



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1.0 Conditions of Learning

ENHS will hire and assign fully credentialed teachers, ensure that facilities are well maintained, implement California standards (CA Standards), and provide student access to standards-aligned materials while offering a broad course of study and access for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.1 Local Indicator – Basic Conditions at School Priority 1A</p> <p>19-20 Maintain fully credentialed and appropriately assigned teachers</p> <p>Baseline All teachers are fully credentialed and appropriately assigned</p>	<p>ENHS maintained fully credentialed and appropriately assigned teachers</p>
<p>Metric/Indicator 1.2a Local Indicator – Basic Conditions at School Priority 1B</p> <p>19-20 Maintain standards-aligned instructional materials to include online materials through the use of Chromebooks.</p>	<p>Instructional materials are aligned to the CA State Standards along with the use of online materials being used in subject areas using chromebooks.</p>

Expected	Actual
<p>Baseline ELA/ELD and Math instructional materials are aligned to CA State Standards</p>	
<p>Metric/Indicator 1.2b – Local Indicator – Basic Conditions at School</p> <p>19-20 Pilot science materials</p> <p>Consider adopting instructional materials in all grades</p> <p>Baseline Science materials are not aligned to new the Next Generation Science Standards</p>	<p>ENHS Evaluated SBE instructional materials in Science and has begun the implementation of NGSS approved Science Curriculum.</p>
<p>Metric/Indicator 1.2c – Local Indicator – Basic Conditions at School</p> <p>19-20 Continue review of materials presented to SBE for recommendation.</p> <p>Consider piloting materials</p> <p>Baseline HSS materials are aligned to standards, but not to the new HSS Framework</p>	<p>After a deep review of multiple sources, we have settled into a curriculum that is aligned with NGSS and local graduation requirements.</p>
<p>Metric/Indicator 1.3 - Local Indicator – Basic Conditions at School (FIT) Priority 1C</p> <p>19-20 Maintain facilities in good repair as per FIT</p>	<p>Maintained facilities and they are in excellent to good repair per the FIT report.</p>

Expected	Actual
<p>Baseline Facilities are currently in good repair according to inspection tools.</p>	
<p>Metric/Indicator 1.4 Local Indicator – Implementation of CA State Standards Priority 2A/2B Covid and DL training for staff</p> <p>19-20 Continue to provide an appropriate level of professional development for staff.</p> <p>Baseline Professional Development is currently provided in the areas of ELA/ELD, Math, History/Social Science, Science, and other technical subjects.</p>	<p>Professional development opportunities were provided to staff on an ongoing basis as we moved to hybrid and distance learning formats.</p>
<p>Metric/Indicator 1.5 Master Schedule Priority 7A, 7B, 7C</p> <p>19-20 Continue to offer a broad course of study for ENHS students.</p> <p>Increase our participation in the Agriculture field and CTE fields to make sure that we are providing the most up to date instruction for our students along with the alignment of our AG/CTE course mapping/sequences for pathways.</p> <p>Baseline Students have access to a broad course of study at ENHS through our different pathways.</p>	<p>ENHS offers a broad course of study for its students. ENHS has broadened their course offerings to reflect 21st century learning and local interest level in AG and Science.</p>

Expected	Actual
<p>Metric/Indicator 1.6 Transportation Costs Priority 7B, 7C</p> <p>19-20 Continue to supplement transportation costs</p> <p>Baseline ENHS supplements transportation costs for all district residents</p>	<p>Transportation costs supplemented.</p>
<p>Metric/Indicator 1.7 Nutrition Costs</p> <p>19-20 Continue to supplement nutrition costs</p> <p>Baseline ENHS supplements nutrition costs for all district residents</p>	<p>Nutrition costs are supplemented. The state and federal government have given wide latitude for meals for ALL students over the course of the past year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain fully credentialed and appropriately assigned teachers	1000,3000 Base 1,000,000	1,302,363
Maintain standards-aligned instructional materials in ELA/ELD, Math, and Maintain standards-aligned instructional materials to include online materials through the use of Chromebooks.	4000 Supplemental, Restricted Lottery 3,000	43,528
using HMH materials in biology, chemistry, and physics for 6 months. Teachers will evaluate program and instructional materials in order to adopt curriculum.	4000 5000 Supplemental, Unrestricted, Base, Restricted Lottery 29,000	26,000
Evaluate current materials to determine if new resources/curriculum is needed to support students.	1000,3000, 5000, 4000 Base 0	0
Maintain facilities in good repair as per FIT	5000-5999: Services And Other Operating Expenditures Base 100,000	109,575.45

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to track buildings in need of updates and repairs. Repair as needed		
<p>Continue to provide professional development in ELA/ELD, Math, History/Social Science, Science, and other technical subjects</p> <p>Implement assessments and provide teachers release time to go over the data analysis from these assessments required to ensure student needs are being met</p> <p>Continue to ensure intervention opportunities are available for at risk students, socioeconomically disadvantaged students, foster youth, students with exceptional needs, and English learners before school, during the school day, and after school and provide appropriate professional development for teachers</p>	<p>1000, 3000, 4000, 5000 Supplemental, Title I 16,000</p>	<p>8,690</p>
<p>Continue to maintain a broad course of study through different pathways. Ensure we are continuing to grow and develop our agriculture pathway to make sure that we are providing high quality industry education, making sure that we are developing our industry based partnerships and developing more certifications for students to achieve and working towards our Ag department being state of the art and the flag ship Ag program in the superior region.</p> <p>Increase our participation in the Agriculture field and CTE fields to make sure that we are providing the most up to date instruction for our students along with the alignment of our AG/CTE course mapping/sequences for pathways.</p> <p>Continue to monitor computer labs for updates and needs. Maintain good repair of Chromebook carts. ENHS will continue to update tech infrastructure in order to improve tech access for students.</p>	<p>4000,5000 REAP 22,000 4000 Supplemental and Concentration 14,000</p>	<p>37,966 15,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide professional development for teachers on technology		
Continue to supplement transportation services for students in order to prevent forwarding on costs to families	2000,3000 Supplemental 100,000	133,187
Supplement nutrition services for students in order to prevent forwarding on costs to families	5000 4000-4999: Books And Supplies Supplemental and Concentration 27,421	32,156

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds for services were implemented in the 2019-2020 LCAP up until March of 2020. As school closures began, unspent funds were carried over to this year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the pandemic caused a school school closure in mid -march there was a significant part of the year that was spent in actual in person learning.

Successes:

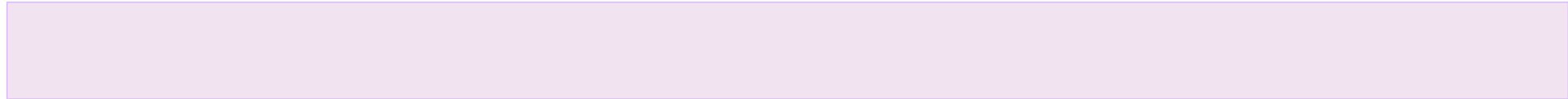
1. Technology has been vastly updated with the new improvements to our server and infrastructure to be able to provide students and staff with updated wifi capabilities.
2. ENHS makes sure that we provide a broad range course of study to all of our students through the work with the county office of education and our local community colleges.
3. ENHS is working on updating our current facility needs through the use of bond monies to make sure that they are state of the art for our students. We have been making improvements around campus especially in the area of lighting around campus.

3. We also have updated our current shop classroom, and are working on our culinary/ kitchen classroom.
4. ENHS ensures intervention opportunities are available for at risk students, socioeconomically disadvantaged students, students with exceptional needs, and English learners before school, during the school day, and after school.
5. ENHS has been meeting with the county office to come up with a plan to bring more ELD effective instructional strategies to ENHS.
5. Multiple SWF grants have been awarded to offset using general fund monies to enhance and augment our CTE pathways. ENHS has seen the implementation of changes to this goal in the area of actions and services.
6. ENHS will be having a vastly deeper and specific action in the area of Agriculture, and CTE fields. ENHS has specified in the last two years that CTE has been a focus but with the new funding systems for Agriculture, therefore we need to start specifically stating Agriculture and CTE in relation to LCAP actions and services.
6. ENHS continues to have a attrition from staff leaving for bigger systems, closer to home, and better pay. We have found two quality teachers to fill much needed areas and have negotiated a three year CBA agreement that allows for us to retain and possibly recruit future teachers.

Challenges:

The Covid Pandemic has created enormous and at times even insurmountable complications with managing a budget. The deep economic impact in mid 2020 and on-going economic uncertainty results in budgets being flexibly used to navigate future unknowns and immediate necessary means to provide success to ENHS students and staff. We managed to utilize our funds to best serve our community and the various needs of a small rural school. We made decisions in the moment that were not successful and many that were. Our in person time is significantly longer than almost all other public high schools as we managed to offer in person instruction in October and stay open for most of the spring semester. In fact we will be open two weeks less than 2019-2020. I feel that this will minimize our learning loss and achievement gaps due to our commitment to a safe in-person structure.

1. Obviously school closure derailed any momentum that we had generated leading to CAASPP testing in April. This subsequently did not allow us a dashboard to identify specific targeted needs. Relying on local indicators is useful but problematic as it relates to multi-functional data streams.
2. We will continually struggle to meet enrollment needs as we rely upon IDT students. With so few numbers understanding the ever changing needs of our students in enrichment and social emotional intervention strategies.
3. As a side effect of the enrollment, it is difficult to address our salary structure to mirror other systems around us. This makes it difficult to recruit and retain appropriately credentialed staff, especially in difficult subject areas (world languages, science, math)
4. ENHS has made changes to implement alignment to the NGSS in the area of science by adopting a textbook curriculum in the 2021-2022 school year. We had planned to implement this new curriculum at the beginning of the spring semester but the pandemic was upon us and we felt it prudent to delay.
5. Although ENHS has been supplementing nutrition costs for families, it has not been included as an action in the LCAP. This is an area of increased expenditure. We are unaware what that will look like when the pandemic is over and we moving towards a more normal nutrition system with less federal money. Our challenge is that we have no idea at what time when the federal government will cease its summer intervention program and this will impact our community.



Goal 2

2.0 Pupil Outcomes

We will ensure students are college and career ready by providing additional support for staff and students with regard to instruction learning respectively. ENHS will address professional development in the area of California Standards and benchmark assessments, while also reviewing intervention needs and ELD to support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2.1 English Learner Progress Indicator and CELDT/ELPAC data Priority 4D</p> <p>19-20 Each EL will increase one or more levels on the ELPAC</p> <p>Baseline 2 students increased one or more levels on the CELDT in 2019-2020</p>	ELPAC was not administered in 19-20 due to COVID-19
<p>Metric/Indicator 2.2 Reclassification Data Priority 4E</p>	No students were reclassified in 2019-2020

Expected	Actual
<p>19-20 Reclassify 2 student.</p> <p>Baseline 0 students reclassified in 2019-2020</p>	
<p>Metric/Indicator 2.4 – Local Assessment Data Priority 8</p> <p>19-20 Continue to administer assessments and analyze data in order to create site level goals across content areas</p> <p>Baseline No formalized and consistent data exists</p>	<p>ENHS continues to offer assessments to all of our students in all content areas. Teachers are working on strategizing to ensure that articulation and differentiation strategies are utilized. Staff in the area of math has analysed data for their students to determine learning loss after assessments.</p>
<p>Metric/Indicator 2.5 API Priority 4B</p> <p>19-20 API has been replaced with the CA Schools Dashboard. Await guidance from the state.</p> <p>Baseline API is not currently reported</p>	<p>API has been eliminated and has been replaced with a new state accountability system called the Dashboard.</p>
<p>Metric/Indicator 2.6a Academic Progress Indicator and CAASPP Data (ELA) Priority 4A</p> <p>19-20</p>	<p>Due to the Pandemic there is no CAASP data for 2019-2020.</p>

Expected	Actual
<p>Increase our ELA CAASPP scores 3%. Adjust 201-20 based in November 2020 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth</p> <p>Baseline 2018-19 ELA CAASPP Data 62% of 11th Grade Students Met/Exceeded Grade Level Standards in ELA on the 2016-17 CAASPP assessment</p>	
<p>Metric/Indicator 2.6b Academic Progress Indicator and CAASPP Data (Math) Priority 4A</p> <p>19-20 Increase our Math CAASPP scores 3%. Adjust 2019-20 based in November 2020 release of the Dashboard and/or guidance from the State on what is determined to be adequate growth</p> <p>Baseline 2018-19 Math CAASPP Data 33% of 11th Grade Students Met/Exceeded Grade Level Standards in math on the 2018-19 CAASPP assessment</p>	<p>Due to the Pandemic the CAASSPP was not administered in the Spring 2020 and therefor there was no data reported</p>
<p>Metric/Indicator 2.7 – Course Completion of UC/CSU requirement data Priority 4C</p> <p>19-20 Increase UC/CSU A-G completion rate by 1%</p> <p>Baseline</p>	<p>For the 2019-2020 school year, ENHS increased 2.2 percent to 50.3 % A-G rate.</p>

Expected	Actual
<p>For the 2019-2020 school year, ENHS has increased our UC/CSU A-G Completion Rate to 50.3%.</p>	
<p>Metric/Indicator 2.8 – AP Pass Rate of 3 or Higher Data Priority 4F</p> <p>19-20 Increase AP exam pass rate by 1%</p> <p>Baseline 2018-2019 School Year Results: Standard Exceeded (Ready): 19% ELA 4% Math Standard Met (Conditionally Ready) 38% ELA 16% Math</p>	<p>Minimal Test takers in AP at all levels due to Covid protocols and College Board requirements. We had one student take two tests. Student passed World History with a 3.</p>
<p>Metric/Indicator 2.12 – EAP Data Priority 4G</p> <p>19-20 Increase Standard Exceeded (Ready) and Standard Met (Conditionally Ready) by 1%</p> <p>Baseline 2016-17 Standard Exceeded (Ready) 28% ELA 8% Math Standard Met (Conditionally Ready) 35% ELA 21% Math</p>	<p>There was no statewide testing last year due to Covid protocols.</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide services for English learners which increase English proficiency and support reclassification</p> <p>Continue to provide relevant professional development for serving the diverse needs of English learners</p> <p>Re-evaluate the Reclassification policy as needed</p>	<p>5000-5999: Services And Other Operating Expenditures Lottery 14,000</p>	<p>10,359</p>
<p>Re-evaluate and continue to implement the plan created to support and monitor all students, with special attention to socioeconomically disadvantaged students, foster youth, and English learners, with D's and F's</p> <p>Refine the mentorship program for students on the D and F list.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF 15,000</p>	<p>11,829</p>
<p>Continue to refine communications between departments regarding assessment data</p> <p>Formalize a system of assessing students' school wide.</p> <p>Continue to identify and monitor students who need intervention classes.</p>	<p>1000,2000,3000,5000 Supplemental, Restricted, Title II 3,000</p>	<p>8,588</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds for services were implemented in the 2019-2020 LCAP up until March of 2020. As school closures began, unspent funds were carried over to this year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Covid Pandemic has created enormous and at times even insurmountable complications with managing a budget. The deep economic impact in mid 2020 and on-going economic uncertainty results in budgets being flexibly used to navigate future unknowns and immediate necessary means to provide success to ENHS students and staff. We managed to utilize our funds to best serve our community and the various needs of a small rural school. We made decisions in the moment that were not successful and many that were. Our in person time is significantly longer than almost all other public high schools as we managed to offer in person instruction in October and stay open for most of the spring semester. In fact we will be open two weeks less than 2019-2020. I feel that this will minimize our learning loss and achievement gaps due to our commitment to a safe in-person structure.

Successes:

1. ENHS continues to strive to make sure that all our students are supported throughout the year when it comes to their academics and their grades.
2. ENHS has made sure that we have identified all of our EL students and has provided them technology access to be able to help them more while they are in the General Education classes.
3. Our teachers are ensuring, again problematic during the Covid year, that we are giving standards based assessments in all teaching areas. We will then be able to look at student mastery from several different lenses.
4. This past school year ENHS admin worked with staff on analysis of data by utilizing Apex and Google classroom data. ENHS has continued to identify and monitor students who need intervention classes and support.
5. Our math department has worked with the local feeder schools on identifying new incoming 9th graders that need support in math. Although a bit problematic with the pandemic and school closure, we have continued with our math teachers along with all of our core content area teachers have been looking at assessments they have been given in their classroom to figure out ways to improve student learning.
6. At this time though there was professional development money spent on benchmark assessments and distance learning strategies for the 2019-2020 school year.
7. The pandemic allowed us to take a deep look at our course offerings and allowed us to visualize a plan that is deeply embedded with CTE programs that serve our niche community.

Challenges:

1. Our EL population has dropped along with no foster and one homeless students. This is problematic
 2. The mentorship program was utilized in the 2019-2020 school year differently than in years past in which this resulted in less money being used during the school year. We also did not have as much tutoring time.
 3. As the pandemic unfolded, we were tasked with providing DL, Hybrid, and remote learning to our students. We have added staff, services, programs, and technology to enhance these learning supports.
- ENHS at this time has no changes to this goal for the upcoming school year.

Goal 3

3.0 Engagement ENHS will increase parent involvement and pupil engagement by ensuring that school climate identifies all areas of academics and student success. ENHS will foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Additionally, a clean, healthy, physically and emotionally safe learning environment will be provided. Access to academic center, intervention services, and extra-curricular activities both in and outside of school foster student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3.1 Parent, Staff, and Student Surveys Priority 3A, 3B, 3C, 5B, and 6C</p> <p>19-20 Continue to consensus build throughout stakeholder surveys.</p> <p>Baseline This year staff, students and parents were all surveyed. 1. Staff-Survey Monkey 2. Parents-Survey Monkey 3. Students-Healthy Kids Survey</p>	<p>ENHS has an open door policy in which all stakeholders(Staff, Students, Parents, and Community) can come and provide feedback on our school throughout the year. ENHS administered the Student Healthy Kids Survey this academic school year. ENHS currently has many different stakeholder groups on campus that provide feedback on our school on ways that we can have constant continuous improvement.</p>
<p>Metric/Indicator 3.2 Suspension Rate Indicator and Expulsion Data Priority 6A and Priority 6B</p>	<p>Due to the Pandemic there was Dashboard for the 2019-2020 year. as a self-report, ENHS had 1 suspended expulsion in this academic school year and had 4 students suspended at least</p>

Expected	Actual
<p>19-20 Maintain less than 5% expulsion rate</p> <p>Maintain current suspension rate</p> <p>Baseline Currently ENHS has no expulsions and has seen an increase of suspension by 2%.</p>	<p>once. This was a decrease of 80% in suspensions from the previous dashboard year.</p>
<p>Metric/Indicator 3.3 Attendance Data and Chronic Absenteeism Rate Indicator (Fall 2018) Priority 5A and Priority 5B</p> <p>19-20 Increase Attendance Rate by 1%</p> <p>Decrease Chronic Absenteeism Rate by 1%</p> <p>Baseline Attendance - 92.9% Chronic Absenteeism Rate – 7.1%</p>	<p>The 2019-2020 school year ENHS has the following when it comes to attendance and the chronic absenteeism rate. There was a hold harmless for attendance due to statewide mandates however our numbers up to the March 16th Governor's executive shut down order was :</p> <p>Attendance Rate: 95.8 Chronic Absenteeism Rate: 4.2</p>
<p>Metric/Indicator 3.4 Graduation Rate Indicator Priority 5E</p> <p>19-20</p>	<p>The Fall 2020 Dashboard was suspended due to COVID-19 therefor the data for the Graduation Rate Indicator was not reported. Our 2020 graduation rates were 97.2%</p>

Expected	Actual
<p>Maintain “Blue” Performance Category</p> <p>Baseline Spring 2018 CA Schools Dashboard Data “Blue” Performance Category Status – “Very High” 96.2% Change – “Maintained” 0.2%</p> <p>2019-20 Graduation Rate 98%</p>	
<p>Metric/Indicator 3.5 High School Drop Out Rate</p> <p>19-20 Decrease the dropout rate by 1 student</p> <p>Baseline 3/62 students</p>	<p>The were 0 high school drop outs</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to monitor school climate and identify areas of growth.</p> <p>Enhance formalized processes to monitor school climate, chronic absenteeism, and discipline</p> <p>Fully implement the CARES program supporting unduplicated pupils and students with exceptional needs. Promote parental participation in order to increase student achievement and engagement.</p> <p>Evaluate effectiveness of parent participation promoted through the daily bulletin and web site communications. In addition, the ENHS</p>	<p>1000,3000,5800 Supplemental and Concentration 19,000</p>	<p>44,264</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Learning Director and school administration will continue to reach out via phone to share with parents' progress and needs.</p> <p>Staff will continue to use restorative justice components and educate new staff on restorative justice practices.</p>		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted funds for services were implemented in the 2019-2020 LCAP up until March of 2020. As school closures began, unspent funds were carried over to this year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the pandemic caused a school closure in mid-march there was a significant part of the year that was spent in actual in person learning.

Successes:

1. ENHS has made sure that school climate and culture is a priority for our school.
2. ENHS have been able to show support for all of our stakeholder groups (Parents, Staff, Students, and Community) through a variety of measure in and outside of the classroom (meetings, incentives, etc..).
3. ENHS continue to implement and monitor our school attendance rate, chronic absenteeism rate, and our schools graduation rate.
4. ENHS continued to support our students that need the most support throughout the year by meeting with them about their grades, checking in with them to make sure that everything is going okay at school along with making sure they have the correct supports at school in order to be successful.
5. Enhs has seen its school climate and culture has changed significantly in the positive direction from last school year to this year even during the pandemic. All stakeholders of the school including students, staff, parents, and community have stated that our school is moving in the right direction this year.

6. The use of restorative justice practices have cut down on the amount of discipline issues during the 2019-2020, until March 16th of 2020 of the school year.
7. The attendance rate has increased and the chronic absenteeism rate has decreased.

Challenges:

1. ENHS at times has a challenge or making sure that we are consistently meeting with students that are having attendance issues and the use of the SARB process. Being a small school and having limited staff the SARB process was a challenge to consistently develop throughout the year.
2. Another challenge with being a small school is discipline. ENHS uses the restorative justice model but at times suspensions needed to be given which resulted in our CA Schools Dashboard reflecting these suspensions.
3. There are always on-going challenges with school climate and culture especially with an IDT population of close to 60%. We have found that hiring appropriate staff (Goal 1) will allow us to meet the challenges of Goal 3.
4. Motivating students to attend post secondary schools has been a challenge for the last three years. Many students are not concerned with A-G rates as they have indicated they are going to a community college. We will meet this challenge to raise this awareness and educate our student and parents regarding the A-G rate dynamic and subsequently the hiring of a full time academic counselor will impact this challenging aspect.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administrators, teachers, and staff develop and implement safe and healthy learning and work environments guidelines and protocols based upon resources and information provided by the California Department of Education, California Department of Public Health, and the Centers for Disease Control and Prevention to address the safety needs of all students and staff members.	N/A	N/A	No
District and school administrators provide personal protective equipment for all students and staff to promote safe and healthy learning and work environments for all.	20,000	17,078	No
District and schools provide personnel trained in sanitizing and disinfecting to ensure all students and staff are operating within safe and healthy learning and work environments.	2,000	2,000	No
Administrators, teachers, and staff create and implement a hybrid learning model that includes five, half days of in-person learning, daily independent work, and weekly intervention blocks for students with specific intention targeted toward the needs of those who have not yet met academic standards.	10,000	53,592	Yes
Teachers provide weekly intervention during in-person and virtual class times to address the needs of students who have not yet met academic standards through intervention and language development strategies to address student learning loss that may have or will occur as a result of school closures.	57,099	21,581	Yes
Sanitation Cost	6,000	6,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Laptops for teachers and support staff	5,000	7,320	No
Plexiglas Dividers	10,000	8,804	No
APEX / ICEV / Canvas Curriculum (grades 9-12)	15,000	11,388	Yes
SCSOS RSAI Curriculum (Special Education)	3,000	3,000	Yes
Home to School Transportation	5,000	11,739	Yes
Catapult	7,000	9,333	Yes
Webcams for teachers	1,000	861	Yes
Special Education APEX curriculum revisions	1,000	994	Yes
Wireless access points at schools	20,000	18,000	Yes
Verizon / AT&T Mobile Hot Spots	50,000	35,476	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Funds have been distributed and allocated as per budgeted; however as noted below there are differences between planned actions and implementation.

Of the large discrepancies between planned actions and budgeted conversely with implementation were in the building of the distance learning structure and three areas certainly stand out:

Hot Spots - We were originally told how much hotspots and tech for internet coverage would cost and that number came in substantially lower. We decided to use that budgeted money for additional Chromebooks.

Hybrid Learning - As there was no model for DL and professional development, we budgeted 10k for implementation yet we actually spent close to 54k on actual expenditures.

Weekly Intervention - Ironically the flip side to the above is that we budgeted 57k for multiple intervention and learning loss strategies but as we were on site so much throughout the year this number was minimized due to the services we were able to provide significant more in person instruction than most systems rather than remotely.

Transportation - We felt that we would be able to minimize our transportation costs but due to having to transport two SD students to multiple venues in Yuba City and keeping our bus drivers on the payroll, so as not to lose once in person instruction began, our actual expenses were higher than we anticipated.

APEX - we did not find Apex as effective as we had hoped for students receiving in-person instruction, though we continued to use it in our base educational platform until staff went back to standard in-person instruction. Apart from that, there were no substantive differences between our originally planned actions or budgeted expenditures and what we actually implemented.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Overall, we successfully implemented our plan for in-person instruction as described in the Learning Continuity Plan. While we started the school year online, due to high rates of infection in Sutter County, the ENJUHSD board voted to transition to a modified in-person instructional model beginning October 19, to stall and return to DL due to health department directives, then resumed in person hybrid on January 25th, 2021. ENHS has been back full time on campus since March 1st, 2021.

Specific successes included:

- ENHS students attended school in person using the modified traditional in-person instructional model in October of 2020 and from January 25th, 2021 on. ENHS students attended every day for a half-day beginning October 19, 2020. We stalled due to Health Department orders until January 25th, 2021 and resumed.
- We implemented cleaning and sanitation protocols and health screening as planned.
- Masks or other protective face coverings were required for all staff and students at all times, inside and out.
- Classrooms and sites were reorganized to ensure appropriate social distancing.
- ENHS teachers, using in-house assessments and former CAASPP release questions, used these assessments built into these programs to monitor student progress and create interventions as needed to monitor learning loss. Additionally, English and Math assessed with STAR Reading and iReady Math. These assessments guided intervention and enrichment groups.

Challenges in implementation included:

- Apex, while suited to students doing independent study, was less effective as an instructional delivery method for our ENHS teachers during in-person instruction. Many staff transitioned away from Apex for in-person instruction in February, and teachers used Google Classroom and other platforms to meet the needs of in-person and distance learners. Apex was used by many teachers as a supplement to the core curriculum.
- Some families who preferred distance-learning wanted to also be connected to their school and teacher rather than to our online platform of Apex and Canvas. Thus, we added the option for students to Zoom into a class that was also being taught in person. However, it proved to be a challenge to keep students on a Zoom and in-person equally engaged in the class.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Administrators and teachers create and implement a distance learning model that includes daily virtual, interactive instruction and independent work, and daily intervention instruction blocks for transitional kindergarten through twelfth grade students with specific intention targeted toward the needs of those who have not yet met academic standards.	3,100	3,000	Yes
District and schools provide at-home access to technology and digital integration to support student learning through the procurement, maintenance, and replacement of Chromebooks for every student and wireless hot-spots for those who would not otherwise have internet service.	20,000	45,000	Yes
District and schools provide supplemental online programs and resources for all teachers and students to support effective virtual classroom instruction.	3,000	3,000	Yes
District and school administrators work collaboratively with to assist with the professional development plan for general and work with SCSOS for our special education teachers that include training and coaching in effective virtual intervention strategies and integrated/designated English language development to address student learning loss that may have or will occur as a result of school closures.	3,000	3,000	Yes
Extra office help for staff to ensure a strong infrastructure for the technology needed for all models of instruction	2,000	3,500	No
Laptops for teachers and support staff	10,000	7,320	Yes
Social-Emotional Supports: Comprehensive counseling program.	1000	3,403	No
Training costs for APEX (main online learning platform)	2,000	8,804	Yes
Additional Professional Development time for teachers (initial day)	2,000	1,960	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3 additional teacher Professional Development days	2,100	9,680	Yes
Special Education Professional Development days for teachers and paraprofessionals (SCSOS)	5,000		No
APEX Curriculum (grades 9-12) for ENHS	10,000	7,500	Yes
ICEV Curriculum (grades 9-12) for ENHS CTE Programs	4,000	4,750	Yes
CANVAS –ROP—SCSOS SWF Grant	3,400	3,400	Yes
SCSOS (Special Education)—One RSP and One Para professional, Online Speech Platform, School Psychologist, total contracted cost for ENHS (Regular for the year)	160,000	185,000	No
Zoom	5,000	9,333	Yes
Webcams for teachers	1,000	861	Yes
Honors English course APEX curriculum revisions	1,000	1,000	No
Site Discretionary	10,000	10,000	No
Wireless access points at school (AT&T bandwidth increase) (not until 2021)	5000	0	Yes
Comcast / DML Contract (not until 2021)	5000	0	Yes
Verizon Hot Spots (Unlimited data and 5g bandwidth)	30,000	35,476	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Funds have been distributed and allocated as per budgeted. Funds have been distributed and allocated as per budgeted; however as noted below there are differences between planned actions and implementation.

Home Technology - We had not idea how much technological infrastructure we would need. We guessed on the budget and felt we were in the realm until prices soared in the fall of 2020. This was the price to build our internet and access infrastructure
Laptops for teachers - We found a few deals on new laptops for teachers through a variety of vendors.

Comprehensive Counseling Program - We recognized early on that we would need to increase our RTI for the emotional needs of our students. We increased our staff's time spent with students and provided extra monies for their efforts to be available to staff and students.

Training costs for APEX - We chose to hire APEX to provide professional development to ALL staff at ENHS to understand the structure, curriculum, grading, and technological infrastructure of this online educational platform.

Teacher Professional Development Days - During the beginning of our relationship with Apex, we chose to bring our entire staff in outside their contract for three extra days and paid them at their daily rate.

SCSOS Special Education - Increased costs from the SELPA drove this cost increase.

Zoom - During the year we chose to buy licenses with Zoom, This increased our cost.

Wireless Access Points - We are still in the process of building our technological infrastructure. We are not certain that we are through with DL in the immediate future.

Comcast - We are still in the process of building our technological infrastructure. We are not certain that we are through with DL in the immediate future.

Hot Spots - Increased costs, product unavailability, and vendor price increases during the pandemic increased this cost.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

For the first nine weeks of the 2020-21 academic year (August 19-October 19, 2020), all instruction was delivered through distance learning. The successes and challenges of each of the elements of our distance-learning program are described below:

CONTINUITY OF INSTRUCTION:

Successes:

All ENHS students had access to a hot-spot and Chromebook.

There was time built in each day for each class and for teacher office hours.

Attendance was taken each day and phone calls were made if a student was not in class.

Apex was utilized as well as Google classroom for multiple platforms of assessment and instruction.

Nutrition was provided daily to all families through our transportation system with door to door and spot to spot hand off.

We managed to combine asynchronous and synchronous class time to mirror a regular school day.

Challenges:

1) Although the secondary curriculum (Apex) was also chosen to ensure an easy transition to in-person learning, it turned out to be frustrating for students, parents and teachers, as it was not as closely aligned with the pre-COVID curriculum as originally thought.

2) Students and teachers had to learn the norms of instruction and build classroom culture virtually via distance learning.

ACCESS TO DEVICES AND CONNECTIVITY

Successes:

- 1) The ENHS Office established a hotline for parents to answer immediate questions about connectivity and/or problems.
- 2) Hot spots were dispersed to ALL families who needed them.
- 3) ViewSonic's were purchased with CARES funding to be placed in all classrooms that did not already have one.
- 4) Schools distributed Chromebooks efficiently to all students.
- 5) ENHS created and distributed a "Chromebook 1:1 Parent Handbook" which provided step-by-step information to parents to support their students' use of the Chromebooks.
- 6) Utilizing the map of Comcast Community, Verizon, and local WiFi provider, coupled with our WiFi hot spots, the IT Department was able to direct parents for use.

Challenges:

- 1) Frustration felt by teachers/students/families when there were technology glitches or failings.
The backlog of ordering and receiving supplies could slow things down in terms of delivery as all of these items were in great need worldwide.

PUPIL PARTICIPATION AND PROGRESS

Successes:

- 1) Once a daily routine was established, teachers handled attendance very well.
- 2) Families with supports at home could assist their child in participating daily.

Challenges:

- 1) Communicating to site staff of how to take attendance in our student information system.
- 2) Families without supports at home could not assist their child in participating daily.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT

Successes:

- 1) In a very tight timeframe, numerous professional development opportunities were offered to teachers and staff, specifically in digital curriculum.
- 2) Professional Development included PBIS, Social-Emotional Learning, Google Classroom and Zoom.
- 3) We continued to communicate with site staff to determine what specific professional development needs existed.
- 4) Professional development was offered to all teachers as well as our teachers delivering special education services.

Challenges:

- 1) The immediate need to pivot to a very different teaching model, platform and schedule was difficult and frustrating to teachers.
- 2) A high volume of professional development was overwhelming to teachers in a very short time frame.

STAFF ROLES AND RESPONSIBILITIES

Successes:

- 1) Our classified staff was able to work in the workday until the return to in-person learning.
- 2) Bus drivers were able to support Nutrition Services in delivering meals to sites for family pick-up.
- 3) Site staff reached out to families in multiple ways and held the best communication possible with their families.

Challenges:

- 1) The almost-overnight shift for all teachers from teaching in-person to online was difficult.
- 2) Our ENHS staff, in general, felt the stress and pressure of doing things differently than in pre-COVID times. This was true for certificated, classified and administrative staff.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS

Successes:

- 1) Our English Learners received designated ELD instruction four times each week during asynchronous learning.
- 2) Special Education services providers used both synchronous and asynchronous. as well as occasional health department allowed in-person instruction learning time to deliver instruction to their students.
- 3) Our few Foster Youth/Homeless Liaison played a pivotal role as the lead contact person for the students/families needing support in this student population.
- 4) Students with a 504 plan were supported as per their plan.
- 5) ENHS was able to offer child supervision to our most at-risk students at our school sites during school hours. This ensured that students participated in their synchronous and asynchronous learning time. Additionally, students received meals daily onsite through ENHS Nutrition Services.
- 6) Physical safety measures were implemented to support the health and well-being for our most fragile and at-risk students with disabilities who were receiving services on an alternate campus.

Challenges:

- 1) Site staff working together to ensure that our most at-risk students and families did not fall through the cracks.
- 2) Delivering safety training and ensuring all safety measures were in place for students on campus.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Extra Paid time for staff for Tutorials (on-line) after school hours.	5000	21581	Yes
Although we only have two EL students this year, 30 % of our students are low income. As such school administrators and teachers provide the 2 English learners with additional supports through annual screening, progress monitoring, and an individualized plan for those close to becoming or identified as a long-term English learner.	1000	1000	Yes
Develop a Relationship with the BARR organization to coordinate cohort tasking to monitor and maintain a structured approach identifying our 9th grade students.	20000	10000	Yes
See Above: School staff support students who face barriers to academic achievement by: *Monitoring progress using an early intervention. *Coaching students in developing goals and assessing their progress. *Collaborating with colleagues to address barriers to academic success. *Facilitating intervention supports and referrals to the Student Study Team (SST). *Assisting with outreach efforts for families to remove barriers to school participation.	N/A	N/A	Yes
Daily class schedules that provide time every day for intervention with a certificated teacher	N/A	N/A	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Funds have been distributed and allocated as per budgeted; however as noted below there are differences between planned actions and implementation.

Extra Paid time for staff - We recognized early on in the fall of 2020 that our content staff (math and English) would need to provide additional support outside of the asynchronous day.

BARR - We have been awarded an IM3 federal grant with the BARR organization. This is a three year grant and we are roughly halfway through the expenditures.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

There were substantive differences between planned actions or budgeted expenditures in this category. Mid-course modifications were made as described in the "Successes" and "Challenges" sections below

We expected, assumed and anticipated that there would be some learning loss in the wake of the abrupt transition to distance learning in March, 2020. We also recognized that the learning loss was likely to be more pronounced for those students with less academic support at home. To mitigate the effects of this, we planned to monitor student academic progress through administering regular assessments (using the assessments embedded in the online curricula Apex, On site benchmark, former CAASPP release questions, and historical data), analyzing the assessment results to identify students in need of additional support, and designing and delivering interventions.

Overall, our plans to address learning loss were carried out as planned.

Successes included:

- 1) Using break-out rooms in Zoom to provide small-group instruction (from teacher or aides) during synchronous time.
- 2) Cohorts of targeted student groups -- foster, homeless, economically disadvantaged -- were invited to participate in in-person instruction even when distance learning was still in effect.
- 3) Targeted student groups were also able to take part in the workday child supervision program provided to the children of ENHS staff. During this time, and under the supervision of a ENHS certificated or classified employee, students were allowed to stay on campus before or after their in-person instructional session and receive support in completing their asynchronous work.
- 4) Students with Individualized Educational Plans (IEPs) and 504 Plans continued to receive the supports designated on those plans.
- 5) Beginning in October of 2020, and again restarting in February 2021, core content teachers provided tutoring for a half hour up to four times a day (before and after the daily in-person sessions).
- 6) ELD instruction continued to be delivered four days/week to our 2 English Learners.
- 7) Our Counselor, SCSOS and the Foster/Homeless Liaison provided additional support to students who seemed to be experiencing the greatest learning loss.

Challenges:

- 1) We had originally planned that teachers would provide interventions during afternoon asynchronous time. When we returned to in-person instruction in a split alpha hybrid model, however, teachers were teaching two cohorts of students each day, making them unavailable at times for interventions.
- 2) While there are always some families who can provide more academic support for their children than others, those differences became more pronounced during this past year. Predictably, there was a correlation between the amount of learning loss and the amount of home support students had during their asynchronous time and subsequent asynchronous time.
- 3) There were an unusually high number of D's and F's grades.
- 4) Communication breakdown between Aeris and Apex gradebooks causing systemic confusion for all stakeholders.

ANALYSIS OF THE EFFECTIVENESS OF EFFORTS TO ADDRESS PUPIL LEARNING LOSS TO DATE:

Our efforts to address pupil learning loss were carried out as planned: IEP-driven goals and objectives have been monitored by case carriers. Staff delivering special education services have worked with site teachers in communicating student needs. Formative and summative unit and lesson assessments have been given. This data provided by Apex gave real-time re-teaching to students when possible during both in-person and asynchronous times. Our district benchmark assessments in Math and English coupled with Apex driven pacing guides, among others, have continued to be given. Teachers have analyzed the data and formed groups for small group instruction as well as the tutoring that sites began offering in February. Quarterly and semester progress reports continued to be disseminated and communicated to students and parents.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Our successes in monitoring and supporting mental health and social and emotional well-being included:

- 1) Counselor trained specifically in SEL as well as counseling assistants, supported student social-emotional health and well-being, both in-person and via Zoom. Every student was connected with at least once every two weeks with no exceptions.
- 2) Positive Behavior Intervention and Support (PBIS) implemented and enacted.
- 3) Use of a Social-Emotional Learning (SEL) curriculum to support student mental health.
- 4) Continued partnership with SCSOS to provide community supports for students, families, and staff members.
- 5) Continued use of our ENJUHSD Employee Assistance Program (EAP) for CUSD staff members.
- 6) Continued use of Peer Mentoring with our students provides regular check-ins with students as to how they are feeling.
- 7) ENHS implemented Caliber Works, which monitors our student technology use and alerts site administration to concerning and unhealthy searches. This communication occurs quickly so assistance/support can be provided as soon as possible.
- 9) ENHS continues to use character programs to support a positive school climate and culture.

Challenges in this area included:

- 1) Monitoring student mental health for students in Zoom was more difficult.
- 2) Our community experienced devastating economic and connection to their school loss during this pandemic. CUSD partnered with community agencies and experts in the area of suicide awareness to support student, family, and staff needs. However, for many students and staff the compounding effects of the losses, COVID, and the loss of their beloved Alma Mater not being there for them on a daily basis has deepened the need for social-emotional support.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our success and challenges in terms of pupil and family outreach are noted below:

- 1) Preet Cheema, our trained SEL counselor, as well as a district Homeless/Foster Liaison, encouraged family engagement and provided outreach to families who might have otherwise been less in need.
- 2) Parents in LCAP meetings (March, 2021) expressed appreciation for the multiple ways the school reached out to families, including through Aeries Communication, site and district newsletters, Facebook Live, PTSOs and PTSAs, and counselors.
- 3) To prepare for our Local Control and Accountability Plan (LCAP) meetings, small, socially-distanced groups of Spartan students were able to provide insight on a variety of topics for our LCAP to district staff.
- 4) Additionally, ENHS was able to host small, socially-distanced meetings of the parents for LCAP feedback.

- 5) Our two community LCAP meetings were held in a different format from previous years, but they generated thoughtful comments and suggestions. We were able to meet in person together during the Community LCAP meetings. Feedback was positive as families felt more comfortable being on a site they knew well.
- 6) School Site Council and Booster meetings continued to be held during the year via zoom and in person.
- 7) Our ENJUHSD board meetings were broadcast via zoom and held in person so the public could tune in to the meetings. If family or community members wished to participate, they were able to call in with their comments.
- 8) In-Person attendance at the board meetings began once our county landed in the Red Tier, the end of October 2020.
- 9) Sites held parent connection times virtually. These included check-in's with families as well as offered support to parents on ways to assist their students with learning during the pandemic.
- 10) Daily email messages were sent to parents, students and staff from march 16th 2020 through April 30th 2021. Over 360 messages were delivered in that yearly span.
- 11) Weekly all-call messages to reinforce the daily messages. Over 60 all call message, usually on Sunday evening.
- 12) Attendance was very high both during Distance Learning and when students came back on campus. The Tiered Reengagement Policy that was developed did not need to be utilized as students did not miss 60% or more of a school week.

Challenges in the area of pupil and family engagement and outreach included:

- 1) While parents were appreciative of our and office staff and admin at each site, the lack of physical connection proved to be very difficult for our rural and friendly hub of the community. .
- 2) The social distancing constraints imposed by COVID-19 meant that the usual and traditional activities of a small 100 year old school were not able to occur.
- 3) Some parents also expressed concerns about Aeries Communication: difficult to access at home, not user-friendly, and not being consistently available in languages other than English.
- 4) Some parents pointed out the need for more teacher office hours for assistance.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

Throughout the 2020-21 school year the Nutrition Department has been faced with many obstacles and challenges, many of which were overcome successfully due to the flexibility and determination of our staff. We are proud to say that we have maintained participation in school meals comparable to pre-COVID service. Serving weekend meals has allowed us to combat potential losses by gaining extra days of participation. These meals have also helped us maintain consistent meal availability to protect students from food insecurity. Nutrition Services has not missed a day serving meals to our community since the pandemic started. We have maintained all staff members and their hours. This is due in part to our staffs continued flexibility with the ever-changing demands and guidelines surrounding COVID safety. Quick action and training in safety/sanitation procedures has helped us keep our staff safe and healthy at work.

We have managed to feed and provide weekly meals to anyone who wants one. We are deeply proud of our efforts in this area and feed almost 300 people daily both students and families in our community.

Challenges:

Along with our successes, we also experienced some challenges. Our Nutrition Department staff pride themselves on providing a variety of meals that are high quality and fresh baked. COVID has forced us to scale back on production, limit our serving menu and use pre wrapped items only. With all other districts in the same situation, product availability was scarce and we had to get creative with how to provide these items. As the district made plans for operation, Nutrition Services plans had to adapt on the spot to the daily changes. Serving outside of the cafeteria has posed its many challenges including logistics of serving during inclement weather, maintaining meal integrity for those students with allergies, and keeping food within safe serving temperatures when transporting it to the students. Also, social distancing has made interacting with our staff and trainings difficult.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Purchase of Catapult and EMS Connect so that our communication platform is seamless with our families and student's.	10000	8500	Yes
Distance Learning Program (Continuity of Instruction)	District provides alternative educational settings for students such as our Independent Study program and now online educational platform to meet unique student needs and provide learning model options for families. We have the ability to connect with South Suter Charter School if we need to address continuity of instruction with our significant IDT population.	no add'l cost	no add'l cost	Yes
Distance Learning Program (Continuity of Instruction)	Teacher leaders and district collaborate to pilot, adopt, and procure state-approved instructional materials in English Language Arts, Mathematics, Science, and History/Social Studies that are provided to all students.	no add'l cost	no add'l cost	No
In-Person Instructional Offerings	District and school administrators annually update safety plans and oversee facility maintenance and improvements. Thorough cleaning procedures have to be put in place for the 2020-2021 school year.	no add'l cost	no add'l cost	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	General and special education teachers regularly utilize time built into the school year calendar (non student days, preparation periods, and minimum days) to collaborate with each other, identify the learning needs of every student, and plan for differentiated instruction.	no add'l cost	no add'l cost	Yes
Mental Health and Social and Emotional Well-Being	District clinical counselors facilitate a counseling program and coordinated services to provide mental health supports at schools.	no add'l cost	no add'l cost	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	School administrators and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students.	no add'l cost	no add'l cost	Yes
Pupil Engagement and Outreach	Administrators, teachers, counselors, social workers and parent liaisons promote and encourage home-school communication to engage families through: *Websites, auto-dialer system, newsletters, social media, Aeries portal. *Email which can be accessed on mobile or desktop devices.	Previously noted with Catapult, Blackboard	Previously noted	No
Pupil Engagement and Outreach	Administrators, teachers, and academic advisors/student services assistants contact parents/guardians to engage under-served families in the decision-making process, determine school participation barriers for students, and provide personalized support to eliminate barriers.	Previously noted	Previously noted	Yes
Pupil Engagement and Outreach	School administrators and teachers utilize a multi-tiered system of supports which includes Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to ensure positive school climates and wellness for all students.	Previously noted	Previously noted	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between what was budgeted and what was spent

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The COVID-19 pandemic created an extremely challenging and difficult learning environment. We had to pivot our instructional model in response to changing state and county mandates, and adjust our instructional platform based on student academic needs and parent wishes. For example, some parents wanted their students to continue in distance learning, but also wanted them to be connected to their school of origin and their teacher. As a result, we had teachers simultaneously teaching classes via Zoom and in-person. These changes and adjustments led to learning loss for many of our students. In addition, the stresses of the year have taken their toll on students' mental health. And although we have worked to address this through different interventions, including before- and after-school tutoring, summer academies, and counseling, it is clear that that has not been enough. We need a systematic approach to addressing each and every student's needs for enrichment or intervention, be those needs academic, social-emotional, or behavioral. Thus, as described more fully in the "Overall Analysis" section, we are deeply in the process of designing our LCAP for 2021-24 around an Equity-Based Multi-Tiered System of Support (MTSS) framework. Our new LCAP includes the same actions and services as in previous LCAPs, yet in the future under ENJUHSD board approval, add an addendum that will be structured in a way that keeps our focus squarely on the anticipated three MTSS components: inclusive academic instruction, inclusive social-emotional support, and behavioral support.

1. Significant purchase of Chromebook, hotspots, partnership with local tech vendors, significant updated technological infrastructure, and articulation with our students needs.
2. District provides alternative educational settings for students such as our Independent Study program and now online educational platform to meet unique student needs and provide learning model options for families. We have the ability to connect with South Suter 3. Charter School if we need to address continuity of instruction with our significant IDT population.
4. We were able to implement the Catapult EMS system which allowed us to significantly increase our ability to communicate with all major stakeholder groups.
5. We partnered with Verizon and a local WIFI installer to greatly increase our broadband speed and width (we have a large boundary area) coupled with our partnership with DTS and Caliber Networks to have almost real time troubleshooting for connectivity issues.
6. Teacher leaders and district collaborate to pilot, adopt, and procure state-approved instructional materials in English Language Arts, Mathematics, Science, and History/Social Studies that are provided to all students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess student learning as described in the Pupil Learning Loss section of this report: through administering regular formative and summative assessments, analyzing the assessment results to determine which students need additional support or enrichment, and then delivering the interventions or enrichment as needed. ENJUHSD's 2021-24 LCAP will allow us to systematically to continue to build a School-wide system of interventions that provide each and every student with the enrichment or remediation that meets their individual needs. In addition, students who are in the foster care system, experiencing homelessness, as well as those with Individualized Educational Programs will be supported in accessing the appropriate levels of support by English Language Development coaches, significant tutorial additional tutorial time, a Foster/Homeless Liaison, our Counselor, and SCSOS special education instructors and aides.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There was no substantive difference between the description of the actions and services we proposed to meet the increased or improved services requirement and what we carried out. As noted above, we directed additional resources and personnel to our targeted and unduplicated personnel, including our SEL trained counselor, English Language Development Coaches, math intervention teachers, a Foster/Homeless Liaison, partnerships with SCSOS, and special education staffing. All Students were supported in a number of ways, including mobile hotspots and assistance in connecting to the internet to complete asynchronous work at home.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As noted in the previous section, COVID-19 has been a challenge like no other. Through it all, however, one thing has remained constant: the commitment to keeping our students and staff members as safe and supported as constraints allowed. In light of this, we have a very clear direction in moving forward with the development of our 2021-24 LCAP. ENJUHSD is contemplating a shift in our LCAP to center around an Equity-Based Multi-Tiered System of Supports (MTSS). We will make this shift in the out years after our WASC mid-cycle review in September. The MTSS framework is strongly rooted in research that supports the whole child in three parts: academic needs, social-emotional needs, and behavioral needs. We know that learning loss has occurred for many students due to the pandemic itself and to not being in a regular school environment. We also know that social-emotional and mental health supports, especially in our community, continue to be a critical need. Our students and staff have not only navigated the pandemic, but we have also had to adjust to great loss and change due to the Camp Fire, political climate, flood warnings, smoke issues, and economic uncertainty. After the disruptions of the past three years, there is little doubt that transitioning back to full-day in-person school will be a major adjustment for many, if not all, students. The MTSS behavioral piece will hopefully be critical component as we prepare to implement and support this re-entry into the school day environment.

All three of our previous goals will fall under one of the three Equity-Based MTSS components: inclusive academic support, inclusive social-emotional support, and inclusive behavioral support. Therefore, all actions and services that were included in our previous LCAPs are still included in our 2021-24 plan. However, our LCAP include three primary goals but will in time hopefully which align with the three major components of the MTSS. Moving forward, we know that an intensive focus on those three areas -- academics, social-emotional wellness, and behavioral support -- will be necessary to help our students transition out of the trauma and disruption of the past three years. Additionally, as feedback comes in from stakeholders and as our board of trustees approves one-time monies to support activities to address learning loss, we can add important student support services in all three goals to the LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,362,421.00	1,783,505.45
	0.00	1,783,505.45
Base	1,100,000.00	0.00
LCFF	15,000.00	0.00
Lottery	14,000.00	0.00
REAP	22,000.00	0.00
Supplemental	100,000.00	0.00
Supplemental and Concentration	60,421.00	0.00
Supplemental, Restricted Lottery	3,000.00	0.00
Supplemental, Restricted, Title II	3,000.00	0.00
Supplemental, Title I	16,000.00	0.00
Supplemental, Unrestricted, Base, Restricted Lottery	29,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,362,421.00	1,783,505.45
	1,160,000.00	1,783,505.45
4000	17,000.00	0.00
4000-4999: Books And Supplies	27,421.00	0.00
5000	29,000.00	0.00
5000-5999: Services And Other Operating Expenditures	129,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,362,421.00	1,783,505.45
		0.00	1,783,505.45
	Base	1,000,000.00	0.00
	REAP	22,000.00	0.00
	Supplemental	100,000.00	0.00
	Supplemental and Concentration	19,000.00	0.00
	Supplemental, Restricted, Title II	3,000.00	0.00
	Supplemental, Title I	16,000.00	0.00
4000	Supplemental and Concentration	14,000.00	0.00
4000	Supplemental, Restricted Lottery	3,000.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	27,421.00	0.00
5000	Supplemental, Unrestricted, Base, Restricted Lottery	29,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	100,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	15,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Lottery	14,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,311,421.00	1,708,465.45
Goal 2	32,000.00	30,776.00
Goal 3	19,000.00	44,264.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$212,099.00	\$207,166.00
Distance Learning Program	\$287,600.00	\$345,987.00
Pupil Learning Loss	\$26,000.00	\$32,581.00
Additional Actions and Plan Requirements	\$10,000.00	\$8,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$535,699.00	\$594,234.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$43,000.00	\$41,202.00
Distance Learning Program	\$179,000.00	\$202,903.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$222,000.00	\$244,105.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$169,099.00	\$165,964.00
Distance Learning Program	\$108,600.00	\$143,084.00
Pupil Learning Loss	\$26,000.00	\$32,581.00
Additional Actions and Plan Requirements	\$10,000.00	\$8,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$313,699.00	\$350,129.00