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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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| Nevada County Superintendent of Schools | Teena Corker  
Associate Superintendent | tcorker@nevco.org  
530-478-6400 ext 2005 |

General Information

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

The Nevada County Superintendent of Schools Office serves a predominantly rural population. The most recent data from the 2010 census indicated that Caucasians make up 91.4% of the county population. The remainder of the population includes Hispanic (8.5%), Asian (1.2%), African American (.4%), and Native American (1.1%). Our alternative education programs include Earle Jamieson Education Options for students in grades 7 – 12 who have been expelled, or referred through Probation or the County SARB Board, and Sugarloaf Mountain High School at our Juvenile Hall facility which runs in partnership with the Nevada County Probation Department.

As a county office, we also provide exemplary service and countywide educational support to our Foster Youth students as well as provide transitional support and Independent Living Skills training to youth who are aging out of the foster youth system. The Foster Youth Services Coordinating Program coordinates services between community partners and school districts, ensuring that youth have an advocate well versed in the educational rights of the roughly 200-300 foster youth in Nevada County. Additionally, the Nevada County Superintendent of Schools Special Education Division provides regional programs designed for students who need highly specialized intensive services. The services are delivered through regional programs located throughout the county, in nine classrooms, across three school districts. Infants with special low incident needs are served in our Infant Program through classroom, naturalistic settings, and/or in-home based services. NCSOS Special Education Division also partners with our local Districts to identify and provide special education services to students with Disabilities that are of preschool age in our Early Start Program. Our dedicated team of educators and support staff have the education and expertise to deliver high quality instruction for each student in our care, including our preschool and toddler programs. In addition, our specialists provide speech, adaptive physical education, occupational therapy, visual impairment, behavioral management techniques, counseling, and deaf and hard of hearing services to students who require additional supports.

The impact of COVID-19 last spring saw the closure of our office, schools and programs and pivot toward remote delivery of instruction and services to students and families. Distance learning instruction included teacher-student interactive work online via Google Classroom and for students who could not connect online were provided material packets for pick up each week and assignments were dropped off each week. Teachers engaged with students weekly via Zoom or telephone. For students who were not engaged with our online system, or who
were not responding to our staff, multiple modalities were offered to attempt to get in contact with the individual family. Phone calls to both the parent and the student were conducted by the teacher, the school counselor and administrator. It needs restating that this at-risk population presented challenges for staff to encourage them to remain engaged and productive in their work.

Service provisions for our special education students, Foster Youth, Homeless and Low-Income students had to be re-viewed, adjusted and provided in a modified format in order to continue essential services and maintain compliance with IEPs, 504’s, etc. Within the first week, county SELPA created a weekly virtual meeting with all of the public schools being represented by their respective Special Education Directors. In order to keep the community abreast of these educational changes, the Community Advisory Council held online meetings throughout the summer with SELPA. Equity issues quickly became apparent when discovering the impact of technology needs in our rural county, such as the lack of personal devices, hot spots and internet connectivity. Additionally, many single parents who are “essential employees” that work all day were reaching out for child care supervision. The Foster Youth program had to cancel several training opportunities, events and in-person academic supports for staff, students and families. During this unprecedented nationwide emergency, and the stay at home order thereof, we found that students with unique needs showed an overall lack of performance across all grades in these already vulnerable and educationally disadvantaged populations. Our Family Resource Centers in-person services and resources for families shifted to appointment-only or limited drop-ins and their parenting education classes were provided via Zoom. The number of mental health referrals declined despite the suspected need for counseling and parenting support. The changes to the COE’s safety program meant all meetings with county agencies (local public health information officers, behavioral health and suicide task force, local Superintendent, Directors and Principals and child care workers) shifted to Zoom meetings. The Safety Director was a key figure in many of these task force committees, staying abreast of and pushing out information on COVID-19 updates to staff and families. She communicated recommendations from the public health officers, shared mandates from state, local and federal levels, provided resources to school sites for response to teen suicide, counseling needs, child care information, food distribution information, safety protocols for distribution of distance learning packets, re-opening school requirements and developing return to work policies and guidelines. Despite these challenges as we approach to beginning the new school year, our teachers and support staff have worked hard to meet students’ basic needs as well as to provide flexibility of learning options to support every student’s academic progress.

Stakeholder Engagement

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

Stakeholder involvement efforts in the development of our Plan was sought and gathered in a variety of ways. NCSoS does not have a bargaining unit for certificated or classified personnel in our Alternative Education Programs or pre-school and toddler programs. Special Education certificated staff within our special education programs do have a bargaining unit. The staff working as Para-educators within the Special Education Division also have a bargaining unit. The Special Education Division surveyed the parents of students that we support in June of 2020 in order to solicit feedback on the reopening of school and the parents concerns in developing an educational model that allows
for education benefit and meets all the safety requirements for students and staff. Contact our county SELPA office for a hard copy of the survey. The Special Education certificated staff met monthly with Leadership in order to provide updates and to solicit feedback.

The Nevada County SELPA increased the frequency of meetings in order to share information from the CDE and/or solicit feedback. The SELPA normally met with the Special Education Administrator Committee (SEAC) monthly; those were shifted to meet weekly. The SELPA also extended its meetings with the Community Advisory Council. The meetings would typically conclude at the end of the school year. This year, the meetings continued every month, throughout summer in order to provide updates on the reopening of school in August.

The Earle Jamieson and Sugarloaf Mountain Parent Advisory Group met via Zoom on July 29, 2020. This group consists of representatives from teachers, administrator, students, parents, community members, foster youth and probation. The Plan was presented to the group where each component was defined, preliminary content language was reviewed, input and feedback to the Plan and content was solicited. Due the anticipated low enrollment for Fall, 2020, the Principal was able to connect with a telephone call, text message or email to all families for any feedback. Staff input was gathered following the distribution of the plan electronically, Zoom meetings were held between staff and administration regarding site planning needs and re-opening processes.

Additionally, a public hearing was scheduled to be held via Zoom at the Nevada County Board of Education public meeting on September 9, 2020. This had to be changed to September 16, 2020 due to power outages in the area due to local fires. The Learning Continuity Plan was on the agenda under public hearing, included in the board packet (a link online was provided in the Zoom Invitation and paper copies were made available upon request from the county office). The meeting participants were allowed to provide input and feedback on the Plan and the preliminary content language. If requested, we will provide translation into another language. All input and feedback was reviewed and considered for relevance within each component of the plan.

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

A Zoom meeting announcement for the Nevada County Board of Education public hearing was posted on our website, sent to the Nevada County Board of Education Trustees, the media outlets, employees of the Nevada County Superintendent of Schools, any interested public members who have asked to be sent board meeting invitations, guests that are on the agenda who will be presenting an item, parents from the schools and School Site Members who may not have been able to attend the School Site Council Zoom meeting. Members at all Zoom meetings were allowed to provide input and feedback by raising their hand and being acknowledged by the host of the meeting. In addition to the Zoom option of joining in with video and audio, the public was also provided the opportunity to join the meeting by telephone. This meeting met all requirements of the Brown Act. At the stakeholder engagement meetings, multiple ways for opening the schools under the local and state guidelines were discussed. Based on the information presented, individuals had the opportunity to provide input relative to the current state of education with distance learning and in-person options. During these meetings and telephone calls with stakeholders, we received input from our stakeholders and through dialogue, we were able to identify areas that indicated shared concerns and priorities. The feedback allowed us to develop a comprehensive and robust plan that is responsive to our community's concerns and interests as we prioritize the safety for all students and staff.

A special board meeting was scheduled for September 23, 2020 for final approval of the Plan. At that time, all comments and responses from the County Superintendent will be publicly presented.
The Community Advisory Council was appreciative of the increased frequency of the meetings and appreciated hearing the updated information regarding the reopening of schools and how special education services were to be implemented throughout the SELPA. The Special Education Advisory Committee appreciated the updates from CDE and requested that SELPA provide a resource list for parents, teachers, and administrators. SELPA in turn created padlets to provide the requested information. (see the followig links for more information: the Padlet for preschool age students and families https://padlet.com/rcossairt/knjti0vo7h1u, the Padlet for school administrators https://padlet.com/egallup/4kpvq0w8ipeu.

The community advisory panel for Earle Jamieson and Sugarloaf Mountain Juvenile Hall shared two pieces of feedback; (1) requested that in the future all Zoom meetings also be sent via a calendar invite through the email so members don't have to search for the zoom link within their email, and (2) the Learning Continuity Plan defines instruction as an opportunity to provide more individualized educational support for students and connect with students on a more personal level to support social emotional concerns.

There were no public comments or feedback at the public hearing on Sept. 16, 2020.

Based on feedback from stakeholder meetings where some shared concerns and priorities for student safety for return to school and equitable access to instruction and materials and services, these issues were addressed in the development of the plan for the safe re-opening of our programs, whether for the in-person model or distance learning model.

Continuity of Learning

In-Person Instructional Offerings

The Nevada County of Superintendent of Schools looks forward to the opportunity to resume full-time in-person instruction for students. Until it is safe to move to a full in-person model, our hybrid instructional model we will implement is guided by our focus on our students who have experienced significant loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 school year. Despite the short amount of time our students spend with us at Earle Jamieson, typically one or two semesters, and then are transitioned...
back to their home district, and the fluidity of enrollment at the Sugarloaf Mountain juvenile hall, our staff will do everything they can to provide quality instruction and support our students' academic and social-emotional needs. We anticipate starting the 2020-2021 school year with an option for students to receive scheduled individual or small group in-person instruction or a virtual learning environment at home. Students will have the option to come in-person 2 or 3 days a week for a minimum of 4 hours of core instruction. The days students are not at school, scheduled live instructional blocks with the teacher will occur. Students will receive 5 days of instruction. Students will also have the option of in-person or virtual meetings with a support staff member 1:1 for the purpose of assessment, service provision and/or skill building/tutoring support. To date, we have 5 students planning to come to school in-person. This model will be reviewed mid-October to assess the current situation, assess our learning model, and navigate our way through the second quarter through to the remainder of the 2020-2021 school year.

2020-2021: First quarter: Earle Jamieson and Sugarloaf Mountain

Hybrid Learning Model: Individualized Learning Plans
Due to the low enrollment number starting the school year, we feel confident we can provide a hybrid learning model at both schools. Students will be given a schedule for daily virtual and in-person learning for all core subjects and a schedule for in-person targeted intervention support (1:1 and/or small group) throughout each week. We anticipate starting with 5 (five) students in Earle Jamieson and 6 in Sugarloaf Mountain juvenile hall. Some aspects of our model include the following:

* All direct instruction will be under the supervision of a certificated classroom teacher.
* Instructional minutes will be based on the time value of assignments as determined by a certificated employee following the guidelines of SB98 for instructional minutes. For school days when students receive both in-person and robust distance learning instruction at home, time under immediate physical supervision will be combined with the time value of assignments. We anticipate meeting the required 240 instructional minutes per student.
* Targeted intervention support will be provided by both the teacher and the instructional assistant.
* In between in-person and virtual instruction and intervention support, students will be expected to continue their studies on assignments and supplementary activities.
* Teachers (and instructional assistants) will be physically on campus and delivering instruction to students in-person or through Zoom or Google Meet platforms.
* Student mental health and drug diversion programmatic needs will take place once a week on a 1:1 basis or in small groups with the option to join through Zoom.
* All student IEP and 504 plans will be reviewed and services will be provided per their plans and goals.
* PPE (personal protective equipment) is required for students and staff members and all students will have their own materials (pens, pencils, paper, textbooks, devices, etc.)
* Following all local, state and federal mandates regarding closure based on classroom or district outbreak; designated staff members are trained by the nurse to conduct COVID-19 health screenings, symptomatic checks and surveys and tracing protocols (https://nevco.org/wp-content/uploads/2020/08/CDPH-COVID-19-Exposure-Guide-for-Schools-1.pdf).
* NCSoS-provided PPE equipment to all staff. Masks are required to be worn in all areas of the campus
* Social distancing practices implemented on campuses.
* Each Tuesday and Wednesday afternoon, all staff has a scheduled time for PLC work and/or professional development opportunities. In
these meetings, time for real-time feedback on student engagement, instructional practices and student performance will occur.

The opportunity to provide small group instruction or focused 1:1 intervention sessions will contribute to the continuity of instruction and learning for our students. In order to address the academic and social-emotional needs of our learners it is essential for our teachers to have communication with our students and their parents. Our model ensures that we are providing our students with a robust, rigorous academic program with built-in supports. To support the social-emotional needs of our students, we have an on campus school counselor who will provide daily check-ins on their well-being and ensuring them it is our goal to provide a safe place to manage the challenges they may be experiencing with participation, family issues, personal issues or academic struggles. We are closely connected with the various outside community agencies if a referral needs to be made and we will continue to provide wellness activities both in-person as well as virtually. Suicide prevention and awareness information will be disseminated to students and families during September for Suicide Prevention Month and May for Mental Health Awareness Month. Staff will attend virtual training on suicide prevention.

As part of this hybrid model by Earle Jamieson and Sugarloaf Mountain, staff will develop an individualized learning plan for each student. At the start of the school year and upon enrollment of a new student to either program, staff will schedule meetings with students and families individually to discuss learning goals, identify learning focused areas based upon records from their home district and discuss the monitoring of progress and expectations of the plan; which would also include the goals from the home district's expulsion report. All 504 and IEP plans will be reviewed and services provided to the best of our ability while under COVID-19.

Earle Jamieson and Sugarloaf Mountain’s re-opening plans along with the County of Nevada's Juvenile Hall COVID-19 policy and our Child Development Center's plan can be viewed (https://nevco.org/wp-content/uploads/2020/08/EJ-Reopening-Document-8-20-20.pdf; https://nevco.org/wp-content/uploads/2020/08/Sugarloaf.Reopening-Plan.81.2-Covid-19.pdf; https://nevco.org/wp-content/uploads/2020/08/Co.of_Nevada.Probation-Dept.Juvenile-Hall.Policy.pdf; https://nevco.org/wp-content/uploads/2020/08/Sierra-College-Child-Dev.-Cntr_.Reopening-8-25-20-FINAL.pdf). These documents include the safety and health protocols for students and staff consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, visitors on campus, physical distancing signage and expectations, cleaning and disinfecting routines to ensure physical health and safety in school facilities. Neither of these schools uses bussing services to or from campus facilities. Every parent is called weekly to discuss their students progress, address any areas of concern and inform parents of any programmatic changes. We believe this regular communication with families builds trust, community and partnership as we all are working together to promote the overall success of their child.

The greatest challenges working with this unique population is the fluidity of students as they transition in and out of the programs frequently. The profile of most of these students who come to us is common across all grade levels. Students come to us often credit deficient and behind academically. Tracking student performance is problematic at best during non-COVID-19 times as it is during a school closure or virtual distance learning situations. Students are rarely with us for more than 2 semesters. Despite these challenges, staff plans to use Renaissance Learning assessments in both Reading and Math which will determine where the students are in their learning progression and what they need to learn next. To help close the learning gap and address learning loss, staff will use the 1:1 and small group sessions to provide that additional targeted support. Staff will also use core assessments from curriculum, supplemental curriculum, interim and formative assessments and Teacher Toolkit from the Smarter Balanced Assessment system, additional intervention software programs such as Study Island for both ELA and Math. Staff will be consistent with using the learning management systems to support online instruction, such as Google Classroom, Goalbook Pathways/Toolkit, and implementing Universal Design for Learning practices. Utilizing these resources and
tools will be a continuous practice as we work to meet students needs and address learning loss.

In the 2020-2021 School Year-Phase 1- Distance Learning: Nevada County Superintendent of Schools Special Education Division continues to provide Distance Learning by following the Distance Learning Plans as a function of their IEP. Where technology allows, Certificated Teaching staff work directly with the student and their family through an internet portal to provide daily connections and access to curriculum. In the event that the student family does not have access to technology and/or the internet, due to the rural setting of our schools, a computer and/or a hotspot for internet connectivity is provided to the family. If a student is not able to access information on a computer, due to a disability or preference, staff will provide curriculum and instruction in the preferred medium. Additionally, all Designated Support Staff such as Adapted Physical Education, Occupational Therapy, Speech and Language Services, Deaf and Hard of Hearing, Visual Impairments, Orientation and Mobility, etc. also engage with the student and/or family through Distance Learning to provide an educational benefit and progress towards IEP goal(s) acquisition. Clear expectations for work completion and student attendance, multi-step processes are developed for engaging students who have missed more than 3 days or 60% of distance learning, weekly record keeping and ongoing parent support and training will occur. Teachers and service providers will be engaging in conversations with each family to develop an Individualized Distance Learning Plan for students outlining supports and services to be received. Daily monitoring and regular communications with our partner districts will occur to evaluate our ability to move into Phase II.

Phase 2- Hybrid Model- The Hybrid Model will be implemented following the successful acquisition of the required PPE items to ensure staff and student safety. A Special Education Services Re-opening Plan and Site Specific Reopening Plan has been developed to address the safety concerns (https://nevco.org/wp-content/uploads/2020/09/NCSOS-Reopening-Plan-SSPP-9-9-2020.pdf). NCOS will collaborate with the Districts of Accountability to develop IEPs and Distance Learning Plans that will allow for in person instruction. Within the Hybrid model, the County operated Special Day Classes will open and provide support to students on a one to one setting or within small groups. The County operated SDC serves students with moderate to severe disabilities from schools throughout the SELPA. Many of our students are communicatively challenged and often will use behavior as a communication tool. In order to ensure the safety of the student(s) and staff, class size is limited based on the volatility of the student and the ability of staff to maintain academic and behavioral engagement. In the Hybrid model, Designated Instructional Supports will be provided to students on their own campus, in order to allow for LRE. Students will receive between 1-4 days of in-person learning/services at school and 1-4 days of Individualized Distance Learning. Number of days on each will be based on staff/parent input, student need and ability of students to maintain safety protocols.

Phase 3: Students will return to full time in-person instruction five days a week. This will occur as soon as practical.

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

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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<td>Provide professional development for staff to implement Hybrid Model learning.</td>
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<td>Provide tutoring support with a transitional assistant both in-person and virtually.</td>
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<td>Description</td>
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<td>Purchase and adopt core Math curriculum.</td>
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<td>Provide supplemental curriculum: Study Island, Learning Ally, STAR A/R and Math</td>
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**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.]

Currently our county is not on the public health watchlist which affords our programs the opportunity to enter into dialogue with stakeholders about the possibility of providing in-person and distance learning opportunities for our students. Our plan is to begin the year with a hybrid model of learning with both in-person learning and virtual learning through remote instruction opportunities. All students are provided with individual Chromebooks at the beginning of the 2020-21 school year and use the Google Classroom platform. When and if we move toward a full distance learning model, we anticipate the transition to be smooth and service provision continuous. Contact with students will continue to be live daily for the scheduled block of subjects along with offering asynchronous learning. Teachers will develop individual learning plans for students and assign each student assignments needed to progress toward graduation in collaboration with the other teachers. Students will have full access to the curriculum remotely and in-person. Currently we have five (5) students at Earle Jamieson returning to in-person instruction for 2 or 3 days per week and receiving distance learning the other days. Students often come to our program credit deficient, all assignments will be built to promote credit recovery. The administrator, school counselor and teachers will address the academic and social-emotional needs of students. Daily scheduled virtual lessons provided by the classroom teacher, along with daily scheduled small group or 1:1 instruction will ensure a robust and rigorous online and in-person program providing individualized support. We will continue to ensure that all lessons are standards-based lessons and aligned with our State mandates. The administrator will monitor the regularly scheduled Renaissance assessments in reading and math along with other monitoring tools. Educators will use Universal Design for Learning strategies and implement the Goalbook Pathways program (a tool that can identify a student's current skill level and offer standards based
lesson plans/work that has been scaffolded down to the mastery level of the student) to promote and monitor student performance and outcomes.

Earle Jamieson serves students in grades 7-12 who come to us with diverse backgrounds, academic and behavioral challenges and social-emotional needs. It is a high risk population; students who have been expelled are enrolled with us a short amount of time, typically one or two semesters. And we also serve students in the juvenile hall; typically with us a short amount of time as well. Therefore, we try to target the most critical skills and knowledge for each subject and grade level for each student. Assessing their current learning level is critical as teachers plan to diagnose their unfinished learning. Teachers will adapt their instructional pacing and support plan to meet each students needs while providing grade level content for each subject area. As mentioned in the In-Person section, social-emotional and wellness support is a priority for our students and will be provided with regular check-ins by our school counselor. NCSoS is currently connected with County Behavioral Health, County Public Health, Child Welfare and other local family health care and community agencies. Whenever possible, resources are offered by these entities will be leveraged to support the needs of our staff and students. NCSoS also maintains a wellness program that supports teachers and staff where resources are regularly disseminated. Every parent is called weekly to discuss their students progress, address any areas of concern and inform parents of any programmatic changes. We believe this regular communication with families builds trust, community and partnership as we all are working together to promote the overall success of their child. We offer the identical services and supports for students in the juvenile hall program. We start the fall year with 2 students in juvenile hall.

Currently we have approximately 63 students with disabilities receiving distance learning instruction from our highly qualified Special Education Staff in lieu of attending a County Operated SDC Program. Through the Distance Learning Plan, which was developed in conjunction of the student’s parents/legal guardian, the District of Accountability and the NCSOS certificated staff, student goals are prioritized to mitigate learning loss and maximize the opportunity for goal acquisition. Students within the SDC programs, based on their cognitive functions, are provided with the same curriculum as the host site uses, in order to provide continuity of curriculum when the student has an opportunity to mainstream. Students that are not yet able to fully access the general education curriculum utilize the Unique Learning System. This educational program supports teachers in identifying a students baseline levels and provides scaffolded instruction based on the grade level standards. Additionally, all Certificated Teachers were provided a year long subscription and training on Goalbook Toolkit, an educational program that is similar to Unique Learning system in that it provides Teachers with tools to identify a students current level and offers standards based lesson plans/work that has been scaffolded down to the mastery level of the student. Both the Unique and Toolkit programs allow for lesson plans to be developed digitally and/or through paper printouts. This feature allows enhancements to the supports that we can provide to students that are engaged in education through a distance learning model.

Additionally, all Designated Instructional Services are available through the Distance Learning model to those students that require it. When allowed, our SDC program will move into the Hybrid model and will provide in person instruction to those students that attend a County Operated SDC Program. In doing so, the certificated staff will have more opportunity to engage with the student and assess the student’s present levels of functioning in all areas and make recommendation to the IEP on how to adjust instructional practices in order to achieve the agreed upon IEP/Distance Learning goals.

Our school counselor will schedule regular meetings with students 1:1 either remotely or in person and practice social distancing protocols. Individual learning plans will be reviewed every week along with student progress. Outreach to families will be provided via online platforms
or by telephone. We recognize the need to provide individualized support for this population and therefore, our instructional support provider will meet on a regular schedule via remotely or in-person 1:1 for intervention sessions. We anticipate following the hybrid distance learning model until it is safe to move to a return to full in-person instruction on campus.

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 will have access to a personal device (Chromebook) and a personal WiFi hot spot, if necessary. Currently, we have identified 5 students at Earle Jamieson and 4 students enrolled in a County operated SDC Program who will need Chromebooks with hot spots. The special education program has identified at least 20 students in need of a device and/or hot spot. LEAs will provide devices and hot spots for their special education students who are in our programs on a needs assessment basis; however, we are ready to support the provision of these devices if the LEA cannot provide them. Our team will be reaching out to our foster youth, low-income and homeless students we serve to see if there is a need and all devices will be provided for their use, if necessary. 100% of students in Sugarloaf Mountain juvenile facility have access to a device, WiFi and are able to work within their learning platforms. Teachers have been surveyed and those that have requested new devices, hot spots or upgrading their existing device will receive assistance from our IT person.

During the school closure of the 2019-20 school year, students in Earle Jamieson and within the SDC Programs were given a schedule for pick-up and drop-off of materials packets due to the majority of these students having little to no access to devices or connectivity in the surrounding foothills. This has changed for the 2020-21 school year where we have a device and hot spot for any student who needs one and will continue to offer materials packets for those families that request this method due to broadband connectivity challenges beyond their control. Students will be connecting daily with their teacher via telephone if this is the modality necessary.

The COE has developed a board policy and device agreement/contract (which includes the care and handling of devices) for use during distance learning. Students and families receiving devices from the COE sit with the administrator and review these documents together.

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.]

In order to monitor student progress, teachers will expect daily participation on each school day from students. Student engagement/attendance will be closely monitored in order to ensure that they are receiving adequate access to the curriculum. Our plan includes the following:
* Instructional minutes will be based on the time value of assignments as determined by a certificated employee following the guidelines of SB98 for instructional minutes. For school days when students receive both in-person and robust distance learning instruction at home, time under immediate physical supervision will be combined with the time value of assignments.
* Students will engage in in-person sessions a minimum of two or three times per week, depending on their schedule. During times they are not live with a teacher, they will engage online virtually with the teacher two or three times per week, depending on their
schedule. Additional time to supplement learning will be scheduled in-person or virtual for 1:1 intervention or small group intervention sessions. Students will be provided with 240 instructional minutes, (within the SDC Programs, students will be offered the required amount of instructional minutes based on their grade/age.)

* Teachers will take daily attendance using a chart recording the date and time engaged with the student(s), type of engagement and assignment. The chart is turned in at the end of the week. Attendance will be sent to the attendance supervisor daily and entered into the student information system. When a concern for a students attendance becomes apparent, our practice is to reach out to the student and family to discuss concerns and help address any of the barriers that might be making attendance difficult for the student. We have an automated message service that calls the household when a student is absent. If there is no response, we call, text message or email to try to connect with the family. We will make any outside referrals to the counselor, mental health professionals, nurse, substance abuse intervention, as necessary. We will also call a student success team meeting or the IEP team to bring together school personnel, and family members to discuss how we can help improve attendance.

* To encourage regular participation, extra-curricular activities relevant to their interest level will be scheduled and we will recognize students for good and improved attendance.

* Often the student attending Earle Jamieson was expelled and referred to our program due to attendance issues, so our staff is well aware of the patterns of behavior of some of these at-risk students and work hard to build and maintain a positive relationship with the student and their family. The staff work hard with each student on learning new social-emotional skills and coping mechanisms prepping them for success as they transition back to their district home.

* Students that attend a County operated SDC often use behavior as a form of communication, our highly trained special education staff work hard to develop and maintain strong bonds with our students to facilitate student engagement and growth. Throughout all learning models, certificated staff frequently collaborate with the students' parents in order to support positive growth and to address any areas of concern immediately.

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.]

Professional development learning opportunities related to high quality instruction and engaging students in their learning, distance learning strategies and resources, technology training on software programs and learning system platforms, etc. will be provided throughout the school year to teachers and staff. Professional development in our county is prioritized based on needs assessment surveys conducted by staff from our programs and county-wide educators; identifying areas of focus for continued educational growth, student areas of need, technology and resource need, etc.

Ongoing Professional Development opportunities to continue from last year include:

* Universal Design for Learning Cohort where COE coaches support and monitor 75 teachers in the implementation of these practices. This cohort of educators (which includes our staff members) meet regularly to share best practices.

* NCSoS SELPA newly formed cohort of mental health professionals, consisting of school psychologists, counselors and Board Certified Behavior Analysts (BCBAs) to collaborate with Nevada County Behavioral Health to refine our mental health identification and support practices while in distance learning.
* Community of Practice groups in Social-Emotional Learning (SEL) and Math & Science will continue meeting via zoom three times a year (these cohorts also include our teachers and staff)
* Trauma-informed practices, Adverse Childhood Experiences trainings
* Technology training for educators in Zoom and Google Classroom and Advance strategies using these platforms

New and Planned Professional Development include:
* Staff training in the new safety and health protocols
* Technology training for educators and parents in Zoom and Google Classroom platforms with monthly trainings on new and advanced techniques
* Goalbook Pathways/Toolkit Implementation training (with the support from CA Collaborative for Educational Excellence-CCEE) for general education and special education teachers (this program helps educators identify learning barriers and provide instructional strategies responding to individual student needs and designing a pathway for success)
* Virtual Distance Learning Playbook Institute (presenter: D.Fisher, N.Frey, J.Hattie) attended by all of our general and special education teachers in our programs. This training included the e-book resource, we purchased a hard copy of the book and teachers joined the book club with ongoing distance learning opportunities to collaborate with other educators across the nation using this resource and sharing strategies for best practice
* Suicide Prevention and Intervention
* IEP and Distance Learning Plan development training - ongoing, monthly training
* AIM HI- NCSOS SELPA and its Partner Schools are collaborating with UC Davis to offer intensive trainings for school counselors and psychologists on best Counseling practices for Students with Autism
* Racial anti-biased training for educators
* Professional development webinar series on the Continuity of Learning Playbooks (DL and Hybrid) from CCEE along with all other webinars they offer on Google classroom and other platforms are promoted and encouraged for staff

We have a dedicated IT support position to ensure all professional development and needed resources, including technological support. Professional development will be offered virtually, and when possible, in person. Opportunities for inclusion from the entire county community of educators, mental health professionals, special education educators, administrators, etc. are always offered and made available, as will program-specific trainings that focus solely on our expelled youth at Earle Jamieson and/or Sugarloaf Mountain juvenile hall and/or students with unique needs.

Our Family Resource Center provides professional development opportunities for parents in their "Nurturing Group Class" where modules are recorded to be accessed by parents at their convenience and then discussed in weekly Zoom group meetings. There is more stress on parents and demands of parenting, and distance learning experiences have increased and this facilitated evidence-based class helps parents make strides to overcome some of their challenges while trying to support their children's learning experience.

Weekly staff PLC meetings between teachers from Earle Jamieson and Sugarloaf Mountain will be either in-person or virtual via Zoom so teachers will be able to check in on each other, maintain positive relationships with each other through mindfulness activities, allowing dialogues about struggles, challenges, successes and needs to occur in a safe space. From these regular PLC meetings, the instructional model will be continually reviewed for effectiveness and student progress measured to ensure students are receiving high quality instruction and guidance and progressing in their learning. The school principal will be monitoring the instructional program, student progress and supporting teachers where they need guidance and acknowledging growth and successes not only with teachers but with students as well.
Staff Roles and Responsibilities

The adjustments to staff roles and responsibilities have shifted toward providing effective distance learning instruction, ensuring equitable access to the core curriculum and promoting wellness supports of our students. While most of our teaching and support staff positions remain in place, the day to day engagement with students has changed and therefore, it requires staff to re-think and re-imagine ways to connect with students while providing high quality instruction. Most staff will maintain the same job expectations, routines will be new and scheduling times when working with students in-person will change. Our instructional assistant's role will now be split between both sites (Earle Jamieson and Sugarloaf) providing in-person and virtual support for all students. Staff will also be creating new engagement opportunities for students virtually and asynchronously. One new position at our Child Development Center is a health aide who is trained by our county nurse to support the intake procedure with students, help with sanitizing throughout the day, use the symptom protocol checklist with students and/or staff who present symptoms of COVID-19 and follow through with contact tracing and work closely with the Nevada County Public Health Officer. All staff are expected to follow health and safety guidelines while performing in-person instruction.

Supports for Pupils with Unique Needs

Special education services will be coordinated with each program to provide students their services either in-person or via Zoom with their respective special education teacher in order to implement the Distance Learning Plan attached to each IEP. To support special education services at Earle Jamieson and Sugarloaf Mountain juvenile hall, and serve those students in our site-based programs, the resource teachers will support students on their case loads on a schedule that will be developed collaboratively with the general education teachers. Teachers will work with students both in-person on a 1:1, small group or via zoom on the scheduled day/time on the hybrid learning model and provide services to students virtually when necessary. Our county SELPA schedules regular virtual meetings with all of the public schools being represented by their respective Special Education Directors. In a collaborative process, services to students are discussed, adjusted and provided in a more creative way in order to continue essential services and maintain compliance with 504, and IEPs. Special considerations in this plan address such area as health and safety precautions (PPE equipment, planning for students who are medically fragile and/or immune compromised, physical distancing protocols, ensuring Free and Appropriate Public Education (FAPE)).

In the 2020-2021 School Year-Phase 1- Distance Learning: Nevada County Superintendent of Schools Special Education Division continues to provide Distance Learning by following the Distance Learning Plans as a function of their IEP. Where technology allows, Certificated Teaching staff work directly with the student and their family through an internet portal to provide daily connections and access to curriculum. In the event that the student family does not have access to technology and/or the internet, due to the rural setting of our schools, a computer and/or a hotspot for internet connectivity is provided to the family. If a student is not able to access information on a computer, due to a disability or preference, staff will provide curriculum and instruction in the preferred medium. Additionally, all Designated Support Staff such as Adapted Physical Education, Occupational Therapy, Speech and Language Services, Deaf and Hard of Hearing, Visual Impairments,
Orientation and Mobility, etc. also engage with the student and/or family through Distance Learning to provide an educational benefit and progress towards IEP goal(s) acquisition.

Phase 2- Hybrid Model- The Hybrid Model will be implemented following the successful acquisition of the required PPE items to ensure staff and student safety. A Site Specific Reopening Plan has been developed to address the safety concerns, (see attached) NCSOS will collaborate with the Districts of Accountability to develop IEPs and Distance Learning Plans that will allow for in person instruction. Within the Hybrid model, The County operated Special Day Classes will open and provide support to students on a one to one setting or within small groups. The County operated SDC serves students with moderate to severe disabilities from schools throughout the SELPA. Many of our students are communicatively challenged and often will use behavior as a communication tool. In order to ensure the safety of the student(s) and staff, class size is limited based on the volatility of the student and the ability of staff to maintain academic and behavioral engagement. In the Hybrid model, Designated Instructional Supports will be provided to students on their own campus, in order to allow for LRE.

We have a relatively low EL population in our programs; however, all material and communications in students packets or via letters to families, will be sent in English and Spanish when requested. The foster youth, homeless and low income children have a significant history of trauma and COVID-19 has no doubt triggered and intensified student trauma responses. With the increased mental health concerns of students in these unique subgroup, families are provided additional resources such as tutoring, food bank information, counseling services, housing and employment service referrals.

Our foster youth and Indian Education team has communication plans in place between the county employees and school liaisons and families to ensure program offerings and and resources are being provided across all programs. High quality tutorial and case management services are provided for all foster youth and Indian Education youth via platforms such as Zoom, DUO, Messenger, Teams, Google Meets and traditional telephone calls, texting or emails. All students are contacted to make sure they have proper school supplies, educational materials, devices and connectivity service. All foster youth students in our program who need a device receive a device. We will provide hot spots, phones, laptops or Chromebooks through various vendors as needed. Transition services will continue for those students transitioning to post-secondary education. Classes are offered weekly for transition age youth via Zoom for the purpose of supporting their social-emotional needs as well as life skills development. The foster youth program case managers will facilitate coordination of services to meet the unique needs with community partners such as child welfare, probation, foster family agencies, schools and behavioral health.

The McKinney-Vento program supporting our homeless students will continue to provide essential services by sending regular emails to McKinney-Vento school liaisons with relevant links to resources, reaching out to provide support to liaisons and using emails to accept and authorize residency forms and funding requests. Resources are also available in Spanish as needed.

Our Partners Family Resource Centers staff will continue to reach out to low-income and homeless families and provide support in helping them receive eligibility services from CALWorks Housing Support Case Management for rental payments, clients seeking stable employment and housing are maintained and successful. Concrete supports also include providing clothes and diapers, educational tutoring and food for families.
### Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide professional development and training for teachers with UDL experts and instructional coaches.</td>
<td>$75,000</td>
<td>No</td>
</tr>
<tr>
<td>Provide technology and professional development (document cameras, interactive boards, laptop computers) to staff to promote virtual learning. Staff will utilize online systems including Google Classroom, SeeSaw and Zoom platforms to deliver instruction. Tools such as the &quot;Virtual Distance Learning Playbook&quot; is provided to staff.</td>
<td>$50,000</td>
<td>No</td>
</tr>
<tr>
<td>Provide additional staff to support daily check-in procedures, sanitizing materials and equipment, implement the COVID-19 symptom checklist and work with the County Public Health Officer.</td>
<td>$30,000</td>
<td>No</td>
</tr>
</tbody>
</table>

### 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.]

Earle Jamieson and Sugarloaf will continue to use the Renaissance Learning Star testing for ELA and Math as an entry diagnostic tool and exit summary progress report as is our regular practice. Teachers will also use the Goalbook Pathways and Toolkit program to assess students' skill levels. Both assessment tools along with teacher created assessments will be valuable in identifying learning gaps to support intervention practices, differentiated teaching practices, and design multiple pathways for student success. With a focus on the essential standards, teachers will provide targeted skill accelerated lessons through curriculum-based materials and suggested lessons from Renaissance and Goalbook programs. Additionally, teachers will be monitoring student progress through weekly 1:1 meetings with students to set and monitor learning goals for their individual learning plans. If necessary, our programs will institute ELPAC testing for EL students along with local ELD level testing and progress monitoring. Occasionally, when students’ monitored learning shows no progress, a tiered intervention process begins with all staff putting their efforts toward supporting a students progress and if after considerable efforts are made and still there is no progress, our staff calls a student study team to determine next steps where this can lead to a request for an assessment of the student's learning capabilities to determine if there are any areas of learning deficits.
# 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 instructional programs include differentiated instructional strategies that support the diverse academic needs of our students. Our student assessment data serves as the feedback for both teaching and learning. In order to effectively implement and monitor student learning through an equity-focused lens, the following strategies will be utilized:

* We have low numbers of EL students, and when necessary, are prepared to target learning loss with specific resources from our ELD curriculum, engage students with lessons and resources such as visual aids and manipulatives that assist them in understanding the content being taught. Skills such as higher-order thinking skills, questioning techniques, integrating listening, speaking and writing resources will be provided.
* Our low-income students will have access to 1:1 intervention support as well as small group intervention instruction. Weekly check-in meetings with the teacher to monitor progress and put in place any further resources, academic or social-emotional support will be provided. Our staff will make sure all basic needs are assessed and families are provided with resources for food, clothing, school supplies, wellness services, community resources, etc.
* Students experiencing homelessness and foster care will receive the necessary intervention supports to help mitigate the gap in their learning through 1:1 instruction and/or small group instruction. In addition, our Education Liaisons for foster youth services provide additional tutoring services with the goal of continued access to the curriculum with engaged learning. It is critical we maintain communication with our families experiencing these high-needs situations. Our county can provide wrap-around services for families as well as other support services in the community. Teachers can refer families to our SMART (school multi-agency resource team) meetings that meet weekly to support families in need of support.
* Pupils with exceptional needs, just like all students, will have access to core curriculum and intervention supports with designated accommodations according to their IEP or 504 plans. Students will engage with small group instruction, 1:1 instruction meetings with their teacher or instructional assistance and receive support from their special education teacher as well. Working collaboratively, the general education and special education teachers design educational supports that will meet the needs of this population. IEP and 504 plan goals are reviewed upon entry into the programs and working together, teachers ensure students are receiving the appropriate services to assist them in their learning.
* For students with moderate to severe disabilities that are within the County operated SDC programs, certificated special education teaching staff continuously monitor the progress towards goals, (goal areas may include English Language Arts/Development and Mathematics). Students that are not making adequate progress on said goals are afforded alternate interventions to increase opportunities of success. If the growth towards goals is not adequate, an IEP team meeting will be called to address the challenge in a collaborative manner with the IEP team stakeholders. New services and/or foundational goal development may arise out of the meeting in order to assist the student in attaining the goal developed by the IEP team.
Good instructional strategies include using formative techniques during the teaching of lessons; extensions of discussions, using questions to assess learning, quick formative assessments such as quizzes, exit tickets, polling answers, etc. Online instruction platforms have numerous ideas for quick assessment of learning that keeps the students engaged. Teachers know to keep the focus on the essential standards for all subject areas, building solid skill knowledge, allowing student to gain confidence in their abilities.

### 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.]

Two systems will be put in place to monitor the effectiveness of supports provided for students; (1) regular and on-going monitoring of student performance from analyzing weekly student data retrieved from online and in-person performance resources (either from classroom-designed formative assessments, quizzes, applications, reports, STAR testing, Goalbook assessments, etc), teachers will meet weekly to discuss data from these metrics and talk about instructional practices and adjusting targeted areas where necessary; and (2) provide progress results to students, solicit their feedback on their reflections of their learning performance, make adjustments in their learning plan to reflect what the data is showing and how to move forward in the collaborative effort toward success, inform and bring in parent feedback on student’s learning performance as well. Credit completion will be a part of these discussions as well. For students with moderate to severe disabilities that are within the County operated SDC programs, certificated special education teaching staff continuously monitor the progress towards goals.

Along with academic progress monitoring, staff will be discussing ways to engage and motivate students through the program’s PBIS (Positive Behavior and Intervention System) actions. Our staff recognizes the importance of building a positive school climate, trusting relationships with students and ensuring students our sites are a safe learning environment. Data is collected regularly on student behavior, engagement in activities, attendance, etc. These metrics factor into determining the effectiveness of services provided.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase and provide training for staff on Goalbook Pathways and Toolkit program.</td>
<td>$80,000</td>
<td>No</td>
</tr>
</tbody>
</table>

### Mental Health and Social and Emotional Well-Being
Earle Jamieson Educational Options and Sugarloaf Mountain Juvenile Hall Program are both Trauma Informed Schools. School personnel are trained in Trauma Informed Care and in providing Trauma Informed Practices through academic application and connection based communications with all students. Earle Jamieson Educational Options and Sugarloaf Mountain have created environments that meet the academic, personal, social, emotional and behavioral needs of all students, those in general education and those who receive special education services. Both school sites have healing environments that foster resiliency through structure, consistency, choice based learning, promoting self-advocacy, self-empowerment, and self-awareness in students, providing brain breaks and daily exercise. Both school sites begin with Mindfulness and have staff available to support Mindful Breaks as needed by all students. Earle Jamieson Educational Options and Sugarloaf Mountain school have community partnerships with an emphasis on providing mental health care for all students. Both school sites are supported by a school counselor who focuses on Trauma Informed Care, Crisis Stabilization and rehabilitation, with an emphasis on Solution Focused and Personal-Centered approaches. There is a strong staff culture of the importance of self-care and the awareness to the impact of vicarious trauma and burnout on staff. Staff meet bi-weekly to remain connected, in collaboration and to be of support.

When classes resume, teachers will need time to talk openly and honestly with students to determine how they are feeling and how the coronavirus closures affected them emotionally. Staff will meet to think innovatively about how to structure the school day so we can prioritize relationship-building and structure the learning environment to ensure it remain supportive, safe, equitable and inclusive, which will be even more critical at this moment when we know kids are feeling stressed. The impacts of COVID-19 will lead us to provide a more student-centered program while also keeping academics, college and career preparation a high priority. Students are placed in our program through probation, SARB or expulsion. As such, they have struggled to find success in a comprehensive school setting. Based on surveys and intake data, many have little or no support at home and are distrustful of the educational process. High absenteeism and disruptive behaviors in the classroom are indicators of a need to increase positive behavior supports to ensure a safe and healthy learning environment where students find success. Our schools implement the PBIS (positive behavior and intervention supports) system which is a tiered approach for social emotional and behavioral well-being. We will utilize our staff, especially our school counselor, who are experts in social emotional support (SEL) and PBIS to provide initial and ongoing training to ensure fidelity to the program. The PBIS strategies to address universal needs (tier 1) will continue; expectations will be set, taught, encouraged and rewarded when they are followed by staff and students. Staff will continue utilizing tools developed from the previous year to monitor behavior and track progress.

We will promote and support mental health and social emotional well-being of students and staff during the school year. Staff will ensure students and staff are monitored, identified, provided accessibility to all employee well-being resources and students are provided resources and/or referrals made to the appropriate community services as needed. Programs at Earle Jamieson and Sugarloaf offer a weekly wellness activity for students in-person or via zoom by the wellness specialist. School wide interventions such as social emotional learning, trauma informed practices, suicide prevention, attending the ongoing community of practice for social emotional learning, etc. will be utilized to address and support student and staff needs. NCSoS provides for its employees a wellness program, Grokker, that keeps staff connected and provides easy accessibility to the program via phone or online.
We also have a well-established Tobacco Use Prevention Education (TUPE) program that encourages student engagement. Here students have an opportunity to join, voluntarily, the Peer Educator Program where they identify, research and deliver relevant information through individual design under the guidance of the TUPE coordinator. This program has seen incredible success leading to students pledging not to vape, building leadership skills, and learning how to work collaboratively in team settings.

The Nevada County SELPA created a Community of Practice group, comprising of School Psychologists, School Counselors, School Mental Health Works, and Board Certified Behavioral Analysts within the last year in order to increase mental health awareness and service opportunities throughout the region. The A Team (The Assessment Team) as the Community of Practice group is called meets monthly and works collaboratively to ensure a common practice of supports throughout the SELPA. The A Team frequently engages with Nevada County Behavioral Health for collaborative supports. The A Team supports our community by engaging directly with students in a medium of their preference, as well as offering supports to staff regarding resilience and mental health. The A Team has partnered up with UC Davis as part of a study designed to increase our Counselors effectiveness with counseling practices when supporting a student with autism.

Additionally, our mental health professionals have worked alongside our certificated teaching staff to identify best practices when a student is in a behavioral crisis and presents a danger to themselves or others nearby, (including staff). These conversations and planning meetings have been successful in ameliorating some of the safety concerns staff had in moving to an in person instructional model.

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.]

Nevada County Superintendent of Schools educational programs are prepared to ensure that students continue to receive quality educational experiences. Devices and hotspots are provided to all students if needed and communication with students and families are increased via School Messenger, letters mailed home, emails, Google Classroom, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities.

To enhance student engagement, NCSOS has a team of educators and administrators who have and will continue to utilize the resource called, Distance Learning Playbook, Teaching for Engagement and Impact In Any Setting. This tool outlines strategies for student engagement and covering relevant attendance topics such as Attendance Changes/Requirement (SB98), Student Engagement and
Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families. Attendance Works, a valuable resource, will also be utilized by staff and strategies implemented.

Our county team will be designing a Mental Health Staff Development Module that will include the following trainings: Suicide Awareness, Mental Health Crisis Counseling, and Trauma Informed Practices. These trainings will either be presented at staff development meetings or available online. Additional trainings will continue to be developed which will include, but are not limited to Racial Sensitivity, Substance Use, and other relevant topics.

NCSoS will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their everyday lives.

A three-tiered approach will be implemented to reconnect teachers with students for whom they have not been able to have live daily interaction:

Tier I
Teachers will have live interaction with each student at least once every day; either through in-person instruction or through Google Meet. When a student does not check in, this student is considered absent and School Messenger is automatically triggered to send a telephone message to the parent alerting them the student was not in class. This service requests parents to respond with a reason their child was absent. Each day a student does not show up for class, School Messenger's process is repeated. In addition, when a student is absent, the teacher attempts to reach the student and/or parent at an alternative time in the day. If the school or teacher has not received a response from the parent after three days, a supportive first letter will be sent home alerting the parent of attendance concerns and encouraging communication to address any barriers that might be contributing to the attendance pattern of behavior. When attempting personal contact, and the language is other than English spoken in the home, we will utilize our county translator. The letter sent will also be translated into the requested language, if necessary.

Tier II
If students continue to struggle with attendance, and no contact is made from the parent, a second letter is sent home along with an attempt by the support secretary via telephone to schedule an in-person meeting with the administrator where the student will be required to attend. The letter will be available in any necessary language. Additionally, the administrator has the authority to decide to schedule and facilitate a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT). Available to the administrator is also the ability to contact local authorities and Behavioral Health to conduct wellness checks on students.

Tier III
If attendance issues continue, the Principal will contact probation (if the student is on probation), call a SMART (school multi-agency resource team) meeting, or request a wellness check. Our county SARB team is currently defining new processes under COVID-19 and we are hoping a system will be in place in the not to distance future to support tier III situations.

For students with moderate to severe disabilities that are within the County operated SDC programs, certificated special education teaching staff continuously monitor the progress towards goals, (goal areas may include English Language Arts/Development and Mathematics, pre-
Students that are not making adequate progress on said goals are afforded alternate interventions to increase opportunities of success. If the growth towards goals is not adequate, an IEP team meeting will be called to address the challenge in a collaborative manner with the IEP team stakeholders. New services and/or foundational goal development may arise out of the meeting in order to assist the student in attaining the goal developed by the IEP team. If a Student of the SDC Program misses 3 full days of instruction and/or misses 60% or more of the instructional minutes per week, the District of Accountability is contacted and an IEP meeting is called to address the absence. The IEP team will work collaboratively to address the barriers to instruction and provide alternate times/instructional options that will allow for student reengagement and progress towards goals.

**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.]

Meals at Earle Jamieson will continue to be offered on campus and meals at Sugarloaf Mountain juvenile facility are provided by probation. At both locations, health and safety protocols in place include students eating at their desks in the classroom while maintaining 6 feet apart, hand washing before and after meals. If eating outside, students are sitting socially distanced from each other. Masks are required unless eating or drinking. During distance learning, meals at Earle Jamieson are offered for pick up at the campus. Earle Jamieson staff communicate with parents weekly on the scheduling of meal pick-ups. For McKinney Vento families, gas vouchers are offered to help ease the financial burden of driving to pick up meals. Students/families within our special education and special day class programs have the opportunity to pick up student meals throughout the week, on the campus in which their child's classroom is located. Families are provided with weekly meal pick-up schedules and staff works closely with parents to ensure that scheduling options align with a variety of family needs.

**Additional Actions to Implement the Learning Continuity Plan** [additional rows and actions may be added as necessary]
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Provide music therapy for students for social emotional needs</td>
<td>$2,000</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Provide a full time counselor, school psychologist and BCBAs to meet student needs</td>
<td>$185,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Provide specialized food services to encourage good nutrition and school attendance</td>
<td>$20,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Provide transportation assistance to reduce absenteeism</td>
<td>$2,500</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Provide targeted instructional support for at-risk youth (including foster youth, low-income, students with unique needs, etc.) through in-person and distance learning modalities supporting engagement and mental health needs.</td>
<td>$275,000</td>
<td>No</td>
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### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.24%</td>
<td>$96,148</td>
</tr>
</tbody>
</table>

**Required Descriptions**

2020-21 Learning Continuity and Attendance Plan for Nevada County Superintendent of Schools
Due to the nature of our programs, our students come to us with past trauma, behavioral concerns and are usually behind academically. Many foster youth, EL and low-income students experience an array of challenges and are at a higher risk for dropping out of school, lack of stability and significant mental health issues. These student groups’ needs were considered first because we found they had been adversely affected by the school closure in the spring of 2019-2020. Even with supports in place, staff saw an overall lack of performance across all grades in this already vulnerable and educationally disadvantaged population. Although all students will have access to the services on an LEA-wide basis, funds will be principally directed toward and most effective in meeting the needs of our low-income, EL and foster youth students.

For our low-income families, NCSoS has strong relationships with community partners that support our low-income families and students. We work collaboratively with Behavioral Health on a variety of initiatives that support the mental health of this population. Our Family Resource Centers, site referrals to the Behavioral Health SMART meetings where multi-agencies meet and develop plans to support families, and other family resource agencies are an integral partner with us. Our teams will remain vigilant in communicating with schools and educators encouraging referrals of students and families who may be in need of support especially during these COVID-19 times.

For our foster youth students, our Foster Youth Services Planning Team, comprised of school districts, foster youth, child welfare services, county probation, courts and other community based organizations meet bi-monthly to address the needs of foster youth. The team has in depth experience and knowledge of our foster youth student population with additional training to be offered to our Education Liaison to provide Brief Counseling for substance abuse prevention. Our Foster Youth program Director provides the educational coordination to all foster youth in the county. She ensures that resources and trainings to districts and schools for front line office staff following intake procedures of foster youth are in place.

Our Student Support Services Coordinator provides all coordination of services for homeless students. She ensures the McKinney Vento program is supporting our homeless students are receiving the essential services through regular contact with site liaisons, providing training and resources to relevant links for information, reaching out to provide support to families and authorizing residency forma and funding requests. Resources are available in English as well as Spanish.

Our EL learners numbers are relatively low. However, their needs are monitored and the coordination of their services is critical for success. Each student’s progress is monitored and tracked by the teacher and administrator.

Services will primarily include remediation with extended school year opportunities, tutoring sessions for credit recovery and grade level intervention and academic support in the classroom, onsite curriculum and technology to provide for universal access to curriculum along
with an enhanced individualized learning experience. Additionally, professional development and instructional coaching will be provided for staff to support the use of strategies needed to support EL students, foster youth, homeless youth and students who are victims of trauma which would focused on CPI training, trauma informed care, and Universal Design for Learning.

Social and emotional needs to be provided for this population include, but are not limited to, ensuring that food delivery occurs and it is nutritionally balanced and satisfying to students, providing students alternative transportation supports to address attendance barriers (e.g., providing local city bus passes), providing access to counseling services and music therapy and mindfulness activities.

Our Student Support Services Coordinator provides all coordination of services for homeless students. She ensures the McKinney Vento program is supporting our homeless students are receiving the essential services through regular contact with site liaisons, providing training and resources to relevant links for information, reaching out to provide support to families and authorizing residency forma and funding requests. Resources are available in English as well as Spanish.

Additional technology, including but not limited to, devices and hot spots are provided. Staff will provide additional learning support on a scheduled basis. Our staff works to provide a tiered model of support to improve academic, behavioral and social emotional outcomes for students. Targeted assistance promotes increased levels of student achievement and support the emotional well being of our students. NCSoS staff recognize the importance of providing a robust and rigorous academic program along with social emotional and mental health support.