feedback Summary

| Stakeholder Group | Stakeholder Feedback |
|---|---|
| | • For transitioning between distance learning and on-campus learning, provide clear dates and time to prepare.<br>• Clearly define for teachers what assessments of student learning to use and how to collect valid data.<br>• Teachers need detailed instructions and guidelines for marking attendance, determining student participation and what to do when students are not participating, calculating the time value of work, and how to consider connectivity and access when marking an assignment as incomplete or missing.<br>• When schools reopen, site staffs need clear instructions about their new duties and safety procedures, sufficient supplies to carry out safety procedures, and more custodial help.<br>• When schools reopen, staff members should have options to work remotely.<br>• The district needs to survey teachers to gather information about school climates and site needs for students and staffs.<br>• Many teachers are stressed from the workload involved in distance learning.<br>• Safety needs to be put first. The district needs to strive to reach higher than the minimum safety requirements. |
| **Parents and Guardians**<br>(including parents and guardians of English learners, low-income students, foster youth, homeless students, and students with disabilities) | • Students need a consistent schedule to decrease uncertainty.<br>• Assignments and Zoom meeting specifics should be clearly posted in one location. Students need to be sure they are not missing assignments or classes.<br>• Parents are overwhelmed and therefore unable to keep up with distance learning while working from home.<br>• Specify details and definitions for safety precautions when on-campus instruction can begin.<br>• Make school nurses and health assistants available to assist with student needs.<br>• For foster and homeless youth and disengaged and under-engaged students, define specific roles for district employees to provide social-emotional support and academic interventions.<br>• Including more history and science lessons in distance learning is important, since there were too few of those lessons in the spring.<br>• Clearly communicate to parents the system to follow to solve issues with connectivity, logons, and replacing broken devices.<br>• Teachers need to communicate the expected amount of time asynchronous (online) assignments should take and consider that students differ greatly in the amount of time they need to complete an assignment.<br>• Live instructional sessions need to take into consideration student computer fatigue. |

**Table 2. Stakeholder Feedback Summary**

| Stakeholder Group | Stakeholder Feedback |
|---|---|
| | • The district needs a plan to support Special Education students who can engage in distance learning for only short periods or not at all. The district needs to consider adaptations, using more aides, training parents, applying for waivers for students who need in-person support, and making classes smaller.<br>• Many families need childcare.<br>• Parents of English learners need a clear two-way communication system at school sites to find out about schedules and assignments, to request support for students, and to assist in resolving technology issues.<br>• Parents of special needs and at-risk learners need one-on-one appointments with staff as check-ins and to receive assistance for those students not served well by online learning.<br>• Parents need to know how learning loss will be communicated to them and how a plan to address learning loss will be made. School Community Facilitators need to reach out to non-English speaking families.<br>• Parents need a clear schedule of when teachers are available for virtual consultations.<br>• Teachers should monitor students who freely come for individual help and should deliberately reach out to those students who do not ask for help but should.<br>• Parents need to be encouraged to share information about mental health and social-emotional well-being resources. For example, Parent Faculty Organization (PFO) and District English Language Advisory Committee (DELAC) officers could distribute this information.<br>• A town hall virtual meeting about distance learning would be helpful. Parents have so many questions.<br>• The distance learning plan needs to incorporate community-building activities.<br>• Families need details about what a wellness check will include when schools reopen.<br>• Some homeless students may not want to self-identify. NMUSD needs a process to ensure that these students receive Chromebooks and hotspots and other support.<br>• Parents need to know how they can help students transition when schools reopen, how long the transition will take, and what health standards need to be met to move to in-person learning.<br>• Parents need a process to follow when they have difficulty with intermittent connectivity or logon issues.<br>• Distance learning needs to accommodate a wide range of times that students take to complete assignments, the range of abilities students have between finding online assignments too easy or too challenging, and the differing amounts of time students need for individual support from teachers.<br>• Teachers and instructional assistants need training to deal with the specifics of distance learning, |

**Table 2. Stakeholder Feedback Summary**

| Stakeholder Group | Stakeholder Feedback |
|---|---|
|  | such as taking attendance and reaching out to non-participating students.<br>• NMUSD should consider using room parents who have already been cleared to attend virtual breakout small groups to monitor the students while they are working independently on assigned projects. |
| **Students** | • Lengthy assignments and the amount of homework, often far more than they had during in-person instruction, made students feel overwhelmed and stressed in the spring.<br>• Many assignments in the spring were difficult to understand, since students were left to work on their own.<br>• Reading online textbooks and locating information is very difficult, as is the need to type assignments.<br>• Home conditions sometimes interfere with completing assignments.<br>• Teachers need training on the platforms used to deliver instruction so that there is consistency of use.<br>• Communication between students and teachers needs to be stressed. Teachers need to have regular hours when they will be available for consultation and assistance.<br>• Students support one-to-one assessments and individualized scheduling.<br>• Engagement strategies should include less talking by the teacher during lecture-driven lessons and more use of apps, such as Remind.<br>• The communication focus needs to be on regular and frequent communication of expectations to all students and their families.<br>• Why grade 5 Chromebooks are being refreshed needs clarification.<br>• Hotspots should have a high degree of availability for all students.<br>• More needs to be done to celebrate and support the seniors (grade 12). Seniors are being impacted the most as they are losing parts of their senior year.<br>• Chromebook security utilities need to be uninstalled to give students more resources to complete schoolwork.<br>• MNUSD should confirm that there is an interest in making masks mandatory when schools reopen and should consider developing standard criteria for the use and composition of face coverings.<br>• Students support the use of plastic shields around desks.<br>• Students need multiple ways to access curriculum. |
| **Community Members** | • Thank you to all teachers and administrators for adapting and being patient.<br>• There are too many apps and sites, causing confusion and frustration, and leading to less compliance. Select one app/site per subject and stick to it. |

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| Stakeholder Group | Stakeholder Feedback |
|---|---|
| | • To deal with disengaged students during distance learning, have the flexibility to enroll them in all electives or non-core classes that fit with their passions. Fill in the gaps later when students return to in-person learning. |

# STAKEHOLDER INPUT INFLUENCES ON THE LEARNING CONTINUITY AND ATTENDANCE PLAN

Table 3 describes Learning Continuity and Attendance Plan items that NMUSD added to the plan or tailored to stakeholder needs after considering stakeholder feedback.

**Table 3. Stakeholder Influences on the Learning Continuity and Attendance Plan**

| Plan Items | Influences |
|---|---|
| | **Distance Learning and Partial On-Campus Learning** |
| Instruction | **Lessons and Methods**<br>• Teaching and learning focus on grade-level curriculum.<br>• The core curriculum includes English language arts (ELA) and English language development (ELD), mathematics, history/social science, and science classes.<br>**Schedules**<br>• Clear and consistent schedules across grade levels, schools, and the district provide daily consistency in live sessions with teachers and times when students can receive supplemental supports and assistance.<br>• The length of time for live sessions is limited, taking into consideration student computer fatigue, and sessions are scattered throughout the day, according to research-based best practices.<br>• Lessons and activities provide a balanced mix of live instruction and independent activities, engaging activities, and smaller group meetings.<br>• Distance learning incorporates community-building activities.<br>**Staff Professional Development to Support Online Learning**<br>• Teachers and staffs receive ongoing professional development that takes into account individual and site needs. Topics include the following:<br>  • Best practices to adapt distance learning lessons and homework/independent learning assignments.<br>  • How to use software platforms to develop and present lessons, take attendance, mark grades, and use assessments and collect valid data about student learning.<br>  • Promotion of social-emotional health and well-being. |

**Table 3. Stakeholder Influences on the Learning Continuity and Attendance Plan**

| Plan Items | Influences |
|---|---|
| | • Methods to identify and support struggling and at-risk students |
| **Parent Communication** | • Since the change to distance learning in March 2020 and continued distance learning to begin the 2020-21 school year, NMUSD has sought ongoing feedback from parents and adapted communications to their needs. <br>   • Timely district and school website updates provide current information about classes, schedules, and support services. <br>   • A district Helpline, available in English and Spanish, provides access to information and assistance on a variety of academic, technology, and support services. <br>   • Daily schedules indicate when teachers are available for virtual consultations. <br>   • Families receive one-on-one support, as needed, including training about how to access documents and how to complete weekly assignments. <br>   • Parents receive information through a variety of methods about how to resolve issues with connectivity and logons, and how to replace broken devices. <br>   • Teachers and administrators communicate regularly about student progress, particularly for those with learning loss or who are at risk of learning loss, and those students with unique needs. <br> • School Community Facilitators expanded their duties to include reaching out not only to non-English speaking families, but also to any families needing one-on-one assistance. <br> • Parent communication occurs via email, phone, and text with school sites re-messaging important district communication to allow for two-way communication. |
| **Technology** | • Students, staffs, and parents may log on through a newly introduced single ClassLink portal that provides access to all needed online learning and activities. The district purchased ClassLink to provide a portal for students, teachers, and parents to use a single sign-on to access all online resources from any device. After the initial soft launch in the fall, a progressive implementation will leverage the use of this single link to address numerous points of confusion that students and families experienced in spring 2020. <br> • A learning management system, Schoology, is intended to standardize learning across elementary and secondary levels. It is currently in use at Cloud Campus; other sites will take the school year to learn how to use this platform and migrate course content. <br> • Learning platforms and online resources were simplified to reduce confusion for students and parents. |
| **Social-Emotional/ Mental Health** | • The district offers staff and parent education courses and resources for staffs and families. <br> • The district implemented a Trauma Informed School Re-entry Plan that emphasizes Restorative Practices and research-based mental health practices. <br> • Ongoing support for students and families includes the following: <br>   • Behavior specialists, school social workers, and school psychologists are available to address individual needs. <br>   • Students and families can call the NMUSD Helpline, which provides information in English and Spanish. |

### Table 3. Stakeholder Influences on the Learning Continuity and Attendance Plan

| Plan Items | Influences |
|---|---|
| **Students with Unique Needs** | • Times for teachers and parents to consult about unique needs for individual students are built into the daily schedules. A process is in place to identify and support struggling and at-risk students who do not take the initiative to ask for help.<br>• Detailed programs and processes provide for the identification of and assistance for the unique needs of homeless, foster youth, disengaged, and under-engaged students. The programs and processes also define specific roles for district employees who provide social-emotional support and academic interventions.<br>• To meet student needs, Estancia and Early College High Schools and Back Bay and Monte Vista Alternative High Schools have unique schedules and learning activities.<br>• Staffs work with Special Education students and their parents to adapt distance learning to individual needs, with the objective of working toward meeting Individualized Education Plans (IEPs). |
| **Transition from Distance Learning to Partial In-Person Learning** | |
| **Lessons and Schedules** | • A learning pacing schedule eases the transition between distance learning and modified in-person learning. Pacing refers to what material to teach and how fast or slow to teach it.<br>• Clearly communicated dates and time to prepare ensure smoothly transitioning between all distance learning and partial on-campus, in-person learning. |
| **Health and Safety** | • Clearly defined safety precautions, based on current health regulations and guidelines, dictate when in-person instruction can begin and how it will be carried out to protect the health and safety of students and staffs.<br>• School nurses and health assistants will be available to assist with student needs.<br>• The district is supplying extra custodial help, safety and cleaning supplies, and personal protective equipment.<br>• The district hired consultants to upgrade heating, ventilation, and air-conditioning (HVAC) systems to the highest standards. |

# CONTINUITY OF LEARNING

Newport-Mesa Unified School District (NMUSD) adopted a Three-Level Plan, based on State of California education laws and public health regulations, and Orange County Department of Public Health guidelines.

- **Level 1, 100 Percent In-Person**: This level will be available to students only if the State of California moves to COVID-19 Stage 4 and Orange County and local conditions support instruction without the need for social distancing. This level is essentially a return to classroom instruction as it was conducted prior to the mandated school closures in March 2020.
- **Level 2, Partial In-Person**: This level combines on-campus, in-person learning with online learning. On-campus learning is governed by health protocols to keep students and staff safe.
- **Level 3, 100 Percent Distance Learning**: Students began the fall 2020 semester with this level, meaning that students receive online instruction only, with no students on campuses. Some instruction is through live instruction and some is through independent and small group work conducted using software platforms.

As of August 22, 2020, the state removed Orange County from its COVID-19 monitoring list. Based on state and health department guidelines and regulations, on September 10 the NMUSD Board of Education approved a staggered reopening of schools at Level 2. The Board set the following reopening dates, which allow the district enough time before the opening to transition to changes in student services, transportation services, meal distributions, and the implementation of health and safety protocols. For current information, see the NMUSD website, http://web.nmusd.us/.

- Grades transitional kindergarten (TK), kindergarten (K), 1, and 2, plus all grades TK-12 special needs students receiving special day class services will reopen on September 29, 2020.
- Grades 3, 4, 5, and 6 will reopen on October 1.
- Grades 7, 8, 9, 10, 11, and 12 will reopen on October 12.

## IN-PERSON INSTRUCTIONAL OFFERINGS

The Three-Level Plan provides two options for in-person learning:

- **Level 1**: As health conditions permit, students return to school sites and participate in classroom learning as they did before schools closed in March 2020.
- **Level 2**: Students return to their school sites part-time and participate in classroom learning that protects the health of students and staffs.
  - **Elementary students** participate in on-campus, in-person instruction combined with at-home individual distance learning. Grades TK-6 students come to campus for half-days of in-person classroom instruction

following social distancing and hygiene protocols. Students spend half-days off campus engaged in independent online learning.

- **Secondary students** participate in a modified in-person plan that combines on-campus, in-person classroom instruction for two full days and off-campus, online learning for three full days to complete assignments. Grades 7-12 students focus on completing six to eight classes each semester.

## Health and Safety Protocols

To implement Level 2, NMUSD developed a comprehensive plan to ensure physical health and safety in school facilities and vehicles, based on Orange County Department of Public Health guidelines. NMUSD continues to monitor COVID-19 numbers and will adjust safety protocols, especially for wearing face coverings, providing isolation spaces, and practicing social distancing, as the California Department of Public Health and the Orange County health officers update their guidelines.

- **General safety protocols**
  - A limited number of students will be on campus at one time.
  - Each campus and district worksite will establish site-specific COVID-19 plans to accommodate different physical designs and any unique requirements for that site, including systems for dropping off and picking up students.
  - Students and staff will maintain social distancing.
  - Consistent signage will denote expectations for social distancing, hand washing, and prevention of spreading germs.
  - Designated routes on each campus will be implemented to provide direction and manage the flow of foot traffic.
  - Each campus will have designated entry and exit points.
  - Visitors and volunteers will have limited access to schools.
  - Front office areas will have clear screens installed.
  - Face coverings will be required on campus, in classrooms, and on school buses.
  - Water bottle filling stations will be available on campus and in classrooms; drinking fountains will be unavailable.
  - School nurses and health assistants will be available to assist with students' needs.
  - Health and safety supplies will be provided.
  - Campus security will be maintained during school closures to ensure that campuses are prepared for in-person instruction.
  - NMUSD will monitor local COVID-19 numbers.
  - Each site will promote healthy habits, such as hand-washing and remaining at home when sick.
  - Each building will meet heating, ventilation, and air-conditioning (HVAC) standards.

- **Face coverings**

  - Every student over the age of two must wear a face covering that covers nose and mouth while on school grounds, unless eating or drinking.
  - Face coverings will be provided to students and staff on a school campus or at a district facility.
  - Students and staff may bring their own face coverings that meet public health guidelines.
  - Face shields may be used in limited situations when a face covering cannot be used for instructional or developmental reasons, such as assisting students with special needs. A staff member must return to wearing a face mask once services are completed and whenever outside of the classroom.
  - Exemptions to wearing face coverings are limited to the following:

    - Persons with a verified medical or mental health condition or disability that prevents face covering.
    - Persons who are hearing impaired, or communicating with a person who is hearing impaired.
    - In situations where the ability to see the mouth is essential for communication.

  - Other than individuals qualifying for an allowable exemption, anyone who refuses to wear a face covering could be sent home.

- **Cleaning and disinfecting procedures**

  - Custodial staff will have appropriate tools, equipment, and training to provide enhanced disinfecting and biohazard cleanup at all school and district facilities.
  - Each campus will have additional custodial support.
  - Site staffs will provide additional cleaning throughout the day.
  - High touch areas will be prioritized for cleaning and disinfecting, including door handles, student desks, light switches, sinks, faucets, toilets, handrails, and restroom accessories.
  - Hand sanitizer will be available on campus and in classrooms.
  - Soap dispensers will be stocked with antimicrobial soap and checked daily for proper functioning and adequate supplies.
  - In the event that someone becomes ill on campus with COVID-19, custodial staff will clean and disinfect all areas where the person was.

- **Wellness screenings**

  - At-home screenings include the following:

    - Staff members will be required to self-screen and take temperatures daily prior to coming to work.
    - Families will be encouraged to take students' temperatures before coming to school. Any student with a temperature of 100.4 degrees or higher or with COVID-19 symptoms must stay home. (Personal illness, quarantine, and COVID-19 illness or symptoms are excused absences.)

  - On-campus screenings, based on current guidelines, include the following:

    - Everyone entering campus will be screened daily.

- Staff member screening will include non-contact temperature taking, as well as a visual check and responding to a questionnaire.
- Any student who presents COVID-19 symptoms after a visual wellness check will go to a designated isolation area until a parent or guardian picks up the student. Parents and guardians should be prepared to pick up a student immediately.
- Anyone who exhibits any of the following COVID-19 symptoms will not be allowed to enter a school campus or district facility: cough, shortness of breath or difficulty breathing, sore throat, muscle pain, headache, nausea or vomiting, diarrhea, fatigue, congestion or runny nose, chills or shaking with chills, new loss of taste or smell.
  - Steps are in place to protect the privacy of students and employees who have COVID-19.
  - If a student is absent, a school nurse will follow up with the family to determine what the illness is and what treatment is needed.

- **Classrooms**
  - Smaller class sizes and use of available campus space will accommodate social distancing.
  - Students' individual use of objects will be promoted, and sharing of objects will be avoided.
  - Elementary classrooms will have clear plastic barriers for student desks.

- **Recess**
  - Activities will be limited to those that do not require physical contact or sharing equipment.
  - Classes and grade levels will be assigned to designated areas.
  - Playgrounds will be open, but playground equipment will be closed. Playgrounds will reopen after cleaning procedures are developed and put into place.

- **Lunch**
  - Secondary students will eat in designated areas and maintain social distance.
  - Elementary students will be provided grab-and-go lunches. The intention is for students to "grab" the lunches and then "go" home to eat their meals, either the same day (AM students) or the subsequent day before coming to school (PM students).

- **School bus**
  - Limited routes will prioritize students with special needs.
  - Buses will be disinfected daily.
  - Space between students and between students and the driver will be maximized.
  - Windows will remain open to the greatest extent possible.
  - For more information about bus services, see the NMUSD Transportation website.

The district has a process for dealing with a confirmed COVID-19 case. Once a case is confirmed, the district will immediately notify the Orange County Health Care Agency (OCHCA) and work with them to determine a course of

action. Actions may include quarantines of anyone in close contact with the infected person; thorough cleaning and disinfecting of all areas used by the infected person; determining whether a classroom, school, or the entire district needs to return to distance learning; and determining when students and staff can safely return to classrooms. For details, see the NMUSD's reopening plan website pages.

## Students' Social-Emotional Well-Being

NMUSD supports students' social-emotional well-being through these methods:

- **District support**:
  - The instructional model maintains individual connections with families to ensure that students remain connected to their school communities and are actively participating in learning.
  - Caring, experienced professionals are available to support students and provide resources for those experiencing anxiety or depression.
  - Foster youth and homeless students receive specialized attention and resources to support their needs.
- **School site support**: All district school sites have implemented Positive Behavioral Interventions and Supports (PBIS) and/or Restorative Practices (RP) programs. These continue throughout distance and in-person learning programs.
- **Community resources**: Partnerships with community organizations provide wellness professionals and resources to families experiencing complex wellness needs. School Community Facilitators assist with referrals and connecting families to these community resources.
- **Parent education**: Throughout the year the district hosts sessions to provide families with tools and skills to support their students.

Students most at risk for experiencing trauma, including English learners, Special Education students, foster and homeless youth, and those who are disengaged and under-engaged, will participate in social-emotional check-ins by counselors, behavior specialists, psychologists, and/or site administrators.

## Assessing Learning Losses

By the end of the spring 2020 semester, with its abrupt change from classroom to distance learning, NMUSD had already identified groups of students most impacted with learning losses through feedback from students, parents, teachers, and administrators. (See Stakeholder Engagement, page 6.) Level 2 in-person instruction has built-in strategies to enable teachers to assess details of learning losses and to identify specific needs to address those learning losses. Student groups most at risk for no longer performing at grade level or failing to make progress toward performing at grade include English learners, Special Education students, foster and homeless youth, and disengaged and under-engaged students. Table 4 describes the strategies and methods teachers use to assess and address learning loss.

**Table 4. Strategies to Identify and Address Learning Losses for Highly Impacted Students**

| Student Group | Strategies and Methods to Address Learning Losses |
|---|---|
| **All Student Groups with Learning Losses** | **All**<br>• Students participate in social-emotional check-ins with counselors, psychologists, social workers, social work interns, or site administrators.<br>**Secondary**<br>• NMUSD generates lists of students earning grades of D, F, or Incomplete in core subjects. Support for students earning these grades can include a life skills class, teacher monitoring, an elective that provides a group tutorial, and/or ways to build a connection to school. |
| **English Learners** | **Elementary**<br>• Designated English language development is part of the core instructional block.<br>• Other remote learning activities provide additional isynchronous language development opportunities.<br>**Secondary**<br>• Students have in-person instruction in English language development courses, with additional tutorial blocks. |
| **Special Education Students** (all placements) | **All**<br>• Special day class students participate in a full and structured day of instruction to provide additional specialized support and to target goals and specific learning losses.<br>• In-person assessment allows for timely and defensible evaluations.<br>• Distance learning plans support each student's Individualized Education Plan (IEP). |
| **Foster and Homeless Youth** | **All**<br>• Teachers and counselors have an enhanced awareness of their foster and homeless student population.<br>• A district foster youth liaison provides intensive support.<br>**Elementary**<br>• Behavior specialists coordinate supports and resources.<br>**Secondary**<br>• Counselors coordinate supports and resources. |
| **Disengaged and Under-Engaged Students** | **All**<br>• Attendance is closely monitored to identify all at-risk students. |

## Instructional Schedules and Modifications

Table 5 describes Level 2 of the Three-Level Plan, the in-person instructional models for elementary and secondary students that protect the health and safety of students and staffs. Level 1 of the Three-Level Plan returns the instructional model to the one the district was using prior to the closing of all campuses in March 2020.

**Table 5. Level 2 In-Person Instructional Models for Elementary and Secondary Students**

| Groupings and Schedules | Instructional Plan Details |
|---|---|
| **Elementary (Grades TK-6)** ||
| **Groupings to Accommodate Social Distancing** | <ul><li>Each grade is divided into morning and afternoon cohorts (groups).<ul><li>As much as possible, students in the same families will be assigned to the same morning or afternoon group.</li><li>Students using school bus transportation will be assigned to the morning group.</li></ul></li><li>Each group receives a half-day of on-campus, in-person instruction for four days per week.</li><li>Morning and afternoon groups alternate Wednesdays weekly between remote and in-person learning.</li><li>Students participate in a half-day of remote, asynchronous (independent) learning at home when they are not engaged in in-person, on-campus instruction. Remote instruction may include physical education, music, science, intervention, enrichment support, and/or special education services for eligible students.</li><li>Class sizes are reduced and students practice social distancing. The maximum number of students in each elementary class may vary slightly due to the classroom size.</li></ul> |
| **Schedule for Monday, Tuesday, Thursday, Friday** | <ul><li>Students have daily contact with teachers for a minimum time each day. Each core subject has up to 30 minutes of daily live instruction, based on current best practice research. The overall instructional timeframes of combined live instruction and independent learning opportunities by grade level are as follows:<ul><li>Kindergarten: 3 hours</li><li>Grades 1-3: 3 hours, 50 minutes</li><li>Grades 4-6: 4 hours</li><li>Examples of live instruction include video conferencing, live webinar, streaming video, and guided instruction in combining and applying what students have learned.</li></ul></li><li>Students in special day classes meet in person for four full days per week.</li></ul> |
| **Schedule for Wednesday** | <ul><li>Groups alternate weekly between remote and in-person learning.<ul><li>Morning group students follow their regular in-person schedule. Meanwhile, the afternoon</li></ul></li></ul> |

**Table 5. Level 2 In-Person Instructional Models for Elementary and Secondary Students**

| Groupings and Schedules | Instructional Plan Details |
|---|---|
| | <ul><li>group participates in remote learning.</li><li>The following week, afternoon group students follow a morning in-person schedule on Wednesdays only, and the morning group participates in remote learning.</li></ul><ul><li>Students in special day classes meet in person for a half-day.</li></ul> |
| **Secondary (Grades 7-12)** ||
| **Groupings to Accommodate Social Distancing** | <ul><li>Students are divided into two cohorts (groups) to create smaller class sizes.<ul><li>Cohort 1 is on campus Mondays and Thursdays.</li><li>Cohort 2 is on campus Tuesdays and Fridays.</li></ul></li><li>Assignments are based on the following:<ul><li>The best alignment to students' current schedules.</li><li>For students receiving school bus transportation, the cohort that best balances daily ridership.</li></ul></li><li>Social distancing is accommodated within the classroom and by using available space on campus.</li></ul> |
| **Schedule for Daily In-Person Learning** | <ul><li>Students spend two full days on campus for in-person instruction.</li><li>Students follow a traditional structure of six or eight periods.</li><li>Students in special day classes meet in person for four full days per week and for a half-day on Wednesdays.</li></ul> |
| **Schedule for Daily Independent Learning** | <ul><li>When students are not participating in on-campus, in-person instruction, they participate in independent, remote learning connected to their coursework.<ul><li>Students in both cohorts participate in remote learning for a half-day on Wednesday mornings. Wednesdays include checking in remotely with teachers and time for teachers to participate in professional development, collaboration, and staff meetings.</li><li>Cohort 1 students also participate in remote learning for full days on Tuesdays and Fridays.</li><li>Cohort 2 students also participate in remote learning for full days on Mondays and Thursdays.</li></ul></li></ul> |

The secondary in-person instructional plan has some exceptions to accommodate unique student needs at particular schools. These exceptions include the following:

- **Estancia High School**: Students take half of their courses in the fall semester and the other half in the spring semester, with students earning the same number of credits per year as in a traditional structure. This schedule enables students to focus on only three or four classes and teachers to provide more individual attention to students.

- Periods 1, 3, 5, and 7 classes meet every day in the fall.
- Periods 2, 4, 6, and 8 classes meet every day in the spring.

- **Early College High School**: Students are divided into Cohort A to meet on Mondays and Tuesdays, and Cohort B to meet on Wednesdays and Thursdays. On Fridays students receive targeted support and teachers attend professional development.

  - Students receive two full days of in-person instruction.
  - On-campus independent learning is available to students on days when they are not receiving in-person instruction.
  - This schedule promotes a daily connection with the school and provides access to support services and meals.
  - Smaller class sizes accommodate social distancing.

- **Back Bay and Monte Vista Alternative High Schools**: Students continue their traditional schedules, with students on campus every day.

  - Back Bay continues its trimester system.
  - Monte Vista continues its semester system.
  - Social distancing is accomplished within each classroom and/or by using available space on campus.
  - This schedule promotes a daily connection with the school and provides access to support services and meals.

## Actions Related to In-Person Instructional Offerings

Table 6 lists expenditures for actions to implement partial in-person instructional models.

- The Contributing column refers to whether the action increases or improves actions for low-income students, foster youth (also considered low income), and English learners.

  - *No* means that the action applies to all students. Low-income students, foster youth, and English learners also benefit from the action, as do all of the district's students.
  - *Yes* means that the action specifically benefits low-income students, foster youth, and English learners.

**Table 6. Budget for Actions Related to In-Person Instructional Offerings**

| Action Description | Total Funds | Contributing |
|---|---|---|
| Safety: Custodial cleaning supplies | $29,718 | No |
| Safety: Health and safety supplies | $188,759 | No |
| Safety: Additional custodial personnel | $920,000 | No |

Table 6. Budget for Actions Related to In-Person Instructional Offerings

| Action Description | Total Funds | Contributing |
|---|---:|:---:|
| Safety: Campus security | $222,976 | No |
| Safety: Signage for campuses and other district buildings | $50,000 | No |

# DISTANCE LEARNING PROGRAMS

NMUSD offers two distance learning programs, both implemented to include all students for the beginning of the 2020-21 school year, based on state and county guidelines and current health conditions.

- **Three-Level Plan Level 3, 100 Percent Distance Learning**: Schools opened in August 2020 for the fall semester using this level, with all students learning remotely. By September, COVID-19 infection rates had met the milestone to permit the reopening of schools using the Level 2 plan. This Level 3 distance learning plan is designed for a smooth transition to on-campus, in-person learning. For more information about Level 2, see In-Person Instructional Offerings, page 15.
- **Cloud Campus**: Students in grades TK-12 can choose to participate in this distance learning program for the entire 2020-21 school year. This program has a deep commitment to teaching, learning, adaptability, and supporting the online experience for students. The principal and staff will promote a sense of community, but no in-person events are offered. Current details about this program are available on the NMUSD website Cloud Campus pages.

  - Students and their families must commit to remaining in the program for the entire year.
  - Students may return to their previous schools for the 2021-22 school year.
  - NMUSD may continue to provide the Cloud Campus in future school years, based on the level of demand and changing public health conditions. In spring 2021 NMUSD will reevaluate the need for Cloud Campus and its program design.

Table 7 compares the Cloud Campus plan with Level 3 of the Three-Level Plan.

Table 7. Comparison of Level 3 Distance Learning and Cloud Campus

| Common to Both Programs |
|---|
| **Instructional Program** |
| <ul><li>Students study a rigorous, high-quality instructional program aligned to California State Standards and the use of district-adopted curricula.</li><li>Elementary students continue to use the district-adopted curricula in English language arts, English language development, history/social science, math, and science, while secondary students continue to use the district-adopted math curriculum.</li><li>A research-based schedule balances appropriate ratios of live and independent instruction.</li></ul> |

**Table 7. Comparison of Level 3 Distance Learning and Cloud Campus**

| |
|---|
| • Grading is consistent with the standard NMUSD policy used before schools closed in March 2020. |

**Classes**
- NMUSD teachers who are experienced in the technologies that are used in virtual learning teach all classes.
- Grades 9-12 offer a-g courses needed for admission to the University of California and California State University systems.

**Technology Devices**
- NMUSD provides Chromebooks and other technology devices to all students, as needed for students to participate in distance learning.

| Cloud Campus | Level 3 Distance Learning |
|---|---|
| **Instructional Program** | **Instructional Program** |
| • This is the best option for students who thrive in an online learning environment. | • This is the best option for students who thrive in a face-to-face experience. |
| • Families must make a commitment to have a learning coach at home. | • Families do not have to supply a learning coach. |
| • Lessons, groupings, and activities are specifically designed for virtual learning. | • Lessons, groupings, and activities are adapted from in-person learning to ease the return to classroom learning. |
| • Teachers and staff are committed to specializing in virtual learning. | • Teachers and staffs are committed to adapted distance and classroom learning. |
| • The flexible schedule is designed for virtual learning. | • The structured schedule is aligned to returning to physical classrooms when possible. |
|    • Students participate in a total of 60 to 90 minutes of in-person instruction each day, with instruction times broken up throughout the day. | |
|    • During afternoons, teachers work with peer groups or one-on-one with students, reach out to students and families, assess feedback, and monitor independent learning. | |
| **Cloud Campus** | **Level 3 Distance Learning** |
| **Eligible Students** | **Eligible Students** |
| • Special education students may apply and receive specialized academic support from instructional assistants. | • All students, other than those enrolled in Cloud Campus, participate in this level of the Three-Level Plan until schools reopen. |
| • Students in special day classes are considered on an individual basis to determine whether this program can meet the student's Individual Education Plan (IEP). | |
| **Secondary Classes Offered** | **Secondary Classes Offered** |
| • Class offerings may be limited. | • A full range of secondary classes and electives is offered. |
|    • Limited Advanced Placement (AP) courses are offered, based | • Students are eligible to participate in athletic programs under specific |

**Table 7. Comparison of Level 3 Distance Learning and Cloud Campus**

| | |
|---|---|
| on student enrollment and interest.<br>• International Baccalaureate (IB) courses are not offered.<br>• Career technical education classes are offered, based on student interest and whether classes can be adapted to virtual learning.<br>• Electives are offered on a limited basis, based on student enrollment.<br>• Students are not eligible to participate in athletic programs. | guidelines issued by the California Department of Public Health. |

## Continuity of Instruction

Both distance learning programs provide a full curriculum of substantially similar quality to in-person classroom programs. Level 3 distance learning students are scheduled to transition to Level 2 between September 29 and October 12. Strategies and methods to provide instructional continuity include the following:

- **Elementary and secondary**
  - Teaching and learning focus on grade-level curricula.
  - Pacing recommendations are reorganized to focus on depth and complexity, whether in person or through distance learning. Pacing refers to what material to teach and how fast or slow to teach it.
  - NMUSD distributed instructional materials to all students to support distance learning at home.
  - The schedule includes blocks of time to provide interventions for struggling students.
  - Teachers have regularly scheduled times when they are available for live online support for select groups of students. (These were previously referred to as Office Hours.)
  - Students access course content and submit their work using digital platforms, such as Google Classroom, Seesaw, School Loop, Schoology, and Zoom.
  - Teachers receive ongoing training and access to resources to support cohesive, effective instruction.

- **Elementary**
  - The schedule provides core content blocks for English language arts (ELA), English language development (ELD), and math.
  - History/social science and science content are integrated into content blocks.
  - History/social science studies are integrated into the ELA curriculum.
  - English learners participate in designated ELD and/or academic language blocks at least four times per week.
  - Students continue to participate in science, music, and physical education taught by specialists.

- **Secondary**:
  - Students have the same core classes and electives for both distance and in-person learning; however, the sequence of classes throughout the week transitions in this hybrid model.
- **Special Education**:
  - Individualized Education Plan (IEP) services support access to the curricula.
  - Instructional aides support access to the curricula in both distance and in-person learning.
  - Students may participate in breakout rooms for small groups, as identified in their IEPs. Instructional aides assist students in breakout rooms.
  - Teachers have regularly scheduled times when they are available to provide live online support for select groups of students.

To ease the transition from distance to in-person learning, NMUSD has implemented the following:

- Common district-wide parameters have been established for instructional minutes, synchronous and asynchronous (live and independent learning) expectations, and for dedicated staff planning and professional development time.
- Tiered systems of support identify and engage students who do not respond to distance learning.
- Teachers provide regularly scheduled live online support for select groups of students.
- Teachers provide virtual contacts with parents to facilitate ongoing communication and preparedness. Parents are informed of the days and times each teacher is available for live online support for select groups of students.
- Elementary blocks of time are devoted to small group instruction and intervention.
- Grade-level professional collaboration time is embedded in the elementary distance learning schedule to support continuity at the grade level.
- Schedules are clear and consistent across grade levels, schools, and the district. These schedules are clearly communicated to students and families.
- Clear transition dates and procedures between distance learning and in-person instruction are established and are being communicated to students and parents.
- Staff members are provided with tiered stipends in order to maintain connections and provide continuous services during the COVID-19 pandemic via personal devices.

## Access to Devices and Connectivity

Prior to school closures in March 2020, NMUSD was implementing a phased-in plan for all grades 5-12 students to have individual Chromebooks for use at school and home, and for grades TK-4 students to have individual Chromebooks available in their classrooms. NMUSD accelerated this plan to distribute Chromebooks to all students who needed one for distance learning in spring and fall 2020. In addition to Chromebooks, the district distributed hotspots and other devices on an as-needed basis.

During spring 2020, the accelerated plan accomplished the following:

- All grades TK-4 students received Chromebooks on an as-needed basis.
- All grade 5 students received Chromebooks.
- All grade 6 students had Chromebooks from the previous year's distribution, except for those in the Costa Mesa Zone.
- Grades 5, 6, and 7 students in the Costa Mesa Zone received Chromebooks, as scheduled.
- Additional Chromebooks were distributed in grades 8, 10, 11, and 12 as needed.

For fall 2020, NMUSD completed the distribution of Chromebooks so that all students could participate in distance learning.

- Elementary sites handled initial distribution for grades TK-6 students. Grade 5 students exchanged their spring Chromebooks for new Chromebooks to keep through grade 8. Grade 9 students trade their previous devices for a new one to keep throughout high school.
- After initial distribution to elementary students, a two-week centralized process provided time for Chromebooks to be collected, refurbished, and redistributed while allowing sites to focus on instruction.
- After the first two weeks of school for elementary students, device replacements and new student distribution is currently site based.
- Distribution to secondary students in the Costa Mesa Zone was finalized. Other secondary students already had Chromebooks from distributions in previous years.
- Replacement Chromebooks for grades 7-12 students continue to be provided through site-based appointments.

Students and families receive ongoing help to resolve technology problems and replace broken devices.

- Individual sites communicate regularly with families about how to replace broken devices.
- Families can call the NMUSD Helpline.
- The NMUSD Educational Technology Team provides the NMUSD Distance Learning Toolkit with recorded tutorials and Frequently Asked Questions. For more information, see the NMUSD learning resources website pages.
- The district plans to host parent training about how to support students using instructional technologies.
- The district purchased ClassLink to provide a portal for students, teachers, and parents to use a single sign-on to access all online resources from any device. After the initial soft launch in the fall, a progressive implementation on the use of this single link will address numerous points of confusion that students and families experienced in spring 2020.

Schools use the following strategies to work with families to ensure that students have devices and connectivity necessary to participate in learning:

- The district provides Wi-Fi hotspots to families, based upon targeted and identified need.
- The Welcome Center staff contacts all homeless students and foster youth to determine their technology needs.
- The district provides car chargers to those homeless students who need them to participate in distance learning.

- Site teams help families without Internet access to obtain low-cost or free Internet access. Families can request an eligibility letter to obtain free or discounted services.
- School Community Facilitators work with English-speaking and non-English speaking families to assess and fulfill technology needs.

## Student Participation and Progress

The district monitors student participation in live contact (synchronous) minutes by doing the following:

- Teachers take attendance using the Aeries software platform.
  - Elementary teachers record contact for the first synchronous opportunity each day.
  - Secondary teachers report contact by period.
- Automated attendance tracking notifies parents daily of student absences.

In addition, teachers and administrators monitor participation in both live instruction and independent learning. For students who disengage with teachers and school during distance learning, a tiered system of support identifies and engages students.

- Teachers report concerns about inconsistent or non-participatory students to administrators.
- Administrators then coordinate multiple methods of outreach to families to encourage, to the extent possible, regular participation in distance learning.
- District outreach methods include automated and individual phone calls, text messages, automated and individual emails, and referrals to the Child Welfare and Attendance Coordinator for home visits.

 NMUSD measures student participation and the time value of student work, as required by statute. During distance learning, a time value is calculated based on synchronous and/or asynchronous (independent) assignments made by and certified by a certificated employee of the district (usually the teacher).

- Software platforms, including School Loop, Google Classroom, Schoology, and Seesaw, report student usage.
- The time value of student work is verified through submission of the asynchronous (independent) work to teachers.
  - The time value is reported in engagement logs to demonstrate fulfillment of asynchronous minutes requirements as a complement to student synchronous participation.
  - Teachers determine the time value of asynchronous work they assign and communicate that within the assignment.
    - Teachers consider connectivity and access when marking an assignment as incomplete or missing.
    - Live session time takes into consideration student computer fatigue.

NMUSD will conduct an annual evaluation of the 2020-21 school year and measure the effectiveness of student engagement procedures and strategies in the following ways:

- Conduct an analysis of welfare check visit data and outcomes, attendance data, and engagement reporting outcomes.
- Review and analyze academic marks.

## Distance Learning Professional Development

To support the distance learning program, NMUSD is providing the following professional development to elementary and secondary staffs:

- Teachers participate in training on the use of synchronous and asynchronous (live sessions and independent learning) approaches to maximize learning.
- Teachers, instructional assistants, and other staff participate in training and receive technological support on various distance learning platforms, data collection, intervention programs, and methods of differentiation in the distance learning setting.
- Teachers participate in training about how to provide feedback to students in a distance learning environment.
- Teachers, counselors, and site administrators participate in training about access to resources designed to promote student interest and engagement.
- Teachers participate in training about instructional practices to support English learners.
- Teachers participate in a full day of training devoted to supporting teacher effectiveness in the distance learning program.
- A staff education series includes training about Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), social-emotional learning, and mental health in the digital classroom.

Teachers also use professional collaboration time to address grade-level issues and consistency. In addition, secondary staffs also participate in content specific trainings, such as math and history-social science, about how to use publisher recommendations to adapt curriculum to the distance learning environment.

NMUSD evaluates the effectiveness of professional development through feedback received from staffs.

## Staff Roles and Responsibilities

Staff roles and responsibilities changed in the following ways as a result of the COVID-19 pandemic. Most difficult for everyone in the district has been the need to change direction often, sometimes weekly, as state and county regulations and health department guidelines change.

- **Academics**
  - Administrators and teachers needed to change focus abruptly in March 2020 from classroom learning to distance learning and develop an entire new approach to educating the district's students. This new approach also had to include strategies and methods for working with students struggling with distance learning and for working with families experiencing trauma, economic insecurities, and health problems.

- Training plans for teachers and staffs had to be developed quickly to prepare school staffs for opening the 2020-21 school year with all students participating in distance learning. Plans also needed to include ongoing training and coaching.
- All district departments, including IT, transportation, facilities maintenance, and nutrition, needed to develop and to adjust to new schedules and methods to support students in distance learning.
- At the same time, NMUSD needed to develop a plan for transitioning to in-person learning beginning with the youngest students on September 29.

- NMUSD created a new online school, Cloud Campus, for students who prefer distance learning. The district appointed a principal and moved teachers committed to distance learning to Cloud Campus.
- Certificated and classified staff members were and still are expected to participate in their job duties remotely, to the extent possible. Staff members received a stipend to support them in connecting to their sites to perform these duties.

- **Behavior**

  - Over the course of the school year, behavior specialists provide lessons and resources to teachers during virtual staff meetings.
  - Behavior specialists, counselors, school psychologists, and social workers had to acquire skills for communicating virtually with students and parents and to develop strategies and methods for helping struggling students and families coping with problems and trauma caused by COVID-19.

- **Technology**

  - Site administrators, office staffs, custodians, and the district office IT staff continue to be critical partners in deploying Chromebooks and hotspots to students. The district transitioned from a targeted and phased one-to-one Chromebook rollout for students in grades 5-12 to providing devices to students in need in grades TK-12. During fall 2020, librarians and library media technicians are providing additional support in instructional materials and supplies distributions, as well as ongoing Chromebook deployment and replacement.
  - Principals, office staffs, and School Community Facilitators needed to develop knowledge and skills to help families acquire devices and Internet service that would enable students to participate in distance learning. School Community Facilitators continue to provide critical support for families, with the increased role of answering technology and device related questions, providing key information about how to access Internet resources, and providing multi-lingual support in explaining distance learning and virtual school settings to families.

- **Facilities and Health**

  - School nurses and health assistants learned safety protocols to deal with sick students and to perform wellness checks to ensure the health and safety of everyone on campus when students return to campuses.

- During summer 2020 the custodial staff participated in training about hazardous materials cleaning and preparing facilities for reopening. Once schools reopen, custodial staffs will use these entirely new methods to make campuses safe for students and staffs.

## Supports for Students with Unique Needs

NMUSD believes that all struggling students need to be identified and given appropriate instruction and interventions to raise academic achievement to grade level. This belief also applies to students participating in distance learning. However, English learners, homeless students, foster youth, and Special Education students have unique needs in distance learning that the district is addressing. Table 8 describes the particular supports for these students.

Table 8. Distance Learning Supports for Students with Unique Needs

| Student Group | Supporting Actions |
|---|---|
| English Learners | <ul><li>To support language development needs, the district uses scaffolds, such as frames, visuals, and apps, that are adapted for distance learning.</li><li>Small group instruction responds to specific learning needs.</li><li>Teachers monitor attendance in synchronous (live online) learning and apply interventions as appropriate.</li><li>Lesson designs are culturally responsive and consider social-emotional needs of bicultural and immigrant students.</li><li>To ensure learning and facilitate targeted instruction, teachers monitor progress in listening, speaking, reading, and writing, with a variety of checks for understanding.</li><li>Tiered outreach and two-way communication with families in their primary language are ongoing.</li><li>Support for English learner families in their primary languages includes information about and referrals to community resources.</li><li>Students receive targeted feedback for speaking and listening.</li><li>History/social science and science lessons focus on speaking and listening skills.</li><li>Building relationships and connecting are emphasized.</li><li>Student socialization is encouraged through Google Hangouts, other software platforms, and regular online support for select groups of students.</li><li>School Community Facilitators provide communication, parent outreach, and student support.</li></ul> |
| Homeless Students | <ul><li>NMUSD equips principals and their site teams with the knowledge of who their homeless students are (as defined by the McKinney-Vento Act) in order to monitor and support them.</li><li>Assistant principals, counselors, behavior specialists, and School Community Facilitators receive McKinney-Vento training, with topics that include how to identify and support students experiencing homelessness.</li><li>Students are prioritized for resources, devices, and connectivity.</li><li>Families complete a needs assessment to provide linkage to NMUSD and community services and resources.</li></ul> |

**Table 8. Distance Learning Supports for Students with Unique Needs**

| Student Group | Supporting Actions |
|---|---|
| | • Resources are delivered or mailed to students who lack transportation to pick them up.<br>• Students have equitable access to all school activities, whether online or in person.<br>• Students without access to electricity receive portable chargers.<br>• Site and community partnerships provide virtual supplemental academic support.<br>• Trauma-informed classrooms and staff professional development address student trauma.<br>• Students have regular check-ins with a caring adult, such as counselors, social workers, and School Community Facilitators.<br>• For students with a lack of participation or attendance, a child welfare and attendance investigator arranges home visits after site interventions have been exhausted.<br>• School Community Facilitators provide communication, parent outreach, and student support. |
| **Foster Youth** | • NMUSD equips principals and their site teams with the knowledge of who their foster youth students are in order to monitor and support them.<br>• Assistant principals, counselors, behavior specialists, and School Community Facilitators receive foster youth training, including foster youth educational rights and support.<br>• NMUSD continues to build strong connections with group homes and to collaborate with them on student supports.<br>• Students are prioritized for resources, devices, and connectivity.<br>• Resources are delivered or mailed to students who lack transportation to pick them up.<br>• Students have equitable access to all school activities, whether online or in person.<br>• Site and community partnerships provide virtual supplemental academic support.<br>• Trauma-informed classrooms and staff professional development address student trauma.<br>• For students with a lack of participation or attendance, a child welfare and attendance investigator arranges home visits after site interventions have been exhausted.<br>• School Community Facilitators provide communication, parent outreach, and student support. |
| **Special Education Students** | • Resources necessary for instruction and access are scheduled for pickup or delivery, or they are mailed.<br>• All students, including those in special day classes and other settings, have equitable access to all school activities, whether online or in person.<br>• Teachers and case workers monitor attendance in synchronous (live online) learning and apply interventions as appropriate.<br>• Case workers monitor progress in synchronous and asynchronous (individual) learning.<br>• Individualized Education Plan (IEP) meetings are held virtually. Staff members, such as a School Community Facilitator, provide visual presentations at IEP meetings.<br>• In-person one-on-one assessments are available. |

**Table 8. Distance Learning Supports for Students with Unique Needs**

| Student Group | Supporting Actions |
|---|---|
| | • Students participate in an individualized schedule for small group and/or one-on-one instruction.<br>• Students receive individualized accommodations for their distance learning needs.<br>• Lesson designs are culturally responsive and consider social-emotional needs.<br>• School Community Facilitators provide communication, parent outreach, and student support.<br>• Lessons and activities create inclusive opportunities.<br>• Social-emotional learning and educationally related mental health counseling build relationships and connectivity, including student-to-student relationships.<br>• Virtual meetings present assessment results to parents. |

## Actions Related to the Distance Learning Program

Table 9 lists expenditures for actions to implement Level 3 of the Three-Level Plan and Cloud Campus.

- The Contributing column refers to whether the action increases or improves actions for low-income students, foster youth (also considered low income), and English learners.
  - *No* means that the action applies to all students. Low-income students, foster youth, and English learners also benefit from the action, as do all of the district's students.
  - *Yes* means that the action specifically benefits low-income students, foster youth, and English learners.

**Table 9. Budget for Actions Related to Distance Learning**

| Action Description | Total Funds | Contributing |
|---|---|---|
| Educational technology professional development: Additional staff hours for program design and delivery | $33,554 | No |
| Cost associated with TK-12 NMUSD Cloud Campus development (virtual school): Design team at teacher hourly pay rate | $73,199 | No |
| Staffing for TK-12 NMUSD Cloud Campus: Teachers, educational technology Teacher on Special Assignment (TOSA), counselor, administrators, office staff, registrar, and School Community Facilitator | $13,662,216 | No |
| Digital platforms for students and staff to access course content and submit student work: Google Classroom, Seesaw, Schoology, School Loop, Zoom<br>*Note*: Expenditures from 2019-20 school year budget | $123,975 | No |

### Table 9. Budget for Actions Related to Distance Learning

| Action Description | Total Funds | Contributing |
|---|---|---|
| Digital platforms for students and staff to access course content and submit student work: ClassLink, Google Classroom, Seesaw, Schoology, School Loop, Zoom<br>*Note*: Expenditures from 2020-21 school year budget | $261,837 | No |
| Florida Virtual School Curriculum for the NMUSD Cloud Campus | $211,750 | No |
| Student Chromebooks<br>*Note*: Expenditures from 2019-20 school year budget | $1,071,102 | No |
| Student Chromebooks<br>*Note*: Expenditures from 2020-21 school year budget | $1,425,000 | No |
| Teacher and other staff laptops<br>*Note*: Expenditures from 2019-20 school year budget | $541,951 | No |
| Teacher and other staff Laptops<br>*Note*: Expenditures from 2020-21 school year budget | $602,168 | No |
| Teacher document cameras | $182,314 | No |
| Hotspots to provide Internet connectivity<br>*Note*: Expenditures from 2019-20 school year budget | $148,800 | Yes |
| Hotspots to provide Internet connectivity<br>*Note*: Expenditures from 2020-21 school year budget | $148,800 | Yes |
| Additional IT and related staffing to prepare student and staff devices | $142,112 | No |
| Additional staffing to collect and redistribute Chromebooks | $22,503 | No |
| Additional staffing to distribute elementary and secondary instructional materials | $100,478 | No |
| Additional School Community Facilitator support for families | $19,439 | Yes |
| Tiered stipends for certificated and classified staff to maintain connection with the district during the COVID-19 pandemic via personal devices | $999,487 | No |

## STUDENT LEARNING LOSS

As a result of the abrupt change to distance learning in March 2020, some students experienced learning loss, meaning that they are no longer performing at grade level or making progress toward performing at grade level. NMUSD's general plan to address learning loss during distance learning and partial in-person instruction (Levels 2 and 3 of the Three-Level Plan) includes regular assessments of student performance, implementation of proven strategies to increase

students' academic performance, and measurements of the effectiveness of these strategies. Table 10 describes tools the district uses to assess and measure students' learning status.

**Table 10. Assessing and Measuring Students' Learning Status**

| Subject | Measurement Tools |
|---|---|
| English language arts (ELA) | • Use formative tools and strategies, such as quizzes and questioning, to measure student progress daily and/or weekly and adjust instruction.<br>• Use multiple measures, including curriculum-embedded tools. |
| English language development (ELD) | • Conduct language proficiency progress monitoring in listening, speaking, reading and writing as frequently as needed. |
| Mathematics | • Use formative tools and strategies, such as quizzes and questioning, to measure student progress daily and/or weekly and adjust instruction.<br>• Use multiple measures, including curriculum-embedded tools. |

## Student Learning Loss Strategies

Table 11 lists actions and strategies to address students' learning loss.

**Table 11. Actions and Strategies to Address Students' Learning Loss**

| Student Group | Actions and Strategies |
|---|---|
| **All Students with Learning Loss** | • Frequently analyze data pertaining to learning levels and progress tracking.<br>• Make tutoring regularly available in the distance learning environment.<br>• Prioritize and find new curricular efficiencies using publisher recommendations for distance learning curricular adaptations.<br>• Provide regularly scheduled times for teachers to connect virtually with students to provide support. Students who need support but do not ask for it are invited to virtual sessions and are expected to attend.<br>• Provide summer elementary Bridge Program and secondary Incomplete Academy.<br>• For high school students, provide access to credit recovery courses through digital platforms with tutorial instructor support sections. |
| **English Learners** | • Monitor and analyze data on learning levels and academic progress.<br>• Provide targeted support by proficiency level and domain. |
| **Low-Income Students** | • Monitor and analyze data on learning levels and academic progress.<br>• Provide tutoring and individualized support targeted to students' needs. |

**Table 11. Actions and Strategies to Address Students' Learning Loss**

| Student Group | Actions and Strategies |
|---|---|
| **Foster and Homeless Youth** | • Use site and community partnerships to provide virtual supplemental academic support. |
| **Special Education Students** (all placements) | • Collect and review attendance and engagement data.<br>• Evaluate progress on IEP learning goals.<br>• Consider an extended school year to address regression and recoup skills. |

## Effectiveness of Implemented Student Learning Loss Strategies

Table 12 describes the proven methods that the district and school sites use to measure the effectiveness of services and supports provided to students who have experienced learning loss.

**Table 12. Methods to Measure the Effectiveness of Learning Loss Strategies**

| Learning Loss Area | Measurements of Effectiveness |
|---|---|
| **Academic**: English language arts, English language development, and mathematics | • Sites review student progress during professional collaboration time, department meetings, and/or site-based structures, such as student study teams or principals' intervention councils.<br>• Site teams analyze teacher reports through the weekly engagement logs.<br>• NMUSD and sites conduct an annual evaluation of district and site plans.<br>• For Special Education students, collect and analyze data to determine progress on IEP goals. |
| **Student engagement** procedures and strategies | • Analyze welfare check visit data and outcomes.<br>• Track attendance data and weekly engagement reporting outcomes.<br>• Analyze academic marks. |
| **Mental health and social-emotional well-being** of students and staffs | • Track the number of referrals to counselors, psychologists, social workers, and behavior specialists.<br>• Collect and analyze data on crisis response interventions.<br>• Analyze data on the NMUSD Helpline.<br>• Take an administrator survey. |
| **Professional development** provided to staffs | • Collect and analyze feedback on professional development offerings. |
| **Parent outreach** procedures and strategies | • Collect and analyze feedback on parent education offerings. |

## Actions to Address Students' Learning Loss

Table 13 lists expenditures for actions to address students' learning loss.

- The Contributing column refers to whether the action increases or improves actions for low-income students, foster youth (also considered low income), and English learners.
  - *No* means that the action applies to all students. Low-income students, foster youth, and English learners also benefit from the action, as do all of the district's students.
  - *Yes* means that the action specifically benefits low-income students, foster youth, and English learners.

**Table 13. Budget for Actions to Address Student Learning Loss**

| Action Description | Total Funds | Contributing |
|---|---|---|
| Summer programs to address learning loss: Elementary Bridge Program and secondary Incomplete Academy, including staffing, materials, and Edgenuity subscription | $211,601 | Yes |

# ADDITIONAL SERVICES TO SUPPORT STUDENT LEARNING

To support student learning and academic success, Newport-Mesa Unified School District (NMUSD) provides information and assistance to students and families through a program of family engagement and outreach to promote mental health and social-emotional well-being, and to ensure adequate nutrition.

## MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

When schools closed in March 2020, with students and their families under stress in coping with COVID-19 health and economic anxieties, NMUSD immediately assembled a mental health and wellness task force of more than fifty experts to develop a COVID-19 Crisis Plan. This plan, developed with stakeholder input, provides guidance and procedures to district counselors, social workers, and behavior specialists as they work to ensure that students and families are able to adapt to changes and that students continue to learn.

NMUSD developed a Trauma Informed School Re-Entry Plan for fall 2020. The plan, based on evidence-based mental health practices, includes using behavior specialists to provide staff professional development and resources and to support students and families; social workers and counselors to support more intensive students' needs; and the use of Positive Behavior Interventions and Supports (PBIS) and Restorative Practices to emphasize healthy behaviors.

- **Actions to monitor and support students**
  - Collect data via the California Healthy Kids Survey and the PBIS/School Climate/Social Emotional Learning Survey; reflect findings in support.
  - Elementary behavior specialists, secondary counselors, grades TK-12 social workers, and crisis response teams continue to provide support.
  - The Universal Social Emotional Learning (SEL) program, based on Multi-Tiered System of Supports Task Force findings and recommendations, was adopted for the entire district.
  - Based on survey results, select schools are piloting the Universal SEL approach.
  - A single source for the provision of resources and tools to support evidence-based SEL content for grade level bands was developed.
  - A variety of services are available through the NMUSD Helpline and Community Alliance partners. Alliance contacts are available to school sites.
  - District and site SEL/mental health staff worked collaboratively to determine regular schedules to make teachers and counselors available for online individualized student support and monitoring of well-being.
- **Resources for students**
  - NMUSD continues to provide access to elementary behavior specialists, secondary counselors, grades TK-12 social workers, and crisis response teams.
  - Students can call the NMUSD Helpline.

- Continuing partnerships with the Orange County Department of Education (OCDE) and Waymakers provide alcohol, tobacco, and appropriate drug education to grades 5-7 students at select school sites.
- Community Alliance contacts are available at each school.
- Continuing partnerships with Challenge Success and One Recovery provide support for secondary students.
- The district provided School Community Facilitators with additional equipment (laptops and headsets) to enable them to connect with families to provide needed bilingual support.
- School Community Facilitators engage compromised students and families.
- Plans and processes are in place to address unique needs of identified student groups.
- For English learners, School Community Facilitators provide interpretation and translation for school communication, as well as for parent meetings with teachers and administrators.
- Welcome Center staff members refer homeless students and foster youth to community partners to provide support for food, health care, and shelter.
- The child welfare and attendance investigator visits residences of homeless students and foster youth when it becomes evident that these students are in crisis. The district provides linkages and resources.
- Telehealth provides individual services for students who receive Tier Two and Tier Three IEP services. Tiers Two and Three specify individualized supports that students may need, beyond supports that all students receive.

- **Actions to monitor and support staff members**

  - NMUSD delivers professional development to teaching staff on a regular basis.
  - NMUSD provides a menu of parent and staff trainings available to tailor to school site needs, including but not limited to trauma responsive classrooms, social-emotional learning, and Restorative Practices.
  - Teachers have a defined process to access general education behavioral and social-emotional support for Tier Two students.
  - A wellness group for district administrators consists of book study and activities to support adult social emotional learning.

- **Staff professional development**

  - Staff members participated in professional development on Collaborative for Academic, Social, and Emotional Learning's Three Signature Practices. District specialists developed examples and resources for Three Signature Practices for grade bands.
  - A staff education series presents topics that include Restorative Practices, PBIS, and social-emotional learning and mental health, as they need to be practiced in the digital classroom.
  - Staff members are participating in Signs of Suicide training.

- **Resources for staffs**

  - Staffs have a defined referral process for Tier Two and Tier Three support.
  - Staffs can access a menu of available professional development.

- Staffs can tailor professional development to site needs.
- Individuals can access evidence-based social emotional learning training, content, and activities through digital platforms.

## STUDENT AND FAMILY ENGAGEMENT AND OUTREACH

When students are absent from distance learning, not meeting compulsory education requirements, not engaging in instruction, and/or are at risk of learning loss, NMUSD follows a tiered system of interventions to address student absences and barriers to regular student participation. Figure 1 illustrates the tiered system.

- Teachers provide the first contact and outreach to students and families through regular systems of communication, supported by multi-lingual staff when needed.
- Sites and district teams analyze attendance patterns and weekly engagement logs, and use Tier One and Tier Two strategies to engage students and address disengagement. Tier One strategies address the general needs of all students. Tier Two refers to individualized supports that some students need.
- Families continue to receive alerts about student absences through automated phone messages and parent emails/texts.
- Home visits and wellness checks are tracked and documented.
- Community agencies and partners assist in addressing chronic absenteeism.
- Modifications to the School Attendance Review Board (SARB) process address absences and COVID-related illnesses.
- Regular communication is maintained with homeless and foster youth students to ensure access to systems, services, and supports.
- Site tracking systems involve all site staff to monitor student connections, needs, and supports.
- School Community Facilitators provide communication, parent outreach, and student support for non-English speaking families.
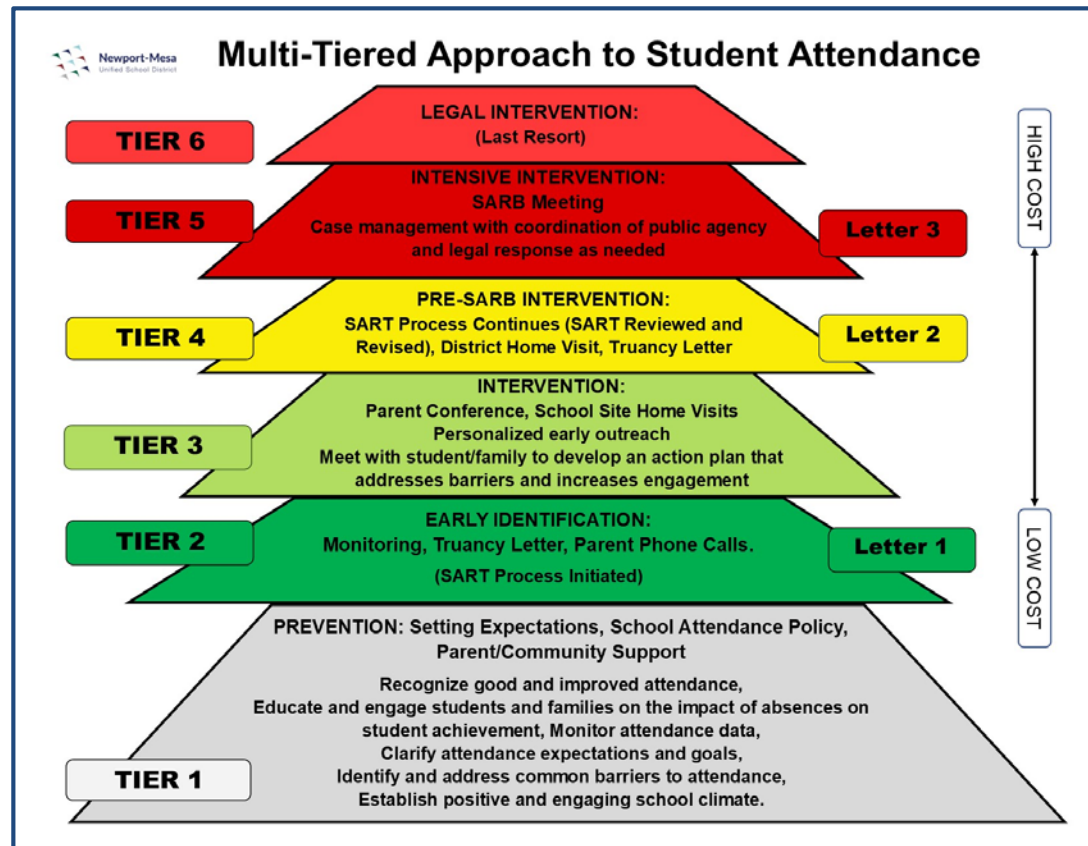
**Figure 1. Multi-Tiered Approach to Student Attendance**

## SCHOOL NUTRITION

NMUSD opened in fall 2020 with all students enrolled in distance learning. While distance learning lasts, grab-and-go meals are offered curbside for all students, including those who are eligible for free or reduced-price meals.

- Pickup locations are at all schools, except those undergoing construction projects (Ensign Intermediate and Corona del Mar Middle/High School). Students from those schools, plus students enrolled in Cloud Campus, can pick up meals at any other school campus.
- The NMUSD Helpline includes a Student Meals option to provide logistical information to families. Information is also available on the district's website.

- Students enrolled in the Cloud Campus program will continue to receive meals in this way throughout the 2020-21 school year.

When students in Level 3 of the Three-Level Plan transition to Level 2 with a partial on-campus learning program, meals will still be grab-and-go to accommodate days and times that students are on campus and days and times that students are engaged in distance learning. Distributions will maintain social distancing, as the California Department of Public Health (CPDH) and the Orange County Health Care Agency (OCHCA) guidelines recommend.

NMUSD assists families experiencing food insecurity:

- The district website provides information about Pandemic EBT (P-EBT) to help eligible families apply for and use these benefits to purchase groceries. The website also provides the procedure and form needed to have students receive free and reduced-price meals from the district. Assistance is also available via the NMUSD Helpline.
- School Community Facilitators received training from Nutrition Services about P-EBT to serve as direct support to families, especially Spanish-speaking families.
- Individual schools share information with families about free and reduced-price meals and P-EBT, as needed.

# ADDITIONAL ACTIONS TO IMPLEMENT THE LEARNING CONTINUITY AND ATTENDANCE PLAN

Table 14 lists actions not already listed in previous sections but needed to implement the Learning Continuity and Attendance Plan.

- The Contributing column refers to whether the action increases or improves actions for low-income students, foster youth (also considered low income), and English learners.
- *No* means that the action applies to all students. Low-income students, foster youth, and English learners also benefit from the action, as do all of the district's students.
- *Yes* means that the action specifically benefits low-income students, foster youth, and English learners.

**Table 14. Budget for Additional Actions to Implement the Learning Continuity Plan**

| Section | Action Description | Total Funds | Contributing |
|---|---|---|---|
| Mental Health and Social and Emotional Well-Being | Behavior specialists | $945,436 | No |
| Mental Health and Social and Emotional Well-Being | Social workers | $673,363 | Yes |

**Table 14. Budget for Additional Actions to Implement the Learning Continuity Plan**

| Section | Action Description | Total Funds | Contributing |
|---------|--------------------|-------------|--------------|
| Nutrition | Mobile power supplies to serve meals to children | $ 14,000 | Yes |
| Nutrition | Nutrition services staffing | $341,704 | Yes |

# INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW-INCOME STUDENTS

This section describes how the Newport-Mesa Unified School District (NMUSD) is spending Property Tax – Local Control Funding Formula (LCFF) funds during the 2020-21 school year to increase and/or improve services for low-income, foster youth (also considered low income), and English learner students to implement the Learning Continuity and Attendance Plan. LCFF regulations dictate the total required percentage and amount a district must spend on these students. This section, however, describes only those actions and expenditures directly related to the implementation of this Learning Continuity and Attendance Plan. As listed in Table 15, NMUSD must spend amounts calculated by the state, even though the district uses local property taxes to fund expenditures, rather than state funds.

**Table 15. Total Expenditures to Increase and/or Improve Services**

| Description of Funds | Amount |
|---|---|
| Percentage to increase or improve services | 8.97% |
| Increased apportionment based on the enrollment of foster youth, English learners, and low-income students | $14,890,989 |

## PRINCIPALLY DIRECTED AND EFFECTIVE ACTIONS

Table 16 lists actions from previous sections that contribute to increased and/or improved services for low-income students, foster youth, and English learners. The table describes the needs, conditions, and/or circumstances for these student groups as a result of the COVID-19 pandemic, and then describes how the listed actions meet student needs in response.

**Table 16. Summary of Actions for Low-Income, Foster Youth, and English Learner Students**

| Action | Needs, Conditions, and Circumstances Considered | How the Action Meets Student Needs |
|---|---|---|
| Student Chromebooks | • All students needed Chromebooks to use at home to participate in distance learning.<br>• While NMUSD had almost completed its plan to distribute Chromebooks to older students for use at home and to younger | • All TK-12 students have Chromebooks to participate in distance learning. |

**Table 16. Summary of Actions for Low-Income, Foster Youth, and English Learner Students**

| Action | Needs, Conditions, and Circumstances Considered | How the Action Meets Student Needs |
|---|---|---|
| | students for classroom use, the district realized that the plan must be accelerated and expanded. | |
| Hotspots to provide Internet connectivity | • Students need Internet connectivity to participate in distance learning, but not all NMUSD families have Internet providers, especially low-income students and families. | • All TK-12 students have Internet connectivity to participate in distance learning. |
| Additional School Community Facilitator support for families | • When students switched to distance learning, students and families needed assistance with technology devices and connectivity, and physical, mental, and emotional health issues caused by the pandemic. Low-income students, English learners, and foster youth are often in need of these additional supports.<br>• Students and families needed targeted communications efforts, including increased translation and interpretation services, to address student performance and attendance. | • School Community Facilitators expanded their roles to provide critical home-school communication, technology assistance, and parent education supports to all parents throughout the district, including parents of low-income students and foster youth guardians. |
| Summer programs to address learning loss: Elementary Bridge Program and secondary Incomplete Academy, including staffing, materials, and Edgenuity subscription | • To ensure that students do not fall behind grade level peers is essential. Immediately addressing learning losses ensures that elementary students can succeed in secondary classes, and secondary students have increased success in college and careers. | • Offering summer programs, rather than waiting until fall, addressed learning loss immediately and began the process of bringing students up to grade level. Low-income students, English learners, and foster youth often demonstrate learning loss. |
| Social workers | • The district determined the need for more support, especially for low-income students, English learners, and foster youth, through feedback received from school sites, | • NMUSD's addition of two social workers augments an existing group of three who provide services to all students, with much of their focus on providing increased and |

**Table 16. Summary of Actions for Low-Income, Foster Youth, and English Learner Students**

| Action | Needs, Conditions, and Circumstances Considered | How the Action Meets Student Needs |
|---|---|---|
| | counselors, and Department of Student Services staff. | improved services to low-income students, English learners, and foster youth. |
| Mobile power supplies to serve meals to children | • With students engaged in distance learning and health protocols severely limiting indoor activities, meal service needed to change to curbside pickup. | • Power supplies provide the electricity needed to provide curbside meal pickup. |
| Nutrition services staffing | • Continued provision of nutrition services ensures that students do not miss school or lose focus in their classes due to poor nutrition or lack of access to high quality food. Low-income students, in particular, need meals provided by the district.<br>• NMUSD considered staffing needs to deal with health and safety protocols required to distribute meals. | • Adequate staffing ensures that students, especially low-income students, continue to receive the nutrition they need to be successful in school. |

## HOW SERVICES ARE BEING INCREASED OR IMPROVED BY THE PERCENTAGE REQUIRED

In addition to the expenditures for actions listed in Table 16, NMUSD also spends funds that are not part of this Learning Continuity and Attendance Plan to increase and/or improve services for English learners, low-income students, and foster youth. These services, summarized below, contribute the remaining amounts to reach the required total expenditures and percentage the district must spend. For detailed information about NMUSD's budget and expenditures, see the 2020-21 All Funds Final Budget Book on the district's website.

Beyond the scope of this plan, additional actions and services to meet the needs of English learners, low-income students, and foster youth include the following:

- **Increased and improved elementary and secondary instructional materials** include supports for English learners, low-income students, and foster youth.
  - Grades TK-6 physical and digital English language development (ELD) materials include ELD scaffolds integrated into English language arts (ELA) materials, as well as designated English language development, teacher support, and ancillary materials.

- Foundational reading and intervention instructional materials and supports implement California State Standards in English language arts and English language development.
- Grades TK-8 math instructional materials with additional supports are specifically directed to meet the needs of low-income, foster youth, and English learner students.
- Grades 6-12 history/social-science materials have additional supports specifically directed to meet the needs of low-income, foster youth, and English learner students.
- The district's purchase of elementary TK-6 English language arts/English language development materials, grades TK-8 mathematics, and grades 6-12 history/social-science materials continues to support English learners and struggling students (often low-income) through high quality core materials augmented by intervention materials, integrated and designated ELD, and foundational skills support.

- **Increased and improved staffing** addresses the specific needs of English learners, low-income students, and foster youth.

  - Continued site-based coaches have 50% of their assignment specifically directed to meet the needs of low-income, foster youth, and English learner students.
  - Continued grades TK-6 science specialist instructional site staffing provides instruction, as well as release time for teacher planning and delivery of intervention and/or remediation (when in Level 1, In-Person).
  - Continued grades TK-6 music instructional staffing provides instruction, as well as release time for planning and delivery of intervention and/or remediation (when in Level 1, In-Person).
  - Continued grades TK-6 physical education instructional site staffing provides instruction, as well as release time for teacher planning and delivery of intervention and/or remediation (when in Level 1, In-Person).
  - Elementary dual immersion language programs expanded by one grade level to grade 5.
  - The district continues to provide improved support for English learners through staffing to support district level assessment, data analysis, program evaluation and design, and part-time and full-time teacher interventionist support targeted to schools with high concentrations of English learners.
  - The focus of the Coordinator of TK-12 Curriculum and Instruction is to support the adoption of new materials; refine the district's core instructional science, math, visual and performing arts, and physical education programs; and enhance supplemental supports. The coordinator also assigns content area specialists and provides professional development to ensure high quality instruction for students, as well as providing teacher training, collaboration, and preparation time that supports the development of a site's Tier One and Tiers Two and Three interventions.

- **Increased and improved support services** lead to increased academic success.

  - School readiness nurses and two additional social workers continue to support students. To improve attendance and students' mental, emotional, and physical well-being, the district continues to provide nurses at all sites, with supplemental staffing at the Hope Clinic.

- The district continues to provide nutrition services that are supplemental to the Free and Reduced Price Meals program.
- NMUSD continues to provide supports for and outreach to parents of low-income, foster youth, and English learner students through the use of School Community Facilitators and targeted communications efforts, including increased translation and interpretation services at school sites. Increased communication with parents directly addresses student performance and attendance.
- Adherence to a Multi-Tiered System of Supports encompasses supports for students that extend beyond the scope of academics.

- **Increased and improved professional development** ensures best practices in the core instructional program and in interventions.

  - Two LCFF-funded days of teacher professional development enhance the core instructional program (Tier One) and augments supplemental supports, particularly for teachers with high concentrations of English learners, low-income, and foster students, or even with small numbers of students who continue to have increased needs for support.
  - An increased number of elementary specialists (compared to the baseline year) and improved services via secondary coaches provide training in English language arts, history/social science, math, and science. The roles of site-level coaches are conceptualized as 50 percent core and 50 percent supplemental to increase access to best, first instruction in Tier One and to provide high quality intervention/remediation in Tiers Two and Three.
  - Professional development ensures high quality instruction for students, as well as providing teacher training, collaboration, and preparation time that supports the development of a site's Tier One and Tiers Two and Three interventions.
  - Two grades TK-6 Teachers on Special Assignment (TOSAs) provide professional development in elementary science, engineering, and visual and performing arts.

- **Increased and improved technology skills and access** make possible the participation of all students, including low-income students, in distance learning.

  - NMUSD continued its planned rollout of Chromebook distributions to students, in particular to support low-income students. Due to the COVID-19 pandemic, this effort was accelerated to include all TK-12 students, not just grades 5-12 students as planned and documented in prior Local Control and Accountability Plans (LCAPs).

- **Increased and improved college preparation services** especially benefit low-income students, English learners, and foster youth, who are often the first ones in their families to attend college.

  - Increased intervention and remediation services include credit recovery courses, increased reading class sections, and other supports focused on reading and mathematics.

- The district supports the Advancement Via Individual Determination (AVID) program at all secondary schools and Rea Elementary, where 100 percent of students are low income and more than 80 percent are English learners. AVID has been shown to increase college-going attendance and graduation rates.
- College preparation activities are planned for students regardless of the Level 1, 2, or 3 status in the Three-Level Plan. Activities for targeted low-income, foster youth, and English learner students may include payment of Advanced Placement and International Baccalaureate test fees for low-income students, tutorial support, and support for writing college applications.
- Secondary students receive increased support to complete a-g requirements for admission to the University of California and California State University systems.

- **Increased and improved academic support** for elementary and secondary students focuses on site-determined needs.
  - For elementary students, the district provides additional part-time or full-time teachers at Title I schools (schools with large percentages of low-income students) and selected non-Title I schools. Additionally, instructional assistants, bilingual instructional assistants, and reading resource technicians are assigned to schools in order of need. These uses of staffing increase access to Tier One, while augmenting access to Tiers Two and Three with targeted support, particularly in developing literacy skills.
  - Two content area coaches for all secondary sites, counselors at Newport Harbor High School, and graduation coaches at Costa Mesa High School provide increased access to Tier One, while augmenting access to Tiers Two and Three with targeted support for struggling students, typically low-income, English learner, and foster youth students. These positions are spread throughout the secondary schools according to site-determined need.
  - Early College High School is a college preparatory dual enrollment high school program strategically designed to fulfill and exceed University of California a-g admission requirements. The majority of enrolled students are low income and the first in their families to attend college. The school supports increased access to college preparatory classes and a college-going culture, with success evidenced by its graduation rate and college acceptance rates.