

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

North Monterey County Unified School District has been impacted by the COVID-19 pandemic in the following ways: 1. Schools physically closed beginning March 16, 2020, resulting in a drastic halt to in-person instruction and the challenge to reopen the 2020-2021 school year began in full Distance Learning per State and local guidance. 2. Challenges in developing and maintaining communication that is timely, aligned and effective, especially at the beginning of the school year. 3. Daily meals preparation and distribution during campus closures which is critical with a 37% of students homeless rate and 87% of students considered low-income. 4. Challenges in engaging students and families on a daily basis, particularly to ensure support. for those our are highly mobile without consistent means to stay in contact due to lack of phone or internet connectivity.

Our District has responded to meeting these needs by: 1. Developing new ways of communication in a community that is highly impacted by the digital divide due to lack of reliable or affordable cell/internet connectivity, knowledge in the use of technology, who are highly mobile. 2. Providing instruction delivered remotely through both online platforms with options for low-tech engagement through instructional materials and textbooks with the need for two-way connection via phone calls, emailing and text messaging as well as other means to support parents and students remotely. 3. Creating systems to allow families to pick up/drop off instructional materials/completed work, pick up meals and check out devices or textbooks at specified locations as well as providing follow up delivery to the student's home address on a weekly basis. 4. Enhancing cleaning and sanitization protocols, ensuring training, compliance and monitoring to prevent the community spread of COVID 19. 5. Establishing and staffing a support hotline from 7 AM-7 PM with translation support for families to obtain tech help, resources or other supports. 6. Securing devices for all students and providing a variety of wifi options and hot spots to those without internet access. 7. Implementing a method to track daily participation for attendance, accounting for daily and weekly instructional time, and making personal phone calls to each family to re-engage, and if needed, conduct home visits. 8. Establishing and implementing weekly Multi-tiered Systems of Support (MTSS) & Student Attendance Review Team (SART) meetings to ensure supports are put in place for students who are not engaging and/or where other options needs to be considered for serving students, which may include supervision on campus.

Our District remains committed to 1. Provide high-quality, accessible, distance and hybrid learning, including services to English learners and services required by students' Individual Education Plans and Section 504 plans, and those who are homeless or are foster youth, as well as low-income students. 2. Provide critical mental health and social emotional services and resources. 3. Continue to use LCFF supplemental and concentration funds and other additional federal, state and local funds to increase and improve services for high-need students. 4. Implement meaningful community engagement practices when developing our Learning Continuity and Attendance Plan, and 5. Track student attendance, participation, and academic progress, with particular attention to our English learners, students with IEPs and Section 504 plans, Homeless, Foster Youth, and low-income.

Stakeholder Engagement

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

Beginning in January 2020, the District began to engage stakeholders through our LCAP Advisory process where a representative group of students, parents, community members, teachers, classified staff, and administrators looked at our data, identified bright spots as well as areas of focus, identified where resources were needed, and developed 3 year targets with strategies for implementation along with ideas for realigning existing resources to achieve the desired outcomes. Spanish interpretation was available at these meetings. Additional stakeholder groups were identified as an extension of the current advisory members to expand opportunities for feedback. A survey was also developed and shared to solicit feedback on priorities. In June 2020, several stakeholder focus groups were held to solicit ideas and feedback on what was most important in our reopening plan. These focus groups included parents, teachers, and classified staff. A Reopening Steering Committee was formed and responsible for various aspects of the Reopening Plan.

In addition, Action Teams were created to focus on different aspects of our Reopening Plan, which included targeted MiniTeams who provided input on instructional schedules, attendance accounting, grading and assessment, services for English learners, early learning, educational technology, lesson design and strategies for distance and hybrid learning, and professional development.

Outreach to stakeholders was done at the school site level as well as through our District app, videos, social media. In addition, individual phone calls were made to every family in English or Spanish, depending on the home language, and individual phone surveys were completed resulting in an over 80% response rate. The District and school sites continue to solicit feedback from stakeholders in a variety of ways, to include student input and feedback.

Middle School Counselors sent out surveys within the first few weeks of school to gauge how students were feeling, how they best engage, and what they need. Based on student feedback, resources were developed, websites were created to do daily check ins, and groups were formed for interventions and supports based on those identified needs. Videos were pushed out to help parents understand expectations, a

virtual townhall was held in English and Spanish to answer parent questions and concerns. Schoolwide Zoom sessions were held daily for the first two weeks of school for students to learn about expectations, ask questions, and connect.

At North Monterey County High School, ASB students are sending out a suggestion survey every three weeks. The last survey resulted in 849 responses (about 2/3 of students responded) and resulted in schoolwide activities once a week, a mentoring program for freshmen, improved and increased communication through social media, a virtual dance, and planning for an online gaming tournament at the end of September. ASB students also developed videos to introduce new staff and communicate expectations in the beginning of the year.

A draft of the Learning Continuity and Attendance Plan was presented at a Board Meeting on September 10, 2020 for Public Comment, at a PAC and LCAP Advisory Meeting on September 16, 2020, and at a DELAC Meeting on September 17, 2020. In addition, consultation was conducted with the North Monterey County Federation of Teachers as well as CSEA on September 17, 2020.

The Superintendent will respond in writing to the comments made at the PAC and DELAC meetings.

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

All public meetings and public hearings were available through a publicized Zoom link shared on the district website and announced through the district's notification system and social media formats. Agendas are published on the website in a timely manner to allow for public review. Translation and interpretation services are always available. In addition, the public was informed of the option to email or phone in public comments, in addition to comment via "raise your hand" through Zoom to ensure stakeholder participation. Parent advisory meetings are held via Zoom and translation and other supports are provided to encourage participation and provide a means to provide input and suggestions.

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

Essential childcare is a great need in our community. Families are concerned about the health and safety of students and asked what protocols were in place to ensure a clean and safe environment. Access to devices and internet was a major concern. Parents wanted to be sure instructional schedules would be informative to determine when students needed to be online for virtual synchronous instruction. Teachers were also concerned about health and safety and wanted to increase access to educational technology tools and online curriculum materials. In addition, many staff members expressed a need for childcare for their own children while working. Students provided feedback regarding the importance of peer to peer connection and the need to have dedicated time for students to also interact with a caring adult.

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

Essential childcare was provided beginning Monday, March 23. Extensive health and safety cleaning protocols have been implemented with signs posted and masks required per County and State requirements. An additional 3000 devices as well as 1300 hotspots were purchased to ensure access and connectivity. Bandwidth is a concern given the Zoom requirements and the lack high quality internet services within the North Monterey County community, therefore the District will need to upgrade the bandwidth and pay for that service, in addition to the hotspot service. Student weekly instructional schedules for each teacher are now posted on the school websites so students and parents know when they need to log into their synchronous sessions as well as which assignments need to be completed to account for each instructional day. Several educational technology licenses, tools and online curriculum materials and assessments were purchased. Human Resources reached out to all employees and complete a return to work on-boarding process and offered District sponsored childcare for children of employees. Opportunities for peer to peer connections, spirit days, virtual assemblies and ways for students to build and maintain relationships have begun at each school, in addition to virtual parent meetings.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model will look like this:

1. In a hybrid model, assigned cohorts of students will be on campus on specific days and provided instruction in all content areas with schedules posted for each group of students. For students not on campus, a schedule along with expectations will be provided for both synchronous and asynchronous learning.
2. Protocols for safety (students and staff) to include temperature checks and completion of health check questionnaire upon arrival on campus (or prior to boarding the school bus), six foot distancing on the campus and in the classrooms, requiring masks, as appropriate, and specific structures and schedules for hand washing, restroom use, and share areas such as playgrounds.
3. Campus access will be limited with staggered arrival and dismissal times with designated areas for students to access wifi at reserved times and locations. Parents and other visitors will not be allowed on campus until the state and local health orders lift restrictions.
4. Hygiene practices will be emphasized, required, and practiced by all staff and students on campus.

5. Protective equipment will be provided in the form of masks, as well as face shields for specific groups of students and staff in the event visibility of the mouth is critical to instructional objectives.

6. Physical distancing will be enforced throughout the campus until the state and local health orders lift restrictions.

7. Cleaning and disinfecting will take place on a regular daily basis to ensure physical health and safety in school facilities and vehicles.

Once the Monterey County Health Officer allows for in-person based instruction, our District plans to administer diagnostic assessments upon students' reentry into school to assess students skills and learning loss as well as identify what skills students need to close gaps and accelerate their progress in key areas including Reading Language Arts, Math, and English Language Development. We will use formative and summative assessments to develop an instructional model to address the needs of students. Diagnostic assessments will include materials from Benchmark Advance/Adelante for elementary Reading Language Arts, Let's Go Learn ADAM/DOMA for elementary, middle school, and high school students who are behind in Math, Let's Go Learn DORA for middle school and high school students who are significantly behind in Reading Language Arts and time will be provided for students to address these learning gaps for specified amount of time in adaptive learning curriculum such as Lexia, Freckle, and Let's Go Learn Edge with teachers monitoring and providing additional targeted instruction as needed. Interim assessments will also be administered at specified intervals to measure learning gains, assess persistent gaps, and ensure consistent monitoring districtwide.

The Parent Portal will continue to be used to communicate progress of students where parents can log in and view student attendance, instructional assignment completion and at the secondary level grades for each course. In addition, progress reports will be sent each quarter and for individual students who are not making progress. There are weekly MTSS meetings scheduled at each school site to review students and immediate respond if students are failing to make progress and/or fully engage in learning.

North Monterey County Unified School District plans to provide services soon (end of September/beginning of October) for identified priority students through in-person small, supervised groups of children in a cohort model to address learning loss and accelerate pupil progress through targeted, specialized support and services for these students, which are primarily our students with disabilities, English learners, low-income, foster youth, and pupils experiencing homelessness, as well as those without access to internet, in accordance with the Cohorting Guidance provided by the California Department of Public Health, released on August 25th, 2020, with an update released on September 4, 2020. In this model we will ensure that:

- Stable cohorts are no more than 14 students with no more than two supervising adults in a supervised environment.
- Cohorts will not interact with other such groups and will be kept separate for all activities
- Physical distancing and safety protocols will be maintained, pursuant to the CDPH School Guidance
- In person cohorts will be conducted in consultation with the health department.

For more information, refer to the North Monterey County Unified School District Reopening Schools Plan.

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

Description	Total Funds	Contributing
<p>Staffing support include additional classroom teachers in grades TK-3 to keep class sizes under 25 in order to ensure 50% of students can attend under the hybrid model to ensure stable cohorts. Teachers on special assignment (Specialists), preferred substitutes, and Assistant Principals will be used to support classrooms and ensure stable cohorts with minimal adults to ensure adequate classroom supports. Additional time for instructional aides and paraprofessionals to support students in the classroom and/or during distance learning in virtual breakout groups, tutoring and/or who are supervised on campus. Counselors supporting with academic progress monitoring and individualized learning plans. Classified and certificated staff time to make phone calls and outreach to individual students and families at a daily/weekly basis to ensure two-way communications and provide support in asynchronous learning. Supplemental time to perform diagnostic assessments for new entering students and to complete training on a professional development work day.</p>	<p>12,030,885</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

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

The District provides continuity of instruction and learning through the following specific ways:

1. Providing access to the full curriculum (of substantially similar quality regardless of method of delivery) by providing standards-based materials and District-adopted curriculum in both hard copy and digital formats during Distance Learning. Online curriculum materials and licenses have been made accessible when available and additional supplemental curriculum materials and assessments that are standards-aligned and skills-based have been provided to support teachers in identifying specific student gaps and providing adaptive curriculum to address learning needs.
2. Monitoring and supporting student progress through synchronous instruction online as well as asynchronous work documented and submitted online or in hard copy, if digital access is not available.
3. Providing all teachers and students with a District-issued device, a Google log in with access to the Google Apps for Education, including Google Classroom.

4. Ensuring each teacher posts the student instructional schedules online on a weekly basis and provides specific times students are to log on for synchronous instruction as well as what is needed to be completed for asynchronous instruction. Outlined in the schedules for elementary are the times for English Language Arts, Math, Social Emotional Learning, Physical Education, English Language Development, Science, and Social Studies. Middle School schedules are divided into three instructional blocks daily where students have up to eight subjects with teachers providing at least 25-30 minutes per subject/block of synchronous instruction. High School schedules are divided into 3+1 blocks with at least 25 minutes per block of synchronous instruction, students complete 3 year long courses per semester (3x3), complete at least 6 or more courses.
5. Developing an Educational Technology Plan with additional resources such as the Digital Citizenship Site, which contains grade span appropriate Digital Citizenship lessons; the Distance Learning Teacher Resource Site, which provides information on support sessions and helpful videos for teachers to learn to use Google Classroom, set up Zoom sessions, and creating Choice Boards for lessons; and the Educational Technology page on the District website which outlines the process for vetting and requesting educational technology resources.
6. Developing a Parent Resource page to provide how-to videos and step by step instructions on accessing online curriculum resources in both English and Spanish.
7. Establishing regular communication through our District app, phone calls, and social media pages in Spanish and English to keep families informed of updates and information.
8. Offering essential childcare and supervision for families who are essential workers and need supervision of their school-aged children so they can engage in distance learning.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All families were surveyed and contacted via phone in Spring 2020 as well as July 2020 to determine which families had access to devices as well as reliable internet connectivity at home. Chromebooks were issued to all third through twelfth grade students in Spring 2020 and classroom tablets were issued to TK and Kindergarten families in August 2020. Additional Chromebooks were identified and issued for all students in grades TK-3 in August 2020. In June 2020, additional Chromebook devices were ordered but due to demand were not to be delivered until late September or October. In addition, in late June 2020, the District qualified for the State's AT & T hot spots program discount and ordered 1300 to provide connectivity to families who indicated they did not have access to reliable internet. These hotspots were scheduled to arrive by the first day of school, August 12, 2020, but were significantly delayed until Sept. 7th. In August, all students were also issued District Chromebook backpacks with labels that contain their name and student identification number in order to protect the devices during transport and storage when not in use.

The District also installed parking lot wifi and equipped three vans with wifi so they could serve as a mobile internet wifi access point for our students. The District's bandwidth capacity needs to be expanded to handle the updated requirements for Zoom and additional hotspots. In addition, the District is working collaboratively with the County Supervisor's office and the Castroville Public Library, supported by our Family Resource Center to set up tables/chairs at Castro Plaza for students/families to have a dedicated location to access the internet.

Through the weekly engagement record and instructional minutes accounting process, teachers are tracking students engagement in synchronous and asynchronous instruction and following up via phone if a student has not engaged in three days. If the issue is connectivity, the teacher reports this information to the site administrator.

All students and parents were required to sign the NMCUSD Technology and Internet Acceptable Use Agreement, Loaner Device/Chromebook Agreement and the Distance Learning Acknowledgement and Consent form and the NMCUSD Digital Citizenship Agreement in order to pick up their District-issued devices. There is a Support Help line which provide technology support to students and families from 7:00 AM-7:00 PM on all work days for the district. Parents are supported by staff from our District's Family Resource Center in accessing technology, with assistance, to learn how to create email accounts, use their phones for communication, learn how to leave voice message and/or email the teacher/school, and to use Zoom and other applications, to include how to check the parent portal.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Per SB 98, daily live participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians. Teachers track live contacts daily through Illuminate Attendance as well as through the synchronous instruction in their Minutes Accounting Gradebook record in Illuminate for each student, both tools connect to the weekly student instructional schedule. Asynchronous instruction engagement is also recorded with each assignment provided an instructional minute value in the Minutes Accounting Gradebook record in Illuminate. Special codes were developed in the Attendance system to distinguish students who are present fully for a synchronous session, students who are late to a synchronous session, students who did not attend the synchronous session but completed the asynchronous work, and students who were absent and did not complete any asynchronous work. Departments and Grade level teams worked on calibration of time value for assignments guided by the work done by the Attendance and Supervision MiniTeam that met in July 2020. Each instructional day must provide evidence of at least 180 minutes for Kindergarten, 230 minutes for Grades 1-3, and 240 minutes for Grades 4-12, which includes the synchronous instruction along with asynchronous instruction/assignments. For students who are in Dual Enrollment courses with Hartnell at the high school, the minutes are modified to a minimum of 180 minutes of daily instruction excluding the Dual Enrollment courses. Teachers continue to also evaluate student progress based on the quality of work submitted as well as the demonstration of learning as measured by progress toward the learning objective based on standard(s). A weekly student instructional schedule for each teacher is posted and shared online and these schedules outline the content, expectations for logging into synchronous learning sessions, and times to complete asynchronous assignments for each day.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

A survey for professional learning needs was conducted in Spring 2020 to determine our teachers' most pressing needs. Two of our Specialists (Teachers on Special Assignment) have provided a variety of professional development and coaching sessions to help equip

teachers to teach during this time of distance learning. The NMCUSD Distance Learning Teacher Resource website has been developed and includes when and how to access live 30 minute support sessions on a variety of topics related to Distance Learning on a weekly basis, videos and slides that provide step by step directions for developing tools for implementing in the classroom including Choice Boards, Setting up a Google Classroom, Setting Up Zoom for Distance Learning, as well as links to recorded webinars on implementing Benchmark and Distance Learning activity slides for Benchmark Advance/Adelante. In addition, our Professional Development Coordinator has launched Frontline, an online learning platform for professional development, through which teachers and other staff can access a variety of self-guided professional development modules. Included are self-paced English Learner Professional Development modules to provide teachers with an overview of why and how to implement designated and integrated ELD, training on the ELD standards, writing language objectives, and implementing strategies support English Learners in the distance learning setting.

Educational Technology Teacher Leads (2-5 teachers with stipends at each school site), will provide teachers with training to leverage and expanded their site level educational technology support provided to other teachers and the Educational Technology leads will meet on a regular basis to determine teacher needs and respond accordingly at the site level and across the District.

A menu of professional development options was provided both prior to and during the first week of school which included Parent Engagement, Fostering Resilience, Coping with COVID 19: Self Care Strategies, District Resources for Technology Integration, Frontline District Professional Development Catalog Overview, Teacher Clarity and Success Criteria, 3-Step Lesson Design, Lesson Design and Online Delivery Model, English Learner Strategies and Language Development, Benchmark Online Distance Learning Activities, and SIRAS and IEP Training.

Site Administrators, with the support of the Educational Services team and designated teachers, delivered training to site teachers and staff on how to complete attendance and create Gradebooks to account for the daily live interaction and weekly engagement record.

An IT Support Helpline with extended hours (7 AM-7 PM) also provides support via phone for teachers, staff, parents, and students that need technological support related to devices and access.

Please refer to the Professional Development Plan, the Distance Learning Guide for Teachers, and the Educational Technology Plan for additional information.

Staff Roles and Responsibilities

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

All staff have been impacted with new roles and responsibilities as a result of COVID-19. Specifically, staff are assisting with lunch/meal distribution, disinfection of work spaces/classroom spaces, assisting with student supervision as needed (particularly when students come on to campus, including parking lots to access the internet), assisting and ensuring facility access controls are followed by all, and assisting with health screenings. Instructional support personnel are now assisting with supporting all students (not just Special Ed) synchronously/asynchronously, distributing and organizing materials/supplies, providing essential childcare, calling and communicating with families/students. Bus Drivers are now supporting with distribution, delivery, and moving supplies, distributing students packets as needed, assisting with traffic flow during distribution events, and also supporting with general grounds maintenance. Our Informational Technology staff is assisting with the District Helpline, preparing devices and hot spots for distribution, providing remote technology support and on-site support for administrators, teachers and support staff working on campus.. All administrators plan, organize, monitor and provide direct services within all of these new areas of responsibility. Behavior Technicians have been supporting students and families by setting up

behavior support plans for distance learning, and also support with other needs such as copying and distributing packets, assisting with the District Helpline, and making phone calls to families.

During the Summer 2020, in preparation for calling all families, all staff were contacted to determine availability as well as the ability to speak Spanish to be able to reach our families for whom Spanish is the primary language.

A Memorandum of Understanding with the North Monterey County Federation of Teachers was signed in August 2020 to specifically align responsibilities with the requirements of SB 98, which includes the distance learning delivery model, requirements for synchronous and asynchronous instruction, instructional schedules, attendance and notifications, and services to priority students.

Realignment of staffing was done to determine needs and to provide supports to students in distance learning.

Educational Technology Lead job descriptions were also revised to outline additional responsibilities to support teacher colleagues in the integration and use of technology, especially in the distance learning environment.

Instructional Leaders also have increased responsibilities for facilitating communication and meetings with teacher colleagues to support the site administrators in implementation of best practices in the distance learning environment.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District will assess the unique needs of all learners to determine what additional supports are needed by identifying students who are not engaging or are working on acquiring basic skills by looking at engagement records and diagnostic assessment results, as well as work samples.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

1. English learners- Document English learner engagement in synchronous and asynchronous learning, provide training and supports for educators planning designated and integrated ELD, ensuring that ELD is provided on a daily basis, documenting opportunities for listening and speaking, and looking at assessment results that identify where students are in listening, speaking, reading, and writing. Training is also provided in how to use ELD checklists so teachers can listen for and look for language that is appropriate to each English learners' level. We will also continue to hold regular Language Review Team meetings to work together to identify and support English learner students who are not making progress and work collaboratively to implement strategies and evaluate their effectiveness.
2. Pupils with exceptional needs served across the full continuum of placements- Document daily interaction and engagement in synchronous and asynchronous learning, communicating IEP goals, providing RSP services and SDC services according to each students' IEP, assessing students on specific skills, as well as continuing to progress monitor according to their IEP goals. Coordination between the case carrier, related service providers, and general education teachers will continue.
3. Pupils in foster care- Document daily interaction and engagement in synchronous and asynchronous learning, checking in and providing targeted supports with our Family Resource Center Liaison, assessing students on their skills and progress on a regular basis, and providing additional support through a small group cohort, as appropriate.

4. Pupils who are experiencing homelessness- Document daily interaction and engagement in synchronous and asynchronous learning, checking in and providing targeted supports with our Family Resource Center Liaison, assessing students on their skills and progress on a regular basis, and providing additional support through a small group cohort on campus, as appropriate.
5. Parent trainings for how to support students in Distance Learning to include social emotional learning, behavioral supports, routines and structures, appropriate use of technology, and how to communicate with the teacher and the school.
6. Counselors
7. Instructional aides, paraprofessionals and ASES (highly qualified staff) provide supervision and tutorial supports.

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

Description	Total Funds	Contributing
Expand the roles of Educational Technology Leads, Instructional Leaders, and Curriculum, Instruction, and Educational Technology Specialists to better support technology and distance learning instructional needs. Provide essential childcare services and supervision of priority students on campus. Provide academic monitoring and individualized learning plans with support via academic counselors for distance learning, related professional development and coaching support, and alternative schedules and course offerings to meet the needs of students in a distance learning and/or hybrid (distance learning and in-person) instructional delivery model. Career Technical Education and Dual Enrollment courses and related college and career programming and supports are also realigned for a district learning model.	2,444,699	Yes
Purchase Chromebooks and tablets, hot spots, device backpacks, and additional bandwidth in order to ensure all families have access to virtual distance learning instruction.	1,809,590	Yes
Purchase online licenses for educational technology tools to expand student and teacher ability to teach and learn in engaging and meaningful ways. Purchase online licenses for District adopted curriculum, supplemental standards-aligned curriculum, and assessment tools to ensure access to curriculum and assessments of substantially similar quality for teachers and students in a distance learning environment.	270,178	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers will administer screener assessments such as the Kindergarten Readiness Assessment, IPT, and internally developed math assessments early in the 2020-2021 school year in order to identify where students are in their learning status in English language arts, English language development, and mathematics. Students who have significant learning gaps will be administered additional diagnostic assessments to identify specific skills that are needed to close those gaps using Benchmark, Let's Go Learn DORA and ADAM/DOMA. School teams will continue to use the Achievement Team protocols to analyze results and determine appropriate next steps to address areas of pupil learning loss. Both core curriculum materials as well as supplemental standards-aligned adaptive computer-based curriculum such as Lexia, Freckle, and Let's Go Learn Edge will be used for targeted instruction during asynchronous learning time and small group instruction.

Teachers will use ELD Checklists to monitor EL student progress in ELD during synchronous instruction.

Initial ELPAC tests will be administered for new EL students.

Updated EL Master Plan will also provide guidance on addressing the needs of our English Learners with particular attention in the OCR Report as it pertains to services and progress for our English Learners.

We are also looking closely at the Special Education Disproportionality Report to see how we can address the needs outlined.

Pupil Learning Loss Strategies

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

School teams will continue to use the Achievement Team protocols to analyze results and determine appropriate next steps to address areas of pupil learning loss. Both core curriculum materials as well as supplemental standards-aligned adaptive computer-based curriculum such as Lexia, Freckle, and Let's Go Learn Edge will be used for targeted instruction during asynchronous learning time and small group instruction to accelerate learning progress.

Teachers will use ELD Checklists to monitor EL student progress in ELD during synchronous instruction and use formative practices during instruction to provide quick feedback on student learning progress as well as inform their own practice. Using strategies and practices from The Teacher's Guide to Standards-Based Learning, teachers will set goals with students and support students in developing appropriate personal learning targets with evidence and reflection and document them on personalized learning plans to track progress of students in key essential areas across content areas. Teachers will also provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning and utilize portfolio-based assessments that describe students' learning progress over time with student work.

Administrators will collect data by conducting virtual classroom walkthroughs in Google Classroom or during a virtual synchronous instruction session, hosting in-person or virtual student focus groups, conducting individual student interviews, teacher and parent interviews, and analyzing survey results.

Classified instructional support will also be provided to join in instruction and help smaller groups of students who need support. Special Education teachers along with general education teachers will look closely at the progress of our pupils with exceptional needs. For our Homeless students, we have been providing them with additional school supplies, providing them with hygiene kits, following up and checking to make sure they are able to log in and connect, and providing referrals to Loves, Fishes, and Computers, a local agency that can support with very low cost connectivity, if they are staying in a place with AT&T access. We are also providing additional support for our Foster Youth and providing them with school supplies, checking on their ability to connect, and providing with additional resources, as needed.

We have developed a database and assigned priority points for those who are Homeless, Foster Youth, English Learners who have not made progress, and will be prioritizing these students for in-person support in small groups/cohorts for services.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers will look at the progress of students who require targeted support on a weekly basis using work samples as well as reports from Lexia and/or Let's Go Learn. ELD Checklists will be used to monitor the progress of English learners in English Language Development with follow up taking place a regularly scheduled Language Review Team meetings.

Site administrators will look at data report results from assessments, as well as targeted online learning programs for students who need more intensive support on a biweekly basis.

Continue to implement the Achievement Team process and cycles to ensure data is looked at regularly, goals are developed aligned to need, strategies are implemented, and effectiveness can be determined.

Run reports by student demographic factors so data can be analyzed to illuminate any gaps in access, opportunity, or achievement.

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

Description	Total Funds	Contributing
Use the Achievement Team process, provide diagnostic assessments, supplemental adaptive targeted instruction, provide high-quality instructional support for children on campus, additional paraprofessional support for Special Ed students, Counselors/Coordinators work on identifying, meeting with students, and working on individual learning plans for students not making progress.	1,226,627	Yes

Mental Health and Social and Emotional Well-Being

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

North Monterey County Unified School District has focused on Tier 1 support for all learners, families, and staff. Staff have been provided and will continue to receive ongoing professional development opportunities regarding social-emotional learning, behavior support, and trauma-informed practices as well as opportunities to meaningfully connect with each other through district and site facilitated opportunities. There is also consensus to gather staff input via a survey, which we are currently working on. HR and the employee assistance program are available to staff who may require additional assistance in other areas of their personal lives.

The district has selected building relationships and self-awareness as the CASEL focus areas for the first months of school. As part of Tier 1 supports, learners have opportunities to meaningfully engage in social-emotional learning through various modalities, such as packets, live zooms, and during social-emotional learning time embedded within their daily or weekly schedule. Tiered systems of support are in place for learners who may need additional social-emotional, behavioral, or wrap-around support (Tier 2 and 3).

Our district social-emotional team, consisting of school psychologists/interns, mental health staff, social work interns and behavior specialists work closely with district administrators to monitor student engagement data and referrals used to identify learners who may need additional support. Identified learners, through the MTSS process, are then matched to group (Tier 2) or individualized (Tier 3) interventions and supports to ensure that their needs are met and/or to teach skills the learner may need to be successful. Depending on the student needs, individualized supports are provided by behavior specialists, school psychologist/interns, mental health staff, and/or social work interns.

The individual support is to be virtual, but we've also problem solved together to find safe alternatives when there are barriers. For instance, a family may need internet access which we can make available by appointment or there may be situations in which a virtual appointment is not appropriate in which case we would prepare a space with all of the safety protocols and procedures. These individualized services are monitored for progress or lack thereof and adjusted as needed. In order to further monitor student needs, the SEL Action Team has determined that the use of an SEL screener is vital to have accurate data. Our district is currently in the process of obtaining age appropriate screeners to administer to all of our students.

Families requiring additional support or who have multiple factors impacting their lives may be connected to wrap-around services through our Family Resource Center (FRC). During MTSS Meetings, students identified as foster youth or homeless are immediately connected to the FRC for follow-up where the Community Liaison and Social Worker work together to assess and reinforce the areas of need for the student and or family. At times this population requires intensive case management, which may include warm introductions to other agency

providers as well as basic resources such as food, clothing, applying for benefits or low-income housing, local shelters, and financial planning assistance, among others.

In addition, our district has taken action by providing an eight-week parenting series on Social Emotional Learning both in English and in Spanish. Most recently, the district has had two staff trained in Mental Health First Aid and they will now be able to train staff, parents, and community members to provide first aid to youth experiencing mental health issues. These courses will be provided virtually and as we move forward, the SEL Action Team is working closely with our Parent Engagement Team to support parents in learning how to access virtual opportunities, so they can better support their student's learning.

Pupil and Family Engagement and Outreach

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

A Multi Tiered System of Support team at each school implements the tiered reengagement strategies. Each teacher takes attendance during synchronous lessons on a daily basis and reviews asynchronous assignments for attendance purposes on a weekly basis, recording information in the Minutes Accounting Gradebook, which is part of the Weekly Engagement Record. Teachers reach out to parents of students who have not engaged and request assistance if a translator is needed. If no contact is able to be made, a referral form is completed and the Student Attendance Review Team reviews all the referrals once a week for Tier 2 intervention.

Documentation is maintained of pupils that are frequently absent along with methods used to re-engage them.

A consistent attendance monitoring tool, through Illuminate Attendance coding and the grade book is used to document daily participation and instructional minutes.

The SART/SARB interventions, including home visits inclusive of guidance from Public Health. are part of the process for tiered reengagement for students.

Specific codes in Illuminate attendance will be used by teachers to indicate whether or not the student was in “attendance” for the day via turned in work, completed assessment, logging into a class meeting, connection via phone call, or virtual collaboration with a small student group with verification by teacher.

Families are a child’s first teacher and an essential factor in the cultivation of social and emotional competencies throughout a child’s life. When schools and families work together, they can build strong connections that reinforce social-emotional skill development.

A discussion series has been developed to support schools and community partners that wish to engage parents and caregivers in conversations about the social and emotional growth of their families. Each of these eight sessions helps caregivers become more familiar with social and emotional learning and encourages them to actively engage in their own growth while supporting their children to practice social and emotional skills.

Adult Ed program will continue to provide classes to support the use of technology and communications. School aged childcare will be provided to support families of essential workers.

School Nutrition

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

NMCUSD will continue to provide healthy meals to all of its enrolled students for free, throughout the 20-21 school year and will continue following the update summer feeding waiver to serve all children 18 years or under. The current meal service model extends the emergency meal service model implemented since April of 2020 where families are provided a week's worth (7 days) of breakfast and lunch for each child to take home, with special directions for proper storage and preparation of meals at home. These meals met all USDA nutritional guidelines and preparation/distribution follow local health and safety guidelines. By distributing once a week, this model helps limit exposure between staff and families, even though all social distancing requirements are followed. Identified families who have transportation or other barriers to picking up weekly meals may have special delivery arrangements. In September, our renewal application for the Community Eligibility Program was approved. As a result, we are able to continue to provide all of our students to eat breakfast and lunch for free. In addition, we received an additional approved waiver allowing us to offer free meals to anyone 18 years or under within our community.

Students who are in essential school age child care and/or who are priority students that require on campus supervision have meal service provided in the following manner, which will also occur when in-person instruction begins. The on-campus meal service model follows local health and safety guidelines and all meals are pre-packaged and prepared/distributed following proper food storage and food handling guidelines according to health service., Meal service times are staggered and meals are served to small cohorts of students to allow for social distancing and proper sanitation in between. Meals are served to students for consumption in the classroom or at a designated outside eating area.

From April 2020 to the week of September 7, we have served over 600,000 meals.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Create virtual and online participation in board meetings and other public meetings regarding stakeholder engagement and related communications	19,724	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Educational services project planning and implementation involving stakeholders through mini-action teams to ensure continuity of learning in Distance Learning and Hybrid instructional models, with a focus on ensuring priority students special learning needs were identified and addressed following IEP and 504 plans.	966,957	Yes
Distance Learning Program (Access to Devices and Connectivity)	Technology services and related staffing to ensure devices and connectivity planning and implementation to include establishing a daily tech help line 7 AM-7 PM, purchasing of additional equipment and supplies and expanding bandwidth. to run Zoom daily for 5000 students PreK-12 and related teachers and support staff. Hot spots for 1300 through AT & T service and replacement laptops for teachers and additional laptops for paraprofessionals.	1,557,164	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Establishing MOUs for remote work and essential duties during Distance Learning to include the interactive process.	4,098	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Family resources, mental health counseling and support for staff, students and families, Social emotional learning and well-being curriculum lessons, training for teachers and support staff, parenting series on SEL, and MTSS tiered referral system with follow up supports.	2,982,878	Yes
N/A	Reopening Facilities Plan with maps, supporting documents, signage and handbooks which includes: facility, health and safety measures to ensure social distancing, face mask and PPE, health screenings and related equipment, cleaning and sanitization related equipment, supplies, and additional staffing; additional restroom and hand washing stations.	2,359,370	No
Distance Learning Program	Family Resource Center Support: Essential child care and supervision of students during Distance Learning and Hybrid models	13,423	Yes
Distance Learning Program (Distance Learning Professional Development)	Teacher and paraprofessional professional development additional day for Distance Learning training and support	252,578	Yes
Pupil Engagement and Outreach	Phone calling, communications, parent resource packets, parenting series, referrals for resources and support for homeless/foster youth students, home visits, behavior support systems and behavior technicians, parenting supports. and parents as teachers, essential child care and supervision, tablets for parents to communicate with teachers and attend online parenting series.	1,460,650	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
33.67%	\$24,630,628

Required Descriptions

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

The actions and services provided above are the most effective use of these funds to meet our district’s goals for our English learners, low-income students, foster youth, and students experiencing homelessness, as well as students with disabilities during the COVID-19 pandemic. Research has proven that personalized instruction from qualified educators will help to lessen pupil learning loss, and will increase student academic achievement. Social emotional support is also vital to ensure students build positive relationships with adults at a school site. Frequent formative and summative assessments are vital to help teachers/staff plan the best instructional next-steps for students. Therefore, the increase and improvement in these services is in response to these students’ unique needs and conditions, and provides additional support district wide and school wide.

Because the District has a high percentage of students in these subgroups, the District has allocated \$24,630,628, which represents 38.71% of the overall budget as of the 45 day revise (which is higher than the minimum percentage to increase or improve services listed above).

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

In addition to the actions listed in this Learning Continuity and Attendance Plan and to meet and exceed our Minimum Proportionality Percentage (MPP), North Monterey County Unified School District staff will continue to increase and improve services for our English learners, low-income students, foster youth, and students experiencing homelessness, as well as students with disabilities, by continuing the following actions:

- We have developed a database of all of our enrolled students and identified the highest priority students including Foster Youth, English Learners, Homeless, and low income students. We have prioritized access to wifi devices and devices for these students

and are also prioritizing these students for in-person services. Our Homeless and Foster Youth Liaison has been connecting individually with our Homeless and Foster Youth students and ensuring they have necessary school supplies and materials.

- Staff will administer and analyze results from diagnostic and other assessments to develop short and long-term strategies to address instruction in English Language Arts, Math, English Language Development, and other content areas.
- All students identified for intervention/targeted support will receive targeted strategies and document progress through an individualized learning plan in order to accelerate progress.
- We will continue to implement the Achievement Team Process to identify specific data and use timelines related to monitoring student progress and provide professional development as requested and as needed based on the data.
- All North Monterey County Unified School District students will receive programs and services that address their social-emotional and behavioral needs, as appropriate.
- District and site staff will continue to use a Multi-Tiered System of Support approach to address social emotional, behavioral, and academic needs through site leadership teams, using matrices developed for each area, and following the process based on multiple points of data identified for each area.

An annual training is provided to District personnel supporting Foster Youth and Homeless on the McKinney Vento Guarantees and specific supports are then developed for each school site based on their specific Homeless and Foster Youth needs.

For specific details on how increased and improved services are provided for English Learners, please refer to the English Learner Master Plan, the English Learner Professional Development Plan, and the Migrant Support Services Plan.

For specific details on how increased and improved services are provided for Special Education students, please refer to the Performance Indicator Review (PIR) Plan and the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan.

Additional information on differentiating instruction can be found within the Education Technology Plan and the Professional Development Plan.