

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## General Information

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

The Bakersfield City School District (BCSD) is located in Kern County, a community historically known for its rich oil and fertile agricultural lands. A primarily rural county with large areas of undeveloped land, but also a growing urbanized area surrounded by smaller communities. The county is home to 47 different school districts, Bakersfield City School District being the largest elementary school district in the county, serving 29,214 students. A count of 1,579 students less from the 2019-20 CBEDS counts which are a reflection of the impact the COVID-19 pandemic is having in serving a student population with diverse needs.

BCSD has a total of 44 school sites with plans to build a 45th campus in the next few years, to meet the needs of new communities on the eastern boundary of the district. We serve students from Preschool to eighth grade in which all ethnicities and languages are represented with 78.9% Hispanic, 9.4% White, 8.2% African American, 1.7% Two or More Races, .8% Asian, .5% American Indian, .4% Filipino, .1% Pacific Islander, 90.2% Socioeconomically Disadvantaged, 27.8% English Learners, 10.3% Students with Disabilities, 2.8% Homeless, and .6% Foster Youth (Per CDE 2019 Dashboard). BCSD language groups are represented with 40.19% Spanish, 0.52% Arabic, and .09% other non-English languages, .08% Mixteco, .06% Filipino, and 16 additional languages that are .04% or less (CDE DataQuest Report).

Kern County is currently identified in the Widespread (purple) Tier 1 and therefore schools are not permitted to reopen for in-person instruction. Only critical infrastructure has been allowed to open with modifications, businesses are open but with limited services and all retail (including critical infrastructure), with the exception of standalone grocers and shopping centers are currently allowed to open indoors with a 25% maximum capacity. Therefore, BCSD will continue to adhere to the COVID-19 school guidance for distance learning, while proactively developing protocols and a Return to School Plan, for both the small cohort and waiver models, while we await a status change that allows all students to return to school for in-person instruction.

On August 25, 2020, the California Department of Public Health updated its guidance allowing small cohorts of students to return to school to receive services of support, including instruction. A special emphasis and priority has been placed on Special Education students, English

learners, Foster Youth, and Homeless students. At the September 22, 2020 Board meeting, staff will provide a report including a tentative timeline for the return of students to school.

According to the Kern County Public Health Department, as of September 1, 2020 Kern County had 29,459 recorded COVID-19 cases, of which 2.6% were African American, 37.5% Hispanic, 9.1% White, 48.9% Unknown, 1.6% Asian, and 0.2% reported as Other. More than 18,321 of the cases were between the ages of 18-49, 50-64 (5,235), 65+ (2,483), 0-17yrs (3,387). The number of reported deaths due to COVID-19 is reported as 292 Kern residents. The number of residents who recovered is reported as 12,031. The reported gender of cases is 52.5% Females, 47.5% Males, and 8 cases unknown gender.

The impact to the economy has led to unemployment rates of 17.5% in Kern County as of June 2020, according to the California Employment Development Department. Rates that exceed both California at 13.7% and the national average at 10.5% and impacting families most in need, families within the Bakersfield City School District boundaries.

## Stakeholder Engagement

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

The Bakersfield City school district believes community engagement in decision making is key when it comes to identifying the needs of families and students, therefore from the beginning of the process steps were taken to have strong stakeholder engagement.

1. Completed parent, staff and administrator surveys on the preferred method of instruction for the Return to School Plan. Surveys were in both Spanish and English. Surveys were available both electronically and were mailed home to parents in both Spanish and English in efforts to reach stakeholders who would not have internet access or speak a language other than English.
2. Established a Return to School Task Force composed of parents, teachers, association presidents, and administrators.
3. Town Hall Meetings & Board meetings to discuss return to school potential schedules, needs, challenges, questions, and recommendations from parents, teachers, board, and the community. Town Hall Meetings were presented in both Spanish and English and parents were invited to provide comments through the CHAT feature or by email.
4. Established instructional subcommittees including Dual Language, Intermediate 3-5, Intervention/Enrichment, MS/JH, Primary TK-2, & SEL comprised teachers, principals, specialists to provide input. Consideration was taken for student's experiencing significant learning loss due to school closures and to accelerate learning, and at-risk students experiencing continued learning challenges due to impacts of COVID-19

5. Parent Virtual Zoom Summits with all parents who are part of an advisory committee at the district level (Parent Advisory Support Summit or PASS) to share the results of the surveys, Health and Safety Protocols plans, Learning Environment, SEL plans, and how our district will continue to align to the LCAP goals and priorities. In addition BCSD informed parents regarding plans to mitigate the learning loss for students and the steps taken to prepare to meet the needs. Parents had the opportunity to hear the presentation in Spanish through a translator and all parents were able to provide written feedback through the CHAT feature.
6. School site staff contacted all families via telephone, making both personal calls and robo calls, to engage parents on the district's return to school plan and how and when parents could pick up student materials and resources for distance learning.
7. August 19, 2020 District English Language Advisory Committee (DELAC) LCP Development Feedback Meeting
8. August 26, 2020 District Advisory Committee (DAC) LCP Development Feedback Meeting
9. September 16, 2020 Bakersfield Elementary Teachers Association (BETA), Classified School Employees Association (CSEA), and Skilled Trade Workers Feedback Meeting.
10. September 19, 2020 Parent University Kickoff Update regarding status of District closure and opportunity to return cohorts of students to school under the updated California Department of Public Health "cohort" guidance
11. September 22, 2020 Learning Continuity and Attendance Plan (LCP Public Hearing)
12. September 29, 2020 Learning Continuity and Attendance Plan (Board Approval)
13. Students in grades 6th-8th grade completed surveys using Chromebooks/devices to provide feedback on the delivery of instruction during distance learning, access to connectivity, and feedback on additional efforts the district should consider providing to meet student needs.

All feedback received at these stakeholder engagement meetings were considered before determining which actions and services were to be included in the development of the Learning Attendance and Continuity Plan.

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

1. Parents, teachers, students and community members were invited to participate by registering through a zoom link to attend town hall meetings (All Town Hall meetings were conducted in English and Spanish)
2. Parents, teachers, students and community members were invited to participate via YOUTUBE streaming and invited to submit comments and recommendations directly to the district office.

3. Parents, teachers, students and community members who were unable to attend any of the meetings were invited to view the recorded presentations posted on the BCSD website for later viewing and for submission of comments regarding the actions.

4. Parents were encouraged to submit questions/input/recommendation through the CHAT box and via email to the district or their respective sites at every Town Hall, DAC, and DELAC meeting.

BCSD designated staff provided responses/replies to questions, comments or suggestions via social media (Facebook) to provide further clarification or to direct parents where to submit requests and recommendations. In addition during the DAC and DELAC meetings the district provided parents access to an electronic feedback form so parents of English Language Learners and parents in the District Advisory Council to submit recommendations during or after the conclusion of the meeting.

5. Parents & District staff completed surveys electronically and for parents they were mailed home in paper format, to provide feedback on the Return to School Plan. Surveys were translated into both English and Spanish.

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

Parents engaged in the stakeholder input process expressed the importance of communication and keeping all parents informed of the progress students make during the day when connecting with teachers while under the care of a different adult, older sibling, or relative. They asked for BCSD to continue to keep them informed of changes to the instructional delivery plans and letting them know of the possibility of having students most in need return to classes and/or receive extra support (increased engagement). In addition, parents stated the need to have the necessary technology at home for students to engage via distance learning and the challenges for them as parents to support their children.

Teachers provided similar feedback regarding the importance of communication regarding instructional delivery plans, schedules, curriculum and their needs to transition to online instruction and having the right professional development opportunities to assist them in the delivery of instruction via online management systems.

Administrators provided feedback on the implementation of instructional delivery online and the need to have all students connected to receive support directly from teachers, the need to provide students with materials in advance, the need to support teachers and students with professional development on distance learning instructional delivery best practices, and supports for re-engagement of students who were disconnected from school prior to school closures.

Members of the community expressed the need for students to continue to receive Socio-Emotional support even during closures, as well as concerns of the impact to student learning. Members asked when BCSD should be expected to return to in-person learning given the increase in COVID-19 positive cases across the county.

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

1. As a result of the surveys meal distribution was supported through the implementation of passports to allow adults to pick up meals without students present. BCSD was able to institute the waiver, allowing schools to continue with the summer meals program, allowing students to pick up meals at any school site for children ages 2-18. Additional plans were developed to address concerns of safety and protocols for staff returning to schools and other district facilities. Parents provided feedback on the development of the Return to School Plan that allowed Bakersfield City School District to plan for four possible scenarios to meet the needs expressed by parents in the survey responses. The district developed and in-person plan, and a virtual instructional plan as a result of the feedback collected from parents
2. As a result of the Return to School Taskforce, a curriculum subcommittee was created to develop curriculum units to include essential components to meet the Social Emotional needs of students, and allowed for structures to facilitate distance learning that included training for staff on instructional units, technology, continued Multi-Tiered Systems and Supports, Roles and Responsibilities changes, and SEL instructional supports.
3. As a result of the town hall meetings parents, staff, and the community were able to ask questions, provide feedback and express through the CHAT feature additional needs to consider in the Return to School Plan. (All Town Hall meetings were conducted in English and Spanish). Their feedback was instrumental in the development of all other plans including the Return to School Roadmap (Virtual Learning Plan), Safety Protocols, Technology support line, and mitigating expectations for virtual instruction.
4. As a result of the instructional subcommittees (Dual Language, Intermediate 3-5, Intervention/Enrichment, MS/JH, Primary TK-2, & SEL) teachers, administrators, parents, and instructional support staff were able to develop instructional units to support BCSD classroom instruction in preparation for distance learning. Assessment alignment and selection were chosen to support monitoring of student learning and online Resources and supports were developed for online learning for all students in grades TK-8th grade including plans to address learning needs of EL's, Low-Income Students, Students with Disabilities, Homeless, Foster Youth, and students in Gifted and Talented Education programs.
5. As a result of Parent Virtual Zoom Summits BCSD designated staff provided responses/replies to questions, comments or suggestions via social media (Facebook) to provide further clarification or to direct parents where to submit requests and recommendations. The district was able to provide parents with resources developed and designed to assist them in setting up connectivity for students during virtual distance learning. The district shared with parents information about the support website, shared the daily schedules, and parent/student/teacher expectations for distance learning. Parents expressed appreciation for keeping them informed and having the opportunity to give input.
6. As a result of the outreach to families of students who still needed connectivity and devices, the district increased the number of students who received a device prior to the first day of school. Teachers were able to connect with parents for virtual orientations.
7. As a result of the DELAC meeting parents completed an online feedback form with recommendations for the development of the LCP. DELAC members did not have additional recommendations for the development of the Learning Continuity and Attendance Plan. However, they had questions regarding the administration of the state ELPAC assessment. Administration was able to share with parents all available information regarding assessments. No recommendations were made to the Superintendent. The decision was made to have the Learning, Attendance and Continuity Plan be revised throughout the year to reflect the Return to School Plans.

8. As a result of the DAC meeting parents were informed of actions in the plan and provided responses to questions regarding supports such as the after school program, and the systems such as ParentSquare to increase parents' ability to communicate questions to teachers for additional services and supports. Parents were informed regarding the LCAP Parent Budget Report to be released in December, in accordance with the timelines. No recommendations were made to the Superintendent. The decision was made to have the Learning, Attendance and Continuity Plan be revised throughout the year to reflect the Return to School Plans.

9. As a result of the feedback meeting with BETA, CSEA, and the Skilled Trade Workers, on September 16th BCSD, the district will continue to update the Learning Continuity Plan and revisit the content to update in accordance with opening plans for the future.

10. As a result of the Parent University Kickoff Update on September 19th, 2020 parents made no further recommendations and were appreciative of the frequency of updates the district was providing through town hall meetings. The decision was made to have the Learning, Attendance and Continuity Plan as a live document that would be revised to reflect the Return to School Plans.

11. As a result of the Learning Continuity and Attendance Plan Public Hearing held on September 22, 2020 the board opened for recommendations and none were made. The decision was made to have the Learning, Attendance and Continuity Plan be revised throughout the year to reflect the Return to School Plans.

12. As a result of the Board Meeting meeting held on September 29, 2020, the board approved the Learning Continuity and Attendance Plan for Bakersfield City School District

13. As a result of the student survey, 3,963 responses were collected from students in grades 6th-8th, indicating 47.3% of respondents prefer in-person instruction with the teacher, 29.4% prefer virtually through zoom & google classroom, and 23.3% prefer in-person and virtually (combination). 77.3% had access to chromebook and hotspot devices, 19% had access to chromebooks or a computer, and 3.6% had access to the hotspot/internet device. 41.1% of the students reported needing help in mathematics, 58.9% of the students who responded indicated needing help with classwork, 83.19% responded they had someone who could help with distance learning at home, 81.3% of students reported knowing where to pick up a school lunch. The majority of the respondents indicated that technology and connectivity was a challenge and reported missing being in person with their friends.

The action to ensure chromebooks and hotspots were distributed to all students in the Bakersfield City School District was made after our initial closure in March, 2020 when we distributed devices to students in grades 3-8. Parent feedback regarding the need to ensure equity across the district resulted in our preparation to acquire the necessary devices for student use. The District determined that the need to increase communication with parents in a timely manner meant having a system that allowed to meet the needs of all parents who speak languages other than English and it would be wise to invest in a communication system that allowed for this.

The need to support teachers, administrators, parents, students, and support staff to learn new online platforms to conduct instruction during distance learning, meant Professional Development opportunities and online resources and videos needed to be developed and supported throughout the year by technology specialists with the ability to provide support and answer questions about connectivity, online learning and build teacher capacity. Approximately 21.8% (243) of classroom teachers reported being (Level 5) very skilled/confident with teaching

virtually on a scale of 1-5 and 13.2% (148) reported not being skilled/less confident (Levels 1 &2), the remaining 732 classroom teachers reported levels of 3-4.

Based on the data provided from employees who provide instruction the comfort level to return to work increased in Levels 4 & 5 from 51.4% to 66.9% as a decrease in the number of students physically present in the classroom dropped from all students to 25% of the students present provided that compliance with social distancing guidelines from CDC were followed. This indicated a need to plan for distance learning in preparation for the start of the school year and the acquisition of systems to provide continuity of learning for all students.

- The development of instructional schedules and lessons were developed as a result of the input from administrators, teachers, and instructional specialists of the Return to School Task Force for instruction.
- The development of the Return to School Roadmap for Virtual Learning Plan was developed as a result of the surveys, the Return to School Taskforce, and input from parents and the community during Town Hall meetings.
- The development of the 2020-2021 Family Virtual Learning Guide
- The development of Professional Development Resources
- The development of Return to Work Health and Safety Protocols and Procedures
- The development of Mental Health and Social Emotional Learning instructional materials
- The development of district websites for access to student and parent resources: [go.bcsd.com/cz1](http://go.bcsd.com/cz1)

As a result of stakeholder input CARES Act, ESSER funds, and Learning Loss Mitigation funds were used to support Distance Learning (computers, hotspots) and will continue to support our ability to maintain clean and healthy campuses when students return.

Based on the responses of 3,948 students in grades 6th-8th grade the district will continue to engage in dialogue with CSEA, BETA, and LiUNA to address instructional schedules that allow for students to receive the instructional support they need during distance learning. The district will continue its efforts to communicate information with all stakeholders including students about the availability of resources, extra-help and self-reporting systems to assist with coping through the challenges of the COVID-19 pandemic. Technology support staff will continue working with the providers of internet connectivity to improve teacher and student learning.

The district continues to evaluate the daily instructional schedule to ensure we meet the daily required minutes of SB98, while also supporting teachers with maximizing engagement and learning for students. Revising and adjusting as needed based on on-going input from stakeholders including parents, teachers, administrators, and all other stakeholders.

Based on stakeholder feedback the district developed a schedule with added extra daily instructional minutes to address and mitigate the learning loss, TK/K- 20 minutes, 1st-3rd- 30 minutes, 4th-6th- 30 minutes, to ensure teachers are dedicating additional small group instructional time for needy students. Schedules that incorporate daily ELD instructional minutes and ELD periods of instruction for students identified as English Language learners.

The district continues to provide after school programs and has increased the communication systems available for parents and teachers (ParentSquare) to work together to find the best support for students.

Teachers continue to receive monthly Professional Development to support them with online student resources and instructional delivery platforms for instruction, assessment, and grading of students.

## Continuity of Learning

### In-Person Instructional Offerings

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

The Bakersfield City School District is prepared to offer classroom-based instruction and has developed instructional schedules for three possible in person scenarios:

Scenario 1: All students return to school with an MTSS process in place to provide additional supports to address the needs of students who have experienced significant learning loss due to closures

Scenario 2: 50% of students attend school Monday & Tuesday. The other 50% of students attend school Thursday & Friday with Wednesday used for teacher preparation/intervention in a virtual format with small groups of students to address the needs of students who have experienced significant learning loss due to closures

Scenario 3: 25% of students attend school one day Monday-Thursday with Friday as a teacher preparation/intervention day with small groups of students to address the needs of students who have experienced significant learning loss due to closures

All students will continue to have access to Chromebooks and continue to use Google Classroom for work assignments and submission of work completed.

Prior to offering classroom-based instruction all district employees will have completed training on the Health and Safety Protocols and Expectations as follows:

- All employees will receive information and training regarding the established CDC Safety Protocols, Self-Assessment Wellness Checks and BCSD Safety Protocols and Procedures. Employees will also receive safety training through a video designed to help understand how best to maintain a safe workplace for themselves, co-workers and others.

- All employees will have access to the BCSD Return to School Roadmap, as well as educational videos created by the Communications Department to clearly communicate and demonstrate return to school instruction and protocols for maintaining the health and safety of students and staff.

Prior to offering classroom-based instruction all parents will have received information on completing daily self-evaluation protocols for their children, daily visual wellness checks, health monitoring practices for students throughout the day, daily temperature checks upon arrival to school, designated isolation rooms/area to separate students who have or who develop COVID-19 symptoms from others, facial covering masks for their child, expectations for all staff and students, hand washing /hand sanitizing protocol, daily disinfection of high touch surfaces & cleaning schedule, training protocols for staff, students, and parents and a list of what is expected when visiting a campus.

Parents will be expected to have ongoing communication and support from teachers and school administration regarding their child's learning. They will have resources made available online for registration in order to decrease the amount of contact while on campus. In

addition, support staff such as FACE liaisons will continue to provide the support they need on navigating the resources made available to all parents to support their child with learning, including social and emotional supports.

The Bakersfield City School District will continue to revise/adjust and implement in-person instruction in accordance with continued guidance from the California Department of Education and recommendations from the Kern County Department of Public Health in accordance with COVID-19 safety protocols.

During the month of August, the California Department of Public Health released two important updates for school districts in counties where a physical return of students to school is not permitted due to current health conditions.

On August 3, 2020, the California Department of Public Health released its waiver guidance. At the time of the release BCSD was notified that districts in Kern County would not be approved for a waiver if submitted.

On August 28, 2020, the California Department of Public Health authorized school districts in counties where attending school in-person is not permitted to allow for the return of small cohorts of students. Student populations prioritized in this guidance includes: Special Education students, English learners, Foster Youth, and Homeless Students. Bakersfield City School District is currently in the planning stages for the return of students in the small cohort model. We will communicate our progress and identify a target return date at our September 22, 2020 Board meeting.

As we plan for the return of students to our school sites, our Facilities Department will continue to ensure our school sites are cleaned and sanitized on a daily basis. All BCSD facilities utilize a hydro electric sprayer to sanitize surfaces on a nightly basis. Our facilities have also been evaluated for ingress and egress, and safety and health signage has been placed in all facilities. Signage includes reminders about proper handwashing techniques, the maximum number of individuals who can be in any space, social distancing reminders, facial covering reminders, and all facilities implement a daily protocol for checking the temperature for all visitors.

As we prepare for the return of students in the small cohort model, our Transportation Department will resume routes to pick up and drop off up to 1,300 Special Education students who are part of our Self-Contained Special Education Programs. Transportation routes will include social distancing on school buses to ensure all students remain safe as they travel to and from school.

As students return to school in the small cohort model, students will receive their meals at the school site in their small cohort environment. Nutrition Services staff will continue to prepare meals for the Grab and Go program, while also ensuring meals are prepared for the students who are physically attending school on a daily basis.

Phase 1 of our Return to School Plan for the small cohort model includes:

An 8 week schedule for the return of special education students in our self-contained programs of Autism, Pre/K-K, Severely Handicapped, Deaf/Hard of Hearing, and Social Emotional Transition. Return to school dates will be staggered to ensure the district can effectively monitor the implementation of all safety and health protocols. The district may accelerate or slow down the return to school schedule depending on the local COVID condition.

Phase 2 of our Return to School Plan for the small cohort model includes:

The return of our Foster Youth and Homeless students into a controlled environment where they can receive services of support for social emotional learning and mental health. Students will be placed in learning pods and participate in their distance learning with the support of site support staff. The launch date for phase 2 of our return to school plan is contingent upon our success with phase 1. The total population of students is approximately 650 students.

Phase 3 of our Return to School Plan for the small cohort model includes:

The return of our English learner students, specifically ELPAC 1 and 2 students, and all Long Term English Learners and students at-risk of becoming Long Term English Learners. Students will be placed in learning pods and participate in distance learning through live instruction with a certificated teacher. The launch date for phase 3 of our return to school plan is contingent upon our success with phase 1 and 2. The total population of students is approximately 5,300 students.

At all times, our return to school plan will follow all health and safety protocols, in addition to, maintaining a maximum cohort of no more than 16 individuals (including staff and students).

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

Description	Total Funds	Contributing
Purchase of a messaging system that allows for parent communication in languages other than English.	\$85,000	Yes

Description	Total Funds	Contributing
Internet Web Hosting costs	\$90,000	Yes
Renaissance Assessment and Learning Platform	\$718,174	No
Chromebooks, connectivity, earbuds, insurance, technology	\$13,928,471	No
Zoom licenses	\$36,000	No
Site staff to assist with distribution of materials (6 additional days)	\$856,398	No
3 Additional days for BETA staff planning, PD, preparation for instruction	\$2,614,425	No
PPE items (including plexiglass)	\$2,000,000	No
COVID Employee Testing	\$1,000,000	No
Custodial-increased hours	\$1,000,000	No
Signage for social distancing & visitor protocols	\$150,000	No
Health Safety Related Expenses (hand soap, hand sanitizer, wipes, thermometers)	\$850,000	No
Hand washing station rentals (in person instruction)	\$500,000	No

Description	Total Funds	Contributing

## 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.]

Due to Kern County currently identified in the Widespread (purple) Tier 1 level for COVID-19 and schools not being permitted to reopen for in-person instruction, BCSD will provide instruction through distance learning. Early in the initial closure process, the Bakersfield City School District established a Return to School Task Force Committee to develop a comprehensive return to school plan for students, staff and families, with the goal of establishing contingency plans in order to provide a continuous instructional program during the school year regardless of the method of delivery. On July 14, 2020, the Bakersfield City School District Board of Trustees took action to begin the 2020-2021 school year in a full distance learning environment. This decision was made in large part due to the local COVID-19 data for Kern County, and the infection rate for the zip codes which encompass our district's boundaries. Fortunately for our district, the Return to School Task Force had developed multiple implementation plans for student instruction, including a full distance learning reality.

An important subcommittee is the Instructional Task Force consisting of 43 members from both site and district administration as well as teachers from the Bakersfield Elementary Teachers Association (BETA). In order to meet the state's guidance, including social distancing, the team developed multiple plans. The most ideal plan given the local environment during the month of July and early August was the following:

#### Block Schedule-Cohort A/B Model

- Cohort A-Physically present in school Monday & Tuesday and virtual learning Wednesday-Friday
- Cohort B-Physically present in school Thursday & Friday and virtual learning Monday-Wednesday

In order to ensure all students receive the required number of daily instructional minutes, the district will follow the daily bell schedule for all schools in BCSD for the entirety of second and third trimester (or second, third and fourth quarters), provided the state restrictions for instruction allow it.

#### In Person Instruction

8:15 a.m. -11:45 a.m.

## Virtual Learning

1:00 p.m. - 3:00 p.m.

The curriculum subcommittee consisting of predominantly teachers, and instructional specialists developed schedule templates to design each instructional block to ensure students receive meaningful and engaging learning experiences.

In order to limit student rotations of classes, staff recommended the following instructional schedule for all middle schools and junior highs in BCSD for the entirety of in person instruction:

- Students will attend the same class period for 2.5 days then rotate to the next class period. This allows students the opportunity to engage with all teachers within a three week period.
- Our goal is to ensure students rotate through their entire 6 period schedule twice prior to the progress report period, and four(4) times by the end of the second quarter. Students will receive 18 instructional days per period.
- Students will receive up to one hour of additional independent work for an additional 3 days upon the conclusion of each class period. Teachers will monitor the completion of this work through Google Classroom and under the supervision of a credentialed teacher.

In addition to the considerations being developed for the return to school, BCSD staff was also developing plans to offer a full virtual learning only platform for interested families. It was not until the Distance Learning Frequently Asked Questions document was updated in early August did we realize any Independent Study program offered was required to include all elements of distance learning, including daily live instruction by a credentialed teacher. This realization resulted in the district not pursuing this option.

As BCSD prepares for the return of students in a small cohort model, the district is preparing to implement the schedule developed as part of our Cohort A/B Model, which was presented to the Board and community in early July. District staff will ensure all cohorts consist of a maximum of 16 individuals, including both students and staff.

In order to ensure BCSD meets the needs of our most special population of students, staff recommended the following daily instructional schedule for Special Education classes in self-contained classrooms for the 2020-21 school year:

- Populations include: Moderate Severe, Autism, HF Autism, SET, DHH, and Pre-K-K
- Five days of in school attendance each week

### Daily Bell Schedule:

- Pre-K, TK, K - 8:15 a.m. - 11:15 a.m.
- 1st - 3rd - 8:15 a.m. - 12:05 p.m.
- 4th - 8th - 8:15 a.m. - 12:15 p.m.

Self-contained classrooms with smaller class sizes to allow for physical distancing can be accomplished. Additionally, the most needy special education students would be best served with a consistent structure of instructional delivery through a full five day return to school plan. See Attachment #1

The district will adhere to the required daily instructional time for virtual instruction the same as in-person learning and will be measured by time spent engaged in interactive instruction and time value of assignments. Students will be provided with manipulatives and materials for the Virtual Learning Program and in-person instruction and disseminated to all students TK-8th grade.

Bakersfield City School District's Curriculum subcommittee developed the EDTECH CENTER site for teachers in preparation for both the Virtual Learning Program and in-person instruction which includes access to online resources & videos for teachers to be able to deliver quality instructions. The site includes:

- Lesson by Grade
- AERIES support for Engagement, Gradebooks, Reports
- Educational Technology support for Google Apps, YouTube, Go Guardian, Benchmark, Flip Grid, Clever and others
- Technology Requests for teachers they would like to see added
- Google Classroom Guidebook
- How to Tutorials for kids
- SEL Lessons by Grades & Teaching Resources
- Shared Digital Activities created by teachers
- Assessments support
- Recorded Training Sessions from the Virtual Summer Institute for Teachers & CTA
- ZOOM Webinars for Educators

All instruction will take place through Zoom and Google Classroom. District provided weekly lessons featuring the state adopted core curriculum (see below) infused with our focus on Balanced Literacy, Integrated English Language Development, Number Talks, CRA (Concrete, Representation, Abstract) model and the 5E instructional model for Science. Core program supplemental materials, along with teacher developed lessons will be used for Designated English Language Development. Additional online resources have been procured to assist teachers with enhancing their lessons and asynchronous learning opportunities. These resources include the following: Achieve 3000, Smarty Ants, Accelerated Reader, Starfall, Mystery Science, BrainPop, MyOn, Freckle Math, Zingy, and WeVideo.

#### BAKERSFIELD CITY SCHOOL DISTRICT STATE ADOPTED INSTRUCTIONAL MATERIALS:

- READING/LANGUAGE ARTS

Text/Adoption Year: Benchmark Advance California 04/24/2018, Publisher/Date of Publication: Benchmark Education Company 2018, Grade Level: TK-5, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Benchmark Adelante California 04/24/2018, Publisher/Date of Publication: Benchmark Education Company 2018, Grade Level: TK-5, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: StudySync 04/24/2018, Publisher/Date of Publication: McGraw Hill, 2018, Grade Level: 6-8, Standard, Funding Source: Unrestricted/0000

- ENGLISH LANGUAGE DEVELOPMENT

Text/Adoption Year: Benchmark Advance (How English Works) 04/24/2018, Publisher/Date of Publication: Benchmark Education Company, 2018, Grade Level: TK-5, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: StudySync 04/24/2018, Publisher/Date of Publication: McGraw Hill, 2018, Grade Level: 6-8, Standard, Funding Source: Unrestricted/0000

- MATHEMATICS

Text/Adoption Year: McGraw Hill My Math 05/2014, Publisher/Date of Publication: McGraw Hill, 2013, Grade Level: K-5 , Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: McGraw Hill California Math Courses 1-3 05/2014 , Publisher/Date of Publication: McGraw Hill, 2013, Grade Level: 6-8, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Glencoe Math Accelerated 05/2014, Publisher/Date of Publication: McGraw Hill, 2013, Grade Level: 7, Supplemental, Funding Source: Unrestricted/0000

Text/Adoption Year: Glencoe Algebra 1 05/2014, Publisher/Date of Publication: McGraw Hill, 2013, Grade Level: 8, Supplemental, Funding Source: Unrestricted/0000

- HISTORY-SOCIAL SCIENCE

Text/Adoption Year: Gr. 6 myWorld Ancient Civilization, Publisher/Date of Publication: Pearson 2019, Grade Level: 6, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Gr. 7 myWorld Medieval And Modern Times, Publisher/Date of Publication: Pearson 2019, Grade Level: 7, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Gr. 8 myWorld Growth and Conflict, Publisher/Date of Publication: Pearson 2019, Grade Level: 8, Standard, Funding Source: Unrestricted/0000

- SCIENCE

Text/Adoption Year: Houghton Mifflin California Science, Publisher/Date of Publication: Houghton Mifflin, 2007, Grade Level: K-5, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Holt California Science: Earth, Life and Physical Science, Publisher/Date of Publication: Hold, Rinehart & Winston, 2007, Grade Level: 6-8, Standard, Funding Source: Unrestricted/0000

- VISUAL AND PERFORMING ARTS

Text/Adoption Year: BCSD Course of Study TK-5 (Online), Publisher/Date of Publication: ,The California Arts Project 2019 Grade Level: TK-6 , Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Pearson/Scott Foresman, Art , Publisher/Date of Publication: Pearson Scott Foresman, 2007, Grade Level: 6-8, Standard, Funding Source: Unrestricted/0000

Text/Adoption Year: Silver Burdett Making Music, Publisher/Date of Publication: Silver Burdett, 2007 , Grade Level: 6-8, Standard, Funding Source: Unrestricted/0000

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Bakersfield City School District began the distribution of Chromebook devices to each student in the Summer of 2020 for the use of the Summer Virtual Program. Parents were informed at every Town Hall meeting to reach out to the district if their child needed a device or if they had questions. Parents/guardians with students identified as Migrant, Homeless, or Foster were contacted personally through phone and/or home visit to assess connectivity and provide needed devices.

The district mailed home notifications to all families regarding the availability of Chromebook devices and internet access and set up appointments for distribution to ensure staff and parent safety.

The district created social media notifications on all accounts (Facebook, Twitter) to inform parents of their ability to receive Chromebook devices and “hotspot” connections.

All students who participated in the Summer Virtual Learning either picked-up a device or had one delivered to them to be able to connect for instruction.

The district established a phone number for families to call for questions related to technology and connectivity. Parents were informed of the availability of devices for each child in the household enrolled in the Bakersfield City School District.

Two weeks before the start of school students who did not have access to a device were contacted to pick-up a device from the school and a schedule was developed by each school to distribute Chromebooks, Wi-Fi Hotspots, and Classroom Codes. Preschool children who enrolled for the 2020-21 school year also received Chromebook devices to access instruction in a virtual format. Schools held evening pick-up hours for working parents and made direct delivery in cases where a parent or family was quarantining and could not come pick up a device or hotspot.

Additionally, the Migrant Education Program and English Learners department called families who had still not picked up their devices and informed them of the availability of devices and availability of late appointments to facilitate the distribution of devices for migrant children and students identified as English Language Learners. Furthermore, the district's McKinney-Vento/Foster Department, along with the Youth Service Specialists and Associate School Social Workers, called families who had still not picked up their devices and informed them of the availability of devices, the availability of late appointments to facilitate the distribution of devices, and direct delivery in extreme cases.

Parents received information regarding a parent-teacher virtual orientation led by their child's teacher to discuss the following:

- Teacher introduction
- Overview of daily schedule
- Overview of instructional materials
- Defining Live Instruction (Synchronous) versus Assigned Instruction (Asynchronous)
- BCSD Virtual Learning Protocols
- BCSD Grading Guidance
- Parent Tools to Support Student Readiness (ParentSquare)
- Who to call for support regarding Technology Issues
- Online Resource pages for parents with recorded Town Hall Meetings

Students who had not picked up devices the week before school began, were called individually to remind parents of the availability of Chromebooks and Wi-Fi Hotspots. School staff proceeded to schedule appointments and deliver devices to students' homes in efforts to have 100% of the students ready with connectivity prior to the parent-teacher virtual orientation meeting.

In addition the district developed informational flyers and videos to assist parents with setting up devices and made them available to parents at the time of disbursement, on Facebook, and the district website: [go.bcsd.com/cz1](https://go.bcsd.com/cz1)

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The Bakersfield City School District has developed a Virtual Learning Protocol: Synchronous & Asynchronous Time Accounting process to document daily participation of each pupil, for each day, on which distance learning is provided. Classroom teachers will primarily be tasked with collection of daily attendance through the Student Information System and document attendance during synchronous and asynchronous

learning. All attendance shall be reported by staff no later than 30 minutes after the start of the school and no later than 15 minutes after the beginning of class for middle school/junior high.

Attendance is recorded in the student information system using the following protocol during the first week of school:

- A student is present if they are logged into the synchronous learning to start the day
- If a student is not logged in they are considered absent
- If a student logs on after the teacher has taken attendance the teacher should email the school office staff to tell them the time the student logged on. School office staff will then adjust the attendance record accordingly.
- If a student leaves early or fails to return after lunch the teacher should email the information to the office staff

30 Minutes after the start of the school day an absence list will be generated by the school office

For all no-show students (i.e. a student who has not logged on), the following protocol must be followed for the first week :

- Day 1 absence-phone call home-call is logged in the student information system with attendance notes
- Day 1 and 2 absence-phone call home is logged in the student information system with attendance notes
- Day 1, 2, and 3- school sites will send Truancy Letter #1 to the address currently on file and conduct a home visit to verify residence. School shall break up into teams and conduct home visits. Teams should utilize Office Assistants, Family and Community

Engagement Liaisons, Behavior Intervention Support staff, Nurses, Youth Services Specialists (YSS), Associate School Social Workers (ASW), and any other staff available. Based on the outcome of the visits staff may determine next steps (drop, conduct

additional notifications, referral to the School Attendance Review Board (SARB).

YSS staff will be following up with Foster Youth and African American students they are currently monitoring to ensure they are attending school (virtual or in-person)

ASW's will also be following up with families of chronically absent students and Homeless students whom they are currently monitoring to ensure they are attending school.

If a parent speaks a language other than English, staff will speak to them through a translator or utilize the translation and communication features of ParentSquare to assist with the process.

Aeries Attendance and Engagement Accounting Coding Guidelines Beginning September 1

Document the daily participation of each pupil, for each day, on which distance learning is provided will be done through Aeries Attendance as follows:

- Blank - A student present either during live in-person or synchronous instruction - Leave absence field blank indicating present
- Code "A" - If student is not present during live in-person or synchronous instruction mark the absence field with an "A" indicating the student was absent

- Code “E” - Excused absences should be marked “E”
- Code only added by the school office upon verification
- Parents/guardians have three days to provide verification of the reason for an absence
- Code “U” - Unexcused absences should be marked “U”
- Code only added by the school office
- Code added to absences with unverified or inexcusable reasons after three days
- Code “3” - Parent/Student Contact as evidence of engagement when not present during in-person or synchronous learning should be marked “3”
- Can only be used if student was not present during in-person or synchronous learning
- Means contact was made between school staff and the student or parents/guardians to verify engagement. The content of the contact must be supporting the student to engage in asynchronous work.
- Example 1: Student not present during synchronous instruction so teacher marks student absent (“A”). Office calls the parent regarding a student not present during synchronous instruction. The parent reports technology problems but states the student is working on asynchronous work that is not online. Office staff changes mark from “A” to “3”. Office staff enters “A00- Student/Parent Contact” in the attendance note and information about the contact that was made and the work engaged in.
- Example 2: Student is not present during synchronous instruction so teacher marks the student absent (“A”). Later the teacher calls the parents regarding the absence and assists the mother and student engage asynchronously. Teacher changes “A” mark in attendance to a Code “3”. Teacher enters Code “A00-Student/Parent Contact” in attendance notes along with brief information about how they help the student/parent engage asynchronously.
- Code “4” - Evidence of asynchronous work when not present during in-person or synchronous learning should be marked “4”
- Can only be used if student was not present during in-person or synchronous learning
- Means evidence exists that student completed and/or engaged in asynchronous assigned work submitted and/or assessment completed that day
- Example: On Tuesday, student not present during synchronous instruction so the teacher marks the student absent (“A”). Student submits an assignment in Google Classroom later that night. Teacher received submission and changes the Tuesday attendance mark from “A” to “4” the next morning.
- Changing a Code “3” to a Code “4”
- If parent/student contact is made with engagement regarding school work, and a Code “3” is entered it can later be changed to a Code “4” if:
  - The teacher verifies the student completed asynchronous work for that day; and
  - The office staff verifies that “A00- Student/Parent Contact” is added in the attendance notes.
- Example: Student not present during synchronous instruction so teacher marks student absent (“A”). Later, teacher calls the student’s parents regarding the absence and talks with the mother. Together they help the student re-engage in asynchronous work. Teacher changes the attendance Code to a “3”. Teacher enter Code “A00-Student/Parent Contact” in attendance notes with brief description of conversation. Teacher checks Google Classroom later and sees that the students completed assignments on that day. Teacher changes the “3” code in attendance to a “4” code. Teacher leaves the attendance notes as is.

## 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.]

The Bakersfield City School District provided opportunities for professional development immediately after students were expected to receive the first set of instructional packets in preparation for virtual instruction.

The district supported the transition for teachers with the opportunity to work towards Google Certification Level 1 or Level 2 and began providing professional development on Google Classroom and all of the applications used for delivery of instruction such as Google Slides, Forms, Docs, and Drive. During the summer, teachers were able to receive additional support on all of the features of zoom and accessing the teacher resources for online curriculum, videos, and digital resources available for students.

Prior to the start of the school year the district developed the Virtual Learning Proficiency Professional Learning Plan and teachers were able to attend sessions in a virtual format around the following topics:

- Expanding on Virtual Teaching: Zoom
- Expanding on Virtual Teaching: Google Classroom for Beginners
- Expanding on Virtual Teaching: Google Classroom for Advanced
- Aeries Gradebook
- Aeries Gradebook for Advanced
- GoGuardian
- Mathematics
- ELA
- Science, PE, History
- Socio-Emotional Learning
- Visual and Performing Arts
- PreK Resource: Frog Street

The district has assigned two Technology Specialists, a virtual coordinator, and an education technology specialist, who will continue to support all teachers, students and parents throughout the year with questions that arise as a result of virtual classroom instruction. In efforts to provide teachers with the opportunity to continue their learning independently, a series of videos on the topics presented during the Summer Virtual Institute were posted and accessible to all teachers. The district has two Wednesdays of up to 90 minutes to schedule Professional Development throughout the year for continued support on systems or improvement of distance learning.

## Staff Roles and Responsibilities

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

School site academic support staff will play an essential part in their new roles in identifying and providing supplemental services based on student need with an emphasis on our Low Income, Homeless, Foster Youth and English Language Learners. School site support staff such

Academic Program Leaders (APL), Teachers on Special Assignment (TOSA), Academic Coaches (AC), and Intervention Specialist (Int. Spec.)

School Site Support Staff will support:

- Multi Tiered System of Support (MTSS) Process: due to the limited time with students on campus, will need to assess and identify students needing assistance
- Intervention: to provide the targeted interventions during distance learning on the days students are accessing learning from home
- Classrooms: to provide teachers with high leverage practices to accelerate student learning

Other positions prepared to play key roles in supporting mental health and social emotional wellness are the following:

- Behavioral Intervention Specialists (BIS): will report to campus daily to provide Tier 2 and Tier 3 supports (for example Check-In/Check-Out; behavioral support for individual student plans; behavioral based data collection and supports; home visitations to support school engagement and re-engagement)
- Youth Services Specialists (YSS): will provide Tier 2 Check and Connect mentoring supports; Powerful Resilient Outstanding Unique Determined Academy (PROUD); Supports Tier 2 and Tier 3 social emotional support to identified students/families to address barriers that inhibit engagement in accessing educational opportunities while in session or during the extended closures and distance learning, including during the summer months. Primary Tier 2 and Tier 3 support providers specifically for Foster Youth and African American students/families.
- Associate School Social Workers (ASW): will provide Tier 2 and Tier 3 social emotional and attendance related supports; small group trauma-based supports & grief groups; brief intervention; assist identified students/families to address barriers that inhibit engagement and access to educational opportunities while in session or during extended closures and distance learning via home visits; primary Tier 2 and Tier 3 support to students/families under McKinney-Vento (Homeless).
- School Psychologists: will provide Tier 3 individual plan development; suicidal threat/crisis response; counseling; facilitate selection of evidence-based curriculum and interventions; administer universal screening and progress monitoring tools; support fidelity of intervention implementation and collaborate with parents and families to promote treatment integrity and improve intervention success. MTSS process monitor for site team meetings.
- Behavioral Health Therapists: will provide Tier 3 mental health consultation for special education and teams working with students on an IEP; assess for ERMHS eligibility, mental health therapy for students on an IEP; services offered in the classroom at the home and virtually as is appropriate. High Risk Group: Students with Disabilities and Students with Mental Health Disorders.
- Wellness Center School Social Workers (SSW): will provide Tier 3 therapeutic supports for students in general education in order to address mental health concerns serving as barriers to educational opportunities; consultation with MTSS teams working with students in general education; guidance on available mental health supports; crisis response; provide year round services and supports to address the ongoing mental health needs of students onsite or during extended closure and distance learning via telehealth.
- Bus Transportation Staff (drivers & monitors): will be assisting custodial staff with on site facilitation of COVID-19 related health and safety efforts, including but not limited to disinfecting or otherwise wiping frequently touched surfaces, and as needed may also be assigned to assist with student nutrition program distribution.

- Campus supervisors and Cafeteria and Playground Activity Leaders (PALS): will be assisting with on site facilitation of COVID-19 related health and safety efforts, including but not limited to disinfecting or otherwise wiping frequently touched surfaces, and assisting with student wellness screening procedures.

## Supports for Pupils with Unique Needs

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

School site academic support staff will play an essential role in identifying and providing supplemental services based on student need with an emphasis on our Low Income, Homeless, Foster Youth and English Language Learners.

School Site Support Staff include: include Academic Program Leaders (APL), Teachers on Special Assignment (TOSA), Academic Coaches (AC), Paraprofessionals/Aides, and Intervention Specialists (Int. Spec. ).

Identification of Students for the MTSS process: Due to the limited time with students on campus as a result of COVID-19, support staff will be needed to assess, identify and, and provide targeted interventions to small groups of students. School staff will continue to monitor all English Learner students needing extra support through quarterly monitoring using Ellevation. Each school site has an EL lead that will monitor the needs of EL students and provide supplemental support and services as needed.

Intervention: Support staff will provide targeted interventions through distance learning on the days students are accessing learning from home.

Classroom Support: Support staff will provide classroom teachers with high leverage practices to accelerate student learning

The priority to remain focused on ensuring all students in the Bakersfield City School District achieve educational excellence will continue during the 2020-21 school year. The focus will remain on the established LCAP goals of Academic Achievement, Social Emotional Learning, all the while ensuring all Low Income, English Language Learners, Foster Youth, and Homeless students have access to a device and connectivity at home. The district will continue to develop the capacity and confidence of our teachers to successfully teach in a Blended Learning Model by offering continued professional development on best practices during a distance learning format to meet the unique needs of these specific students populations.

Every school site has a set time to teach Designated ELD (DELD) to ensure English Language students receive the allotted DELD time by grade level following BCSD's policy. BCSD DELD instructional minutes are as follows:

Grades TK-3rd will receive 30 minutes

Grades 4th-6th will receive 45 minutes

Junior High/Middle schools will receive one period's worth of DELD.

DELD is monitored by school site support staff and administration.

In addition to classroom supports, school sites will develop plans to provide supplemental services and supports for English Learners using Title III funding. Staff in key roles will support the mental and social emotional wellness of all students but will target supports to assist pupils with these unique needs.

Behavior Intervention Specialists(BIS): will provide daily services for Tier 2 and Tier 3 supports and conduct home visits to support school engagement.

Youth Services Specialists (YSS): will provide mentoring support to Tier 2 Check and Connect students as well as students in the PROUD Academy. The YSS will work closely with Tier 2 and Tier 3 students and provide social emotional support to students/families who need to break down barriers that inhibit engagement in accessing educational opportunities during extended closures and distance learning. Primary support for Tier 2 and Tier 3 students identified as Foster Youth and African American students/families.

Associate School Social Workers (ASW): will provide Tier 2 and Tier 3 for social emotional and attendance related supports; small group trauma-based supports & grief groups; grief intervention; assist identified students/families to address barriers that inhibit engagement and access to educational opportunities during extended closures and distance learning via home visits; primary Tier 2 and Tier 3 support for students/families under McKinney-Vento (Homeless).

School Psychologists: will provide Tier 3 individual plan development; suicidal threat/crisis response; counseling; facilitate selection of evidence-based curriculum and interventions; administration of universal screening and progress monitoring tools; support fidelity of intervention implementation and collaborate with parents and families to promote treatment integrity and improve intervention success. As well as monitor the MTSS process for site team meetings.

Behavioral Health Therapists: will provide Tier 3 mental health consultation for special education and teams working with students on an IEP; assess for ERMHS eligibility, mental health therapy for students on an IEP; services offered in the classroom, at the home and virtually as deemed appropriate. Will work directly with high risk groups: Students with Disabilities and Students with Mental Health Disorders.

McKinney-Vento/Foster Department: will provide coordination of services for foster and homeless students to include coordination of meals and services with local homeless shelters and hotels which house homeless students. Ensure homeless students living in shelters and hotels have access to devices and hotspots to support distance learning. Coordinate weekly data monitoring of foster and homeless student engagement data

Special Education Services:

All special education students are receiving the services and supports that are outlined in their Individualized Education Plan.

Students who receive support and services in the Mild/Moderate program, the Specialized Academic Instruction services are built into the students instructional day. Students may receive their services either in the general education classroom in collaboration with the general education teacher or they will receive their services in the special education setting with the special education teacher. This may be done in whole group or small group settings during synchronous times. Designated Instructional Services will be provided in collaboration with the general education and special education teacher.

Students who receive special education services in the moderate/severe classroom setting will receive their specialized academic instruction with their special education teacher for all synchronous and asynchronous times throughout the school day following the instructional minutes required by the district. Designated instructional service (DIS) providers will collaborate with the special education teachers to provide services within the classroom setting.

Students who need additional assistance are receiving individualized supports as outlined in an emergency provision plan through the IEP process. In addition to synchronous and asynchronous learning the student may receive visual supports for the home, materials related specifically to the IEP goals and objectives delivered to the home, behavioral supports that correspond with behavioral intervention plans, assistive technology, distance learning setup support in the home, extra consultation time with families to help navigate distance learning tools ie zoom, google classroom.

Students will continue to be screened and identified to receive GATE (Gifted and Talented Education) services by qualified teachers with the appropriate authorizations to teach the coursework and deliver instruction through the Learning Management System (Google Classroom). Students will be enrolled in GATE based on district approved criteria and receive the necessary supports to meet their academic needs, Students will be assessed, monitored, and receive instruction on the State adopted Standards in order to meet grade level proficiency.

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

Description	Total Funds	Contributing
Behavioral Intervention Specialists	\$1,797,570	Yes
Youth Services Specialists	\$1,146,662	Yes
Associate School Social Workers	\$1,263,955	Yes
School Psychologists (9)	\$1,993,699	Yes

Description	Total Funds	Contributing
Wellness Center School Social Workers	\$633,396	Yes
Cafeteria and Playground Activity Leaders	\$3,142,323	Yes
Class Size Reduction Teachers (grades 4-8)	\$3,429,458	Yes
Library Media Specialists/Library Media Assts.	\$2,922,626	Yes
Provide additional staff for targeted support at six identified Focus Schools to help accelerate student achievement	\$2,508,716	Yes
Vice-Principals	\$4,943,073	Yes
Office Assistants	\$1,376,253	Yes
FACE Dept. and school site FACE staff/parent resource centers	\$3,343,005	Yes
Restorative Classroom Specialists	\$1,229,074	Yes
Ed Tech Specialist for teacher support during the instructional day	\$52,499	Yes
Virtual Education Technology Coordinator & Specialist to support distance learning PD	\$308,770	No

Description	Total Funds	Contributing
Provide additional staffing, materials and services to support a GATE Program at Owens Primary School and Owens Intermediate School	\$786,034	Yes
Provide multilingual education programs, including the Dual Language Program at Harris Elementary School, Voorhies Elementary School and Stiern Middle School	\$1,614,717	Yes
New Teacher Support to provide new teachers with support in the completion of credentialing programs	\$1,340,015	Yes
Technology support staff to continue assisting families & students with tech needs	\$3,890,977	Yes
Online data management systems (Schoolzilla/Hoonuit KIDS)	\$78,346	Yes
Provide STEAM focused learning, field trips, and extracurricular activities through the Achievement Academy (PROUD Academy) to close the achievement gap for low income African American students	\$1,015,081	Yes
PBIS Clerk and Coordinator	\$279,024	Yes
Operate four Wellness Centers consisting of staff, equipment and supplies to provide prevention and treatment services for the medical, mental health, vision and dental needs of students	\$3,640,919	Yes
Aeries Messaging System (Parent Square)	\$85,000	Yes
KCSOS Web Hosting/Internet	\$90,000	Yes

Description	Total Funds	Contributing
Chromebooks, Connectivity, earbuds, insurance, etc.	\$13,928,471	No
Zoom Licenses	\$36,000	No
Distance Learning student supplies/manipulatives for home	\$923,790	No
Staffing, materials and services to provide a Virtual Summer Academy (2020 Summer) for at-risk and unduplicated students	\$124,762	No

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The Bakersfield City School District administrative team plans to overcome the COVID-19 learning loss by implementing strategies such as:

- Revisiting instructional units to ensure a well balanced learning plan is implemented to address the academic needs of students while simultaneously creating the time and space to provide the needed social emotional and mental health supports for students to be able to engage in the learning
- Principals will monitor schedules to ensure that Designated English Development is provided synchronously and asynchronously..
- Each school site will provide evidence on a monthly basis of Designated English Language Development (dELD) that will include a lesson plan with corresponding student work as evidence.

- School sites will have access to BrainPOP for English Learners with an embedded assessment to place students at their instructional level in language.
- Every English learner will be monitored once a quarter through Ellevation. Teachers will submit a monitoring form every quarter for each English Learner outlining the supports that will be provided for each English learner.
- Providing instructional staff with the essential standards documents that identify key learning concepts for each grade level as well as addressing prerequisites skills/concepts that may need to be retaught
- Conduct on-going informal and diagnostic assessments to determine learning loss
- Revisiting the assessment calendar to ensure the District is utilizing the most effective assessments to inform administrators and teachers of student progress
- Developing a long-term multi-year plan to provide supplemental services targeting our Low Income, English Language Learners, Foster Youth, and Homeless students.
- Transitional Kindergarten student progress will be measured using the Core Growth Inventory. The inventory will be completed four times a year and will measure developmentally appropriate skills in the areas of ELA, Math and ELD
- Kindergarten and First grade students progress in ELA will be monitored using the STAR Early Literacy assessment four times a year
- First through eighth grade students will be assessed in the area of mathematics using the STAR Math assessment four times a year
- Second through eighth grade students will be assessed in the areas of ELA and ELD using STAR Reading (4 times a year). The BAS (Benchmark Assessment System) will be used at the discretion of site administration and the Multi Tiered System of Support team
- Third through fifth grade students progress in ELA will also be monitored through Achieve 3000 Level Set three times a year

## **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.]

As 90% of our students are designated low-income, the Bakersfield City School District intentionally began with the development of a daily schedule that allowed for teachers and school staff to build instructional time and practices consistent with small group instruction. Teaching

staff is expected to address learning loss for students identified as needing additional support within the instructional day during asynchronous time in addition to an additional designated block after the instructional day. Teachers will address the learning loss and accelerate learning through small group targeted instruction, differentiated asynchronous assignments and integrated scaffolding.

The potential placement movement and trauma associated with Foster status can serve to impact potential learning loss. Therefore, in order to support foster youth, itinerant Youth Services Specialists are assigned to provide Check and Connect mentoring, maintain connection to school in the event of placement change, and monitor attendance and engagement in school. Further the Bakersfield City School District provides trauma informed services through social workers and our Wellness Centers to fill any gaps in wrap around services in conjunction with the students existing supports through the Department of Human Services. In addition, these students are offered the opportunity to return to school within cohorts in order to support an environment conducive for learning and receive any in-person additional supports if needed.

The housing instability and trauma associated with families experiencing homelessness can serve to impact learning loss. Therefore, in order to support students experiencing homelessness, itinerant Associate School Social Workers are assigned to provide trauma based supports, maintain connection to school in the event the family moves, and monitor attendance and engagement in school. In addition, the McKinney Vento department provides basic needs support so that lack of clothing, materials, and other essential items do not contribute to learning loss. In addition, these students are offered the opportunity to return to school within cohorts in order to support an environment conducive for learning and receive any in-person additional support if needed.

All learners will benefit from language scaffolds provided during synchronous instruction, collaborative conversations, small group breakout sessions, social emotional learning lessons, vocabulary instruction and differentiated assignments provided during asynchronous time blocks. In addition, English learners will receive leveled language instruction during the Designated English Language Development block that is monitored by school support staff and administration. School administrators, district administrators, and school support staff will receive ongoing professional development on English language development strategies that accelerate language acquisition.

## **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.]

The district will continue to monitor the effectiveness of the service or supports provided by continuing the best educational practices of monitoring and accountability through the use of data.

- The Data and Assessment department will continue to mitigate the responsibility of creating reports for individual school sites
- The Executive Directors will continue to hold Cluster meetings with site administrators to review local reports and available state results to identified areas of need during distance learning

- The District will continue to support sites through the Service Delivery Model and develop plans of action for implementation of best practices and strategies in a distance learning format
- School Support Staff will continue to work with families and students in Tier 2 and Tier 3 through the MTSS process
- Professional Development will continue to support teachers and parents with online distance learning and when transitioning to in-person learning
- Administrators will continue to monitor weekly and monthly all attendance data, access to online learning systems, parent communication systems and their effectiveness in addressing the learning loss for students by student group including English Learners, Low-Income Pupils, Foster-Youth, Students with Exceptional Needs, and Homeless
- Administrators will compare data for student groups to measure the impact to learning loss as result of COVID-19 from the 2019-20 school year to 2020-21, and adjust interventions and supports to address student learning

The Bakersfield City School District district will continue to administer assessments identified as essential to screen students in order to have assessment data to support instructional decisions and develop instructional strategies, programs, interventions, and supports to address student needs. Assessment Calendars will be revised to ensure we utilize the most effective assessments to inform our teachers of student progress. Results will help to guide administration using data to make informed decisions about the professional development necessary to support teachers. The district will administer tests in accordance with COVID-19 safety protocols for the safety of students and teachers.

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

Description	Total Funds	Contributing
The district purchased online programs including Achieve3000, Smarty Ants, myOn, Freckle Math, Star Fall, Mystery Science, Zingy, AR/STAR & Brain Pop to address learning loss at the onset of all school closures.	\$2,492,197.11	No
Students identified as Immigrant students were granted home-access through Rosetta Stone in order to continue to support language development during distance learning.	\$28,750	No
Students identified as English Language Learners attending Middle School/Junior High have extended access to English-3D curriculum virtually during distance learning	\$106,213	Yes

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In the classroom, the Bakersfield City School District believes that our students' mental health and social emotional well-being is an integral part of a student's ability to be actively engaged in daily learning, and it especially impacts their ability to learn during the COVID-19 distance learning.

The district is planning to monitor and support mental health and social and emotional well-being of pupils by integrating Social Emotional Learning (SEL) in the virtual classroom. The district implemented check-ins and daily SEL Lessons.

SEL Lessons:

- Created for teachers with two blocks of SEL
- Toolbox and Second Step lessons embedded for all teachers in grades TK-8th grade
- Allows students to do Self-Awareness, Self-Management, Social Awareness, Develop Relationship Skills, Build Responsible Decision-Making skills

Teachers will use Toolbox & Second Step curriculum to build a student's understanding of mindfulness and reinforce SEL. The community building activities developed will provide students with a sense of love and belonging and through the use of virtual journals will assist them with channeling of emotions they may be experiencing as a result of COVID-19 related experiences.

The district will train teachers to use KIDCOPE to provide students with a method to identify social-emotional experiences that they may be experiencing and to understand how to manage stress during this time. Students in TK-8th will immerse themselves in Classroom Circles (TK-2nd) and guide them through student self-reporting options (3rd-8th) of stress. These supports will help students to self-reflect and self-identify goals to address their social emotional concerns.

As part of the Professional Development for virtual instruction, teachers attended sessions centered around Social and Emotional Learning, where teachers received lessons developed in collaboration with Behavior Intervention Specialists and support teams. In addition, district has developed a bank on MIndfulness lessons to support teacher instruction as well a Social Emotional Learning Tool Guide. The guide addresses topics including: Mindfulness, Classroom Circles, Social Emotional Learning (SEL), Toolbox Tips for Teachers, and Universal expectations.

Parents are encouraged to reach out to schools by communicating when there is a need for support by:

- Talking to their student's teacher
- Calling their student's school
- Reaching out to the school's Family and Community Engagement (FACE) Liaison
- Accessing the community resources available to all BCSD students and parents through the Multi-Tiered System of Supports (MTSS)
- Wellness Center School Social Workers (SSW's)
- Behavioral Health Therapists
- School Psychologists
- Associate School Social Workers (ASSW)
- Youth Services Specialists (YSS)
- Behavioral Intervention Specialists (BIS)
- Academic Interventionist
- School Administrator

Through the MTSS process the team will review concerns expressed by staff, parents, as well as KIDCOPE findings to identify additional supports to best meet the needs of the students and or family.

All parents will have access to support them during this challenging time to other important resources such as the Technology HOTLINE (631-4529) to address connectivity issues, Family & Community Engagement Liaisons (FACE) to assist with parent trainings and referrals to community resources, as well as the BCSD Website Links to SEL Resources online and accessible through the district's Social Media

## 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.]

Bakersfield City School District will continue to provide services based on the student need with an emphasis on our low income, homeless, foster youth, and English Language Learners by maximizing all available staff through the MTSS process to guarantee the implementation of tiered strategies for reengagement of students. The district has invested in additional resources such as Parent Square to communicate with all families on the most recent updates that may have a potential impact on learning, and to ensure the dissemination of information reaches families in a timely format in the language they understand (English, Spanish, Tagalog, etc). Parents of students identified as English

Language Learners in the student information system will have access to automatic translation of all electronic communication from their school sites and the district office.

The parent portal through the student information system will provide parents weekly updates on attendance and grading for their child regardless of instructional format (in-person or virtual).

Teachers will document daily attendance within the first 30 minutes of instruction so that support staff assigned to follow-up through phone calls or home visitations, may intervene quickly with students not engaging in instruction and at risk of learning loss. Parents will be informed of their child's participation and assignments by having access to view student grades and assignments so we can continue to collaborate with families to jointly identify and address barriers preventing students from engaging in distance learning.

School Site Support Staff Includes: Academic Program Leaders (APL), Teachers on Special Assignment (TOSA) , Academic Coaches (AC), and Intervention Specialist (Int. Spec.) .

Identification of Students for the MTSS process: Due to limited time with students on campus, support staff will be needed to assess, identify, and provide targeted interventions.

Intervention: Support staff will provide targeted interventions through distance learning on the days students are accessing learning from home.

Classroom Support: Support staff will provide classroom teachers with high leverage practices to accelerate student learning.

During the second week of school and beyond, after the school has generated an absence list:

- A personal phone call shall be made by office assistants and other designated school staff no later than 10 a.m.
- Phone calls should focus on:
  - Establishing the reason for an absence
  - Re-engaging a parent and /or student in synchronous and a synchronous work
  - If the staff person engages a parent and/or student in re-engaging in asynchronous work a Code "3" should be entered into Aeries Attendance and a Code "A00" entered into Aeries Attendance Notes along with a description of how the parents and/or student will engage in school work asynchronously for that day
  - If the reason a student cannot log on is due to technology issues the following should occur:
    - If the problem is related to District loaned equipment, the school should work with the parent to arrange a swap out of the Chromebook or hot spot as needed
    - If the problem is with the family's personal technology then the school should offer the family a Chromebook or hot spot as needed.
  - The staff member should attempt to engage the parent and/or student to engage in completing work asynchronously while the technology issues are being resolved.
  - If the staff member engages the parents and /or student in the work then:
    - A Code "3" should be entered in Aeries Attendance;

- Code A00 - Student/Parent Contact should be entered into Aeries Attendance Notes along with a description of how the parent and/or student will engage in school work asynchronously for that day
- If the staff member could not engage the parent and/or student in completing work asynchronously then the absence code should be changed to an “E” or “U” as appropriate.
- If the student has been absent more than three school days or 60 percent of the instructional days in a school week, re-engagement contact should be attempted and recorded in Aeries Pre-Referral Interventions as follows:
  - Place in the pre-referral intervention section under ‘Progress Status’ the appropriate code for the method of communication
  - Phone Call Code: RT
  - Home Visit Code: RH
  - Email Code RE
  - Parent Square Code: RP
  - Add any notes regarding the re-engagement communication
  - If you attempted contact indicate contact was attempted but no answer or reply
  - If you made contact briefly describe the content of the conversation
  - A home visit should be completed by someone from the school team (e.g., Office Assistant, FACE Liaison, Administrator, Clerk, BIS, School Nurse, YSS, ASW) on any family that:
    - Could not be reached
    - Provided a questionable response or reason for their student’s absence or lack of engagement
    - Failed to re-engage for in-person or synchronous learning the following day
  - Home visits and communications should be positive in nature; in essence, an outreach and relationship building opportunity. Home Visits should be conducted utilizing the BCSD In-Person Home Visit Health and Safety Protocol outlined via memorandum dated August 5, 2020. This is an opportunity for staff to sell a positive image of their school and problem solve with parents/guardians any issues preventing attendance or engagement.
  - By the end of each Friday, the Attendance and Engagement Coordinator for the school shall schedule conferences for the upcoming week with parents for any student who has missed more than three school days or 60 percent of the instructional days in a school week. The conference may occur:
    - At the school utilizing BCSD Health and Safety protocols for addressing face coverings, temperature checks, and physical distancing.
    - Outside the home of the family following the BCSD In-Person Home Visit Health and Safety Protocol.
    - Via Zoom, Google Meet or telephone.
  - The tone of the conference shall be supportive in nature and seek to help identify and overcome barriers to attendance and engagement. If the parent speaks a language other than English either speak with them through a translator or utilize the translation and communication features of Parent Square to hold your conversation.
  - At each conference:
    - Share the information contained in the “Top 10 Things to Consider When Talking to Parents About Attendance” flyer from the State Attorney General’s Office. Be sure to frame attendance and engagement dialogue with an understanding of the current COVID-19 pandemic.
    - Discuss student engagement data and its relationship to student attendance.

- Discuss the different circumstances the student and family are facing due to the COVID-19 pandemic and the transition to distance learning. Based on the needs of the student and family, offer tiered multi-systems of support services such as:
- Behavioral Intervention Specialist (BIS) to support social/emotional skills, behavior modification, CICO, etc.
- School Nurse/Wellness Center Referral to make a home visit and/or follow ups if absences are related to health concerns (e.g. asthma)
- Assigning a site based mentor or refer to the YSS to provide Check and Connect mentoring support. YSSs are available to train site based mentors.
- FACE Liaisons to build a positive relationship/support engagement of the family and/or refer to community resources.
- McKinney-Vento services if the family is experiencing homelessness, temporary housing, or is doubled up.
- Associate School Social Worker (ASW) to support trauma based services, wraparound or case management
- Referral and connection to the appropriate health and social services. A list of community agencies and contact hsd.com can you email me a description as been provided for schools to utilize. Specific resources for members of the LGTBQ

community have been provided as well.

- Conferences shall be recorded in Aeries
- If the student is again absent more than three school days or 60 percent of the instructional days in a school week after the conference with the Attendance and Engagement Coordinator the student must be referred to the site MTSS Team.
- The MTSS Team may need to meet more frequently than twice per month to assign site based mentors, refer to the YSS, refer to the ASW, or refer to another Tier 2 or 3 support based on the circumstances and needs of the student and family. A complete listing of current tiered supports is located here: Targeted Interventions
- If the student reaches 9 absences the student should be referred to the District School Attendance Review Board (SARB). Before a student may be referred school sites must have:
  - Sent truancy letters #1, #2, and #3; and,
  - Attempted to hold or have held an attendance conference between truancy letters #2 and #3.
- If a parent speaks a language other than English either speak to them through a translator or utilize the translation and communication features of Parent Square to hold your conversation. All written communication should be in the primary language of the parent. For languages other than English and Spanish please contact the Dr. Fulenwider at 14872 to arrange translation services as needed Itinerant support staff (e.g., YSS and ASW) will monitor students on their caseloads. District administration will monitor daily attendance and engagement through AERIES and respond where necessary through an equity based support lens in accordance with Board Policy 300.69, Educational Equity.

## School Nutrition

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

The Bakersfield City School District is committed to continuing to provide students nutritional meals and ensuring all sites adhere to the physical distancing measures. The following meal distribution plan will be implemented for the 2020-21 school year:

#### Grab and Go Meal Program

Students in attendance at school , will take home their lunch and the next day's breakfast

Students, at home, will come to the nearest school and at a defined time will be able to pick up their lunch and the next day's breakfast

Rationale: Our school facilities and cafeteria spaces do not allow for large numbers of students to be physically distanced, and the weather during the months of August and September do not support having students eat outside on the playground space. Additionally, our classrooms are not a realistic option for feeding.

The district will follow the U.S. Department of Agriculture's (USDA) directive which allows for flexibility to district in how to operate student meal programs during the current COVID-19 pandemic by:

Serving meals to all children ages 2-18 through December 31, 2020

All children will eat for free

Children will not have to be enrolled within the BCSD boundaries to pick-up a meal

Children may pick-up a meal from any of our locations regardless of the site they are enrolled in

Parents will present a Meal Passport when picking up meals without their child present

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.59%	\$81,308,755

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Research indicates that districts that establish an early warning intervention and monitoring system are taking a systematic approach by having dedicated staff members or teams of staff to identify students who are most likely to be at risk. The Bakersfield City School district is placing actions that will monitor attendance, behavior, and course performance in the time of distance learning intended to help identify students and populations of students most affected by the pandemic. By strengthening the supports through assignments of key staff principally directed to work with Foster Youth, English Learners, and Low income students during distance learning and when transitioning to in-person instruction, the Bakersfield City School District is providing targeted support which will ultimately lead to increased and improved services for students in highest need. The need to implement the following actions districtwide to reduce the instructional loss for Socioeconomically Disadvantaged (90.2%), English Learners (27.8%), Foster students (0.6%), were an integral part of the development of the plan.

The need to provide teachers with the professional development on distance learning platforms in preparation for the 2020-21 academic school year was an integral part of supporting the learning and prepare staff to increase their capacity to cultivate parent partnerships, establish two-way communication and principally direct ideas and resources that aid in communicating with families and caregivers of English learners, Foster Youth and Homeless students. Students of low income families are historically underrepresented and less involved in schools due to language barriers, cultural differences, and challenges with communication which became more evident during the COVID-19 pandemic.

Through the continued implementation of the Multi-Tiered System of Supports, BCSD, is increasing the likelihood of decreasing the learning loss of students and principally directing the support for students at risk of not meeting state standards to low income students who are historically most disadvantaged and marginalized as result of the pandemic.

The district took into account the percentage of COVID-cases among the city's population and the demographics of who were most affected by the pandemic, as a result of this the decision to provide distance learning and establish all of the resources, design and delivery of instruction was based on these considerations. The schedules include opportunities for teachers to address social emotional instruction, core subject matter, ELD, and small group individualized tutoring as integral pieces to meet the needs of all learners but principally Foster Youth, English Learners, and Low-Income students. In addition, the need to provide Personal Protective Equipment to all students and district staff ensured the safety of all who enter the school campuses and the community at large. The importance of keeping employees

safe, allowed for the continued services needed to be able to plan, develop and implement an effective distance education for students in the Bakersfield City School District. School sites are able to provide support principally directed towards unduplicated pupils and aimed to increase re-engagement and services.

Based on the survey and assessment data, the following needs have been identified for BCSD's unduplicated pupils as a result of the COVID-19 pandemic.

- On-going communication with and support for parents to assist students to be successful
- Intensive, high-quality academic instruction to mitigate the potential learning loss for students
- Access to technology and connectivity to participate in distance learning
- Access to social and emotional well-being supports
- School connectedness due to instability in student's lives
- Health and Wellness supports to provide prevention and treatment services for the medical, mental health, vision and dental needs of students
- On-going support for language acquisition and continued access to online program resources
- Continued family supports and access to parent resource centers to connect families in need during the pandemic
- Support for all teachers to effectively deliver instruction in a virtual environment
- Development of Return to School plans aligned to COVID-19 safety guidelines for staff, students and families
- Programs aimed at supporting student achievement and mitigating the learning loss

The actions and services listed below address these identified needs.

#### PARENT COMMUNICATION & SUPPORT

- Parent communication systems and support staff
- FACE department staff/Parent Resource Centers
- Office assistants
- Administrative staff

#### INTENSIVE, HIGH QUALITY ACADEMIC INSTRUCTION

- Professional development, planning time for teachers
- New Teacher Support
- Class Size Reduction Teachers (grades 4-8)
- Virtual Summer Academy
- Software licenses; extended access to online curriculum
- Library Personnel
- Online data managements systems

#### ACCESS TO TECHNOLOGY and CONNECTIVITY

- Internet web hosting
- The necessary technology and resources for students to engage in distance learning

- Technology Support Staff
- Students in need of headphones or additional technology to increase and improve their access to online services and systems such as Kindles or other devices
- Staff to support students in reconnecting with teachers on a daily basis
- Online systems to amplify opportunities for students in need of language development
- Monitoring of online systems to ensure students are accessing supports
- Ensuring students are progressing and regularly accessing support services to mitigate learning difficulties

#### SOCIAL AND EMOTIONAL SUPPORTS FOR STUDENTS AND STAFF

- Behavioral Intervention Specialists
- Youth Services Specialists
- Associate School Social Workers
- School Psychologists
- Wellness Center
- School Social Workers
- PBIS Staff

#### SCHOOL CONNECTEDNESS

- Cafeteria and Playground Activity Leaders
- Vice-Principals
- Restorative Classroom Specialists
- Achievement Academy for students

The district is also allocating additional funding to the six identified focus schools which have been identified as requiring additional supports for unduplicated pupils. These funds will be used to further support the identified needs previously noted.

The actions and services listed above will help mitigate the learning loss and close the achievement gaps among our unduplicated pupils, and will support increased parent engagement and school connectedness not just for our unduplicated students but for all BCSD students and families to continue to thrive academically, socially, and emotionally, during this time of disrupted learning.

The implementation of self-reporting programs such as Sprigeo, combined with a scheduled Social Emotional(SEL) timeblock and SEL curriculum to establish anti-bullying prevention and supports through distance learning, leads to the improved social emotional well-being of all students, increases their social emotional skills such as communication, social skills, assertiveness, interpersonal relations and better equipped for managing emotions during the COVID pandemic.

BCSD extended the number of instructional minutes from the state's recommendation to increase the opportunity for teachers to provide small group instruction to improve learning for students most in need, especially unduplicated pupils identified as at-risk students through the MTSS process.

Students will be able to continue to receive services in the Extended Learning Program that will provide opportunities for increased learning in a virtual distance learning environment.

Parents and teachers will have increased participation through the access of a communication system (ParentSquare) that will increase the ability of staff to send messages to parents who speak a language other than English or Spanish. Leading to improving communication between school and families.

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

In addition to the actions and services previously listed, the district is providing targeted support and services to unduplicated students (Foster Youth, Homeless, Low Income, EL's) by assigning staff who will provide individualized support to re-engage students in the learning.

In addition, the district provides:

- EL professional development for site leaders
- Implement a monitoring system for RFEP students and progress monitoring for English Language Learners
- Professional development for supplemental learning programs/materials at all junior high/middle schools
- Transportation for Foster Youth students as needed to access school services
- Resources including instructional coaches/EL leads to support teachers of English Learners
- Provide the Community-Based English Language tutoring program for parents
- Dual Immersion Program
- GATE Program

Having Youth Services Specialists (YSS) and Associate School Social Workers (ASW) to provide Tier 2 and Tier 3 supports principally directed for Foster Youth and support students and families under McKinney-Vento, will allow increased services to be provided for students with highest needs.

By providing students with the technology (headphones, hotspots, Chromebooks) necessary to connect during distance learning English Language Learners will have increased access to systems for home-school connection during distance learning, access to early language literacy development, and be able to have opportunities to engage in discussions to acquire language skills. BCSD considered their needs by directing the efforts by individually calling EL families to coordinate the dissemination of information and devices therefore improving their ability to optimize distance learning which allowed them to access all available online supplemental resources.

The district bilingual staff being available to distribute the necessary materials to students with highest needs will increase and improve services for unduplicated students by facilitating the dissemination of devices needed for distance learning.



## **SAMPLE VIRTUAL LEARNING SCHEDULE**

### **Transitional Kindergarten & Kindergarten**

**M, T, W, TH, F**

**240 Contract Contact Time**

**200 Instructional Minutes/Day**

**180 CDE Required Time**

<b>Time Block</b>	<b>Grouping</b>	<b>Suggested Content/Time</b>
8:15 - 8:55 (40 min)	Synchronous	Check-In (20) SEL Lesson (20)
8:55-9:25 (30 Min)	Synchronous and Asynchronous	Designated ELD (30) Meet with EL students while other students work asynchronously <b>Daily Engagement/ Progress Monitoring Checks*</b>
9:25- 9:35 (10 min)	Virtual Recess	
9:35 - 10:25 (50 min)	Synchronous and Asynchronous	ELA/Integrated Science and HSS (50) Synchronous time for Teacher Led Instruction Asynchronous for Independent/ Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
10:25 - 10:35 (10 min)	Synchronous	Instructional Technology (10)
10:35 - 11:25 (50 min)	Synchronous and Asynchronous	Math (50) Synchronous time for Teacher Led Instruction Asynchronous for Independent/ Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
11:25 - 11:45 (20 min)	Synchronous and Asynchronous	Small Group/ Individualized Instruction (20) No More than 5 Students, Rotate Daily
11:45 - 1:00 (75 min)	30 min Duty Free Lunch and Prep for Teachers	
1:00 - 1:10 (10 min)	Break	
1:10- 3:15 (125 min)	Prep	

**\*Students submit an assignment, quiz or work through Google Classroom.**

**SB98 43502.e.2:** For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.

# SAMPLE VIRTUAL LEARNING SCHEDULE

First - Third Grade

M, T, W, Th, F

293 Contract Contact Time

**260 Instructional Minutes/Day**

230 CDE Required Time

Time Block	Grouping	Suggested Content
8:15 - 8:55 (40 min)	Synchronous	Check-In (20) SEL Lesson (20)
8:55- 9:25 (30 min)	Synchronous	Integrated Technology (30)
9:25 - 9:35	Virtual Recess	
9:35 - 10:35 (60 min)	Synchronous and Asynchronous	ELA/Integrated Science and HSS (60) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
10:35 - 10:45 (10 min)	Synchronous	SEL Lesson (10)
10:45- 11:45 (60 min)	Synchronous and Asynchronous	Math (60) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
11:45 - 1:00	30 min Duty Free Lunch and Prep for Teachers	
1:00 - 1:30 (30 min)	Synchronous and Asynchronous	Designated ELD (30) Meet with EL students while others work asynchronously <b>Daily Engagement/ Progress Monitoring Checks*</b>
1:30 - 2:00 (30 min)	Synchronous and Asynchronous	Small Group/ Individualized Instruction (30) No More than 6 Students, Rotate Daily
2:00 - 3:15	Prep	

**\*Students submit an assignment, quiz or work through Google Classroom.**

**\*\*Elementary Instrumental Music will be implemented during Asynchronous time block.**

**SB98 43502.e.2:** For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.

# SAMPLE VIRTUAL LEARNING SCHEDULE

Fourth - Sixth

M, T, W, Th, F

313 Contract Contact Time

**270 Instructional Minutes/Day**

240 CDE Required Time

Time Block	Grouping	Suggested Content
8:15 - 8:50 (35 min)	Synchronous	Check-In (20) SEL Lesson (15)
8:50- 9:20 (30 min)	Synchronous	Integrated Technology (30)
9:20 - 9:30	Virtual Recess	
9:30- 10:30 (60 min)	Synchronous and Asynchronous	ELA/Integrated Science and HSS (60) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
10:30 - 10:40 (10 min)	Synchronous	SEL Lesson (10)
10:40- 11:40 (60 min)	Synchronous and Asynchronous	Math (60) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
11:40 - 1:00	30 min Duty Free Lunch and Prep for Teachers	
1:00 - 1:45 (45 min)	Synchronous and Asynchronous	Designated ELD Meet with EL students while others work asynchronously <b>Daily Engagement/ Progress Monitoring Checks*</b>
1:45 - 2:15 (30 min)	Synchronous and Asynchronous	Small Group/ Individualized Instruction (30) No More than 6 Students, Rotate Daily
2:15 - 3:15	Prep	

**\*Students submit an assignment, quiz or work through Google Classroom.**

**\*\*Elementary Instrumental Music will be implemented during Asynchronous time block.**

**SB98 43502.e.2:** For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.

# SAMPLE VIRTUAL LEARNING SCHEDULE

Middle School/ Junior High

M, T, W, Th, F

313 Contract Contact Time

**270 Instructional Minutes/Day**

240 CDE Required Time

Time Block	Grouping	Suggested Content
8:15- 8:25 (10 min)	Synchronous	SEL Lesson (10)
8:25-9:45 (80 min)	Synchronous and Asynchronous	Instructional Block 1 (Alternating Period 1/Period 4) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
9:45-10:00	Virtual Recess	
10:00 - 10:10 (10 min)	Synchronous	SEL Lesson (10)
10:10-11:30 (80 min)	Synchronous and Asynchronous	Instructional Block 2 (Alternating Period 2/Period 5) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
11:30-1:00	40 min Duty Free Lunch and Prep for Teachers	
1:00- 1:10 (10 min)	Synchronous	SEL Lesson (10)
1:10-2:30 (80 min)	Synchronous and Asynchronous	Instructional Block 3 (Alternating Period 3/Period 6) Synchronous time for Teacher Led Instruction Asynchronous for Independent / Group Work <b>Daily Engagement/ Progress Monitoring Checks*</b>
2:30 - 3:15 pm	Prep Time	

**\*Students submit an assignment, quiz or work through Google Classroom.**

**SB98 43502.e.2:** For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.