

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.]

The pandemic and public health crisis have impacted Natomas Pacific Pathways Prep. School will look different, but our school's commitment to our vision will not change as we work to support a diverse, collaborative learning community where all students gain knowledge and skills necessary to thrive as global citizens. With a county-wide order to move from traditional classroom-based instruction to distance learning, our staff have worked throughout the summer to adapt our educational programs to this new instructional method. Our teachers and staff come to campus and work in their classrooms and offices to deliver instruction online to our students, who will be in their own homes. Despite the limitations posed by COVID-19, we want our students to continue their academic progress at grade level in their core academic standards. We will continue to build intervention and enrichment opportunities for our students. We will continue building community and developing strong citizens and will support the social-emotional needs of our students as we navigate challenging times.

Stakeholder Engagement

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

NP3 conducted a survey of our families in the Spring to gather their feedback about distance learning. We communicate regularly with staff and families through a variety of methods including weekly Captain's Log (email), website updates, and regular communications from teachers. Staff facilitated a Back to School Night Online Orientation on July 30 over Zoom on August 4. NP3 conducted a survey of our staff and families about the opening of schools and the new distance learning program implemented in 2020-2021.

The leadership team and staff meet regularly to review data and feedback and reflect on ways for improving practices for distance learning. This takes place weekly during leadership and professional development team meetings. The leadership team includes staff from each

content and grade level and our school counselor. This team shares on behalf of their colleagues and families they speak with regularly. Families were also part of an orientation evening where they had an opportunity to engage with feedback and questions in reference to distance learning practices. Additionally, the principal made calls to families to gather additional feedback on perceptions of effectiveness of practices.

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

The Public Hearing, which will be held virtually, is scheduled on September 21, 2020. Stakeholders are invited to participate by asking questions through the Zoom Chat or Q/A function.

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

Stakeholders shared a number of key points including the following feedback:

- Families number one concern is keeping their children safe
- There is a desire to return to in-person learning as quickly as possible
- Families are concerned about maintaining student-to-student and student-to-staff connections during distance learning
- Families prefer face-to-face or live instruction where teachers and students are in the same virtual space at the same time over asynchronous learning where teachers post videos or assignments for students to complete on their own
- Staff and other families requested assistance with child-care
- Most, but not all, students have access to a computer or laptop and internet at home
- Students need opportunities to connect with their school counselors regularly
- Teachers requested support and training for teaching virtually
- Desire to maintain consistent schedules and structures for teaching and learning

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

COVID-19 brought many changes to the NP3 Learning Community in the last quarter of our 2019-2020 school year. It was a challenging way to end a productive and event-filled year, and the NP3 staff rallied, worked collaboratively, listened to families, and learned lessons to better for distance learning in the 2020-21 school year. Based on NP3 stakeholder feedback, and shifting local/state/federal guidelines regarding the pandemic our plan has remained flexible and has changed to meet emerging needs. Stakeholder input has led to a number of changes and additions to the plan for reopening schools in 2020-2021 including: purchase of technology devices and mifi internet devices for students; additional trainings provided to NP3 staff; and a focus on student engagement and support by teachers, counselors, and other staff; childcare assistance for staff. At the same time, through stakeholder feedback, NP3 remains committed to providing a distance learning program that includes similar programs, supports, and structures for students and staff including the use of Google Classroom (now used in a widespread and consistent manner), common schedules, student activities, expectations for student behavior, a consistent grading policy, live teaching through distance learning from 9am to 1pm each day, regular communications from staff to families (NP3 Elementary-Matey Message, NP3 MiddlePirate Press, NP3 High-Captain's Log), and consistent support from office staff and leadership.

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.]

Current conditions do not support a return to in-person instruction at this time and we will continue with distance learning through at least the Fall Break. We will continue to monitor local COVID-19 conditions and will reopen for in-person instruction only when we believe it is safe to do so.

We understand that many of our families would like to see their children return to campus for instruction, however, we must be guided by the health and safety of our local and school community. While there is some science that indicates children may be at lower risk for complications from COVID-19, children are not the only members of the NP3 community impacted by a decision to return to in-person learning. Our decision to continue with distance learning is driven by a desire to care for everyone in our community, including parents, grandparents, teachers, and staff.

With the number of cases currently in Sacramento, it is likely that schools that reopen for in-person instruction will have positive cases among their students and staff, which will likely result in full or partial closures for their campuses. NP3 believes that providing consistency for our students, teachers, and families is important and the disruption caused by potential closures would create numerous challenges for our community.

There are special office hours for students with IEPs. The SPED Teacher and Instructional Assistant are pushing into Zoom classes. Monday advisory classes are used to schedule students into the Wednesday class that the student feels that they need support in or teachers can schedule a student into their tutorial class to provide additional support.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

During Distance Learning, our students and families can expect the following:

- Access to technology and 1:1 Chromebooks
- Standards-based education
- Mandatory attendance
- Mandatory work completion
- Content and skills scores/proficiency marks/grades
- New instruction provided by a credentialed teacher
- Daily live instructional opportunities
- Assignment lengths of time listed on assignments and/or planners

Student Schedule: Student learning will take place through synchronous and asynchronous opportunities.

Teacher Schedule: Teachers are responsible for delivering learning opportunities daily on the following schedule

- kindergarten 180 minutes
- 1st-3rd Grades 230 minutes
- 4th-12th Grades 240 minutes

These minutes need to be accounted for within plans and the weekly at-a-glance template. These minutes include asynchronous and synchronous learning opportunities. Staff are expected to return to and work from campus to provide a quality education to our students. This will allow for routines, and enable staff to use classroom resources. It also enables teaching teams to continue to collaborate.

Instruction: Instruction will reflect practices best for off site learning. Practices will also reflect schoolwide decisions so as to have shared understanding and be mindful of consistency across grade levels. Google Classroom will be the main platform for sharing learning opportunities and information.

Bell Schedules: Although bell schedules are not needed for this model, schedules for some staff meetings and live meetings will take place.

Enrichment: Enrichment lessons will be schoolwide and continue to reflect different areas of interest to inspire and expose students to creativity, arts, tech, cultures, language, and more.

Our school's top priority is to continue to maintain connection and relationships with our students and families. As such, staff are encouraged to continue to plan for time dedicated specifically to relationship building and social emotional learning, in addition to lessons on skills and knowledge within content. Teachers have been asked to redefine essential standards and to ensure student learning at high levels for these standards.

Additionally, teachers are asked to allow for flexibility within instruction and flexibility in how a student can demonstrate their learning for given skills or knowledge. This enables flexibility for how a student can demonstrate their learning, which is appropriate given the variation within at home learning environments and also allows for a more seamless transition between off and on site learning. Teachers are expected to use differentiated strategies when planning direct instruction, guided practice and how students will practice independently. Differentiation is also be used for small group reteach opportunities.

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 students were invited to pick-up a Chromebook, as well as other school materials, on campus beginning on August 3, 2020. Teachers communicate assignments to students using Google Classroom (as their main instructional technology platform) and students, as well as their families, received age-appropriate instruction on how to access assignments on Google Classroom. Families were also provided support on how to assist their children with using the Google Classroom platform for learning.

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.]

Attendance is mandatory for students for all live instruction sessions. Students are expected to show their face and participate in class activities and discussions. In addition to live instruction, students are expected to complete independent work in the afternoon. Each assignment in Google Classroom indicates the approximate amount of time a student should spend completing it.

Attendance will be entered into Infinite Campus. It is possible Infinite Campus will only reflect attendance for one course daily (in lieu of each period). For this reason, staff will document and track any attendance that will not be marked in Infinite Campus on a hard copy. For attendance with live sessions, students must be visually present in order to be marked as present. When a student has missed 3 Distance Learning days or more, a teacher or other staff member will make contact with the student.

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.]

Our school conducted extensive professional development for teachers in the Spring on how to teach effectively through distance learning and provided staff with a new distance learning handbook. Staff meet regularly with teacher partners, departments, grade levels and whole staff - similar to how PD and support occurred before the pandemic.

Staff are encouraged to share ideas and resources with each other. Teachers receive instructional support in effective teaching practices as well as technology support. They also have the opportunity to request additional help through a google form and by completing frequent surveys used throughout the year. Teachers are also provided professional development in the form of a handbook with expectations, guides, resources, and suggestions that can be customized to their subject matter and instructional practices. In late July teachers participated in Implicit Bias training and also training on COVID 19 by the County Health Department.

Staff Roles and Responsibilities

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

Teachers are responsible for delivering 240 minutes of learning opportunities daily. These minutes need to be accounted for within plans and the weekly at-a-glance template. These minutes include asynchronous and synchronous learning opportunities. One way to consider the minutes is if Advisory accounts for 20 minutes daily, this would mean each content would need to account for 44 minutes of instruction daily. Teachers are encouraged to be on site daily. Teachers are expected to take attendance, monitor student work, and assign grades.

Homework is an opportunity for students to reinforce a concept or skill. Because homework is completed independently, without teacher support, it is the teacher's responsibility to ensure the assignment is not introducing new, untaught concepts or skills students haven't demonstrated understanding in. Projects within grade level teams should be coordinated so there is no more than one project assigned at a time.

Counselors are available via cell phone, email, and scheduled hangouts. They will use Google Classroom, similar to teachers, and visit advisory classes in August. Meetings with parents are held virtually during distance learning.

Staff practices that are expected to continue in the same or similar way as before the pandemic include:

- Staff can expect to continue the same weekly communication via Advisory, including weekly at-a-glance. It will follow the same process of grade level leads compiling a message for Advisors to send out.
- Staff can expect to continue the same focus on relationships, social emotional learning and academic support.
- Staff can expect to continue the same grading practices.
- Staff are encouraged to continue to use the same curriculum and instructional resources.

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.]

Students with unique needs continue to receive services similar to that of in person learning. Services for students with Individualized Education Plans include Special Education staff working with general education teachers on implementing accommodations and modifications within non live and live learning opportunities. Special education staff also join live classes to further support student access to grade level content and skills. In addition, students are placed in tutorial classes where they receive additional push in support from our Special Education and Intervention staff. Students are also provided time after live instruction twice a week to receive individual or small group support. This process is similar for English Language Learners. General education staff include specialized instruction within their classes to support ELL's, in addition to small group instruction provided by an English intervention teacher, specific to a student's English acquisition level. Due to the shift and changes from onsite to offsite learning, teachers are checking in with families more frequently to ensure students have support in place within this new learning environment.

NP3 contracts with NUSD to provide Special Education services to students. Below is a more detailed description of how those services are being provided through distance learning this year:

NUSD's Special Education Distance Learning Plan:

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

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

Services provided include:

- SDC program instruction (including mainstreaming)
- Inclusion
- Push-in and small group pull-out in the break out room for academic support
- Co-teaching
- The Virtual Tutoring and Wellness Center (either in the IEP or offered as a drop in services)
- Parent training and support in a coaching model (I do-we do- you do)
- Behavior
- Speech, occupational and physical therapy services
- Related Services (direct teletherapy, parent coaching and consultation, consultation only, in-person)
- Psychological services
- Speech and language

- Behavior Intervention Services
- Intensive Individual Services (1:1 IAs will be provided virtually)
- Nursing Services
- Occupational and Physical Therapy
- Transition Services (College and Career Awareness)
- AT/AAC
- Vision, Deaf and Hard of Hearing, Orientation and Mobility, Orthopedic Impairment

In-Person Cohorts:

In-person Cohorts will be provided to a small group of students, including students with moderate to severe disabilities and students who are not able to access their Distance Learning for other reasons. The Cohorts class size is limited to two adults with the same 14 students in small group settings throughout the week. The Cohorts will offer SAI support while the Distance Learning teachers are virtually teaching the class. Related services will be offered via teletherapy by District staff; however, the non-public agency will provide a speech pathology assistant, occupational therapy assistant and physical therapy assistant to work with the students under the guidance of the District certificate staff. Behavior and social emotional support and services will be provided virtually by the District. At this time, there are nine Cohorts - two all day options, two Center options, one in-home and four enrichment opportunities. All Health and Safety requirements will be followed.

The Virtual Tutoring and Wellness Center:

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

Assessments:

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

Success Kits:

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

Curriculum:

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

Accessibility Supports:

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

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

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

Description	Total Funds	Contributing
Chomebooks	\$116,028	Yes
Hotspot Devices	\$13,950	Yes
Health Check Scanners	\$1,277.75	Yes
Teacher Laptops	\$11,720	Yes
Distance Learning Supplies	\$12,000	Yes

Description	Total Funds	Contributing
Web cameras and headphones	\$2,949	Yes
COVID-19 Testing	\$1,626.33	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.]

All students participated in school-wide assessments during the first weeks of school using the iReady assessment system, but our primary focus is to connect with our students and to have staff and students connect with each other. Because our school has a very low mobility rate and our school is part of a K-12 continuum with NP3 Elementary, NP3 Middle, and NP3 High school, our staff are able to collaborate across grade levels and schools to share important information about individual student needs. Throughout the summer our teachers engaged in these discussions to build continuity of learning and to address issues of learning loss.

Teachers within the same content area meet vertically, to further share and align skills and content across grade levels. The shared responsibility of learning across grades has been a priority and support for understanding what skills and knowledge need to be addressed and when. Practices such as small group instruction and math and English intervention continue to be in place and have shifted their focus to support students with larger gaps in their learning than that of their peers.

An additional tool at our school for measuring learning loss and determining student needs is our Advisory Program where we personalize education and also connect each student to a teacher. Advisory teachers are expected to connect with students and their parent/guardians to be an advocate for that student. This relationship helps ensure that no student gets lost or falls through the cracks and enables Advisory Teachers to communicate important information about each student to each students' entire teacher team.

Pupil Learning Loss Strategies

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

Our school has a commitment and an expectation that students should not fail. This means that our staff are expected to reteach material and give students the opportunity to be reassessed. Students are given re-teach opportunities in class or during Intervention depending on the skill or concept. The expectation is for students to be provided with multiple learning opportunities until they show significant growth or proficiency of the skill or concept. An additional tool to support students is Teacher Office hours where they work with small groups and 1:1 with students. Office Hours can be initiated by either a student or the teacher. On Wednesdays our school holds tutorial sessions and all students are required to attend. Special Education services and 504 accommodations are provided.

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.]

One way to measure the effectiveness of efforts to address learning loss is through classroom assessment and grading. This is augmented by NP3's Academic Intervention Conferences and Quarterly Conferences.

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

Description	Total Funds	Contributing
Intervention Support for Distance Learning	\$178,142	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.]

Our school takes extra care to connect with students and to ensure they are connected to their school. Though distance learning changes the way that staff and students interact with each other, our commitment to these personal connections is an important part of our culture that remains a high priority even now.

Our Advisory Program, where we personalize education and also connect each student to a teacher, is a critical component of our mental health and social-emotional well-being efforts. Advisory teachers connect with students and their parent/guardians to be an advocate for that

student. This relationship helps ensure that no student gets lost or falls through the cracks. It also enables Advisory Teachers to communicate important information about each student to each students' entire teacher team. Advisory classes happen on a weekly basis and students or teachers can also schedule additional individual check-ins with students. Advisory teachers focus on academic progress, goal setting and personal growth. They also schedule conferences with families and are the main point of contact between the school and families.

Counseling Services for Distance Learning include:

- Counselors are available via cell phones, email and scheduled “hangouts.”
- Counselors have shifted their practice to better meet student needs while they’re off site by doing more one-on-one check ins and joining classes where teachers or students think their needs would be best met within the learning environment.
- Counselors communicate with families and students as needed.
- Counseling updates will be shared in a weekly staff email.
- Counselors are an active part of the planning and modeling for social/emotional best practices in staff professional development.
- Counselors send out a K-12 newsletter to families periodically to share on topics relevant to social/emotional wellness and other updates and contact information.
- Teachers notify counselors regarding bullying, cyber-bullying, harassment, content/information that they may become aware of. It is okay to email, text, or call with this info.
- Teachers notify counselors regarding any information about student self-harm, suicidal, abuse or violent content/information teachers may become aware of. Teachers must call or text school leaders. If counselors are not immediately available, staff are trained to follow the mandated reporter/suicide prevention procedures.
- Students or parent/guardians can submit a counselor request form online as a convenient way to connect with counselors. This online form can connect students with counselors for personal concerns, college information, testing information, or academic concerns. Regardless of the specific reason for the request, counselors, like our other staff, make a point to connect personally with each student when they have a conversation.

Staff are encouraged to maintain good physical and emotional health through these challenging times. They have been given multiple self-care tips and ideas for practicing positive emotional well-being such as mindfulness apps, daily meditation routines, and physical health activities.

The Governing Board of Natomas Pacific Pathways Prep recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students). As such, NP3 has implemented the suicide prevention, intervention, and postvention procedures to identify and support students struggling with mental health procedures. NP3 also provides supportive information to students, staff and families with resources from the National Association of Suicide Prevention.

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.]

Our Advisory Program, where we personalize education and also connect each student to a teacher, is a critical component of pupil engagement and outreach. Advisory teachers connect with students and their parent/guardians to be an advocate for that student. This relationship helps ensure that no student gets lost or falls through the cracks and enables Advisory Teachers to communicate important information about each student to each students' entire teacher team. Advisory teachers focus on academic progress, goal setting and personal growth. They also schedule conferences with families and are the main point of contact between the school and families. During the first week of school students met with their Advisory teachers on Wednesday to spend time getting to know each other and to learn about the new school year. Starting on August 3, all students participate in the Advisory class twice a week on Monday mornings and on Wednesday mornings.

Enrichment lessons will be school-wide and continue to reflect different areas of interest to inspire and expose students to creativity, arts, tech, cultures, language, and more. During the distance learning model, intervention teachers staff will create and share lessons and information on student learning. They will also provide suggested ways Advisors can follow up with Advisees as this support is necessary to ensure engagement. Enrichment will have it's own Google Classroom. Specific Enrichment details are coming soon.

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.]

NP3 contracts with NUSD to provide Nutrition services to students. Below is a more detailed description of how those services are being provided this year:

Free meal service was provided for families with children 18 years and younger Monday-Friday in a mobile/pick-up style to practice social distancing. Staff served the packaged meals in personal protective equipment and offered breakfast and lunch during March and April. In May and June, Nutrition Services offered breakfast, lunch, supper, and snacks 7 days a week. Weekend meals were handed out on Friday In July and August, Natomas Unified offered breakfast and lunch at all 15 sites. Weekend meals were still being offered due to the extension of USDA waivers.

When school started on August 27, our program switched from the Summer Feeding model where all students are fed for free to the National School Lunch Program model where students are charged based on eligibility. Child and Adult Care Food Program eligible sites will receive free supper and snacks. This includes all but one of our sites. Families will be able to pick up meals at any of our feeding locations in a mobile/pick-up style to practice social distancing. We will service both families that are eligible for free and reduced meals and those paying. In addition, we added 5 early evening distributions to help accommodate essential workers and families that are not able to pick up meals during the day hours.

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

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

When school started on August 27, our program switched from the Summer Feeding model where all students are fed for free to the National School Lunch Program model where students are charged based on eligibility. Child and Adult Care Food Program eligible sites will receive free supper and snacks. This includes all but one of our sites. Families will be able to pick up meals at any of our feeding locations in a mobile/pick-up style to practice social distancing. We will service both families that are eligible for free and reduced meals and those paying. In addition, we added 5 early evening distributions to help accommodate essential workers and families that are not able to pick up meals during the day hours.

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	Social Emotional Counseling Support	\$73,290	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
8.88%	\$353,960

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.]

Students with unique needs continue to receive services similar to that of learning on site. Services for students with Individualized Education Plans include both Special Education and general education staff working together to implement accommodations and modifications within non live and live learning opportunities. Special education staff also join live classes to further support student access to grade level content and skills. They also provide small group instruction during live content classes (within a breakout room) or outside of a live content class in a small group setting. This process is similar for English Language Learners. General education staff include specialized instruction within their classes to support ELL's, in addition to small group instruction provided by an English intervention teacher, specific to a student's English acquisition level. Due to the shift and changes from onsite to offsite learning, teachers are also checking in with families more frequently to ensure students have support in place.

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

To provide the best support possible for most NP3's most vulnerable students, teachers have been trained in distance learning techniques as well as receiving implicit bias training this summer. NP3 will continue to provide increased services and supports for English Language Learners. NP3 students are being provided additional intervention supports through distance learning as well as social emotional counseling support. Technology devices have also been provided in the form of Chromebooks and hotspots for students to connect to the internet.