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.

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General Information

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

COVID-19 has had an immeasurable impact on Barstow Unified School District and the Barstow Community. On March 13, 2020, the Barstow Unified School District board voted to close schools in response to the pandemic. Because of the closure, all staff were required to stay home and wait for further guidance. Initially, some workers came back to work to ensure delivery of essential services and the completion of school district business. During the first week and the subsequent weeks of the closure, plans were developed to ensure students received meals and instruction. Also during this time, BUSD administration began working closely with the BEA teachers union to agree upon parameters for how teachers would continue to support student distance learning.

During the ensuing weeks of the school closure, teacher teams created grade level & core content material to be included in the distance-learning packets. The packets were created to include 2 weeks of work and were distributed at five strategic school sites across the district. In early April, the BUSD school board voted to close schools for the duration of the 2019-2020 school year. At this time, elementary students continued to have access to 2-week learning packets and were informed that their 3rd trimester grade was going to consist of the work and assessment grades they earned before the closure. Secondary students were offered the opportunity to improve their second semester grades by completing work packets and a final.

Throughout the summer of 2020, BUSD was busy preparing for a full return to in-person instruction for all 11 school sites beginning August 10, 2020. On July 17,2020, Governor Newsom announced that all schools within counties that were on the COVID-19 state monitoring list were required to deliver 100% virtual learning to begin the school year. BUSD was forced to pivot away from in-person instruction planning to online distance learning. BUSD immediately embarked on a three-pronged plan that included training (teachers/students/parents), distance learning guidance, and communication. In response to the need for transparent communication, BUSD developed a “distance learning” website that is used to house all of the important communication and information for the distance learning initiative. Also, during the weeks leading up to the opening of school on August 10, 2020, BUSD utilized the public information officer and many communication tools to get the message out to the community.

Stakeholder Engagement

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

In order to create the BUSD Learning Continuity and Attendance Plan, our district has engaged in multiple meetings, discussions, and "question and answer" sessions to ensure all voices are heard. Prior to the onset of the pandemic, BUSD moved to a virtual board meeting platform by which all board documents were readily available to the public via an online platform powered by Simbli. Also, BUSD streams all of it's board meetings online, via the BUSD website and is accessible to all public. Within this platform, the public is able to view the board meetings live and/or recorded, and they have access to a chat forum that allows for questions and answers. BUSD also, utilizes a system by which, when the public wants to make a public comment they complete a PDF request to do so.

Since the school closure on March 13th, the BUSD board of trustees has met multiple times to discuss plans and next steps for dealing with the "new normal". In an effort to increase connectivity for our students and community, BUSD distributed over 4,500 chromebooks and 500 Wi-Fi hotspots. An intense effort to inform parents and the community about plans moving forward was initiated that included phone calls, flyers, website notices, and e-mails. Parents who did not have digital access were encouraged to contact the district Information technology department to secure a device and Wi-Fi if needed.

In the early stages of planning, BUSD proposed a hybrid model for learning when school opened on August 10th. The hybrid model was to include in-class instruction and an option for students to learn virtually utilizing the common core-aligned Edmentum software platform that was to be facilitated by our teachers. As of July 17th those plans changed and a series of meetings including the BUSD management team, Principals, teachers, local bargaining units, Board members, and various community stakeholders were held. The topics of discussion for the BUSD distance learning plan included: 1. A delivery model for instruction 2. A training model for teachers, students, and parents 3. A communication model for informing all stakeholders 4. Teacher guidelines and expectations for digital learning 5. Student/Parent guidelines for digital learning 6. Attendance accounting for distance learning 7. An accountability model for student engagement 8. A food distribution model for all students during distance learning, and 9. A return-to-school hybrid model following 100% distance learning model.

A key component to the planning process and the development of this plan included extensive surveys for pupils, parents, site administrators, district-level administrators, and community stakeholders. The surveys included questions about internet connectivity, preferred distance model program, familiarity & comfort with technology and software platforms, etc. The results of the survey were shared with administration, teachers, parents, pupils and the BUSD board, which created data that was used to inform decision-making about the Learning Continuity and Attendance Plan.

In early September, the BUSD Parent Advisory Committee was convened to solicit input and review the basic structure of the Learning Continuity and Attendance Plan. In this meeting, the process for stakeholder engagement was reviewed, data was presented, and a discussion forum was held to answer questions and solicit input from the members. Recommendations from this meeting were incorporated into the BUSD plan for a public hearing on September 8, 2020.

Also in early September, the BUSD District English Learner Advisory Committee was convened to solicit input and review the basic structure of the Learning Continuity and Attendance Plan. In this meeting, the process for stakeholder engagement was reviewed, data was presented, and a discussion forum was held to answer questions and solicit input from the members. Recommendations from this meeting were incorporated into the BUSD plan for a public hearing on September 8, 2020.

On September 8, 2020, a public hearing was held to present to the community of Barstow the BUSD 2020 Learning Continuity & Attendance Plan. Finally, the BUSD Learning Continuity & Attendance Plan was presented to the governing board for approval. The plan was approved by the governing board of BUSD.

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

Barstow Unified School District live streams all board meetings for the public on a regular basis. Public access is provided on the district webpage and is open to anyone who is interested in attending. The live board meeting sessions are also recorded and available to the public on the district webpage. In order to allow the public to take part in the meeting, BUSD partners with a software company called Simbli which offers a platform that enables the public to view the board agenda and minutes, ask questions and comments, as well as participate in the public comment section of the agenda.

In order to increase connectivity in the Barstow Community, BUSD distributed over 4,500 chrome books and 500 Wi Fi hotspots. Parent were encouraged through a media campaign to reach out to their children's' schools to request devices and hotspots if needed. The district has also engaged in a follow up campaign to ensure all parents and students receive devices and/or hot spots if needed.

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

The feedback provided by our stakeholder groups focused primarily on giving students, parents, and teachers a choice about the educational opportunities provided by BUSD. Parents expressed interest in having the option to send their children to school or the option to have them learn remotely. Teachers expressed interest in having the option to teach from their classrooms or a remote location or both if needed.

Many of our stakeholders expressed the need to increase the rate of connectivity for students, parents, and teachers. Teachers specifically, mentioned the fact that many of their students were not "connected" in the spring and saw that as a barrier to learning. In the spring, parents and students indicated that WI Fi access was a barrier to connectivity. Also in the spring, teachers were not able to come to their school sites and many of them expressed concern over the fact that their internet connections at home were not capable of handling the "traffic" of teaching.

As the pandemic continued, stakeholders indicated a need for more information. Initially, the missing information centered on whether or not school would reconvene and how students were to receive work and meals. During the summer and just before school began, our stakeholders indicated that more specific information regarding how school would open and how their specific question would be answered began to emerge.

Pupil learning loss was also a major theme in the feedback that we have received. All stakeholder groups agreed that finding ways to mitigate learning loss was one of the most important issues we are facing as a community. Many of the responses referenced the fact that the data we have used in the past for decision-making, was not going to be available during the 2020-2021 school year.

Given the effects of COVID-19 in general, we received quite a bit of feedback about the effects that the school closure would have on students in terms of connecting with their peers. More specifically, there has been dialogue and inquiry about what the effects of the closure will have on student depression, anxiety, etc. A call for social emotional support for our students and community was at the center of this stakeholder feedback.

As we moved into a distance learning format for the 2020-2021 school year, many of our stakeholders expressed concern about the fact that this new way of teaching and learning is foreign to most of our students, parents and teachers. In addition, stakeholders indicated that a resource should be developed to ensure all parties involved received the same information in a timely succinct manner.

As a result of a couple of surveys, many respondents indicated that individuals using the new online learning platform may be at a disadvantage if they do not have access to all of the technology tools required for this new environment. Some of the tools that were suggested in the surveys included an additional monitor, a teacher camera for instruction, headphones with a microphone, increased lighting, and a second monitor for teachers, etc.

Finally, an overall concern was expressed about the fact that many of our younger students (grades TK – 1st) are still developing fine motor skills during in-person instruction. This is difficult to accomplish via a zoom meeting or online assignments. A recommendation was made that the district should include a process for learning by which elementary school sites would develop a schedule to distribute hard-copy packets of learning for TK, kinder, and 1st grade students throughout the duration of the distance learning initiative.

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

BUSD used stakeholder input to help develop the Learning Continuity Plan. Continuity of learning and instruction, access to devices and internet, pupil participation and progress, professional development, staff roles and responsibilities, supports for students with unique needs, learning loss, social emotional well-being, engagement and outreach, nutrition, and increased services for English Learners, foster youth and low income students, were reviewed based on the feedback. To support staff roles and responsibilities, BUSD negotiated Memorandums of Understanding (MOUs) with both the classified and certificated bargaining units using interest based bargaining. BUSD developed standard operating procedures) for different instructional models that would support academic and operational needs. These procedures also allow us to respond to and comply with requirements from both the County and State. Professional development for synchronous learning in small groups has been developed as a result of the feedback. Two in-depth surveys allowed us to know how many families needed internet access and technology, which are addressed in the LCP and plan for targeted resources. Continuity of learning and instruction, participation, and learning loss feedback led to the development of a distance learning framework with power standards and assessments. Our professional development model is being refined based on the need for more synchronous instructional training.

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.]

A return to in-person will be predicated on guidance from CDPH and the status of San Bernardino County's existence on the CDPH watch list. As our district moves closer to in-person instruction, the following factors will continue to drive decision making: permission granted by the Department of Public Health, negotiations with certificated and classified employees associations and ever-changing laws and guidance coming down from the state. The following stages reflect the process and timelines BUSD will follow to begin in-person instruction:

Stage 1- An initial cohort of students to return to campus in person in a staggered or reduced concentration. This would include grades Tk-2,

Students with special needs who spend the majority of the school day in a Specialized Academic Intervention setting, Homeless and Foster Youth, and other vulnerable populations. This first stage would allow all other students to remain in a virtual only setting. There could be a combination of stage 1 and stage 2 if the public health situation allows for it. This would allow students who are at the greatest risk of learning loss to have intensified intervention first. All safety protocols and recommendations will be followed but will require clarification and negotiations.

Stage 2- A return to in person instruction for all students in a hybrid setting. Students would return for a two day per week in person school day. The other three days would continue in a virtual setting with a possible brief check in with teachers in the afternoon. Teachers would then have half of the class in a much more distant setting. Throughout this stage and stage 1, some students will remain, by parent choice in a completely remote environment. This program would operate distinct from the hybrid program with those students only. All safety protocols and recommendations will be followed but will require clarification and negotiations.

Stage 3- Same as stage 2 above except that students who returned in stage 1 would continue in school but may move to a 5 day per week schedule in certain small class settings like those in some specialized service classrooms. All safety protocols and recommendations will be followed but will require clarification and negotiations.

Stage 4- Movement toward full in-person learning. This stage would offer a minimum day for all students including a block schedule at the 7-12 level to reduce passing periods and maintain a minimum day structure. Students may have a much-reduced day on Wednesdays.
In each stage, BUSD will utilize appropriate district-wide assessment to gauge the need for intervention and to measure learning loss. English language learners needs will continue to be addressed utilizing specific grade level rigorous content and designated and integrated English Language Development instruction.

Stage 5- Complete return to full day for all students who wish to join.

The District is currently on a full Distance Learning platform pending State and County restrictions for our area. When in-person instruction is permissible, the District will follow the guidelines established by the Centers for Disease Control and Prevention and San Bernardino County Department of Public Health. Our staged reopening plan is as follows:

- Stage 1 – Cohort of students to include TK-2nd, Special Needs, Homeless & Foster Youth
- Stage 2 – Hybrid setting with cohorts of students attending 2 days a week, parent choice for students to remain 100% distance learning
- Stage 3 – Same as Stage 2 except Stage 1 students may move to a 5-day a week schedule
- Stage 4 – Movement to full in-person learning – minimum day structure
- Stage 5 – Complete return to full day for all students

Health and Safety

In May 2020, the District established a COVID-19 Illness/Injury Prevention Plan to provide safety protocols based on recommendations by the Centers of Disease Control and Prevention, as well as the Department of Public Health. As guidelines are revised, the Plan is continuously updated to reflect the most current recommendations:

Procedures to Prevent the Spread of COVID-19

1. Hand Hygiene

- Washing hands with soap and water:
    - Wet hands first with water (avoid using hot water).
    - Apply soap to hands.
    - Rub hands vigorously for at least 20 seconds, covering all surfaces of hands and fingers.
    - Rinse hands with water and dry thoroughly with paper towel.
    - Use paper towel to turn off water faucet.
- Hand Sanitizer:
    - If soap and water are not readily available, use an alcohol-based hand sanitizer (containing 60-95% alcohol).
    - Follow manufacturer's guidelines

2. Coughing and Sneezing Etiquette:

- While coughing or sneezing, cover mouth and nose with a tissue. Dispose of tissue in trash and follow hand hygiene protocols.
- If tissues are unavailable, cough and/or sneeze into elbow, not hands. Follow hand hygiene protocols.

3. Social Distancing:

- Maintain 6 feet between yourself and others
- Use visual cues (tape, decals, signs) to indicate where to stand
- Modify workspaces
- Limit access to common areas
- Avoid large gatherings
- Conduct meeting via video or tele-conferencing

4. If an Employee is Sick

- Ill employees are encouraged to stay home and seek the guidance of their health care provider
- Employees may return to work when they are without a fever for at least 24 hours and ten days have passed since symptoms first appeared
- If an employee is confirmed to have COVID-19, close contacts are notified while maintaining confidentiality of the COVID-19 positive case.

5. Personal Protective Equipment (PPE)

- Face coverings have been distributed to all staff
    - Masks shall be worn over mouth and nose
    - It is the employee's responsibility to wash masks often
- Gloves, Goggles and Gowns
    - Employees must follow guidelines for recommended PPE specified in chemical Safety Data Sheets while using disinfectants and other hazardous materials.
    - PPE should be removed carefully to avoid contamination of the wearer and the surrounding area

- Employee shall follow hand hygiene protocols before and after handling PPE

6. How to Clean and Disinfect

- Wear disposable gloves
- Additional PPE may be required based on the cleaning/disinfectant products being used (refer to SDS and labels for PPE requirements)
- Cleaning:
  - Clean surfaces using soap and water. Practice routine leaning of frequently touched surfaces.
  - High touch surfaces include: tables, doorknobs, light switches, countertops, handles, desk, phones, keyboards, toilets, faucets, sinks, etc.
- Disinfecting:
  - Clean the area or item with soap and water or another detergent if it is dirty. Then use an EPA-registered household disinfectant.
  - Follow instructions on label to ensure safe and effective use of product.

7. Cleaning and Disinfecting Building or Facility if Someone is Sick

- Close off areas used by the sick person.
- Open outside doors and windows to increase air circulation in the area.
  - If feasible, wait 24 hours before you clean or disinfect.
- Clean and disinfect all areas used by the ill person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.
  - Continue routing cleaning and disinfection

Safety Protocols for Employees

- Complete coronavirus trainings
- Practice Social Distancing of at least 6 feet.
- Wear a face covering over your mouth and nose.
- Wash hands often for at least 20 seconds or clean your hands with 60% alcohol sanitizer.
- Cover your cough or sneeze.
- Sanitize your work area often and at the end of your work day.
- No sharing of work equipment such as desk phones, cell phones, computers or tools.
- Sanitize “common” work equipment and vehicles after each use.
- Sanitize hands before and after using photocopiers and other common use office equipment.
- Handling Mail: Use proper hand hygiene after handling mail.
- Open windows and doors when possible to increase airflow.
- No common break/lunch areas or food sources (refrigerators, coffee makers, water dispensers etc.).
- Self-monitor for signs and symptoms of COVID-19. If you suspect a possible exposure report to your supervisor and consult your healthcare provider.

- If you are sick, stay home to reduce exposure to other employees.

In addition to the above protocols, in-person instruction will include the following:

1. Mask Requirement

   The District is providing face coverings for all staff and students, however all are welcome to bring their own from home. Based on current guidelines, staff and students in 3rd grade and above are required to wear face coverings on campus, while students in 2nd grade and below are strongly encouraged to wear face coverings.

2. Physical Distancing

   The District has directed staff to remove excess furniture from classrooms to allow for social distancing upon students' return. Current protocols advise individuals remain at least 6 feet apart and classroom desks shall be arranged to accommodate this recommendation, as feasible.

   In addition, school sites will provide directional pathways to manage the flow of foot traffic.

3. Self-Monitoring

   The District advised staff to review a daily self-health checklist to ensure symptomatic individuals are notifying supervisors of such and not physically reporting to work.

   Parents and students will receive similar guidance to daily self-screen prior to attending school.

   Signs on entrances advise visitors to self-screen prior to entering our facilities.

   Any staff, student or visitor exhibiting symptoms will be sent home immediately.

4. Other Items

   Plexiglas has been installed at all visitor entrances.

   No-touch thermometers have been distributed to all school sites.
   No-touch hand sanitizer dispensers are installed in all front offices.

   No-touch hand sanitizer dispensers have been ordered and will be installed in all Multipurpose Rooms/Cafeterias and Libraries.

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

Description	Total Funds	Contributing
Purchase PPE to support staff and student safety	$800,000	Y
Upgrade to ventilation system to include frequent filter changes	$100,000	Y
Support cleaning and disinfecting with classified staff	$340,000	Y
Class Size Reduction in grades TK-3	$340,000	Y
Provide additional bussing to accommodate social distancing requirements (Contingent upon CDPH guidance)	$350,000	Y
Provide a research based reading and math intervention program at the K-12 grade level. Program requirements are for classes at reduced ratio. This goal will include increased part time staffing, para-educators, and materials to maintain the program	$1,600,000	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.]

BUSD began distance learning on August 10, 2020. BUSD teachers and paraeducators will utilize the Google Apps for Education to deliver instruction and connect virtually with students and parents. The apps in the Google suite to be utilized include google classroom, google meets, google drive, documents, and slides. BUSD will ensure all teachers and students have access to a device (chrome books) and the internet (WiFi hotspots). In addition, the district has surveyed the teachers and have purchased additional technology tools to increase access and productivity. Teacher will utilize the district adopted common core aligned curriculum, which includes both a hard copy and digital component for student use.

BUSD paraeducators will support student learning during small group breakout sessions. These sessions will include English Learner support, Special Education support, small group instruction, and general asynchronous assignment support.

Site administrators will support teaching and learning by doing "virtual" walkthroughs during live instruction and student support time. They will also support teachers with professional development as it relates to the learning platform, technology needs, and parent/student outreach.

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.]

In April of 2020, BUSD distributed 4,000+ chrome books to students in need. The device distribution coincided with a shift away from general packet work to an opportunity for students to improve grades for the end of the semester. Also, we used this time to familiarize teachers and students with google classroom and it's components in anticipation of the distance learning environment we currently enjoy.

Over the summer, our district purchased 1000 chrome books and 500 hot spots for student use. As of this report, BUSD is able to maintain a surplus supply of chrome books and hotspots in the event of loss, breakage, or growth. The district also surveyed all teachers to find out what technology teaching tools they might need to deliver rigorous instruction. As a result, BUSD purchased a generous supply of Swivels, 2nd monitors, LED lights, and document cameras for all teachers who expressed interest in these items.

Some families live in difficult situations that make it hard for students to come to the school for distribution days. In this case, our director of pupil services has developed a distribution schedule for these families that includes devices, hotspots, meals, etc. Also, a comprehensive report was generated using our student information system to identify which students were not connected to their classrooms or teachers. As of this report, 43 students have never logged into instruction and a home visit schedule has been developed to check on students and identify needs for connectivity.

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.]

With the inception of the distance learning model, BUSD embarked on a comprehensive approach to create distance learning schedules. Currently, we have 5 distance learning schedules which include elementary, junior high/middle school, high school, and continuation high school. In each distance learning schedule the required minutes for daily instruction are listed for each grade level. The number of minutes varies slightly by grade level with TK and kinder scheduled for 180 minutes, 1st-3rd grade for 240 minutes, and 4th-12th grade for 270 minutes per day. Also, the delivery model for instruction (synchronous vs. asynchronous) is identified and explained on the document. Each of the distance learning schedules also include student support time, that allows teachers, students, and parents to connect to offer intervention, assignment support, and communication between home and school.

Student participation is marked daily by live engagement. Students do have the opportunity to be marked present by completing the daily assignment if they miss live instruction. The attendance window during distance learning has expanded from being marked on a daily basis to a system by which the teachers has an entire school week to mark students present for any day of said week.

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.]

In order to support all staff with the massive undertaking of providing a rigorous distance learning environment for Barstow Unified School District students, we have embarked on a system-wide approach to ensuring all teachers, staff, students, and parents are trained in all of the facets needed for a comprehensive program. During the closure in March, initial training began with the teaching staff to get them up to speed with the Google Apps for Education. The training was asynchronous and drew from many resources already available to us through the county and the Google platform.

The next big phase for distance learning training took place before the summer school session in June/July. At this time, it was decided that the district would shift entirely to a google platform for instruction and that summer school would serve as the pilot program to work out any bugs that might arise. All summer school staff were trained by BUSD coaches in the art of distance learning, the google apps for education platform, and virtual learning best practices.

In preparation of the final phase of distance learning PD, BUSD coaches were called in to work over the summer to create synchronous live training for all teachers, students and parents as well as asynchronous distance learning modules for the same groups. The Instructional support staff created a website that would house all of the 2020-2021 BUSD distance learning information, training, learning schedules, and COVID-19/CDPH information.

Plan time and ongoing supports for teacher collaboration and planning related to meeting the needs of English Learners, such as available professional development for teachers on meeting needs of EL's in distance learning. District coaches available to work with grade levels collaborating on addressing EL needs. Regular collaboration and planning time for teachers at particular grade levels and cross-grade planning to meet the needs of EL students. Administrators focus on supporting staff during this new reality, including visiting and observing virtual classroom. Teachers week engage in collaboration and planning with peers – including with EL TOA, EL paraeducators, and or the Director of English Learner programs.

Staff Roles and Responsibilities

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

During the spring closure all essential staff were allowed to work from home when possible and in the office or at their designated work site when their position is mission critical. Essential staff were tasked with meeting all routine and newly required deadlines for the operation of the District and the success of distance learning. Multilith staff was tasked with a new volume of print related learning materials. Administrative staff ensured print materials were accessible to all families. As the District moved into the new school year and continued distance learning essential staff were tasked with the continued completion of mission critical work. Their work provides the support for teachers and pupils to follow distance learning and prepare for returning to in-person instruction.

All certificated staff are now working under an MOU with the district that allows teachers to work from home under an accommodations document if needed. These staff are utilizing new tools to deliver instruction or support students. The tools range from added technology tools to revamped teaching/connecting methods to reach students. Teacher attendance accounting has also changed, in that, students are able to earn positive attendance via live synchronous interactions and through completion of asynchronous assignments. This new normal forces teachers to review and revise attendance for students throughout the learning week. Counselors have been tasked with continuing the social-emotional learning initiative with students in a virtual setting and help students reconnect to learning and social emotional opportunities when they've become disconnected.

Classified staff is also now working under an MOU with the district that allows the employee to work from home under an accommodations document if needed. Also, as part of the MOU, classified staff are allowed to work in a slightly different capacity to support the distance learning environment. For example, a paraeducator may be called on to support in-class instruction via a small group virtual meeting with students or support the distribution of devices to students during a scheduled distribution day. Other classified staff also now support an initiative to reach out to disconnected students to try and help reconnect them to instruction. This can come in the form of phone calls, e-mails and in-person discussions.

Site administration roles have changed as well in terms of how to support distance learning. Site administrators now perform classroom observations and informal walk-throughs in a virtual manner. Also, a large part of an administrators work day includes supporting technical needs for students, parents, and teachers. Aside from technical needs support, site administrators must also be actively reaching out to disconnected students and families to help mitigate barriers to student connectivity and learning.

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.]

Speech services provided virtually 1:1 or small group - goals based activities posted to Google Classroom, APE services provided in person

or virtually if parent can participate and support from home or goal-based activities assigned via Google Classroom, OT/PT services provided in person or virtually. BCBA support for parents of students struggling with behaviors at home - telephone consult, Google Meets meetings to teach and model strategies, provide materials for parents to use at home, delivery of materials/devices/hotspots, visual supports through the use of videos, interactive apps (FlipGrid, Screencastify, Boomcards, Bitmoji classroom, Peardeck, etc.).

Prioritize direct teacher interaction for students with greatest needs – including English learners. Daily dedicated Designated ELD and opportunities for extra periods for small group Designated ELD with teacher and support from bilingual paraeducators assigned at each site. Targeted instructional support for ELs who need it through various options such as: individual tutoring with primary language support if necessary, small group instruction, time set aside for assessing English proficiency, etc. Provide resources for student learning at home, zoom sessions between teachers and families to support and co-create instruction at home. Workshops for families on strategies to support their students' learning and use of technology in distance learning(in home language)

Provide materials for students in language of instruction and/or primary language supports if applicable and needed. Emphasize relationship building, personalization, frequent and direct interaction, and inclusive community building.

Provide tiered reengagement strategies for students who are not appearing or engaging – including options such as home visits, home school liaisons, 1:1 mentors with direct outreach to EL students who are not attending in distance learning

Include preschool programs in planning, with developmentally appropriate, language rich supportive programs that include ELD strategies.

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

Description	Total Funds	Contributing
Technology infrastructure improvements to support additional bandwidth needs	$245,000	Y
1000 Chrome books	389,000	Y
1,100 LTE enabled chrome books (internet ready for student use)	427,900	Y
Data plans to support WiFi hotspots and LTE enabled chromebooks	$32,400	Y
Staff Professional Development	$48,000	Y
Various software to improve teacher efficacy online and student experience during distance learning (Screencastomatic, seesaw, etc.)	$45,000	Y
TIPS training with SBCSS to improve teacher tools in online environment	$58,000	Y
Purchase technology tools to improve teacher lesson delivery in online environment (2nd monitor, Swivel, headphones, LED light, document cameras)	$245,000	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.]

During the beginning of the 2020-21 school year, teachers will administer assessments to measure student achievement. Assessments include the diagnostic assessments available through IReady and/or Exactpath for students in grades K-12 that will be used formatively to support initial placement into targeted groups to address next skill development. Summative assessments will not be used until much later in the process due to the need to quickly and frequently adjust teaching strategies, grouping, and methods. The data from the diagnostic assessments will be used to help create interventions for students and develop plans for intervention. Students will also have access to the IReady and/or Exactpath program(s) in both Math and Language Arts. These programs are an online intervention platform that addresses deficits in math, reading, and language arts. K-6 EL students will have access to IReady and or Exactpath as well as Wonders – Designated ELD, hard copy student readers and language books to support their English learning needs as well as the support materials provided in the district adopted ELA curriculum. Secondary EL students will have access to IReady and EL supplement and the Hampton Brown Edge program to support their English learning needs as well as the support materials provided in the district adopted ELA curriculum. We will continue to implement our SST program to give extra supports to students based on qualifications and as needed. At the high school level, Mathematics and ELA departments have developed formative measures tied to the content standards in the format of performance tasks that will serve as a tool for diagnosis and allow instructors to assess learning status.

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.]

Approximately 81% of BUSD students are low-income, 10% are English Learners and 1.3% are foster youth. The pupil learning loss strategies that have been put in place affect all students but are delivered with the lens of supporting our most at-risk students as well. The following supports will be in place for our students during the 2020-2021 school year.

English Language Learners

- Provide teachers with English language arts (ELA) and English language development (ELD) professional development, including strategies for scaffolding instruction that enables English learners to access core and ELD standards via a virtual platform
- Frequent communication with parents/guardians to gather information about appropriate strategies
- Supports, including SDAIE strategies will be embedded into the regular curriculum. Those needing additional support will be offered small groups or 1:1 instruction by their teacher as needed.
- Virtual Professional Development Presentations for staff specific to meeting the needs of ELs in a virtual learning environment
- ELPAC initial assessments are now conducted in-person by appointment at the District Office with safety protocols in place
- All English learners will receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).
- These practices may include remote instruction, telephone calls, meetings held on digital platforms, supplemental physical or virtual resources, online options for data tracking, and documentation of services, supports, and accommodations provided, instructional packets, or assigning projects and written assignments differentiated for English learners.

Low-Income Pupils

- We are providing hard copy learning packets to several different grade levels of students to support with the development of fine motor skills, hard copy adopted curriculum resources (consumable workbooks, textbooks, support intervention materials, etc.), as well as supplies for student learning (whiteboards, crayons, scissors, pencils, paper, scientific calculators, etc.)
- Increased support with paraeductors via small group instructions support, phone calls and classroom support.
- Chrome books and WiFi hot spots as needed.
- Flexibility with live (synchronous) instruction to allow for unforeseen barriers to learning. Also, live lessons are recorded for later viewing.
- Social Emotional Learning opportunities for students
- Continued use of rigorous common core aligned curriculum and teaching strategies to support continued student growth and mastery of grade level and content learning targets.
- Expanded opportunities for students to receive targeted instruction and one-on one support for learning gaps during student support time on an everyday basis.

- Access to Board Certified Behavioral Analyst to assist parents with behavioral struggles experienced in the home during distance learning - provide modeling/coaching for implementation of behavioral strategies, Zoom sessions, material/resource distribution to support students at home (first/then, token boards, visual schedules, etc)

Foster Youth

- Efforts to seek parent input in decision-making, promotion of parent participation in distance learning programs. Parent "Back to School" Google Meets.
- Establish policy and data infrastructure necessary to support and monitor educational progress
- We will continue to provide information and support to our at risk families and foster youth providers. The counselors and principals have access to our Family Resource Centers who keep a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our site continues to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

Pupils with exceptional needs

- Distance learning plans will be created through the IEP process for students. Special education teachers, along with their instructional aides, will be engaging in live interactions either through virtual meetings or telephone conversations on a daily basis in an effort to prevent learning loss.
- Providing additional support to pupils with assistance from our para-educators to supplement teacher instruction
- Providing services that are identified in the offer of FAPE to the greatest extent possible in light of the conditions as outlined in the distance learning plan. Specialized Academic Instruction (SAI) and related services are provided in a virtual format. Some support supports services such as APE, OT/PT and assessments may be done in person by appointment only following approved safety protocols per COVID guidelines.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will have access to general education teachers, Specialized Academic Instruction teachers and support staff. Teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

Homeless students

- Continue to utilize support from BUSD Homeless Liaison to ensure students are connected, receiving services, and making progress.
- Providing additional support to pupils with assistance from our para-educators to supplement teacher instruction
- Providing services that are identified in the offer of FAPE to the greatest extent possible in light of the conditions as outlined in the distance learning plan. Specialized Academic Instruction (SAI) and related services are provided in a virtual format. Some support supports services such as APE, OT/PT and assessments may be done in person by appointment only following approved safety protocols per COVID guidelines.
- Holding virtual IEP meetings as appropriate to ensure proper implementation and appropriate adjustments based upon circumstances
- Students will have access to general education teachers, Specialized Academic Instruction teachers and support staff. Teachers will do a regular check in with the parents (in addition to their time with the students) to properly address any concerns.

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.]

We will utilize all a number of assessments that are currently used and will be launched in response to distance learning and pupil learning loss. At the TK-6th grade level, teachers will use Accelerated Reader, Exactpath, and IReady assessment results to measure the effectiveness of services and supports for students. At the secondary level, teachers will use content assessments and IReady results to measure effectiveness. Initial assessments will serve as the benchmark for data and subsequent assessment windows will serve to measure growth.

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

Description	Total Funds	Contributing
English language Arts and Math software intervention diagnostic system to identify student learning gaps and computer adaptive lessons to facilitate growth. (IReady, Exact Path)	$230,000	Y
Purchase English Language Development curriculum and software to capture student learning loss and bridge the gap toward English acquisition (Hampton Brown, English 3D)	125,000	Y
Software assessment system (Illuminate) to administer district required benchmark assessments, gather assessment data that can be dissagregated to inform teacher planning and student learning activities.	$75,000	Y
English Language Learner Support- Maintain site paraeducators for small group ELD instruction and one-on-one student support time.	$820,000	N

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.]

Since the school closure in March, our counselors have been maintaining a Google classroom to support students social emotional needs. We have 1 to 3 counselors at each site who have contributed to the content of the classroom, as well as held group social emotional learning sessions and peer counseling sessions with students. The Google classroom code was shared with all BUSD stakeholders and is accessible to every student. A large information campaign was used to share this information with stakeholders utilizing e-mails, flyers, all-calls and Google classroom notices. In preparation for the more sustained distance learning model we currently enjoy, each counselor has created his or her Google classroom that are tailored to meet the specific needs of the students at their respective schools. Each school uses a different model for instruction and support for these classrooms. Some sites utilize a “push-in” model, where teachers push into a

classroom to deliver instruction. Other sites utilize a hybrid model of push in and a stand alone model to target specific student groups for intervention.

At the elementary schools, we use a social emotional learning program called Peekapak. This program is designed to integrate with literacy, and reading and writing standards through engaging lessons, stories and personalized learning experiences. During the distance learning initiative, Peekapak helps support remote lessons, provides family activities and independent student learning with interactive learning games.

At our secondary schools, we are using a social emotional learning program called Second Step. Each classroom teacher in his or her Google classroom setting is primarily utilizing the second step. As is stated on their website, “Second Step is a first-of-its-kind social-emotional learning (SEL) curriculum that’s modern, web-based, and responsive to the needs of today’s students and educators. It’s underpinned by the latest research in adolescent brain development and social psychology. The result is a program that doesn’t just help kids do better in school-it helps them do better in life.

Finally, with the help of the positive behavior and intervention supports (PBIS) coach, teachers and schools are utilizing PBIS lessons to deliver SEL lessons for students struggling with the virtual environment and the rules and regulations associated with it. The lessons are comprehensive and tie in directly with each school site’s overall PBIS plan.

Fortunately, all of these programs were already part of our district before the pandemic. The only professional development needed will be for new teachers and support staff coming on board for the 2020-2021 school year. Specific and targeted professional development will be arranged for these employees at the beginning of the school year.

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.]

Students are considered engaged if they participate in synchronous or asynchronous lessons. A tiered system of re-engagement strategies has been created to re-engage students in learning when they have not participated in either synchronous or asynchronous activities. Universal interventions include verifying the contacts, running reports to determine who has not been engaged, and communicating with parents about academic progress. Pathways and links for AERIES communication, google classroom information, technology helpline and counseling resources are published on the website. Tier 2 or Early Interventions include outreach by counselors, nurses, family center coordinators, and administrators. MTSS attendance meetings will be held to discuss barriers. Intensive interventions or Tier 3 include home visits, referrals to outside agencies as ell as referrals to the District Attendance Review Team. In extreme cases, a referral will be made to the School Attendance Review Board.

School Nutrition

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

During the spring closure, Barstow Unified School District (BUSD) Nutrition Services provided Curbside/Grab N Go pick-up of breakfast and lunch meals to all children in the community. Child counts were taken at the time of delivery and recorded. Nutrition Services staff were brought in to assist in meal preparation and distribution. During Distance Learning BUSD Nutrition Services is preparing Multi-Day Curbside/Grab N Go Meals for all enrolled pupils to pick-up at designated School Sites every Tuesday and Thursday. Pupil IDs are used to verify enrollment and grade level to ensure the appropriate meals are distributed based on Grade level during meal distribution. When School Sites are reopened and have the choice to return to in-person or continue with distance learning, meal distribution will return to the cafeteria setting and the breakfast meal will be given out at the end of the day during dismal for the next morning. Pupils that choose to stay on Distance Learning will have the opportunity to continue with the Meal Pick-Up at designated Meal Distribution sites twice a week.

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

Section	Description	Total Funds	Contributing
Pupil Learning Loss (Pupil Learning Loss Strategies)	Evaluate services and configure program and staffing to support special needs students. To include additional mild/moderate resource positions, para-educators and psychologists as well as training for all staff	$780,000	No
Stakeholder Engagement	Utilize Public Information Officer Position to increase outreach, communication, media access and tools for improved engagement with community and students.	$108,000	No
Mental Health and Social Emotional Well-Being	Purchase online music program (Smart Music) to utilize with elementary, middle school band students and high school band students.	$5,420	No
Mental Health and Social Emotional Well-Being	Maintain counseling support for all grade levels to provide academic, social behavioral, and peer guidance to students in need, particularly homeless/foster youth students and students with other risk factors.	$1,250,000	Yes

Distance Learning – Continuity of Instruction	Evaluate services and configure program and staffing to support unduplicated count students and at risk students. To include additional general ed teaching positions, para-educators and psychologists as well as training for all staff.	$1,200,000	No

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
28.22%	$14,382,620

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.

For the actions being implemented across the whole district the following information was considered: BUSD is currently in differentiated assistance and as part of that process we have developed a 3-year plan to address our needs using data and stakeholder engagement for decision-making. The 3-year plan consists of three major pillars, which include 1) good first teaching, 2) Professional learning communities development to improve practices and target student needs and 3) A robust intervention plan that address academic, behavior, and social emotional needs of our students, also know as MTSS.
The district partners with SBCSS to deliver content and teaching strategy coaching across the district that is designed around teacher efficacy and student data. 3 schools have been trained in the Multi-Tiered System of Response to address academic, behavior, and social emotional needs of students. Moving forward, all schools will be trained and will implement the program.
Due to the fact that 81% of our students are identified as low income, Our Local Control Accountability Plan includes quite an extensive commitment to ensuring all of our students are connected to the internet. That includes the 4,500 chrome books that have been distributed, along with 500 hot spots for internet connectivity.
BUSD also utilizes the services of content coaching in each of the core areas of math, English, English Language Development, Science, and social emotional well being (PBIS Coach). A year long plan of professional development, teacher support, professional learning community development, and data disaggregation is created to ensure all teachers receive training and information needed to improve teacher efficacy and student achievement. The coaches are tasked with carrying out the tenets of the plan and work very closely with the Educational services department, site administration, and teachers.

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

The services to our nearly 82% who are low-income, English learners, or foster youth are evidenced by the improved services above, which are offered to all students, but principally directed to those students in greatest need who will benefit the most from those actions. In addition to those actions, we also have actions/services in our LCAP that are entirely focused on the students who make up our unduplicated count. Those actions/services are:

- 4 Elementary assistant Principal positions to support student IEP's and positive behavior supports
- Secondary assistant Principal positions to support student IEP's and positive behavior supports
- K-12 Summer school to address student intervention needs and credit recovery
- LEA-wide expenditures to support homeless/foster youth and their specific needs for success in school
- A district-wide parent involvement program
- A partnership with CA Help to ensure training for teachers, and support for students and families with barriers to learning
- A Child Welfare & Attendance coordinator position to support disconnected students and families with reconnection to school
- 6 secondary counselors
- 5 school psychologists
- 7 elementary school counselors
- A dean of students position at BJHS to help struggling students and their families with reconnection to school
- 16 paraeducator positions to support the preschool program that prepares students for kindergarten
- An English Language Development coach to support ELD instruction in the classroom and training
- A technology coach to support teachers and students with connectivity, and technology training