

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.]

On March 13th, NCSA announced a temporary school closure due to Covid 19. That following Monday, March 16th, NCSA provided educational home study packets to all 450 students. During that first week of school closure teachers and administration worked together to formulate a distance learning plan for all students going forward. Our LP consisted of paper and digital materials, giving students access to programs like iReady and Lexia. The school passed out over 100 chrome books to families and students to use at home. Over the following weeks teachers streamlined their Google Classrooms and Google Folders to present a single format for all grades allowing parents and students easier access to the necessary academic content. Teachers checked in with students regularly, offered weekly/daily Zoom meetings and created instructional videos to help students access their academics. In addition, all of our arts, music and electives teachers also participated in the distance learning program. The most major impact of the closure was student/parent overwhelm and concerns about student mental health. Three virtual town hall meetings were held to receive feedback about our DLP, as well as a survey to all families about how we could improve. We also provided a Town Hall so parents could ask questions of our Mental Health Providers about how to support their children emotionally.

Stakeholder Engagement

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

A school wide Family Survey was sent in July which resulted in 263 parent responses and 81 staff responses. We asked about internet connectivity, child care and sent a separate survey regarding lunches. The majority of parents (55%) requested that we begin the year with Distance Learning and the majority of teachers, 85% asked that we also begin with DL. The school director also sent an informational video and letter to all parents explaining the different options available to parents and students. A public Board Meeting via Zoom was held to

receive further stakeholder input. Throughout this process the School Director has continued to have an open line of communication with both parents and staff in order to receive continued feedback.

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

All public meetings were available for participation both on-line and via phone. This plan was sent to stakeholders and heard during a public hearing and then subsequently voted on a day later.

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

Feedback collected demonstrated an overwhelming desire to begin in the Distance Learning model and then reassess in 4 weeks. Another survey was sent after 4 weeks to determine how parents and teachers felt Distance Learning was working and whether they felt comfortable moving to a hybrid model or if they preferred to stay with Distance Learning. While most parents felt Distance Learning was going very well, about half of the community wanted to remain in the Distance Learning model and half wanted to return to hybrid. The majority of staff wanted to stay with Distance Learning.

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

Many of the schools in Nevada County began with Distance Learning, as did NCSA, but most will be beginning with a Hybrid model at the end of October. Now that Nevada County is moving from the Red Tier to the Orange, many feel like it is safe to return to in-person instruction.

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.]

NCSA has committed to using distance learning as the primary mode of instruction until October 2020. This allows teachers and families to properly plan and develop routines. For the 2020-21 school year, Home School is also available. However, the goal is to return to in-person learning as soon as we are able to do so.

While utilizing a distance learning model, students with special needs and those who need Internet will be offered time on campus. We are doing this to provide our at-risk students (homeless, foster youth, English learners, students with exceptional needs, and those demonstrating high levels of learning loss) an opportunity to receive one on one and small group support in a safe format. Cohorts will allow for contact

tracing while providing personalized support and consistency for these students. Peer to Peer interactions (abiding by safety protocols) will further support student's social-emotional wellbeing as well as academic engagement.

Our current reopening plan is to begin the Hybrid model at the end of October. School start and end times will be half days two days a week for each cohort per grade with 3 days of Distance Learning.

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

Description	Total Funds	Contributing
<p>Appropriate hand-sanitizer and COVID-19 screening supplies are placed at all entries to the campus. All utilized rooms will be supplied with disinfectant wipes, hand sanitizer, and no-touch trashcans. Additionally, extra face masks will be provided should a student or staff member forget or lose their face mask. Desk dividers or plexi glass barriers will be provided at high traffic locations. In addition, new windows & office doors have been installed at both receptionist locations. To accommodate moving to a hybrid program with students present, a new outdoor handwashing station has been installed for students to wash their hands before entering the buildings. All staff will be provided with COVID-19: How to Protect Yourself and Others, training aligned with the CA Dept of public Health Guidelines and school policy vis Safe Schools. The funding sources for PPE include CARES/LLMF and SB117. These resources were not purchased with LCFF, Supplemental and Concentration funds they are not considered "Contributing"</p>	<p>\$20,087</p>	<p>No</p>
<p>Staffing: To best support our Low-income, English learners, foster youth/homeless, and students with disabilities who may be at greater risk of learning loss, NCSA has retained Certificated and Classified Specialists including Counselor, Special Education teachers, Nurse, Mental Health, Intervention, Enrichment teachers, Instruction Assistants for teacher & student support, Classified administrative support and IT Technology support from Supplemental and/or Concentration (S & C) in addition to Special Education funds and Base LCFF funds with a primary goal of serving our unduplicated at-risk students and to close the achievement gap. The most important service the school can provide to reduce learning loss/trauma is qualified staff. This funding source and use is the rationale for the positive indication on 'Contributing'.</p>	<p>\$3,324,298</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.]

In order to ensure continuity of instruction throughout this year, teachers will provide direct instruction from their classrooms using a learning management system (Google Classroom) to provide materials, examples, and resources to all students.

NCSA will continue to use the current curriculum as well as additional licenses for Lexia and iReady to support at home learning. Teachers will provide standards-based instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Students collected devices and school supplies while parents/students collected/submitted school documents. In order to ensure continuity of instruction throughout this year, teachers will provide scheduled live and/or direct instruction from their classrooms using a learning management system, Google Classroom and Zoom, to provide materials, examples, and resources to all students. NCSA placed careful consideration to the number of siblings and at-home work schedules within a family and teachers included office hours to address systems, process, and learning questions from students and/or parents. Art and Music continued to be offered to all grade levels through Live Zoom classes and pre-recorded videos.

The same standards-aligned core curriculum will be used to develop distance learning lessons provided live on-line, recorded for reference, and offered as self-guided experiences. This will allow for a smooth transition between distance learning and face to face learning. The core curriculum and instructional resources utilized to ensure instructional continuity for students whether in-person or distance learning are the schools adopted curriculum. Core curriculum includes Math in Focus and Writing By Design, and iReady Math and Reading as well as Lexia for additional reading support. Additional materials include Khan Academy. Teachers will provide standards-based first instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities.

Zoom will be used as the video software to ensure quality continuity for families, ensure all interactions are secure and provide robust teaching tools. Additional best practices for Distance Learning will be having time to work as a group, teacher presence, active learning such as robust discussions, hands-on exercises, and collaborative work and chunking content into smaller pieces, holding 'office hours', communicating smaller group memberships, careful monitoring of time, multimedia assignment options, and flexible pacing.

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.]

The administration surveyed NCSA families in order to determine both equipment and internet access needs. The information from those surveys informed our strategies to ensure accessibility for all students inclusive of equipment and internet access.

In order to ensure all students have equal access TK-8, we have purchased and distributed additional Chromebook computers. When considering the availability of internet access the school took a two tiered approach. We have purchased 30 hotspots and pay for the monthly service, and we allow a limited number of students (40) to come to the school to receive support and use our internet.

Teachers will continually monitor and document student attendance and participation with troubleshooting strategies implemented if any student faces distance learning challenges. Non-functioning equipment will be quickly 'traded-out' for functioning equipment. Access to support will be provided to families challenged with internet accessibility. This type of trouble shooting will be coordinated through phone calls or safe distance on-site visits. The challenging efforts to ensure connectivity to all students has been met at this time. The school understands that equipment and accessibility issues are an on-going reality and has the instructional technology staffing to maintain appropriate support. Most tech support can be provided through on-line chats or tutorials. In order to ensure internet safety for our students, the school will use iBoss through the high school for increase content filters while students are using personal networks.

During the previous and current school years, teachers and principals contacted families by phone who were unable to access devices and connectivity. Materials were prepared for pick up at the school sites. In those rare cases where contact could not be made by phone or there was an inability to pick up materials, a home visit was done.

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.]

Formal assessments of pupil progress will be done using Writing By Design, the Developmental Reading Assessment, Orton-Gillingham, and iReady reading and math assessments for the 2020-21 school year. Initial assessments will be completed by mid November, with a second round in February, and final in May. These three rounds will be immediately followed by teams assessing the data and using it to implement intervention protocols. These assessments may be conducted during Distance Learning in real-time as a teacher is present, can see and support students testing, and redirect and clarify in real time. This may be referred to as synchronous instructional time. Some assessments may be assigned so that students may access them outside of the the usual school hours. This may be referred to as asynchronous instructional time because there is a time lag between live instruction and student utilization of the material.

Instructional minutes were communicated to staff and parents via tables and time schedules. Pupil attendance will be verified daily and documented in Synergy, our student information system. Absences must be reported as excused or unexcused. As part of SB98 every teacher will complete a Combined Daily Participation and Weekly Engagement report. This daily/weekly report and class schedules along with the Synergy attendance, will be certified by the teacher and maintained as an official record of evidence to meet the laws of compulsory education, chronic absenteeism/intervention and fiscal accounting to auditors.

In order to ensure student engagement we will report a summary of assignments/assessments, the instructional/assignment delivery method, and report on daily participation for in-person instruction, personal contact, assigned work submission/assessment completion and other. The credit/No Credit code will be used for students with unique learning needs as confirmed within an IEP or 504 written plan that may include student learning modifications. These reports will be confidential in nature and may be reviewed by administration, attendance staff and auditors. Additionally, teachers will be using a variety of tools, including Zoom, to virtually engage families via audio and video communication. The schools' learning management system (Google Classroom & Synergy) will be used to manage student work completion, and standards mastery. Zoom and learning management systems combined will support teacher to student interaction, student to student interaction, and provide resources for independent work and learning. Teachers will develop plans for multiple formats of instruction including in-person, video, auditory, interactive, pre-recorded lessons, small group check-in and support opportunities, and engaging student driven learning opportunities. These interactions can also be recorded through Zoom allowing students to use these recordings as a resource and provide further documentation of student engagement.

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 wide variety of professional development opportunities have been offered to staff, allowing them to choose those that best suited their needs. A Google Classroom / Distance Learning summer Academy offered through the county included sessions around all content areas, implementing assessments online. In August, additional professional development opportunities were offered including Project Based Learning class, Google Classroom videos, Zoom tutorials, and Distance Learning Strategies. In addition, Professional Development for all staff around safety expectations and practices, anti-bullying training, sexual harassment prevention, suicide prevention, Child Abuse reporting occurs through October via our SafeSchools platform. Professional Development will occur in varied formats and adhere to the best practices for safe social distancing when live/in- person meetings occur.

Technological support from the school has been and will continue to be available to staff for successful implementation of distance learning. Professional collaboration often resolves the most common tech issues followed by site based IT support. During the weekly site-based professional collaboration times staff are afforded time to clarify confusions and work through challenges.

Staff Roles and Responsibilities

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

All staff are required to work from campus daily. By providing instruction and support from their classrooms teachers are able to ensure technological support as needed, appropriate resources, and a more consistent environment allowing for transition from distance learning to face to face instruction as quickly as possible. The role of the teaching staff has shifted to some degree around the amount of technology used during their instruction and how they engage students. As NCSA was already a technology-forward school, many of these strategies and learning opportunities were already in place. However, teachers will have additional challenges around keeping students engaged long

term when the social interaction portion of the classroom environment is significantly reduced. There has been a notable increase in required reporting documentation as evidenced by the Combined Daily Participation and Weekly Engagement Template.

Credentialed and non-credentialed specialists have worked diligently to ensure adequate and appropriate instruction and resources for at-risk students and students with special needs. The pandemic forced some shifting of the placement of our specialists (Student Support Services, Reading and Math) to align to student needs.

NCSA does have some families who have requested a home-school option. In these situations we identified one staff member to oversee these students. This will allow for less impact overall on teachers and encourage the building of relationships between those teachers and families.

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.]

Multi-tiered Systems of Support (MTSS) integrated intervention strategies have been developed for all of our students, noting specifically those with unique and exceptional needs. Many of these supports cross over special populations while still accounting for individual needs on a case by case basis. Our supports are inclusive and fluid to deter student labeling and sorting. The greater the learning challenge the greater the supports provided. Supports come in many formats. They may be a one time lesson or a long term individualized plan developed by a team.

The school's ELD coordinator will ensure the classroom teacher has the most current language development data and strategies for growth.

Another layer of support within our MTSS is positive attendance and engagement in learning. The school site has staff dedicated to monitoring student needs. Our Attendance, participation and engagement system has three distinct tiers of support.

Tier one level of support is for the student who is missing 5-9% of school days for any reason. Staff works to maintain an engaging climate, a positive relationship with both student and the family, education about the impact of absences on achievement, chronic absence data monitoring, celebration of good or improved attendance and the identification and resolution of common barriers.

Tier two level of support is focused on students who are absent between 10-19% of the school days for any reason because they are considered to have moderate chronic absence and would benefit from more individualized supports. These may come in the form of personalized early outreach by more than the classroom teacher, an offer of more support here at school, an action plan-possibly via SST-to address barriers and increase engagement through incentives and/or connection with a caring mentor.

Tier three level of supports are for students missing 20% or more of school because they have severe chronic absence. Tier 3 attendance supports are even more individualized and will be coordinated between the school and an interagency response which may result in legal intervention as a last resort.

Each teacher will receive information indicating students with unique needs categories (Foster, Homeless, English Language Learner, Exceptional Needs). Teachers and/or Specialists will schedule one-on-one and/or small group sessions with these students to provide necessary supplemental academic support which will build foundational skills and address serious learning loss. As allowable by the Health Department students will meet in person with their teachers or specialist (one-on-one and in small groups). This personal contact will support learning needs while further building relationships and addressing social-emotional learning (SEL) needs. NCSA understands that students must feel safe and as though they belong before they are able to access learning. Students who are more than one year behind in progress will meet at least twice weekly, while those less than one year behind will meet once weekly.

Supports and frequency of delivery will be adapted as necessary. Students with exceptional needs may also benefit from curriculum such as "Trauma-informed Compassionate Classrooms" or "Co-regulation for young children". People experience increased anxiety around change. Social stories and a gradual release process will be incorporated in transitions for specific students. Counselors & academic specialists will support some general education teachers in distance learning and pull out one or a small group of students for emotional support or front loading or reteaching as needed. Another change is having specialized credentialed staff meet families at school for one-on-one instruction.

Social-emotional instructional support was provided through-out the entire summer by our qualified specialists to our highest need students, as a means of reducing learning loss and anxiety. Many credentialed staff have noted their roles are much more intrusive because they are virtually "in" the students homes or participating in home visits/instruction. Positive outcomes include deeper and more meaningful conversations in many situations and more personal relationship development. These positive outcomes are beneficial as teachers create distance learning plans aligned to individualized goals. To maintain this high level of social emotional learning support the special education department works with general education teachers on strategies to implement for at risk students. Specialized intervention and special needs curriculum and resources are implemented as needed starting with Universal Design Learning and English language development tools aligned within the standards based curriculum.

We recognize that some students, particularly the Low-income, English learner, foster, homeless or those with a disability or unique need, may experience additional mental health or social-emotional challenges during this time, due to isolation, lack of resources, or lack of support at home. The School Psychologists and Counselors will also be connecting with families (by phone, virtually, and in person) to ensure individual needs are being met. Instructional Aides will be used to ensure our students with unique needs have reliable adult relationships, through focused and intentional support time.

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

Description	Total Funds	Contributing
Synergy (NCSA's Student Information System) ParentVUE portal & Parent Square (software platform for school-to-home communication). This system allows students and parents to	\$22,325	Yes

Description	Total Funds	Contributing
<p>monitor assignment progress and completion along with grades. LCFF, supplemental and concentration funds are being utilized for these programs and are considered 'Contributing'.</p> <p>Instruction: NCSA planned to purchase iReady licenses for increased support and improved services for the unduplicated student group through additional math support utilizing Title I funds and is considered 'Contributing'.</p>		
<p>Instruction: Additional instructional software licenses were purchased for iReady, Lexia, Kahoot, Edpuzzle, additional audiobooks/ebooks and digital science world subscriptions have been provided to support teachers in providing additional online learning resources to students. CARES/LLMF funds have been used for these expenses and are considered not 'Contributing'.</p> <p>Access: Curriculum and Instruction: To principally support our unduplicated student groups and students with disabilities who may be at greater risk of learning loss due to the COVID-19 pandemic, NCSA will provide additional computers to ensure 1-1 computer access for all students and principally for these student groups. Technology infrastructure, content filtering, hot spot wireless accessibility devices and additional tech devices were purchased to support seamless instruction, accessibility and engagement using CARES/LLMF funding therefore it is noted as not Contributing to increased and improved services for the unduplicated student group. Furthermore, a tech center have been renovated and made available to students in need. Additional instructional aides have been hired to support student learning & ensure connection to online access.</p> <p>Participation: Zoom video conferencing software, supports all required filtering for a K-12 environment, is secure to protect our students, and robust to offer expanded instructional opportunities for our teachers. Additional licenses have been purchased using LLM funds from the State, therefore are not 'Contributing'.</p> <p>Professional Development: Eight (8) teacher days were provided for multiple distance learning trainings including google classroom, online classroom management, Project Based Learning via online instruction, Distance Learning Playbook Training and team meetings to collaborate were provided using CARES/LLMF funding and are not considered 'Contributing'.</p>	\$414,506	No

Description	Total Funds	Contributing
<p>Supports for pupils with unique needs: NCSA has renovated a portion of building 9 to support a student tech center for those that have no internet access or are not able to engage in online learning without the supervision. We have hired additional instructional assistants to provided one-on-one in-person support. These assistants are in direct communication with credentialed teachers to ensure that individual needs are being met. CARES/LLMF funds has been used to support this program and is considered not 'Contributing'.</p>		

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.]

All students will be assessed by November using School wide Benchmark assessments which will be repeated in February and again in May. Analysis from these assessments will be used to implement the strategies to support students.

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.]

Once assessment data have been analyzed, teachers will develop a list of at-risk students that will need intervention with an intervention teacher or classroom teacher to address the deficiency. If it is a deficiency across the entire grade level, then those skills will be taught during the distance education live instruction. Teachers will be required to monitor and reassess those deficient skills on an on-going basis and re-evaluate intervention students as well as whether the skill needs to be addressed during live instruction.

Specific intervention strategies include; small-group online instruction for math, reading, and writing, and in-person small-group instruction for math, reading, and writing. Strategies for students with an IEP or Section 504 Plan include team planning for accommodations and modifications that are realigned and reframed for continuity between Distance Learning and face to face instruction, utilizing the accessibility features built into most LMS systems, using heading styles which allow screen reader software to navigate from section to section. Additional

strategies include use of font, size, and text formatting to distinguish between items. Ensuring no information is conveyed solely by color or sound. When possible teachers will enable tool tips and provide transcripts of video or audio. When linking external videos, teachers may activate the closed caption feature and implement cues such as 'click here' or 'read more'. Best practice indicates that teachers should start by leveraging some of the resources already in use during face to face instruction.

Upon a return to face to face instructional strategies, we will use direct instruction in whole-class settings, and small-group instruction to address learning gaps. In addition we will utilize tech-based independent learning tools and teacher-produced video lessons while integrating students into in-class small groups for all students' intervention needs. These strategies will be used for all students, while continuously monitoring our students with unique needs who may need varied, or additional support as mentioned earlier. NCSA will provide Special Education and related services with accommodations as necessary to ensure an IEP can be implemented in a Distance Learning environment.

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.]

As described earlier, school wide assessments will be used as benchmarking systems. This also allows for intermittent or as needed assessment to ensure that strategies were productive and the student is making progress. Growth targets will be set for individual students based on individualized needs and abilities. Areas of focus will be English Language Arts, English language acquisition and mathematics.

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

Description	Total Funds	Contributing
Additional Staffing/Virtual Tutoring: To best support the Low-income, English learner, homeless/foster, at-risk and student with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, NCSA may provide additional one-on-one or small group cohort academic support from certificated and/or classified staff. This support would come from funding already stated previous through LCFF, supplemental and concentration and Special Education funding. Title I and SRSA/REAP funding is used for two certificated math and reading intervention teachers, previously stated.	\$230,044	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.]

Stakeholders will continue to receive updates on COVID-19 and safe resource references that are available beyond the school including from Nevada County and the State Departments of Health and Education. NCSA will continue to utilize Teacher and/or parent referral for specific or individual needs while maintaining a sharp awareness of all of our students. Students who were previously receiving services will continue with those opportunities. With an awareness of significant stressors due to changes, the School Psychologist will proactively check in with teachers to obtain recommendations for students rather than use a passive communication. They will then set up a schedule to work with these students/families to develop groups who need support with social skills and individual counseling (as deemed necessary).

Group and individual sessions will occur weekly with behaviorist or psychologist, using video-based tools, phone conversations, and in-person meetings as allowed.

To address positive mental health for all students, Mindfulness and Positive Discipline lessons will happen weekly. Again where allowed, static groups of learners will come for in-person instruction and technology access at the school site. In addition, we will provide enrichment opportunities for students on campus, such as music, art, electives, etc. as we are able to do so.

Once we return to seat-based instruction, the Counselor and Psychologists will continue with groups and class lessons. Individual sessions needs will be determined by the provider. Social-Emotional Learning lessons will occur monthly with behaviorist or psychologist and group or individual sessions will occur weekly with counselor or psychologists. At this point meetings will be in person or for those students remaining on home-school virtually.

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.]

Prior to the start of the 2020-2021 school year, the school surveyed families to learn about their needs and challenges and which model of learning they preferred. The board also school held a public forum for families to discuss plans and expectations. That forum was then followed up with a variety of contacts with families to answer questions and provide further details.

School staff is required to regularly communicate with parents/guardians regarding a student's academic progress. As a part of our MTSS tiered process, our school staff is required to ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Tier 1 requires that all teachers encourage good attendance and participation by all students, establish a positive culture, provide large group instruction, small group, and one on one learning pod opportunities to ensure appropriate academic support and universal access to English language arts, math, science, history, art and music.

Those opportunities will also be used to address the need for Tier 2 support due to the lack of engagement and completion of expectations. These students are often chronically absent for about 10% of the school year. Teachers will host office hours to provide varied opportunities for families and students to talk through concerns they may not feel comfortable addressing in larger settings. Additional Tier 2 strategies include establishing adult mentors to enhance positive relationships, Check-in/Check-out, establishing a written attendance agreement between the family and school; or embedding attendance goals in the written 504 plan or IEP plan for students with disabilities. Specialized staff will shift to areas of need.

In Tier 3, students who are identified as not engaging due to a chronic absentee rate of about 20% will trigger a series of additional supports including Principal directed contact (phone, online, or in-person), and with family support, student re-assignment to an on-campus extensive learning opportunity (one-on-one or small group); the coordination of outside agencies for health, housing or social service issues with McKinney-Vento rules in mind; or for school refusal a team approach to cognitive behavioral therapy. NCSA will review Attendance strategies by adopting the Attendance Works: Attendance Playbook Smart Strategies for Reducing Chronic Absenteeism in the COVID Era by Phyllis Jordan.

The school has begun developing teams to target those students who are unengaged or not attending as required. These teams will work collectively to build relationships, determine underlying reasons for the lack of engagement on part of the student(s), and develop individual plans for re-engagement based on their individual needs. We will continue to use our Student Attendance and Review Board (SARB) policy and processes.

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.]

We are offering two different drive-thru services per week. Families choose from a mid afternoon service at NCSA on Tuesdays between 12-1:30, or late afternoon/early evening service at centrally-located BriarPatch Coop on Thursdays between 3:30-5:30. Each distribution is of 5 breakfasts and 5 lunches per week.

We will continue this model of service even if a transition is made to hybrid education with some students coming to school for two half days each week.

Students qualifying for free or reduced meals have had multiple points of contact for outreach to encourage families to participate in our meal program this year through the National School Lunch Program and the School Breakfast Program.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Data suggests that the unduplicated student groups; Low-income, English learners, foster youth, and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Counselors, interventionists, a nurse and other qualified staff will provide unduplicated youth with increased services in social-emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successful behaviorally and academically. Funds are principally directed at the unduplicated student group and are	80,000	Yes

Section	Description	Total Funds	Contributing
	previously noted in the LCP section "Actions Related to In-Person Instructional Offerings" as funded by Supplemental and/or Concentration grants to increase and/or improve services to these students. Additionally, Special Education funding is also used for mental health counselors, school psychologist and nursing services.		

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
9.75%	\$341,081

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 dollar amount listed as the Increased Apportionment is from NCSA's 45 day budget revise 8/13/20. The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessments with meaningful input from our stakeholder groups.

The percentage to increase or improve services has been calculated at 9.75% using the FCMAT Calculator. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, NCSA has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, NCSA has demonstrated that it has met the minimum proportionality by expending \$341,081 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as "contributing", the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

Special Education Teachers and Instructional Aides will participate in General Education on-line lessons in order to support all our students with a focus on those with unique needs. This will allow for common understanding of the expectations, the ability to break off into a private group away from the whole group, and have students float in and out of small group sessions as needed; in addition, small groups will be established to provide additional instruction and support through Zoom, phone, and in person opportunities. Direct outreach to parents and families both preventively and when there are concerns will support quick identification and appropriate additional support(s). Home visits will be done when necessary; the school has developed a new referral form and process including information around mental health screening and support;

The Specialists and Support team will provide resources and tools for specific relevant issues for teachers to use with individual students and families. Specific meetings and trainings will be held as needed to quickly address gaps and develop plans to support our at-risk students; for our English Learner population, our School Director will personally reach out to appropriate teachers to ensure they have a grasp of the curriculum to be used and provide strategies for the teacher to differentiate ELD instruction. Where appropriate, Instructional Aides will be used to specifically support those students in on-line environments to ensure they understand the material being presented. Information will be provided in the students' home language to provide clarity where needed, and regular monitoring by the students' primary teacher will ensure every student receives adequate and appropriate levels of support; and for all of our at risk students, opportunities will be created for them to come to campus, to ensure there is a safe, healthy, learning environment available. A determination of the frequency and length of time will be made based on the situation. This may include a safe, supervised location to complete school work, obtain meals, have access to the internet, or obtain instructional or social emotional support.

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

A description of how services for foster youth, English learners, and low-income students are being increased or improved are addressed above and will meet the percentage requirement listed.

2020-21 Learning Continuity and Attendance Plan Summary of Actions

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Holly Ann Pettitt, Director	director@ncsota.org (530) 273-7736 ext. 208

Actions/Services Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	2	Staffing: To best support our Low-income, English learners, foster youth/homeless, and students with disabilities who may be at greater risk of learning loss, NCSA has retained Certificated and Classified Specialists including Counselor, Special Education teachers, Nurse, Mental Health, Intervention, Enrichment teachers, Instruction Assistants for teacher & student support, Classified administrative support and IT Technology support from Supplemental and/or Concentration (S & C) in addition to Special Education funds and Base LCFF funds with a primary goal of serving our unduplicated at-risk students and to close the achievement gap. The most important service the school can provide to reduce learning loss/trauma is qualified staff. This funding source and use is the rationale for the positive indication on 'Contributing'.	\$3,324,298
Distance Learning Program	1	Synergy (NCSA's Student Information System) ParentVUE portal & Parent Square (software platform for school-to-home communication). This system allows students and parents to monitor assignment progress and completion along with grades. LCFF, supplemental and concentration funds are being utilized for these programs and are considered 'Contributing'. Instruction: NCSA planned to purchase iReady licenses for increased support and improved services for the unduplicated student group through additional math support utilizing Title I funds and is considered 'Contributing'.	\$22,325
Pupil Learning Loss	1	Additional Staffing/Virtual Tutoring: To best support the Low-income, English learner, homeless/foster, at-risk and student with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, NCSA may	\$230,044

Focus Area	Action	Action Description	Total Funds
		provide additional one-on-one or small group cohort academic support from certificated and/or classified staff. This support would come from funding already stated previous through LCFF, supplemental and concentration and Special Education funding. Title I and SRSA/REAP funding is used for two certificated math and reading intervention teachers, previously stated.	
Mental Health and Social and Emotional Well-Being	1	Data suggests that the unduplicated student groups; Low-income, English learners, foster youth, and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Counselors, interventionists, a nurse and other qualified staff will provide unduplicated youth with increased services in social-emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successful behaviorally and academically. Funds are principally directed at the unduplicated student group and are previously noted in the LCP section "Actions Related to In- Person Instructional Offerings" as funded by Supplemental and/or Concentration grants to increase and/or improve services to these students. Additionally, Special Education funding is also used for mental health counselors, school psychologist and nursing services.	80,000

Actions/Services Not Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	1	<p>Appropriate hand-sanitizer and COVID-19 screening supplies are placed at all entries to the campus. All utilized rooms will be supplied with disinfectant wipes, hand sanitizer, and no-touch trashcans. Additionally, extra face masks will be provided should a student or staff member forget or lose their face mask. Desk dividers or plexi glass barriers will be provided at high traffic locations. In addition, new windows & office doors have been installed at both receptionist locations. To accommodate moving to a hybrid program with students present, a new outdoor handwashing station has been installed for students to wash their hands before entering the buildings. All staff will be provided with COVID-19: How to Protect Yourself and Others, training aligned with the CA Dept of public Health Guidelines and school policy vis Safe Schools. The funding sources for PPE include CARES/LLMF and SB117. These resources were not purchased with LCFF, Supplemental and Concentration funds they are not considered "Contributing"</p>	\$20,087
Distance Learning Program	2	<p>Instruction: Additional instructional software licenses were purchased for iReady, Lexia, Kahoot, Edpuzzle, additional audiobooks/ebooks and digital science world subscriptions have been provided to support teachers in providing additional online learning resources to students. CARES/LLMF funds have been used for these expenses and are considered not 'Contributing'.</p> <p>Access: Curriculum and Instruction: To principally support our unduplicated student groups and students with disabilities who may be at greater risk of learning loss due to the COVID-19 pandemic, NCSA will provide additional computers to ensure 1-1 computer access for all students and principally for these student groups. Technology infrastructure, content filtering, hot spot wireless accessibility devices and additional tech devices were purchased to support seamless instruction, accessibility and engagement using CARES/LLMF funding therefore it is noted as not Contributing to increased and improved services for the unduplicated student group. Furthermore, a tech center have been renovated and made available to students in need. Additional instructional aides have been hired to support student learning & ensure connection to online access.</p> <p>Participation: Zoom video conferencing software, supports all required filtering for a K-12 environment, is secure to protect our students, and robust</p>	\$414,506

Focus Area	Action	Action Description	Total Funds
		<p>to offer expanded instructional opportunities for our teachers. Additional licenses have been purchased using LLM funds from the State, therefore are not 'Contributing'.</p> <p>Professional Development: Eight (8) teacher days were provided for multiple distance learning trainings including google classroom, online classroom management, Project Based Learning via online instruction, Distance Learning Playbook Training and team meetings to collaborate were provided using CARES/LLMF funding and are not considered 'Contributing'.</p> <p>Supports for pupils with unique needs: NCSA has renovated a portion of building 9 to support a student tech center for those that have no internet access or are not able to engage in online learning without the supervision. We have hired additional instructional assistants to provided one-on-one in-person support. These assistants are in direct communication with credentialed teachers to ensure that individual needs are being met. CARES/LLMF funds has been used to support this program and is considered not 'Contributing'.</p>	