

East Nicolaus Joint Union High School District Learning Continuity and Attendance Plan (2020–21)

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 COVID-19 pandemic is the third natural disaster to significantly impact the Nicolaus and (ENJUHSD) community in the past three years. In February of 2017, heavy rainfall damaged the main and emergency spillways of Oroville Dam; more than 180,000 people in a three-county region, including Sutter, were evacuated. While most returned home within a few days, the event raised concern among many Nicolaus residents. Less than two years later, on November 4, 2018, the deadliest and most destructive wildfire in California history burned through the neighboring communities of Paradise and Concow, killing 86 people, destroying 95% of the structures in each town, and displacing 50,000 people, almost half of whom relocated to Chico. The resulting air index caused (ENJUHSD) to suspend school operation for three days from November 14-16 as air quality was extremely unhealthy.

On March 13, 2020, ENJUHSD and surrounding Sutter County schools and districts were mandated by state and county officials to cease in-person daily instruction due to growing concern about the COVID-19 virus. On March 23, 2020, ENJUHSD started the phases of Distance Learning that would ultimately take students and staff through the remainder of the school year. With two days' notice, ENJUHSD students and staff pivoted from in-person instruction to online teaching using Google Classroom and zoom instruction. While this was the best that could be done in such a short time frame, it was far from ideal: academic rigor and student attendance were both inconsistent. In addition, the 'hold-harmless' decision by the CDE, although understandable, unfortunately and unintentionally reduced the motivation and accountability by many of our students, specifically our 2020 senior class.

ENJUHSD was preparing to enter the 2020-21 school year in a hybrid AM/PM model, as approved by our local board on June 11, 2020. Things quickly changed on Monday, July 20, as we received confirmation that Sutter County was placed on the State's monitoring list for COVID-19. Based on these county restrictions, it was determined that ENJUHSD will begin the 2020-2021 school in our Phase 1 Instructional Model, which is Online Learning. Online instruction will be vastly different than the 96-hour emergency transition to distance learning families experienced last spring. The 2020-2021 online learning will be structured, more rigorous, and curriculum content will be designed for a virtual learning environment. It will also include increased social-emotional supports to address the increased trauma experienced by our community during the COVID-19 pandemic.

Stakeholder Engagement

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

ENJUHSD has regularly sought stakeholder engagement on a variety of school plans and improvement efforts. Although the current COVID situation has severely curtailed our ability to hold in-person meetings, we have used a variety of strategies to solicit input into our Learning Continuity Plan from all stakeholders. The Board of Education considered instructional models, safety guidelines and protocols, and general stakeholder concerns during meetings on June 11, June 23, July 29, and August 12th. Our system is small and we were able to safely have in person meetings in a large spaces. This allowed our stakeholders' thoughts and questions as well as providing us a place to document questions we needed to research. We received a good deal of input from all stakeholders during these meetings. In addition, we used the following strategies to gather input from specific stakeholder groups:

1) Students

- In late spring, 2020, we communicated with secondary student groups to get feedback on the distance learning experiences: what worked and what needed to be changed
- Students have shared and in some cases spearheaded planning on topics such as virtual graduation ceremonies and a desire to organize a new club for students to support each other through this new distance-learning environment
- Students have participated in our board meetings, as mentioned above

2) Parents and families

- Throughout the spring and summer of 2020, parents were invited to share thoughts and concerns about COVID-era schooling via email, phone calls, and board meetings.
- Parent input specific to online and distance-learning models of instruction was gathered through a series of surveys, in English and Spanish, sent to parents in spring and summer of 2020.
- We will present the Learning Continuity Plan to our site councils prior to September 9, 2020, for review and comment. As required, our superintendent will respond to all these comments in writing.
- A series of Facebook Live videos on our district Facebook page has generated questions and comments from parents and families and teachers

3) Teachers and staff:

- We consulted weekly throughout the summers via email with a core group of approximately 5 ENJUHSD teachers including Special Education service providers, counselors, administrators, union representatives, and ad-hoc parent groups.
- All certificated and classified staff were surveyed in the summer regarding their preferences for a work environment for the fall (Traditional or online), and any health conditions that would necessitate accommodations to avoid exposure to COVID-19
- Certificated and classified staff were also surveyed by their bargaining units regarding concerns or questions about work placements while COVID restrictions remained in effect.
- A series of Facebook Live videos on our district Facebook page has generated questions and comments from parents and families and teachers

4) Stakeholders who speak languages other than English

- Our parent survey was translated into Spanish as well as English
- Bilingual administrative staff and other site staff strive to keep Spanish-speaking stakeholders informed and involved. Although we have only a handful of Bi-lingual parents and 2 EL students at ENJUHSD, it is always important to us to connect with ALL in our ENHS community. .

5) Stakeholders without access to the Internet:

- ENJUHSD staff has provided information through Facebook, Instagram, Twitter, Website, emails, and All-Call.
- Sutter County office of Education (SCOE) also provides information about school closures, options for reopening, where to access free meals from Nutrition Services, etc.
- SCOE's Targeted case managers and our homeless/foster liaison can provide outreach and elicit feedback from families without access the internet
- Because connectivity is essential for online instruction, our IT department has been working to provide free internet access qualifying families through a special programs through Comcast, DML, Verizon, and AT & T plus mobile hot spots

- We considered all stakeholder input before finalizing our Distance Plan. The input was also shared with the Board, as part of a pro/con list on the various instructional models at their July 29 and August 12th meeting, before their August 18th vote on which schedule and MOU's to adopt.

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

We provided multiple options for remote and live participation in these public meetings and hearings, as described above. These options included:

- 1) Weekly meetings with teachers, counselors and community members were held via Zoom
- 2) All school board meetings were accessible to the public due to live meetings. Parents and teachers received notices to the board meetings where the learning models were discussed and voted on so that they could provide input
- 3) Our superintendent and site leadership have actively solicited feedback through email, and have responded to all who provided input or had questions
- 4) Our district maintains an active social media presence, and has been pushing out information and requests for input via Facebook Live videos, Instagram, and Twitter.

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

Beginning in May, 2020, a series of surveys were sent to ENJUHSD parents to gather feedback about models of instruction for the 2020-21 school year. Feedback from the parent surveys, detailed below, illuminated a variety of concerns, ranging from childcare to social-emotional concerns to instructional models. Key trends identified from the parent surveys included

- a) Concerns about children's safety in returning to school: while 80% of parents surveyed preferred the traditional (pre-COVID) model of instruction, and were comfortable with in-person instruction that included Department of Health-recommended safety measures, another 20% preferred to either a hybrid model or distance learning.
- b) Concerns about academic progress: 50% of respondents were "concerned" or "extremely concerned" about their child's educational progress during distance learning; only 30% were "not at all concerned."
- c) Concerns about social / emotional health: 70% were "extremely concerned" or "concerned" about their child's social or emotional well-being and 30% were "slightly concerned."
- d) Concerns about childcare: Slightly more than half of respondents expressed concerns about childcare.

General themes that emerged from staff feedback, gathered through the weekly Zoom meetings, written comments on Board meetings and websites, and emails to the superintendent and district staff, included

- a) Concerns about their own safety and well-being if students returned to school, given our current rising infection rate
- b) Concerns about transitioning to a new online curriculum
- c) Concerns about further learning loss if ENJUHSD was forced to move back and forth between in-person and online learning
- d) Concerns about adequately meeting the social-emotional needs of students in an all-online environment
- e) Concerns about childcare, and managing their own children's distance-learning experience
- f) Concerns about access to technology for all students

Among parents and teachers both, there are groups who feel strongly that students should go back into the classroom now, and a minority of those who feel strongly that it is not safe for students or teachers until the infection rate goes down in the Tri- County area. To best address all needs, ENJUHSD offered parents and students the option: to return to the classroom, pending Health Department approval and with safety measures in place, or to opt for an all-online environment for the first semester. Fortunately, we already had an online program in place with our own Independent Study through APEX. It served approximately 20 students during the 2019-20 year; in fall of 2020-21, in response to COVID-19, it increased to approximately 35.

As students and families opted in to ENHS Independent Study, the district adjusted staffing to accommodate the student population. Staff with medical conditions that put them more at risk for complications from COVID were given the opportunity to teach from home.

As it happened, Sutter County moved to Stage 1 just before school opened, so all schools began the year online in a distance learning plan. As a Union high school district ENJUHSD is not available for the waiver.

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

Nearly all aspects of the Learning Continuity Plan were influenced by stakeholder input. Our Three Phase Plan addresses this

Specifically:

- a) our in-person instructional model was developed in response to concerns about safety when we return to the classroom: by seeing only half their students at a time, it will be easier to maintain social distance
- b) our distance-learning program was selected in response to feedback from parents and students that the academic program in the spring was not consistent and not always rigorous. Adopting specific curricula for all teachers to follow will help ensure a standard and consistent education across the district, and mitigate further learning loss
- c) in addition, the selected distance-learning models (APEX, ICEV, and CANVAS) are similar to our pre-COVID curriculum, and thus will ensure continuity of instruction when we transition back into a less restrictive environment.
- d) the diversity of views among parents about having students physically in the classroom or being online led to the expansion of our ENHS Independent Program as a part of our distance-learning program.
- e) parent and staff input about access to technology guided the aspects of our plan related to Access to Devices and Connectivity and Distance-Learning Professional Development. When the Cares Act dollars were distributed, our district immediately began purchasing the necessary items needed for our online instruction during Phase 1 as well as the board-approved hybrid AM/PM model we will transition to when we move to Phase 2. These items included curriculum, technology, and various additional resources to provide quality, consistent with instruction and mitigate learning loss.

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.]

Although Sutter County is currently in Stage 1, precluding in-person instruction, we are preparing for a safe return to in-person instruction when our county moves to Stage 2. The primary components of our plan are a modified instructional schedule, plans and protocols to ensure student and staff safety, and interventions and supports for all students, particularly those who are at greater risk of learning loss. These are described more fully below, and some details are pending agreement with our certificated and classified bargaining units. 1) An instructional schedule model that facilitates student academic learning, emotional well-being, and safety.

The following schedule options were approved by our ENJUHSD Board of Trustees for the modified in-person instruction. These schedules would result in only half the student body being on campus at any one time. We will ensure student learning and competency development by delivering and analyzing student assessments while in a hybrid model of in-person instruction until we resume regular operations in a full-day manner. Social-emotional well-being will continue to hold importance as we deliver a hybrid model of classes

SECONDARY LEVEL (Grades 9 - 12) MODIFIED TRADITIONAL IN-PERSON INSTRUCTION AM/PM Model

- Students take all 6 classes all year and earn 5 credits per semester each.
- Students attend daily but have either an AM schedule or a PM schedule.
- Student Group A and Student Group B each represent half of the student body.
- Students would attend class on a modified block schedule with 4 classes on Monday and Thursday, 3 classes on Tuesday and Friday, and All classes on a minimum day schedule on Wednesday's.

We could potentially move into or out of this schedule into full-traditional attendance within the school year.

2) Plans and Protocols to Ensure Student and Staff Safety:

In all schedule options, enhanced safety protocols will be in effect. These include:

a) Sanitation

- Hand sanitizer dispensers placed at entrance to each classroom and in common areas of school grounds
- Daily disinfecting on high-volume touch points throughout the campuses
- Cleaning protocols to ensure proper disinfecting
- Limit the sharing of supplies between students; disinfect between uses if sharing is unavoidable

b) Personal Protective Equipment (PPE)

- Require protective facial coverings (masks or face shields) for all staff and students
- Require PPE for food handlers and health care staff

c) Health Screening

- Signage will remind the school community not to enter school grounds if they experiencing any symptoms of illness
- Families are recommended to take temperatures daily before sending children to school.
- Anyone with a fever of 100.4 degrees or higher may not go to a school site
- Students and adults should screen themselves daily for respiratory symptoms such as cough or shortness of breath, and not go onto a school site if experiencing these symptoms.
 - Temp Screenings of all students and staff upon entry

d) Social Distancing

- Social distancing signage will be displayed at all sites
- Physical barriers may be installed in high traffic areas on campus where social distancing is not possible, such as front offices and cafeterias
- Classroom equipment and furniture will be arranged for social distancing to the greatest extent possible
- In stages 1-3, instructional schedules will be modified to reduce the number of students and staff on campus at any given time.

3) Interventions and supports, driven by a systematic cycle of assessments, for students who have experienced learning loss as a result of COVID-19 closures in spring.

ENHS students will use a combination of APEX / ICEV / CANVAS and Google Classroom to access their primary academic instruction. APEX is a WASC-accredited online learning platform the ENJUHSD has been using for over three years for our independent study option, credit recovery and other programs. Each unit in APEX / ICEV / CANVAS has timely assessments embedded within them. Teachers will use both formative and summative assessments to identify students working below grade level. The instructional schedule we have selected includes time built in for providing timely interventions and additional support for these students.

A system of assessments is implemented to assess each student's baseline academic level, identify potential learning loss, and monitor ongoing academic progress. The systems of assessments include:

Initial diagnostic assessment and screening

Formative and summative assessments after each lesson or unit

Progress monitoring and assessment of goals and objectives for students with disabilities

Multiple mastery opportunities in the assessment phase

Interactive study and tutorial units that is accessible during mastery phase and assessment objectives.

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

Description	Total Funds	Contributing
Sanitation Stipend	6,000	Yes
Laptops for teachers and support staff	5,000	Yes
Plexiglas Dividers	10,000	Yes
Personal Protective Equipment (PPE)		
APEX / ICEV / Canvas Curriculum (grades 9-12) for all secondary schools	15,000	Yes
SCOE RSAI Curriculum (Special Education)	3,000	Yes

Description	Total Funds	Contributing
Zoom	7,000	Yes
iPads for Staff	1,500	Yes
Webcams for teachers	3,000	Yes
Special Education APEX curriculum revisions	1,000	Yes
Wireless access points at schools	20,000	Yes
Verizon / AT&T Mobile Hot Spots	30,000	Yes

Distance Learning Program

Continuity of Instruction

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

The curriculum and schedule chosen for our distance learning will ensure continuity of instruction as we transition from online to in-person learning. At both the elementary and secondary levels, it is substantially similar to the curriculum being used before our COVID shut-down, which will help to mitigate learning loss. In addition, the synchronous / asynchronous schedule being used during distance-learning will help students become accustomed to having instruction during the first 120 / 90 minutes of the day, followed by 140 minutes of independent work. This, too, will ease the transition to in-person instruction: the models adopted by our board for Stage 2 and Stage 3 in-person instruction include a possible combination of in-person / partial day and independent work.

Curriculum:

ENHS students will use a combination of APX / ICEV / CANVAS and Google Apps to access their primary academic instruction. APEX / ICEV / CANVAS are WASC-accredited online learning platform the ENJUHSD has been using for multiple years now for our independent study, credit recovery, and other programs. Each secondary student is enrolled in career and/or college preparatory courses appropriate to each of their 4-year plans. The instruction, pacing, and assessments are course-specific to meet or exceed CDE Online Learning requirements. In addition, parents have access to on-going grade updates through their Parent Portal, and progress reports will be automatically disseminated to parents via Aeries Communication.

Scheduling:

ENJUHSD: ENHS classes will adhere to a weekly block schedule of classes. The first 120 (three days) / 90 (two days) minutes of each day will be devoted to synchronous learning. During this time, teachers are required to host a whole class session and take attendance for each class as scheduled while ensuring time remains in the period for independent student learning using APEX / ICEV / CANVAS. Each morning, teachers will teach either four / three classes, alternating between Periods 1, 3, 5, 7 one day or 2, 4, 6 the next. During the scheduled synchronous time, teachers will remain available for student contact.

The rest of the day is available, either on or off site, for planning, collaboration, remediation, acceleration, and intervention. Any classes that typically meet outside of the normal school day (e.g., 8th period) will be scheduled as per mutual agreement between teacher and site administrator so as not to conflict with the daily schedule. The afternoon / morning hours are devoted to Asynchronous learning time, with teachers providing remediation, acceleration, and intervention for students as needed. Teachers will also use the afternoon time for planning and collaboration, working either on-site or off-site.

Special Education: Students with disabilities will be provided access to a continuum of services as identified in their Individual Education Plan (IEP). Students with disabilities will have access to the general education environment during synchronous and asynchronous schedules within the general education learning models and as identified in the secondary schedules. Online learning platforms and instructional interventions are implemented to meet student IEP goals and objectives. A secure and HIPPA compliant online assessment platform has been put in place to conduct required psycho-educational assessments. Professional Development sessions were provided to special education providers covering online instructional methods, instruction and curriculum, and assessment platforms. Service providers are scheduling delivery of IEP identified services during the instructional day in collaboration with general education teachers to ensure students with disabilities have access to the general education core instruction to the greatest extent possible. To support teachers who are being asked to deliver high-quality and engaging instruction entirely online, SCOE and ENJUHSD has invested in a wide variety of new technology:

- New HP Windows laptops were ordered for teachers in our district.
- 100 new Chromebooks have been ordered to augment our supply. Staff members who are still using the older Dell Chromebooks will receive a new Chromebook. Over 200 chrome books have been given out to students.
- 20 Webcams have been ordered for teachers. These can be used for Zoom, Google Meets, Google Classroom, Castify, on a desktop computer, or Chromebook.

150 hot spots were ordered due to our rural and inefficient connectivity.

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.]

Process Used to Ascertain Access and Connectivity Needs of Students:

During last spring's closures, school staff -- administrators, IT, teachers, and office staff -- were key to identifying the technology-related needs of students and families. Because we knew their students and families, we were quickly able to identify which ones might have specific needs and reach out to them. A parent survey was distributed with questions about internet connectivity. District IT staff was then able to provide the specific supports needed, whether that was a device or internet access. Once online instruction was underway in the spring, school staff again reached out to families whose students were not logging in.

Plan for Ensuring Access to Devices, Connectivity and Technical Support:

The district has provided Chromebooks to enable all students to access distance learning during Stage 1. These were distributed through the individual school sites, with each site designating days/times for students to pick up a device.

For families without reliable internet connections, the district has offered several options. Families with financial barriers to accessing Wi-Fi for online learning may apply to the Comcast Internet Essentials program, AT&T, T-Mobil, Verizon, and local provider DML which all offer low-cost internet for families meeting their eligibility guidelines. East Nicolaus has purchased enough Wi-Fi hot spots for all students and families who need to connect.. All families with students at schools with 40% or higher free and reduced counts automatically qualify. The families with students at schools without 40% or higher free and reduced counts may still qualify based upon enrollment in a variety of government-assistance programs.

To further ensure access to distance learning for all students, our IT Department created a Tech Support Line last spring. This Tech Support Line has continued into our Stage 1 Learning and offers phone support to teachers and parents. Three of our Technology Aides are manning the phones throughout the day.

Finally, all ENJUHSD parents received a "Chromebook 1:1 Parent Handout". This provides step-by-step information to parents to support their students' use of the Chromebooks.

Ensuring that families with unique circumstances have access to devices and connectivity:

Some areas of our district have an internet connection which is not strong or reliable enough to handle the demands of online learning. To help meet these needs, the district has purchased 150 Verizon cellular hot spots. These are being distributed to families in need who are not in Comcast or other broadband provider service areas.

Our office administrative and administrators plus IT were instrumental in reaching students and families who were unable to access devices and connectivity following school closures in 2019-20.

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.]

The attendance expectation from the California Department of Education is that teachers will connect with students in daily, live interaction. To meet this, all students log into Zoom or Google Meet at 9:00 a.m. so that teachers can take roll, engage with students, and lay out the expectations for work to be done during the day. The remainder of the synchronous time combines student independent work and teacher-directed activities and instruction. At ENHS , students check in at the beginning of each class period. Teachers assess student progress by monitoring work completed and identifying students who need additional support, intervention, re-teaching, or acceleration to be offered during asynchronous time in the afternoon. Teachers will use breakout rooms on Zoom to facilitate smaller groups of students working together in a virtual environment.

To track attendance in our student information system, the California Department of Education has instructed teachers and staff to denote the following:

DL Engaged: Student is present for any part of the live, daily online lesson(s) and/or the student takes part in asynchronous learning activities

DL Not Engaged: Student is absent from the live, daily online lesson(s) and the student does not take part in the asynchronous learning activities

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.]

ENJUHSD is offering two additional professional development days for our teachers at a standard rate of pay. Teachers can choose to attend two or one training day, either August 12 or 13. Special Education staffs have multiple days of professional development as driven by our contract with SCOE. August 17 and 18 is a contractual day for teachers and an annual professional development day as the first contractual day of the new school year.

ENHS:

August 12, 13, 17, and 18:

- APEX / ICEV / CANVAS Introduction (9-12 grade curriculum)
- APEX / ICEV / CANVAS Course Exploration
- Online Instructional Practices: General
- Zoom and Google Apps: Usage and Best Practices
- Sample Period

APEX PD delivered by APEX rep

Google Classroom Set-up

Google Codes

Zoom codes and planning

Special Education:

SCOE driven and

their timeline

Staff Roles and Responsibilities

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

Many of our classified staff members have a new role/responsibility as a result of COVID-19. They have assumed new roles with IT, ensuring that connection and hardware problems are resolved remotely and through technological communication, assisting staff in various technological roles, and providing nutritional services.

Certificated staff, too, have assumed new roles in response to COVID. All of our teachers are providing online instruction, which shifts their role to more of a facilitator. MOU's were developed with the ENTA bargaining unit to adapt to our distance learning and remote education.

Additionally, our bus drivers are delivering meals to designated sites in our rural community.

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.]

Our 2 English Learners will receive Designated English Language Development (ELD) instruction in the afternoons through individual one on one's with teachers during their office hours. The majority of these services will be taking place in the afternoons. ENJUHSD has partnered with SCOE to service the needs of our Foster / Homeless Youth (as of this year we have none) .

Our Student Support Services/Special Education Department is developing processes to provide appointment based services, from one to one assessment or instruction up to small group instruction, for students that cannot access distance learning or the online components of distance learning. These models will include procedures developed in collaboration with our school administration and staff to ensure education staff and families are informed of health and safety procedures and precautions. The district is implementing guidance on the use of personal protection equipment and Plexiglas dividers for all in person instruction and assessment.

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

Description	Total Funds	Contributing
2 Days Extra Assignment for Class Scheduling	2,100	Yes
Extra office help for registrars	2,000	Yes
Laptops for teachers and support staff	10,000	Yes
Social-Emotional Supports:	1,000	Yes
Plexiglas Dividers	12,000	Yes
Personal Protective Equipment (PPE)	25,000	Yes
Training costs for APEX	2,000	Yes

Description	Total Funds	Contributing
Additional Professional Development time for teachers (initial day)	2,000	Yes
3 additional teacher Professional Development days	2,100	Yes
Special Education Professional Development days for teachers and paraprofessionals (SCOE)	5,000	Yes
APEX Curriculum (grades 9-12) for ENHS	10,000	Yes
ICEV Curriculum (grades 9-12) for ENHS CTE Programs	4,000	Yes
CANVAS –ROP—SCOE SWF Grant		Yes
Unique Curriculum (Special Education)	20,000	Yes
SCOE (Special Education)—One RSP and One Para professional, Online Speech Platform, School Psychologist, total contracted cost for ENHS	16000 0	Yes
Zoom	5,000	Yes

Description	Total Funds	Contributing
Webcams for teachers	1,000	Yes
Honors English course APEX curriculum revisions	1,000	Yes
Site Discretionary	10,000	Yes
Wireless access points at school (AT&T bandwidth increase)	5000	Yes
Comcast / DML Contract	5000	Yes
Verizon Hot Spots (Unlimited data and 5g bandwidth)	30,000	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.]

We have no doubt that there will be some learning loss as a result of COVID-19, and last spring's sudden transition to distance learning. We will address this by carefully assessing where each student is academically compared with his or her peers and with grade-level benchmarks, and providing support to move forward. Student performance will be measured regularly, using the assessments that are a part of the curriculum (APEX and) and formative assessments. Teachers will analyze the data from these assessments and determine which students need additional support or enrichment, just as they did in traditional in-person classroom instruction. Planning interventions based on assessment data is not new for our teachers; what is new, however, is having a block of dedicated time in which to deliver those interventions. Our afternoon asynchronous learning time will permit students to take part in interventions and one-on-one or small group instruction. Guided by assessment results and supported by specialists (including ELD and special education staff), we will tailor asynchronous time to individual student need, particularly in English language arts, ELD, and mathematics.

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 afternoon asynchronous learning time is designed to provide interventions and one-on-one or small group time to mitigate learning loss. Designated ELD instruction will be delivered during the asynchronous afternoon time. Students with exceptional needs will be supported as designated on their IEPs during asynchronous learning time as well. Low-income pupils and families will be supported in accessing the internet to take part in distance-learning, through mobile hot spots and participation in SCOE programs designed around intervention for students with unique needs. SCOE principals and administrative managers will further support low-income and other pupils and families.

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.]

Attendance will be carefully followed for these afternoon asynchronous intervention sessions to ensure that students are participating. If students are not showing regular attendance, our SCOE and ENHS administrative team and office staff will be following up with the families in a very timely manner so as not to lose any instruction. The staff providing interventions and small-group instruction will measure the effectiveness of these services by monitoring individual student academic progress.

Multiple metrics will be measured including:

- *IEP driven Goals and Objectives

- *Formative and summative unit and lesson assessments that are embedded in online curriculum offerings

- *District-created formative assessments will continue to be administered as they were for in-person learning prior to the pandemic

- *Quarterly and semester progress reports

Primarily, these will be measured using reporting from online curriculum. These metrics will be regularly communicated via Aeries Communication, Google Classroom Communication, and individual, online learning platform communication.

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

Description	Total Funds	Contributing
Extra Paid time for staff for Tutorials (on-line) after school hours.	5000	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.]

ENJUHSD made a commitment a number of years ago to support the mental health and social and emotional well-being of our students and staff. This commitment grew stronger after the widespread trauma following the 2017 Flood, Suicide of an ENHS teenager in 2018, and the fires over the last two years. We are proud to have some very strong supports in place to help support and monitor mental health and social-emotional well-being of both students and staff. Specifically:

- 1) All students and staff have access to two different mental health professionals that we brought on board a few years ago through our partnership with SCOE. Their approach is of the regular practice of mindfulness, mental health awareness, and facing teen pressures. This practice allows our student's to ease anxiety, improve focus, and support better decision-making for people of all ages. Students and staff have access to these two professionals at any time.
- 2) ENJUHSD has contracted with SCOE to connect students, families and staff members to health care professionals in our area. This connection ranges from general health care providers to mental health professionals. SCOE's mental health arm provides ENHS with the ability for families to a variety of service providers, from medical to social supports to counseling supports.
- 3) ENHS this year added to our mental health and social-emotional well-being platform. ENHS and Sutter Schools are in the collaboration of developing a PREP (Peer Resource Engagement Program) team. We want our school campus to be part of this team to develop and host mental health awareness campaigns. Students themselves get to decide which mental health issues they need to target on their campus and host events (if we ever can again) and create and promote campaigns designed by youth for youth. We are trying to give students a voice.

4) Finally, ENHS is planning on utilizing the Character Counts program for the first week of school with all students in the schools participating. This program encompasses social emotional learning and character development in one curriculum. This curriculum is focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side by side.

In addition to these systems and supports, staff has been provided with professional development focused on addressing social-emotional well-being since the flood evacuation and tragic suicide, fire displacement, and continuing on into COVID. Moving forward, we will continue to address these needs for both students and staff and include our site to continue to utilize each site's referral system for student support. Our Wellness Teams include: teachers, counselors, administration, and SCOE's Special Education Managers.

Students are volunteering to form site-based clubs to support each other and provided student-to-student connections in this online learning environment.

Pupil 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.]

As we begin the 2020-21 school year 100% online, teachers / administrators / and administrative staff will keep track of students who are not participating. There will be constant communication between teachers and our district counselors, administration, and SCOE Special Education Managers about students who are not participating so staff can reach out to the students and families who are not attending. We are fortunate to have Spanish speakers in our office to connect with families whose primary language is other than English in the event that students are not participating in online learning. Our Wellness Team: will also be meeting once school gets underway with the purpose of looking directly at the student engagement and concerns teachers are having with participation and attendance.

The first week of school has been designed to build relationships between teachers and students in this new world. There have been a wide variety of engagement strategies that teachers are implementing. These strategies range from implementing the Character Counts program schoolwide to describe the New Year in a certain class. The third full week of school will welcome the rolling out of our curriculum 9-12 in hope that students are accounted for and are comfortable with the technology piece to start accessing the curriculum.

The East Nicolaus Joint Union School District will continue to provide engagement and outreach to students who are absent from distance learning. The district will use tiered reengagement strategies for pupils who are absent from distance learning. Teachers are keeping daily attendance in their classes. When teachers see that kids are not attending, the following support tiers will be put in to place:

- 1) Teacher will communicate with administrative office assistants and Administrator to connect with each family.
- 2) SCOE and RSAI teachers / paraprofessionals will assist in connecting with family
3. If necessary, other district supports will be utilized, depending on the situation. These identified supports are site counselors, administrators, and administrative staff.

School Nutrition

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

The ENJUHSD Nutrition Services will be serving sack meals for breakfast and lunch to all students free, reduced, and paid. We will also be offering daily and weekly service models for our families both on site and at designated delivery areas in our rural community. This model will allow us to accommodate both in-person instruction and distance learning. As we are able to continue with the Summer Feeding model that is currently in place, students will not need to be identified; thusly, we are able to serve nutritious food to any student under the age of 18.

We will continue to follow the CDC guidelines and Yuba / Sutter County Health Department regulations currently in place for COVID. The Nutrition Services staff pre-package all entrée items remotely to limit the time needed to serve meals and the exposure of our staff and the community at the serving sites. All meal preparation and service is completed outside to allow for appropriate social distancing at all times.

Social distancing is also ensured through using a drive-through service for pick-up, eliminating close interaction between school staff and the public. The families stay in their vehicle and a Nutrition Services staff member asks how many meals they need. The staff member then collects the required meals and sets them on a table six feet away. When the staff member is away from the table, a member of the family can get out of the vehicle and take their meals.

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

Section	Description	Total Funds	Contributing
Family and Pupil Engagement and Outreach	Purchase of Catapult and EMS Connect so that our communication platform is seamless with our families and student's.	10,000	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
We have on homeless student whose family has turned down services. Our Two EL students are not Title 1. We are unique.	All General Ed. Funds are applicable for our minimal EL and Homeless students (3).

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.]

This Learning Continuity Plan encompasses how the East Nicolaus Joint Union High School District has supported and planned for meeting the needs of our unduplicated pupils -- English learners, low-income students -- as well as for ALL students. This year, we are fortunate to have hired a PPS certified and focused SEL counselor. A primary focus of her work this year is to build relationships with, connect with, and support the academic and social emotional progress of ALL of our students. In addition, together with our Wellness team and SCOE Special Ed team of managers and staff, Ms. Cheema will help school and district personnel to identify and address needs specific to these unduplicated populations. We are using our Learning Loss Mitigation (LLM) funds to support the needs of ALL students who have lost learning and have been lacking the support school provided prior to the pandemic. We have been able to use our LLM funds to purchase online curriculum, intervention materials, Technology headphones, and English Language Development (ELD) curriculum.

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Students

We have continued to focus on all actions related to technology access as they contribute to the increased or improved service requirement. It was evident that we had some students from low-income families struggle to access instruction last spring. ENJUHSD has provided ALL students with access to digital learning devices and internet connectivity through the distribution of hot spots. We do believe this will be a large part of mitigating learning loss as well as allowing for daily interaction with teachers, keeping students engaged in learning and school.

Actions Related to Mental Health and Social-Emotional Well-being

We have continued to focus on all actions related to our supports for mental health and the social-emotional well-being of our youth, English learners, low-income students, and ALL students. As Yuba / Sutter County has had more than its fair share of trauma and change in the community these past two years, we are highly aware that our under-served children need our continued supports. Although we are very small and rural in nature, our students are ALL in some capacity in need of mental health support systems.

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

It is our goal to have the actions above result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services that ENJUHSD provides to all students. To improve services means to grow services in quantity. With the Learning Loss Mitigation funds, we are making every effort to meet or exceed the percentage of increasing or improving services.