



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 16, 2020, Nevada Joint Union High School district closed its doors to on-campus instruction due to COVID-19. The district quickly shifted, like the rest of the state and nation, to a Distance Learning program for all schools. The community has since weathered several months of shelter in place, with restrictions on local businesses, youth activities, industry, and entertainment. The impact of COVID-19 and subsequent school closures resulted in a shift of the district's management team to focus on planning for the Fall 2020-21 school semester and school reopening. These efforts have continued through the start of the school year. The district has elected to begin the school year in a full distance education setting, with plans to open schools to in-person instruction beginning mid-October.

Stakeholder Engagement

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

The district has made ongoing efforts to collect stakeholder feedback throughout the planning process for the 2020-21 school year. Parents and students were surveyed at the end of the Spring semester to (1) gather feedback surrounding their Distance Learning experience in the Spring, (2) inquire about their level of internet connectivity, and (3) gauge their level of comfort with returning to in-person instruction in the Fall of 2020-21. Staff were also surveyed in the Spring to gather input about which strategies proved most effective for their students in a Distance Learning setting, including efforts at student intervention. Information and updates were provided to staff and families on an ongoing basis through the district all-call system and email, in both Spanish and English.

- Three staff town hall meetings were held between May and August to inform staff of planning and decision-making.
- Two parent town hall meetings were held between July and August to share information and collect input and questions from families. Families were given the opportunity to submit questions in advance, and questions were answered live as well. Sessions were recorded and made available on the district website, and pushed out via the all-call messaging system.
- The district's Guiding Coalition (curriculum steering committee) met for two full days (once in June, and once in August) to provide input and direction surrounding the Fall instructional program.
- The district formed a Fall Planning Advisory Committee, made up of close to 30 staff, who met on a weekly, then bi-weekly basis from May-August.
- The district has participated in a County Task Force, meeting weekly with superintendents, charter school directors (and often the director of public health) on a weekly basis to coordinate planning, share information, and allow for questions and answers.

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

All public meetings (town halls, board meetings, planning meetings) were held either virtually, or in a blended setting. All meetings that were held virtually were open to public attendance by email and telephone. Members of the public were able to submit public comment in advance of board meetings and/or provide comments in real time through regular public comment.

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

Families and students reported their primary concern with instructional delivery in the Spring mainly surrounded issues of communication. Staff had communicated class expectations, assignments and general correspondence either by email, Google Classroom, or through Schoology learning management system. These multiple platforms for information dissemination proved problematic as students and families received "too many" communications, through too many channels (6 teachers per student, potential using differing platforms and timing). They also reported inconsistencies between varying teachers, in terms of process and expectation. Some complained of teachers providing "busy work" as opposed to course instruction. Social-emotional impacts of students being isolated at home was also a notable concern. In general, the structure of distance education was of concern - consistency, continuity and commonality between teachers.

Staff reported concerns of a lack of accessibility for all stakeholders (equity), lack of effective training and tech support for families and staff, lack of student accountability and the validity of online testing (cheating). Staff reported the most effective form of communication with

families to be email; however, they reported the most effective measure of intervention for students as being personal phone calls. Staff also reported general difficulties with making students connections and an overall decreased levels of student engagement with their classes.

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

All aspects of our instructional delivery model entering the 2020-21 school year were influenced by stakeholder input. The primary areas influenced surround student attendance (required virtual class meetings), offering options for full distance education even in a hybrid model, staff and student/family training, and clarity and structure for district courses (common syllabi, single learning management system, weekly organization of assignments). Additionally, stakeholder input influenced our improved services for Foster Youth, English Learners and Low-Income students.

Continuity of Learning

In-Person Instructional Offerings

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

The district has developed plans for providing student instruction based on what is allowable by local and state public health agencies. In regards to in-person instruction, the district has developed a hybrid/cohort model of in-person instruction that will meet the current guidelines for maintaining physical distancing between staff and students, as well as all of the other health and safety requirements.

- Two cohorts of students - Cohort A (last names A-L), and Cohort B (last names M-Z), to provide reduced numbers of students on campus at one time and accommodate physical distancing.
- Cohort A attends Monday/Tuesday, Cohort B attends Thursday/Friday (3 periods a day of blocked periods, 75-80 min blocks). This is a coordinated effort with most other districts in the county so that siblings will be in attendance on the same days across districts.
- Wednesday - non-student days, to accommodate for cleaning and sanitation between student cohorts, time for teachers to manage distance education, provide teacher office hours, and facilitate department collaboration. M/T/Th/F afternoons will also provide time to manage distance education.
- Distance Education within this model -- All content will be made available remotely (via Schoology LMS). Roughly 20% of our student population indicated they will opt for full distance education, regardless of what is deemed allowable by public health officials. Students who will not be attending will still be serviced remotely. Given the likelihood of needing to transition between Hybrid and Full Distance Learning throughout the school year, it will serve our staff and students well to already be delivering curriculum remotely.

Based on the square footage of our average classrooms, we can accommodate 15 students in a classroom while maintaining 6 feet of distancing (per the state guidelines). We will also perform symptom checks for staff and students, and will require face coverings consistent with the state mandate. Additional signage, hand sanitizer, and training will be provided to students surrounding COVID-19 health and safety practices. Instruction will be based on student attainment of essential learning outcomes. Those targetted outcomes will be communicated to all stakeholders and listed in course syllabi for full transparency.

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.]

The district has placed the primary emphasis of staff development and training on methods of providing quality distance education and continuity of instruction. The district selected a sole learning management system (Schoology) for use by all teaching staff in the district. The use of Schoology LMS was codified in a memorandum of understanding between the teachers' union and the district. Included in the MOU are the expectations that teachers utilize a common syllabus template across all courses, post assignments on a weekly basis, maintain effective and timely communication with students and parents, provide access to instruction asynchronously for students with limited access to online class meetings, and host office hours on a weekly basis. Teachers will focus on agreed upon essential learning outcomes for each course, and those targetted learning outcomes will be articulated to students and parents via the class syllabus. In addition, the district maintains its commitment to professional development for the establishment of high functioning Professional Learning Communities. This effort promotes teacher collaboration for agreement around essential learning outcomes for each course, commonly developed assessment practices for measuring students progress toward attainment of those standards, and interventions and support for students who are not yet meeting these essential skills and standards. Training will be provided throughout the school year on a department level, district-wide with the district's Guiding Coalition, and to all staff during calendared staff development days. These efforts maintain a focus on delivering high level curriculum, instruction, and assessment practices, which were valid in a regular school setting, remain valid in a distance education setting, and will maintain their validity post COVID-19 conditions.

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 district has distributed Chromebooks to students, 1:1 across the district. A Fall survey was made available to families to indicate their level of internet connectivity. School sites are taking an "individualized" approach to working with families to address issues of connectivity -- all family situations are unique, and outreach is taking place on an individual family basis, by telephone. The district has purchased 150 internet hotspots to support families who may have cellular reception in their home, and may have success with internet hotspots. The district is also deploying "remote access hubs" to the more rural reaches of the county. Partnerships have been made with local libraries, school districts and community resource centers as locations for providing access points for students with internet connectivity challenges. Additionally, the parking lots of each school in the district provide connection to school wifi networks, where students can come to access internet services. Where access to the internet cannot be accommodated in a feasible manner, staff will compile digital materials from the learning management system onto individual student thumb drives and deliver those drives to students. Students will complete and store their coursework back on the thumb drive for return to the school site. This is a similar process used to provide materials to students who did not have internet access in the Spring of the 2019-20 school year.

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.]

Students will attend classes via Zoom four days per week for 60 minute class sessions. Zoom classes can be attended by internet or by telephone and attendance will be recorded by teachers in the student information system. Students also have 480 minutes of scheduled asynchronous instruction time per week which will be provided by their teachers. Teachers will take daily attendance for each student attendance day. In order to provide 240 minutes of instruction per day for students, teachers are responsible for providing 200 minutes/week of instruction per class (students take 6 classes). Students attend a total of 120 minutes of instruction/week for each of their 6 synchronous Zoom classes, so teachers will provide an additional 80 min/class/week for instruction outside of scheduled attendance Zoom classes, not including homework.

Minimum number of instructional minutes for comprehensive high schools = 240 min.

Across 5 days of classes, $240 \times 5 = 1,200$ min.

Divided amongst 6 student classes = 200 min per week, per class.

Three class Zoom sessions a day, four days a week = 720 min/week (1,200 - 720).

This leaves 480 min of instruction to be provided via Distance Education/week.

60 min/day is scheduled in the afternoons, M/T/Th/F (240 total).

The remaining 240 is scheduled for Wednesdays.

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.]

Instructional staff participated in an additional five days of staff development at the start of the 2020-21 school year. A staff development training course was developed by the management team to teach teachers how to use the Schoology learning management system, and to present the district philosophy and approach to distance education in the Fall. Additional staff trainings were provided for the use of new online tools, specifically EdPuzzle, FlipGrid, Desmos, Zoom Pro, Screencastify, Peardeck, Padlet, Geogebra, Google Slides, and MathType. Additional resources that staff are being given access to are Google Voice (for parent and students access to staff via their personal cell phones, anonymously), Fast Forward (literacy and dyslexia program), NoRedInk.com (writing software), PLT4M (for remote PE instructional and student tracking), and Make Music (vocal and recording arts software). Additionally, content specific training for curriculum integration has also been provided, and will continue to be provided over the course of the year. The district is hiring three instructional technology coaches (stipended positions for current instructional technology leaders in the district) who will provide daily support to teachers in need.

Staff Roles and Responsibilities

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

Some staff roles have changed as a result of COVID-19.

- Paraeducators - The position still largely consists of academic, behavioral, and social-emotional support of students. Paraeducators will still be tracking student performance in their courses, staying abreast of the assigned coursework for the students they serve, and providing intervention services, remotely.
- On-Campus Intervention Teachers - These staff members are now serving as case managers, and will continue to work to provide intervention services to students with high needs. They will maintain correspondence with the students and families they have been assigned to case manage, and will initially work with families to remediate issues of internet connectivity.
- Attendance Technicians - Although they will not be serving students and families on campus, they will be the initial contact for outreach to students and families who are not engaging in their classwork, or who are not attending synchronous class meetings.
- Campus Supervisors - Are taking an active role in managing on campus foot-traffic, and are assisting with materials distribution (textbooks, chromebooks, meals) and will assist with providing materials access to students with barrier to internet connectivity.
- Title One Case Managers - These positions typically support students in the classroom setting and provide before school, lunchtime, and after school tutoring opportunities. These opportunities will be provided remotely, and staff will maintain contact with students on their caseload to support engagement, academic, and social-emotional needs.
- All support staff - all staff members on sites have stepped up to do whatever task needs accomplishing to support the needs of our students - information collecting about internet access, food distribution, textbook/chromebook distribution, etc.

Supports for Pupils with Unique Needs

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

The district is making contact with individual students and pupils with unique needs to assess levels of support needed on an individual basis. Students are being assigned to Title One staff, EL paraeducators, and teachers on special assignment (in the Intervention Specialist role), who are serving as case managers for students with unique or exceptional needs, foster youth, EL students, and students experiencing homelessness. These lists will remain fluid as students are identified for lack of engagement or as experiencing learning loss. School counselors are also playing an active role in ensuring additional supports will be provided to all student groups. Staff will be deploying remote access hubs to the farther reaches of our rural county to distribute food, provide internet access, and counseling support. Additionally, home visits are being coordinated by counseling and support teams, as well as individual teachers.

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

Description	Total Funds	Contributing
Purchase and deployment of Verizon and T-Mobile hotspot devices for students lacking internet accessibility - this includes low-income students and other students with unique needs.	\$21,750	Yes
Professional Learning Community staff development - this will ensure fidelity in our curriculum, instruction and assessment practices, and help ensure students do not fall through the cracks.	\$37,000	Yes
Additional technology platforms to support Distance Education - Zoom Pro (\$21,593), Screencastify (\$3,750), Google Voice (\$12,500), PLT4M (\$4,000), MakeMusic (\$1,500), Fastforward (\$37,150)	\$80,493	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.]

The district has begun to measure learning loss from the 2019-20 school year and will continue to evaluate the most effective means of measure learning loss, particularly in the areas of English language arts, English language development, and mathematics. Students who were unsuccessful in attaining successful course completion in core subject areas in the Spring semester were offered opportunities for a Summer credit recovery session as a way to mitigate learning loss and to stay on track for graduation. Credit Recovery opportunities continue to be offered throughout the school year at all sites in the district.

Staff in English language arts and mathematics will utilize common benchmark assessments to evaluate student progress toward essential skills and standards. Sites will use the Fast Forward literacy program as a universal screener to identify reading deficits in the areas of phonological processing, vocabulary, comprehension and decoding. Incoming 9th graders will be universally assessed using the UC Davis diagnostic math readiness assessment, and will be assessed twice in the first 30 days of the school year, as well as at the end of the school year to evaluate readiness for the next level; several sites will utilize the assessment for all math courses.

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.]

Intervention teams at each site have expanded their capacity to serve low-income students, foster youth, ELs, pupils experiencing homelessness, and pupils with exceptional needs. Targeted supports will be provided for students identified by universal screeners as having experienced learning loss. Accelerated learning will take place through the Fast Forward literacy program (for ELA) and Math IXL (for mathematics) as well through class placement in English Extension, Academic Literacy, Algebra Support, and Math Seminar courses. Staff are taking a "case management" approach to addressing learning and access barriers for students. Case managers will closely track student progress toward agreed upon essential learning outcomes and intervene as appropriate. An additional day of Indian education tutoring is being explored as well as services offered by other county agencies to employ targeted supports for students in common. EL students will also be provided access to additional Credit Recovery options within the school day to recover credits lost in the 2019-20 school year.

The math readiness assessments administered in the Fall will inform readiness for current level and provide baseline data, which includes learning gaps. Regular, ongoing assessment will address learning gaps and misconceptions. The readiness test for the next level will be administered in the Spring to assess growth and inform design of 2021-22 instruction.

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.]

Staff will leverage ongoing collaboration time, on a weekly basis, to evaluate instructional delivery practices and student progress toward essential learning outcomes. Standing meetings exist for intervention teams at each site to pull support teams together to evaluate student progress, student needs, and the effectiveness and availability of resources. Additionally, the intervention specialists from each site meet monthly as a district team to bring site needs to the district table and share best practices between sites. The District Guiding Coalition will meet quarterly to evaluate the progress of department teams in measuring student attainment of essential learning standards, and to design intervention strategies for students throughout the year. In addition to these professional groups, the following steps will also take place.

1. A staff survey was provided to evaluate the effectiveness of the Summer credit recovery program.
2. Staff were surveyed at the start of the year to gauge needs and the degree by which they felt prepared for the school year.
3. Staff will be surveyed in the end of September to measure the effectiveness of the services and supports that are being provided to students this Fall, and to garner needs in moving forward.
4. The district will assemble a stakeholder engagement committee (which will also serve as the 2020-21 LCAP Committee, to include Teachers, Classified Staff, Students, Parents, Administrators, and Community members). This committee will evaluate performance data and provide input regarding the effectiveness of services and supports being provided this school year.

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

Description	Total Funds	Contributing
Summer Credity Recovery - summer credit recovery option offered to students in the 2020 Summer session to make up credits for courses not passed in the Spring of the 2019-20 school year.	\$15,000	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.]

The district has further developed plans to support the mental health and social-emotional well-being of pupils and staff during the 2020-21 school year. A mental health task force was assembled over the Summer to target the needs and supports of students and staff. The task force consists of school counselors, school psychologists, intervention specialists, the director of pupil services, and district mental health therapists. The team developed a universal screening survey for all students in the district to complete during the first week of school. Counselors are following up with students identified through these survey results. The counseling team has built a bank of resources for students to access mindfulness activities through the district website (District Wellness Guide), and continues to push those resources out to students and families through various communication channels. Staff have been surveyed in regards to their professional development needs, and the district is working to provide training opportunities to meet those needs.

Access to the employee assistance program has been communicated with staff, and students have ongoing access to mental health therapy provided through the district's Student Assistance Resources and Support program (STARS). Additionally, students identified as high need will be supported through case management provided by paraeducators, Title One case managers, intervention specialists, and school counselors. Staff intend to be mobile to meet the needs of the district's most at-risk populations, through remote access hubs, phone calls, and home visits.

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.]

District schools will provide early and frequent individual follow up to students who are not present for distance education class meetings, and who are not engaging in distance education through work completion. Teachers will be taking daily attendance for synchronous class meetings. Students who are not present for synchronous meetings will proceed through the following steps.

- One absence - automated phone call home on the day of the absence.
- One absence on two different dates - automated phone call home on the day of the absence as well as an email sent to the student and guardian. Student attendance mediation letter mailed home to student.
- One absence on four different dates - automated phone call home on the day of the absence as well as an email sent to the student and guardian. Second student attendance mediation letter mailed home. Virtual meeting with site administrator and intervention team. Site-based contract.

- One absence on five different dates - automated phone call home on the day of the absence as well as an email sent to the student and guardian. Third student attendance mediation letter mailed home. Virtual meeting with district administration, site administrator and intervention team. District-based contract.

Intervention Specialists at each site will be tracking student engagement closely and will work with families and students to provide support and eliminate barriers to engagement.

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.]

During full distance education, the district will offer a curbside meal service every Wednesday. A hot lunch will be served on Wednesdays along with a weekly bag with four lunches and five breakfasts, as well as snacks. The drive through pick up will take place over the course of two hours at each of the district's three school sites. Lunches are free to all students. Additionally, United Way will be handing out bags of non-perishable food items during the lunch pick up and all families are invited to participate.

During a hybrid school model, nutrition services will be provided to ensure all students (including those students who are eligible for free or reduced-price meals) receive a minimum of five lunches, five breakfasts, and snacks, each week.

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
8.39%	\$1,947,705

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.]

1. Case management - many support staff are taking on the role of case manager for students who are at risk of a loss of continuity of learning due to COVID-19. Title One staff will be supporting low-income students and foster youth, and EL staff will be focused on English Learners. The structure of the English Learner staff was reconfigured to identify a single case manager for weekly check-ins for students, regular office hours, and in-class support. The focus of the other EL paraeducator will be big picture progress monitoring - tracking ELPAC progress and Reclassification progress, and including students in their own progress monitoring.
2. Internet Access - staff are working diligently to remove barriers to internet access for students. Particular focus is being placed on low-income students, ELs, and foster youth. Access to internet is a basic level of need during distance learning and hybrid models of instructional delivery. Options for student access include hotspots, remote access hubs, and potential on-site access cohorts.
3. Nutrition Services - meals are being provided on a weekly basis (5 lunches, 5 breakfasts, and snacks) for all students. Nutrition services were developed in consideration of the needs of our high needs students and are effectively meeting the needs of these students.

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

- English learners are receiving an improved level of service by having designated staff assigned to checking in with them on a weekly basis, providing classroom curriculum support, and increased focus on progress toward state measures. EL specific credit recovery processes are also in development to address credit deficiencies from the 2019-20 school year.
- Other services targeting student access - hotspots, remote access hubs, and on-site access are principally directed at serving foster youth, low-income students and ELs.
- Nutrition Services are principally directed toward providing food services to unduplicated student populations.