Learning Continuity and Attendance Plan (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.]

Baker Valley Unified School District is a very small rural district with 126 student's PK – 12th grade. The district and all schools are located in Baker, Ca with a population of just over 600. Baker is located n San Bernardino county between Barstow, California and Las Vegas, Nevada and is situated adjacent to interstate 15. Baker is a service community that supports travelers on interstate 15 between Los Angeles and Las Vegas with gas station and fast food restaurants being the main source of jobs in Baker. Several families have lost their job because of the dramatic decreased in traffic between the Southern California area and Las Vegas. Baker Valley Unified School District serves a community that is 96.6% Socioeconomically Disadvantaged, 43% homeless and 57% English Learners according to the 18/19 SARC. The COVID 19 pandemic had a drastic impact on the community and our students. As we shifted to distance learning, most students did not have access to a device or the internet. Along with the technology deficiencies, our students lack a quiet working space at home. Over 60% of our students did not have reliable internet access at home. Baker does not have a library, community center or other resource our student could use for class time, they rely solely on their home. Baker parents are very supportive, caring and dedicated to their families and their community.

Stakeholder Engagement

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

Several virtual LCAP engagement meetings were held to get feedback from all stakeholders. Upon request, stakeholders that did not have access to the internet were allowed to attend the meeting in person. The draft plan was written and presented to each group prior to the virtual engagement meeting. The draft was updated and adjusted after each meeting as needed. All Baker Valley parents were invited to attend and to participate in the parent meetings (including parents of our SPED, homeless, foster, special education, and ELL populations).

- Staff virtual engagement – 1 September 2020
  - Staff included the following:

- Baker Valley Teachers Association
- Baker Valley Chapter of California Schools Employee Association
- District and Site level Management (CBO, Child Nutrition, Maintenance and Operations)
- District and Site level Administrators (Principal)

- Families/community (English) engagement – 4 September 2020
- Families/community (Spanish) engagement – 8 September 2020
- Student virtual engagement – 9 September 2020
- Public Hearing (in person and virtual) – 10 September 2020
- Staff virtual re-engagement - 23 September 2020
- Board Adoption – 24 September 2020

During all engagement sessions, any stakeholder input was presented, discussed as a group, and decision made as a group as to changes to the LCP.

A survey was developed and sent out to all parents in the district to complete. Questions were asked regarding the return to school and parent's input on what plan (Distance Learning, Hybrid, Full time on Campus) they would be most comfortable with as well if they needed busing and the possible impact each plan would have on the families.

Staff engagement sessions were conducted for each plan (full return and distance learning) to gain input from the staff for the development of the plans.

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

All stakeholder engagement meeting were held virtually via Zoom. The meeting purpose and link were sent out in a letter from the Superintendent to each stakeholder group in both English and Spanish and outlined procedures for submitting questions or comment. The meeting times and links were placed on the Districts web page and Facebook page. Options to attend a live session was available with limited seating. Both the Public Hearing and Board Adoption were conducted live with a virtual option available. During all engagement and public hearings, stakeholders were able to speak or use a chat room that was monitored by district personnel.

The Public Hearing Notice was posted in local business, on the Districts Facebook Page and on the District Website by 4 September 2020. All notifications were published in both English and Spanish with a link to the LCP that is posted on the District website.

The LCP was adopted by the Board of Trustees on 24 September 2020. The meeting time, location and virtual link was posted on the Districts website, Facebook Page and in local establishments on 21 September 2020. All communication was done in both English and Spanish.

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

Parents/Families/Community Members – The Survey and discussion with parents indicated that nearly half of the community supported school being back full time with another 27% who indicated they would prefer a hybrid model. The two main concerns that the families brought up were: The possibility of sick students coming to school and the concern that the school would not be sanitized properly. All surveys and engagement activities were conducted in both English and Spanish. Feedback was accepted in both written and verbal form in any language. Feedback provided in Spanish was translated and used in writing this LCP.

Staff – The staff has supported both plans (Reopening and Distance Learning) that were developed during the summer and indicated that they wanted to do what was best for the students while maintaining a safe and healthy site for all stakeholders. They main concerns were around safety, which included: Social distancing, class sizes, student breaks (between classes, recess, lunch), site/classroom sanitation. The staff was very concerned with the technology for our students during distance learning and share issues/problems faced during the spring of 2020. The staff also expressed concerns over learning loss during the spring of 2020 and how we as a school approached distance learning during that time.

Students – 10% of the high school student body attended the engagement session. They agreed that the district and teachers are doing everything they can to make a bad situation better. Their main concern is technology. They stated it is getting better, but know that some students are still struggling getting into the virtual classes.

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

Health and Safety: The District has a comprehensive health and safety section in the reopening plan that was develop with the input from all stakeholders. Below outlines several areas in the Health and Safety sections developed through input from stakeholders:

- Class size and master schedule realignment
- PPE needs and requirements
- Classroom and Site cleaning and sanitizing
- Student traffic flow (Moving about campus, pickup/drop off)
- Requirements when coming on campus

Technology: Technology was identified by all stakeholder groups as a point of concern. The district has identified solutions to several concerns and continues to develop solutions for technology issues as they come up. Every student has a device and if needed an unlimited hotspot. The district developed a tracking system where staff can input student technology issues that are then addressed by the district technology department.

Transportation: Most families stated that they would not need transportation or would bring their student when the district returns to on site

learning. Plans have been developed with staff members to reduce the number of students on a bus at any given time by decreasing the pickup points and making multiple runs.

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.]

Baker Valley will offer In-Person instruction when San Bernardino County Public Health Department approves the opening of the district either along with all other districts in the county or an approved waiver. Baker Valley Unified School District has developed models for both full day and modified day. The decision to come back full day or in a modified day will be made when we are allowed to open based on input from all stakeholders at that time. We are seeking real time feedback when we re-open. The length of the day will determine if Middle and High School students attend all classes during each day or if we continue with a modified block schedule developed for use during distance learning. Decision on the length of day will be driven by real time feedback. When this opportunity arises, Baker Valley will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, as well as other safety precautions outlined in our reopening plan. All class sized will remain at 15 students during in-person instruction.

During the initial return to school, teachers will conduct assessments to identify student needs and learning loss. They will develop classes and support programs to mitigate learning loss and focus on essential standards.

Below are the Safety and Sanitation measures we are taking to ensure EVERYONE can participate in an environment that is clean and sanitary:

- Portable hand washing stations will be located at each of the schools.
- Hand sanitizing stations will be located in each classroom, office and main campus entry doors.
- Digital no contact thermometers have been purchased for use at the site.
- Masks or face shields will be worn by all staff, Students and guest at all times while on campus.
- Mask will be available for all staff and students who do not have one.
- Teachers will be provided face shields to wear during instruction.
- Movement markers will be placed on all walkways and hallways.
- Classroom and office sanitizing equipment have been purchased for our custodial staff.
- Laptops or Chromebooks have been/will be provided to each student for their individual use only.

- All classroom desks have been set up 4-6 feet apart and all facing in the same direction.
- No more than 15 students will be assigned to any classroom for on-site learning during any given instructional period.
- No visitors will be allowed on campus without approval from site administration or his designee.
- School doors will not open for students until 5 min prior to the start of class.

Below outlines the daily routines and activities:

All Staff and Students:

- Staff / Student Arrival – All staff and students will enter the site through a designated entry point. When staff and students arrive on campus, they will sanitize their hands at the main entry and ensure they are wearing their mask.
- Staff and students using district provided transportation will be screened (see screening procedures in the Wellness section) prior to getting on the bus or van. They do not need to be screened at the site.
- Staff or students who walk or use personal transportation will be screened when they arrive at the school site. They must enter through a designated entry point.
- Staff must enter through the main entrance.
- Students may enter through the main entrance or through the back gate.
- Once staff and students are on campus, they must go directly to their respective classrooms. There will not be any gathering of staff or students in the hallways or breezeways.

Elementary:

- Elementary students will remain with their teacher for the entire school day. Exceptions will be discussed, planned and agreed to by the teacher and site administration.
- Lunch times will be staggered to ensure a small number of students in the cafeteria at any given time.
- Recess times will be staggered to ensure no more than two classes are on recess at any given time.
- Students will be assigned a laptop/Chromebook that is only to be used by that student.
- End of day release – Teachers will walk their classes to the bus/parent pickup area ensuring students do not cluster and classes do not mix. Each teacher will release their students to the bus / parents.
- Teachers will remain with their students at the pick-up area for 10 minutes after the last bell. If students still have not been picked up, they will be walked to the front office for supervision until they are picked up.

Middle and High School:

- Middle and High School Students will rotate classes per their individual class schedule.
- Students will move along the sidewalk and walkways as indicated by directional arrows on the sidewalks.
- Students will not gather between classes; they will go directly to their next class.
- No more than two students are allowed in the bathrooms at a time.
- Students will be provided with a sanitary wipe as they come into the room. They will wipe down the desk and seat prior to taking their seat.
- All students will be issued a laptop/Chromebook for their individual use.
- Students will not share food at any time.

Additional Services and Supports:

- A teacher has been assigned as the elementary intervention teacher. One of the intervention teacher's roles is to work with students that have been identity by their classroom teacher as needing support to overcome learning loss. Students will be identified through assessment which will be conducted initially and then periodically throughout the school year, but at a minimum of once per quarter.
- New students who are identified as ELL will be assessed with the initial ELPAC assessment during a face to face meeting with the teacher conducting the assessment. If a new ELL student or family does not want to have a face to face meeting, a virtual assessment will be set up. The option to meet face to face or virtually will be presented during the appointment set up call
- During distance learning, in person session for identified students with special needs will be established when allowed by the state and county. Face to face session for identified student with special needs will be coordinated by the SPED teacher and will outline date, time, session focus and desired outcome. A disinfectant procedure will be established and followed by the district custodial team. Face to face instruction will be approved by the site administrator and agreed to by the all stakeholders involved.

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

Description	Total Funds	Contributing
Intervention Teacher: An elementary teacher has been assigned as an Intervention Teacher.	$49,000	Y
On line Counseling Service	$6,000	Y
Long Term Substitute Teacher to assist with dividing up the 2nd/3rd grade combo class to meet the 15 student per class goal.	$14,000	Y
Supplemental Curriculum (I-Ready, Off2Class, Edgenuity)	$30,000	Y

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.]

Baker Valley stared the 20/21 school year with distance learning. As outlined in our distance learning plan, teachers will have a daily live interaction with their students. Teachers, classified staff, administration, and outside support organizations will be working together to ensure student's needs (both academically and social emotionally) are being addressed. This will be accomplished through zoom meetings, emails, small group or individualized instruction and personal phone calls made. Students will be assessed at the start of school and continued regularly to ensure the students learning and areas of needs are being addressed and supported. All teachers will establish an on-line platform that will be used during distance learning (class website, google classroom…). All distance learning classrooms will follow the established scope and sequence which will allow for a quick transition between distance learning and on-site instruction.

All teachers have access to the on-line version of the curriculum. The ability for the teachers and students to access the adopted curriculum during distance learning will ensure as seamless transition between distance learning and in person learning. The District has also purchased the on-line platforms i-Ready, EdGenuity and Off2Class to support student learning.

Below outlines Baker Valley's Distance Learning Plan:

A combination of synchronous instructions, asynchronous instruction, classwork, independent work, individual assignments, projects and individual live instruction or support will be used to meet the state daily minimum minutes. Daily lesson plans, assessments, and instructional methodologies used shall be at the discretion of the teacher.

All teacher will provide instruction (as outlined above) in accordance with the below schedule:

Elementary:

- All elementary classes will be conducted between the hours of 8:30 and 12:45.
- 12:45p.m. - 3:30p.m. will be used to plan lessons, develop resources (video, virtual platform lessons, grading, etc.), parent contact, grading, lunch and any other professional duties.
- Teachers will have daily live interaction with their students. Live interaction can be done using a virtual classroom or telephonic communication, or any other means that has been discussed and approved by the district.
- The district recommends 2 hours daily of live interaction. Live interaction came be in the form of whole class instruction or small group instruction.

- During class time, if a live class is not in session, the teacher needs to be available to students through email, telephone or other means (class dojo…) and be able to respond during class time.
- Outside of the designated class time, teachers are expected to respond to emails and phone calls within 24 hours.
- Teachers shall document daily participation/attendance for each student on each school day. A student who does not attend live sessions or who does not participate in assigned distance learning activities or lessons will be marked as absent for that day. Attendance will be input into Infinite Campus daily. Teachers will contact the parents of students who are not participating in distance learning. If the non-participation continues, the teacher will discuss the student with site administration.

Middle / High School:

Middle and High School classes will follow the below outlined modified schedule using the modified master schedule during distance learning. Once BVUSD is allowed to return to on site learning, we will revert back to the normal daily schedule following the modified master schedule.

Middle School/High School Block Schedule for use during distance learning

Monday/Wednesday/Friday: 1st, 3rd, 5th, 7th periods - 8:30 - 12:45 (255 min)

1st Period: 8:30 - 9:30

3rd Period: 9:35 - 10:35

5th Period: 10:40 - 11:40

7th Period: 11:45 - 12:45

Tuesday and Thursday: 2nd, 4th, 6th periods - 8:30 - 12:40 (250 min)

2nd Period: 8:30 - 9:50

4th Period: 9:55 - 11:15

6th Period: 11:20 - 12:40

- 12:45p.m. - 3:30p.m. will be used to plan lessons, develop resources (video, virtual platform lessons, grading, etc.), parent contact, grading, lunch and any other professional duties.

- Teachers will have daily live interaction with their students during each period. Live interaction can be done using a virtual classroom or telephonic communication, or any other means that has been discussed and approved by the district.
- The district recommends 1.5 hours per week for each period of live interaction. Live interaction came be in the form of whole class instruction or small group instruction.
- During each period, if a live class is not in session, the teacher needs to be available to students through email, telephone or other means (class dojo…) and be able to respond during that period.
- Outside of the designated class period, teachers are expected to respond to emails and phone calls within 24 hours.
- Teachers shall document daily participation/attendance for each student on each school day for each period. A student who does not attend live sessions or who does not participate in assigned distance learning activities or lessons will be marked as absent for that period. Attendance will be input into Infinite Campus daily. Teachers will contact the parents of students who are not participating in distance learning. If the non-participation continues, the teacher will discuss the student with site administration.

Access to Devices and Connectivity

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

- All students received and kept a device (Chromebook, Laptop, iPad) and a MiFi Hot Spot (internet access point) when the district shifted to distance learning in March of 2020.
- All students and families were contacted at the beginning of the 20/21 school year and provided additional devices or hot spots.
- District staff called every family to conduct a survey for internet access. This allowed the district to purchase and distribute needed access points.
- Families with unique circumstances were identified and solutions were identified for each family based on input from the family, teachers, tech and administration. All families have been equipped with workable solutions for devices and technology.
- All new students were issued a Chromebook with a MiFi Hot Spot when they enrolled for school this year.
- In July of 2020, all students were instructed to charge and test their device and MiFi to ensure they were in working order. Any student that had issues were instructed to come into the district and receive a new device or MiFi.
- The District purchased additional MiFi Hot Spots with unlimited data to pass out to students when needed.
- The District acquired new Chromebooks to distribute to students as needed.
- A Tech Trouble Ticket system was developed for teacher to use that would allow them to input names of students who were having issues logging into live virtual sessions. The district tech team then contacts the students or parents to set up a time to for them to bring the device and MiFi to the district to be fixed.
- All teachers have the technology they need to provide engaging, rigorous distance learning classes.

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.]

Teachers will use their on-line platform to post assessments for students as well as using online iReady, Renaissance and Edgenuity program to assess students learning and identify student needs. Teachers will have initial assessments given to students to check their

academic level at the start of the school year. Students' academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional supports. Students gradebooks will be kept up to date (bi-weekly) which will allow students and parents the ability to check grades and take immediate action as needed.

Teacher will take daily participation attendance in the districts student information system. The district staff will then convert participation credit to attendance and call all parents with students who were not in attendance that day or for specific classes. The site administration will call families that have students who fall below 95% attendance.

All teachers in the District will use the CDE provided Combined Daily Participation and Weekly Engagement Template to ensure we meet the state required minutes for each grade level. Teachers will determine the time value for each assignment that is given that will be used to determine student engagement during asynchronistic class work.

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.]

- Baker Valley has contracted with the San Bernardino County Office of Education to provide training at the site. Training will be conducted for our intervention teacher, secondary math, and all ELA teachers as well as our preschool.
- Professional Development for distance learning (10 hour session) was offered to all teachers through Better Lessons.
- Professional Development was offered for two new on-line learning services (Off2Class and Edgenuity).
- Teachers have direct line to our Tech department and can seek guidance, training and equipment at any time.
- Administration, in collaboration with all staff members, will identify additional Professional Development courses for staff to attend.
- Training will be offered to staff for the use of disinfectants, touchless thermometer and COVID symptoms identification prior to on site learning.
- Custodial staff was trained on new cleaning supplies, equipment and methods.

Staff Roles and Responsibilities

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

- A staff member, paraprofessional, was assigned to observe, support and supervise on site Speech Therapy session during distance learning.
- A paraprofessional was assigned to work with students with special needs and provide on-site support for general education classes as well as develop skill as outlined in their IEP goals. This work is in addition to the individual time the students get with the SPED teacher for support.
- Two staff members, paraprofessionals, were assigned to re-establishing the library at the site that has been closed for several years. Reopening of the library is part of the learning loss mitigation plan.

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.]

- All new ELL will be given the ELPAC testing to establish student level and needs. New ELL students will be tested face to face unless they chose to test virtually.
- Students whose test was interrupted last year, will be evaluated by the ELL test coordinator and individual needs / levels will be addressed as soon as face to face testing is allowed. Once face to face testing is allowed, a plan for individual testing will be developed.
- The district adopted the Off2Class program to support or EL classes while in distance learning. This program will assist the students and teachers with a seamless transition back to the in person learning.
- Elementary teachers are incorporation EL strategies in their daily distance learning classes and will transition to an EL pull out model when the District is conducting in person learning.
- Identified RSP students are receiving individual support via on line live session during distance learning. The SPED teacher has developed google classes for each student in collaboration with the general education teachers. Each general education teacher is a co-teacher in the google classroom for our RSP students.
- During distance learning, a face to face session has been developed for the student that needs additional support outside of the virtual RSP class. When the District is conducting on site learning, established daily services will be followed according to the students IEP.
- During distance learning all Speech Therapy services will be conducted at the school site. This schedule is the same for both distance learning and on-site learning regarding Speech Therapy session.
- Baker Valley Unified School District does not currently have any Foster Youth in our school system. If/when a foster youth is identified, a plan for support will be developed in accordance with identified needs.
- The homeless student numbers in Baker Unified School District is high, the identification is base on the homes they live in (multi-family homes, trailer parks…). Baker Valley school services our homeless youth by providing student meal delivery services twice a week with 5 days of meals (breakfast and lunch), providing technology and unlimited MiFi hotspots. During on site learning we offer after school programs and well as tutoring programs.

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

Description	Total Funds	Contributing
Paraprofessional support for face to face services for our students with IEPs		Y
On line supplemental curriculum – i-Ready, Read Live, Off2Class English Language Development Software Program	$2,000	Y

Description	Total Funds	Contributing
Student Meal Delivery Service to support our Socioeconomically disadvantaged students and Homeless students. Baker Valley Unified does not have any identified foster youths. The meal delivery program supports our unduplicated population, but all students can participate and benefit from the program.	$3,000	Y

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.]

Teachers have collaborated to work towards teaching with greater emphasis of the "essential standards". This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All elementary students will be assessed in ELA and Math at the start of the school year to develop a plan to meet the needs of each individual student. Students will be assessed using the iReady program, Renaissance program as well as teacher developed assessment tools. Student will be assessed at least quarterly to evaluate effectiveness of the learning plan. Intervention will be assigned based on the start of the year assessments.

Our ELD students are being assessed by the ELD coordinator using state assessments. Assessments have been scheduled and are being done face to face by appointment. All new students are assessed within 30 days. An assessment for the 20/21 school year will be developed as we get closer to the testing window.

In all other subjects, teachers will develop an assessment focused on identified essential standards. Based on student assessment, teachers will develop a plan of for individual students who they have identified as needing additional support to mitigate learning loss.

Teachers will develop individual learning plans for those students who may need additional accommodations to their instruction (small group time, on line lessons, individual leveling). Teachers as well as paraprofessionals will work with individual or small groups of students to regain the student's loss of learning and support the English Learners. During on site learning, students will be encouraged to participate in after school programs and tutoring sessions.

Baker Valley has reopened the school library and computer lab. This will give students a place to work, research, read and do homework.

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.]

In addition to teacher support, the students will be utilizing software programs (Edgenuity, Renaissance and iReady) to accelerate and remediate their learning. Instructional support staff's time will be focused on supporting the students within the learning groups (English

Learners, Special Needs students and Socio-Economically Disadvantage) in both Math and English Language Arts during their dedicated time supporting the classroom teacher. The intervention teacher will focus on learning loss in ELA and Math. The intervention teacher will work in small groups with students to accelerate their learning and recoup learning loss. All schools will have a pull-out model for the ELD students so they our ELL students can have a focused daily class. ELD classes will use adopted curriculum as well as newly acquired programs (Off2Class and Edgenuity) to accelerate learning.

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.]

Students will be assessed on a regular basis (start of the year and at least quarterly) as well as daily connection and check ins on their progress. Communication between all staff supporting these students will be frequent and regular. On line programs track students progress and will be evaluated daily by the teacher.

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

Description	Total Funds	Contributing
Paraprofessional schedule adjusted to support students and teachers based on need (intervention class, ELD class, RSP students)		Y
After school program and tutoring program	$8,000	Y
Long term substitute (retired teacher) to create smaller classes by dividing up a combo class, allowing for more time on grade level task with a certificated teacher.	$14.000	Y

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.]

Baker Valley teachers collaborate daily through email, phone calls and SNAP to discuss and share concerns regarding students. Trauma informed practices will be shared with the staff and procedures to follow for our students and parents. Administration will ensure to continue staff relations and supports during this time. Baker Valley has a school psychologist that works with students at the site. All teachers have his number and email address so they can reach out to him if they have concerns regarding a student. Baker Valley has also contracted with TineEye to provide social and emotional counseling to any student who is in need.

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.]

- Baker Valley teachers take attendance daily for each class and period. The combined Daily Participation and Weekly Engagement report will be completed for each class. District office staff will compile a weekly attendance report for all schools. Students who fall below a 95% attendance rate will be contacted by the administration.
- The parents of students who are absent from learning for 3 days or who are not engaged in the teacher for a parent teacher conference where they will discuss attendance, engagement strategies and path to get the student back on track. If the student continues to not be engaged or is absent for the day following the teacher contact, the Principal will establish contact with the parents and will discuss daily attendance and engagement and the impact that absenteeism will have. If the principal is unable to contact the parents, a home visit will be conducted.
- Letters, Bulletins, Update and Plans are all shared with the community and are provided in both English and Spanish. When a new update, letter or bulletin is posted to our website, a text goes to all parents with a brief synopsis and a link to the document.
- Baker Valley has weekly work pick up and drop off where parents can ask questions, get clarification and seek assistance.
- Baker Valley has created a “Staff Concern” document that allows staff members to list students they are concerned about with a brief description. This document is used by the administration to call parents or students to address the concern, provide support and offer guidance.

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.]

On Site Learning:

During on site learning, Baker Valley School District will provide a breakfast, snack and lunch for all students. A lunch schedule has been developed to ensure we have sufficient space to meet the social distancing requirement during meal times. Elementary teachers will walk their students to the lunch area ensuring students continue to meet health and safety Protocols. We will have additional staff members on duty during the lunch period to ensure health and safety protocols are meet during meals. Cafeteria tables will be fitted with dividers to provide additional safety. Additional staff will be present during lunch times to help ensure adopted health and safety protocols are met (face mask when not eating, 6 foot distance, ect.).

Distance Learning:

During distance learning, Baker Valley nutrition services will provide each student with a breakfast and lunch 5 days a week. The meals will be distributed at different bus stops throughout the community to ensure all students have access to the meals.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutritional Services transportation to take food to bus stops for easy access for students.	$2,000	Y
School Nutrition	Purchase of a food container sealer which will allow meals to be prepared and portioned individually for each student and will keep longer.	$5,000	Y

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
1.5%	$45,000

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.]

The District has hired an additional teacher to support student needs across the elementary school in the area of English Language Arts and Math Intervention. This teacher will not be assigned to one classroom but instead be assigned to students who are homeless, -English Learners, and/or socio-economically disadvantaged students as a priority to support these students in meeting their academic goals in Math and/or English Language Arts.

The district purchased an ELL virtual program (Off2Class) to support our ELL students during distance learning, but will continue to be uses to support ELL students during on site learning.

During On Site Learning, the district will offer an afterschool program with a focus on academics as well as social/emotional wellbeing. This will allow for our unduplicated students to receive addition support to mitigate the impact of learning loss.

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

- All unduplicated students have been given a device and unlimited MiFi hot spot for distance learning. By providing unlimited MiFi hotspots, our unduplicated students can spend valuable time on programs (Off2Class, Edgenuity) designed to mitigate learning loss.
- Additional technology available to students to use outside of the classroom to continue to grow academically. New chromebooks were purchased and given out to our unduplicated population, ensuring they have access to all learning platforms.
- Individually designed lesson using the supplemental curriculum Edgenuity to help recover learning loss.
- Increased after school tutoring session for all students.