

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District	Doug Kaelin Superintendent	dkaelin@biggs.org (530) 868-1281 ex 250

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Biggs Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, social, emotional, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

When students and staff return to school, they will put new practices in place for learning moving around the facilities, and interacting with one another. Face masks, implementing social distancing protocols, staggering schedules, providing additional cleaning, modeling hygiene practices, addressing learning loss, implementing

distance learning and in-person learning, implementing HomeSchool/Independent Study program, cohorting meals, protocols for communicating to parents and students, distributing technology, temperature checks, postponing assemblies and sports, providing professional development in technology and social emotional learning, changing the way we serve meals, and creating new desk arrangements are some of the things that have been implemented.

Finally, we have provided our staff and families with a Reopening Plan and multiple instructional models for accessing learning. We have had multiple stakeholder engagement meetings to seek feedback from our staff and parents for reopening school this fall. During the summer, the Principal held meetings with staff and parents to address any needs or concerns they had and provided updates from the County Health Department Guidance. The Superintendent met weekly with the maintenance staff

Stakeholder Engagement

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

BUSD efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in June and has continued throughout the development process. The district's phased planning process toward the reopening of schools explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders have provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The district meet with our homeless liaison, ELD parents group and social economic group.

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

Zoom meeting could be attended remotely, emails and goggle doc

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

BUSD administration met with all of the community stakeholders, BUSD board members, and county officials to gather information to guide all district level decisions.

Biggs Unified School District published several parent/community surveys to assess the stakeholders needs and opinions about in-person instruction vs. distance learning.

Teachers were asked to complete a survey relating to workplace safety during the COVID-19 pandemic.

BUSD followed all recommendations from the California Department of Education, Butte County Office of Education, and the Centers for Disease Control.

Parents/Community: A majority of the parents have requested that we provide in-person instruction 5 days a week with social distancing and hygiene protocols in place. Some have indicated a need for their students to participate in remote learning

or a hybrid model. Teachers/Support Staff and Union Representatives: Sick leave, Family Medical Leave, safety protocols, and COVID exposure protocols were discussed at great length. Other items that were discussed were: The need to provide adequate PPE, identify essential standards, provide professional development in identified areas of need, provide technology and technology training, cleaning schedules, additional cleaning stations, thermometers, water bottle fill stations, support for truancy, staggering schedules, implement minimum days when needed, distribution of Chromebooks to students, changing Back to School Night format to be virtual.

Stakeholders indicated that they wanted school to return as normal as possible. The staff requested more PPE, improved technology, and training on virtual platforms and schoolwide protocols. Support for truancy was also an expressed concern. Additional Chromebooks and hotspots were purchased and have been distributed to students. Hand sanitizing stations were installed in each classroom and portable hand sanitizing stations will be distributed around high traffic areas on all campuses. Frequent handwashing was implemented and lessons in hygiene were provided by staff. Egress and ingress areas are established for different grade levels, for students who ride the bus, and for students who are dropped off by a family member or guardian. Volunteers are still welcome in the Biggs Unified School District but must fill out a wellness check and have their temperature checked daily when volunteering in the classroom. All volunteers must be approved by the site administrator before entering campus. Delivery Students and bus drivers wear masks and/or shields while being transported. While waiting for the bus, parents and students are encouraged to wear masks. Students will have their temperatures taken on the bus each morning. Lunch schedules and recess schedules have been staggered to limit cohorts mingling with each other. Seating for lunch will be expanded to include outdoor tables, in the cafeteria, and in open areas on the campus.

As was done during in person instruction, BES/RES has taken great care to emulate an educational schedule that is as close to "Normal" as possible. Consistency and familiarity is crucial for students and staff to manage such an immense shift in teaching and learning platforms.

Grade level and curriculum instruction teams worked to develop continuity in lesson delivery and scheduling. Acknowledgment that there are, at times students in several grade levels in one household, which makes the continuity of instruction vital for families to feel that they too, can manage the shift in education.

Each grade level developed their own instruction schedule that best aligned with specific development needs of each age group. The daily schedule including planned breaks and lunch remain consistent across all grade levels.

Attendance data is essential to student success, mental health, academic achievement and social interaction. Attendance protocol for Distance Learning (DL) and an attendance team has been developed to ensure immediate response to attendance problems. All stakeholders are responsible to report attendance or lack thereof. Specific guidelines are as follows:

- First absent - Teacher contact. If the teacher does not make contact, a second attempt will be made.
- Second absent in a week - Attendance team will reach out to parents.
- Third absent in a week - Principal calls
- Fourth absent in a week - Home visit from School Counselor and Principal.

A parent survey was made available to assess the need of technology in each home in the BES/RES schools. This survey prepared the staff and teachers for curriculum and technology pick-up prior to the opening day of school. Examples of survey questions include:

- Does your student have a computer?
- Does your home have WIFI?
- Will your student be attending Distance Learning with an assigned teacher or will your family chose Independent Study?
- Where will your student engage in the learning activities (Kitchen, Living room, Bedroom)?
- Who will your student be with during learning activities?
- Do you have any questions for the school at this time?

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.]

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On July 22th the district, based on the recommendation of the Butte County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. BUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes: Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- Lessons occurring in the classroom will be recorded, allowing for the cohort of students engaging in distance learning to participate simultaneously with students who are attending in-person. This will also provide a record of direct instruction and explanations for the concepts and assignments presented, allowing students who cannot participate synchronously to watch at a later time. This will also support students who need or might benefit from re-watching instruction.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts

- To effectively coordinate with Butte County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.
- Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.
- Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.
- Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.
- Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).
- Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Zoom breakout rooms to group students who are in-person and engaging in distance learning.
- Cohort sizes will maintain necessary physical distancing, keeping at least 4 feet of spacing between students within classrooms. Current analyses of the district’s physical space and classrooms have determined that most school sites have the capability to bring approximately 90% of students on campus for in-person instruction at any one time.

Secondary School Scheduling

- Secondary schools will continue to schedule students into seven courses and utilize a traditional 7 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.

- Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3,5 and 7 and periods 2, 4, and 6 being held on alternating days.

Staffing

- Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.
- As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.

Student Supports

- As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.
- Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

Students who are Medically Fragile or have significant behavioral or physical support needs

- For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

- Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.
- Face Coverings: Wearing a cloth face covering is required for all BUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.
- Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.
- Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.
- Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.
- Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
- Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.
- Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
- Every desk will have a three sided barrier on the desk .
- Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with Butte County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. BUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a Learning Options Survey for the 2020-21 school year was administered in late July - early August. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

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

Description	Total Funds	Contributing
<p>Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.</p> <p>Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.</p> <p>Disinfecting Materials: Additional materials to support effective, routine disinfection of highbottles, disinfectant, paper towels, gloves, goggles, and masks. -touch surfaces such as spray</p>	<p>\$30,000</p>	<p>Yes</p>
<p>Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families , and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.</p>	<p>\$20,000</p>	<p>Yes</p>

Description	Total Funds	Contributing
Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$94,760	Yes
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$2,500	Yes
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$20,000	Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk. Student desk have individual barriers.	\$30,000	Yes
Handwashing Stations; Additional hand washing stations for location where sinks access is insufficient	\$20,000	Yes

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's 'Return to Learn' vision is driven by the following six guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner.
5. Identify and address gaps in learning through instruction. Monitor students' progress on grade level appropriate assessments and adjust supports based on student results.
6. Focus on the commonalities that students share in this time of crisis, not just on their differences

These principles are adapted from the six overarching principles for supporting students with unfinished learning set forth by the Council of Great City Schools (CGCS) in their Addressing Unfinished Learning After COVID-19 School Closures (June 2020) report, a part of their 'Returning to School Series.' The first three of the six 'Return to Learn' guiding principles are key elements in the district's plan to provide continuity of instruction during the 2020-21 school year.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level K-6 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of key grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Academic Integration (SEAD) can effectively be achieved during instruction

- Priority clusters of standards aligned to curricular resources, district common assessments, and prerequisite skills and knowledge

The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in fidelity of implementation of district programs across and within schools.

In addition to identifying prerequisite skills and knowledge, the scope and sequence calls out skills to be taught in future grade levels. This allows teachers to conduct multi-grade assessments of students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week). Using district templates. These templates include the scheduled zoom times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

ALL learning standards are important and were included in state frameworks design. In selecting priority clusters of standards on which to focus, BUSD is actualizing its plan to focus on depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Curricular leaders will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are BUSD definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom
 - Learners can ask questions and receive feedback simultaneously
 - Allows for collaboration between students
 - Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or video. Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. BUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district’s planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

As noted in the stakeholder feedback section, community input reflected a significant level of dissatisfaction with the distance learning model implemented from March-June. District staff have, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The BUSD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction, to the furthest degree possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, BUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed in more detail within the ‘Support for Pupils with Unique Needs’ section.

The district believes that all students should receive a minimum of 240 minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. This 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Students in grades 9-12 will continue to be scheduled in seven classes as they usually would. This schedule benefits students by maintaining continuity of support services linked to courses across the year, aligns better to Advanced Placement (AP) and International Baccalaureate (IB) exams, aligns to current staffing models, and allows for easier transition both between in-person/distance/blended models and into and out of the district.

The instructional minutes to be provided by grade level are as follows:

Day

Grade Levels

Synchronous	Asynchronous	Total
-------------	--------------	-------

TK-3	132	120	252
4-6	152	120	272
7-8	158	120	278
High School	175	120	295

In addition to direct, live instruction every day for every student, a key expectation of the district’s plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

A key decision supporting symmetry and cohesion in the district’s teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

Staff have noted that significant gaps existed prior to COVID-19 and implementation of the ‘Return to Learn’ plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized standards clusters, effective use of district assessments, consistent implementation of Universal Design for Learning (UDL) instructional practices, and other identified actions are not only for ‘right now’ in this time of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. BUSD is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district’s overall continuous improvement journey.

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.]

BUSD will begin the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district’s understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. BUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, Particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

During the spring school closures BUSD distributed Chromebook devices to any student that requested one. In planning for the fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

BUSD is in a rural area that has dead spots for connectability for students. The district has purchased hot spot for students that have issues with connectability and will continue to do so as the need arises.

Pupil Participation and Progress

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

The fifth guiding principle in BUSD's 'Return to Learn' plan states the district's commitment to Identify and address gaps in learning through instruction and to Monitor students' progress on grade level appropriate assessments and adjust supports based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

In the expectations the district is asking families to have for the implementation of distance learning, the guiding principle is elaborated upon in this statement: Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

BUSD also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations the district is asking families to have for the implementation of distance learning is the expectation of regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and reporting of student progress consistent with the District's grading policies to maintain the home-to-school connection. Not only will this provide students and parents/guardians important information about progress, but it will also open communication channels that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Channels of communication such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Teachers will document attendance/engagement for each student in the Student Information System every day. Documentation of attendance is not unique to distance learning and also is required when students are attending inperson. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

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.]

One of the key areas BUSD has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system (Google Classroom) to provide students access to learning grounded in the essential standards. . BUSD's vision for professional learning is one in which all staff engage collectively in learning that allows us to continuously improve our practice in services of students.

Building upon the professional learning work the district has done, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning are:

1. All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All school leaders/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.
3. All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,
4. All school leaders/teachers will effectively engage parents and families as partners in their students' learning.
5. All leaders/schools will deepen learning in improvement science to engage in PDSA cycles aimed at raising student outcomes outlined in the SPSA.

Specific professional learning activities that will be mandated for all teachers and leaders include:

- District provided professional learning related to the use of Google Classroom
- Three self-paced modules for Universal Design for Learning (UDL) including (1) mindset, (2) frame, and (3) delivery. Teachers will complete these modules and the corresponding processing guides and submit the processing guides to their principal or supervisor. The time to complete the three (3) modules is approximately one (1) hour per module for a total of three (3) hours.
- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

Overall, the district's professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:

- Meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students.
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated ELD
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction (short, medium, and long term cycles)
- Assessment, Feedback, and Grading Practices
- Use of priority standards

- Supporting and engaging families as partners in their children’s education

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of district common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
 - a. Zoom trainings on new attendance and engagement processes for attendance staff
 - b. Attendance and Engagement
 - c. Administrator professional learning on new attendance and engagement expectations

Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from principals. The district expects principals to consistently join teachers during virtual collaborative sessions and ‘walk’ virtual classrooms just as they would in an in-person context. Following and during these

visits/observations, principals can act as thought partners, providing timely and specific feedback on teacher practice. Regular principal observations/visits will not only support continuous improvement for individual teachers, but also provide valuable data that can inform the design of more targeted professional development, just as teachers are using formative assessments and the district’s common assessments to inform lesson and unit design.

An addition the district will continue its professional strand of professional learning that will support implementation of the distance learning program and in-person instruction to sustain a Multi-Tiered System of Supports (MTSS) that the district began in 2018. Continued implementation of MTSS will benefit All students , and in particular will support improved outcomes for student groups who have historically not been provided access to the resources and support needed to achieve at their fullest potential. This was critical prior to COVID and is even more urgent during the time of school closures and distance learning, given the acknowledged disproportionate impact on specific student groups.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Sacramento County Health Department. This will include entry of detailed attendance data into the student information system.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Program specialists support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Behavior Intervention Specialists will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified. This is different from the previous model of assigning a set of schools to each Behavior Intervention Specialist

Resource Specialists will support a range of distance learning-related actions. They will focus their efforts on supporting the assessment process, monitoring student progress, and offering direct support, including coaching, for teacher teams and new teachers.

- Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction. Aides may also be assign duties outside their normal duties such as cleaning.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from BUSD Return to School Plan.. This plan was developed using recommendations from the Butte County Office of Education (BCOE), Butte County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Butte County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Prepare the grab and go meals for students.

- Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.
- School Nurses: Actively model and support all required public health measures. Follow Butte County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.
- Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

Additional Staff Expectations for Distance Learning Teachers

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site administrators and training specialists to join Google Classrooms
- Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.
- Log all communication with parents in Infinite Campus.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Set up and run a Google Classroom for teachers – use this to share information. Invite Instructional Assistant Superintendent (IAS) and training specialists to this classroom.
- Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.
- For Secondary: Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time by subject area

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.]

The fourth guiding principle in BUSD's 'Return to Learn' plan is to Maintain the inclusion of each and every learner. In the expectations the district is asking families to have for the implementation of distance learning, the guiding principle is further detailed: Appropriate supports for students receiving Special Education

- Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary. Targeted student support and intervention.
- Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

Support for English Learners

- Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

In presenting its 'Return to Learn' Plan, BUSD cited the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures, to emphasize that the impacts of COVID-19 and additional supports that will be required to address those impacts need to be viewed through an equity lens. The report states,

"While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning."

BUSD is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. As noted in the CGCS report,

"One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content. "

It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, ALL students will benefit. Additionally, it is important that ALL of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

To make grade-level content accessible for all students, BUSD is prioritizing the planning of all lessons using Universal Design for Learning (UDL) practices. BUSD teachers and leaders will engage in ongoing professional development on the use of UDL to support this effort. As a framework, BUSD is using the CAST Universal Design for Learning Guidelines. These provide guidance for educators on how to plan for

(a) providing students multiple means of engaging in content, (b) providing students multiple ways to access content (Representation), and (c) giving students multiple ways to demonstrate their learning (Action and Expression), with the ultimate goal being the development of expert learners who are purposeful, motivated, resourceful, knowledgeable, strategic, and goal oriented. This represents a shift, with the new frame of reference being design of lessons with student needs in mind at outset.

Distance Learning supports specific to Homeless Youth will include:

1. Coordination & communication with homeless agencies to make them aware of BUSD Homeless Services
2. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
3. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
4. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
5. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer Distance Learning supports specific to Foster Youth will include:
 - Case management to support all eligible foster youth
 - Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
 - Monitoring of attendance/engagement and communication with teachers and administrators when needed.
 - Referrals to both district and community agencies for additional support/resources as needed.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the following amounts:

- Kindergarten: 40 minutes/week
- Grades 1-6: 60 minutes/week
- Grades 7-12: Designated class or 60 minutes/week

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will receive professional development on ELD instruction within the Professional Development on Universal Design for Learning (UDL).

Students with Disabilities

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

- Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student’s program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$21,000	Yes
Support Distance Learning: Wifi hotspots, headsets, camera's and laptops/devices for staff.	\$45,000	Yes

Description	Total Funds	Contributing
Multilingual Literacy Department: Maintain staffing and designated/integrated ELD implementation, newcomer programs, and language immersion programs.supports that specifically address English Learner needs including	\$28,097	Yes
Counselors, Master Schedule, Credit Recovery: Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.	\$110,245	Yes
Training: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration practices, use of learning management system, and implementation of targeted small group and individual sessions. Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$288,694	Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context	\$100,872	No
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to to devices and connectivity, particularly during any transitions between living situations and provide access	\$28,643	Yes

Pupil Learning Loss

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

The fifth guiding principle in the district’s ‘Return to Learn’ plan is to Identify and address gaps in learning through. Monitor students’ progress on grade level appropriate assessments and adjust supports based on student results. In the list of expectations students and families should have of the district’s distance learning program is Assessment and Accountability. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes administration, prior to October 2, of the end-of-year benchmark assessment from the prior year. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

School sites are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools’ (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives...It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

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.]

Diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. When students are given opportunities to participate in engaging activities, teachers and support staff will provide students with ample time to think and develop a solid response. Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals. Staff will meet in monthly collaboration meetings to complete a needs analysis on the effectiveness of the services and supports to address the learning loss. Actions and services will be adjusted and refined based on student data and reflection

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

Description	Total Funds	Contributing
High School Credit Recovery Summer Program: Online credit recovery program operated at the comprehensive high schools. After school tutoring, Collaboration Time, supplemental instructional materials	\$24,000	Yes

Mental Health and Social and Emotional Well-Being

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

The sixth guiding principle in the district's 'Return to Learn' plan is to Focus on the commonalities that students share in this time of crisis, not just on their differences. This principle has become the focal area for discussing the Social Emotional Learning (SEL) aspects of the plan. BUSD has prioritized the creation of socially, emotionally, and physically safe and nurturing environments for students to thrive in across all of the 'Return' plans. To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - a. Includes all voices
 - b. Supports new learning ahead
 - c. Can be related to an academic content area or be non-academic
2. Engaging Activities
 - a. Anchor thinking and learning throughout the experience
 - b. Individual and collective engagement and learning are supported
 - c. Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
 - a. Highlights individual and shared understanding of the importance of the work

- b. Provides a sense of accomplishment and supports forward-thinking
- c. Engages group in reflection, helps identify next steps, and/or makes connections with all students

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Examples of survey items include:

- I have friends at school.
- I feel safe in this school.
- My teachers make me feel my schoolwork is important.
- At this school I have the opportunity to do what I do best every day.
- In the last 5 days, I have received recognition or praise for doing good schoolwork.
- During today's activity I felt happy or excited.
- During today's activity I felt relaxed or calm.
- During today's activity I felt frustrated or annoyed.
- During today's activity I felt tired or sad.
- During today's activity I felt bored.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

As was done during spring school closures with the 'SEL Check-in Survey,' staff will use the results to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or social and emotional well-being interventions.

The scope and sequence documents for Math and ELA also include specific strategies for Social Emotional Academic Integration within instruction. Sample Actions from the Grade 3 ELA scope and sequence are included below:

- Promote a sense of belonging by including language routines, such as choral reading and word games, so students see themselves as a part of a learning community.
- Empower students to monitor their own skills and fluency through cycles of action and reflection
- Anchor texts throughout the curriculum should reflect and reveal accurately a multicultural world and resonance with learners.
- Encourage students to draw on their emotional and empathetic skills as they orally express their thoughts, feelings, ideas, and arguments.
- Design collaborative, small-group, or partner discussions on topics for students to process and extend their learning.

- Instruction and materials are responsive to students’ existing funds of knowledge as well as connecting students to a shared knowledge of the world through the study of conceptually coherent topics.
- Create space and opportunity for students to identify and explore their own interests and fascinations.

Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices include:

- Return to Community Professional Learning Module: Features the district’s three signature practices, self-care reminders, a focus on shared agreements/norms in the first days of school, and relationship building. The content extends the district’s existing SEL work and incorporates new content from The Distance Learning Playbook by Fisher, Frey, and Hattie.
- A module focused on building system wide coherence through monthly SEL themes
- A module focused on self-care: Breathe for Change and PureEdge Mindfulness
- Professional Learning focused on trauma-informed practices: Turn Around for Children

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that ‘the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region’s and the world’s collective consciousness.’ Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties

BES/RES Addition:

To effectively support the social and emotional well-being of students and staff during the school year, Biggs Elementary School (BES) and Richvale Elementary School (RES) have adopted, and are fully implementing “Character Strong” Social Emotional Learning (SEL) curriculum. Character Strong curriculum is all about developing meaningful relationships and serving students, teachers, administrators, and families through social and emotional skills, character development, community building, cultivating growth mindsets, and more. The ten signature traits that are focused on are Courage, Respect, Perseverance, Gratitude, Honesty, Kindness, Empathy, Responsibility, cooperation,

and creativity. Lessons have been created to specifically address Mental Health and Social Emotional Well-being during the COVID1-19 pandemic, allowing students to focus on the trauma and other impacts of the current learning environment. In the Classroom content, each trait is broken into the signature S.E.R.V.E. model for easy sorting and connectivity between staff and students to expand SEL practices.

S. Start with intention

E. Engage Relationally

R. Respond with Empathy

V. Values Practiced Consistently

E. Exit Intentionally

BES/RES SEL programming also includes staff to staff, staff to students, staff to families, student to staff, student to student, and student to home activities that focus on the importance of connection, empathy, and gratitude. Professional development opportunities are offered to staff weekly during zoom staff meetings. PD topics include Mult-Tiered Systems of Support MTSS/Positive Behaviors and Incentive Supports (PBIS) for Distance Learning (DL) platforms, Trauma-informed and SEL trainings, and virtual self-care workshops. The Elementary school counselor will provide non-academic check-ins with students through social medial, email, and drop-ins during virtual classes.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular assessments by staff of student engagement and participation. Elementary school counseling referrals are available electronically, from their google classrooms, the district website, and the school counseling website.

The district has in place, the systems of care to identify children and families who need additional supports and a functional referral process to address such needs.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with staff/peers
- Participation in learning activities and SEL lessons
- Attendance

As was done during the spring school closures, staff will use the school counselor to request additional check-ins on students who may require additional support or interventions.

Professional Learning opportunities in development that are being implemented to build and expand staff capacity to implement SEL practices include:

- Weekly staff memo's
- School-wide integration of SEL character development using monthly themes aligned with student curriculum
- Continuous reflection on BES/RES Mission Statement and Social Norms
- School-wide expectations, including adoption of distance learning expectation
- Annual trainings to increase staff capacity to accept mandated reporting duties as well as safety while on campus.

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.]

We have had to fundamentally rethink our approach to family engagement. Because families are increasingly expected to assist in ensuring that kids are learning from home, they have moved from being stakeholders to being critical learning coaches and partners in the central work of teaching and learning. Moving forward, we will provide parents with more detailed and timely information on instructional approaches, technology tips and tricks, and learning expectations to ensure that learning continues in whatever circumstances the next few years bring. Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially. Every attempt will be made to reach out to families, including in languages other than English, when students are not meeting learning and attendance standards, not engaging in instruction and are at risk of learning loss. The principal and teachers will identify and target students that need additional support to ensure students are receiving a quality education. The district attendance initiative provides schools with support for truant students so that we can re-engage students in school. A three-tiered system has been put in place to collect engagement and provide outreach to our most-vulnerable populations. Students who are not engaging school via distance learning platforms or are not picking up meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Child Protective Services, the Butte County Sheriff's Department, and the Butte County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

COVID 19 TIERED RE-ENGAGEMENT STRATEGIES

Tier 1 includes: UNIVERSAL SUPPORT

Priorities & practice supporting all families in the most inclusive & equitable way

Expected Percent of Families Served: All

Project Intervention: Biggs Unified School Districts will provide communication to families regarding distance learning expectations and school provided resources.

Project Goal: 90% of students will have weekly contact with their school

COMMUNICATION

Schools send out the plan to parents (using multiple methods) for what distance learning will look like and ways students can engage if they have internet and if they do not.

Schools send out the updated meal locations.

TRACKING OF STUDENT ENGAGEMENT

Teachers take "attendance" on a weekly basis to see which students have engaged in either the pick up of a packet, completion of some work, and/or visually with the student online. This attendance should be shared in some way with the school office.

School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information should be shared with the school office.

At the end of each week, schools identify which students there has been no accounting for, either through distance learning or meals.

ADDITIONAL ATTEMPTS AT COMMUNICATION

If no student engagement has been made that week, someone from the school will call (could be school counselors, psychologist, office staff or administrator) at least twice to clarify ways for families to contact the school so their student can engage, using an emergency contact list if needed.

Tier 2 includes: SUPPLEMENTAL SUPPORT

Additional services provided for some families who require more support

Expected Percent of Families Served: Some

Project Intervention: All families who have not made contact with their school for one week will be referred to SARB process.

Project Goal: 95% of families referred to SARB will make contact with their school.

For a student/family to be referred to Tier 2 the following criteria must be met:

1. All Tier 1 interventions are complete
2. No CONTACT from student/family
3. CONTACT with no follow-up the following week

Tier 1 to Tier 2 Referral Tool

Each school will keep a record of students that meet the Project's Tier 1 to Tier 2 criteria.

School will complete a Referral Form (Google Form) for each student

Tier 2 Supplemental Support

SARB will receive referrals from schools using the Referral Form. The form will be used to enter their information into the attendance Database. Once a referral is received the following will occur:

Day 1: Call, Text, Email, and Mail the Family

Day 2 & 3: Call, Text, and Email the Family

SARB will use an incentive as a “hook” in our messaging to increase family engagement. For instance it may be the COVID-19 Make Contact Contest. Every family that connects with school will be placed in a weekly drawing for prizes. SARB messaging will clearly state the need to connect with their child’s school and an offer to help link them to other community-based resources.

Tier 2 to Tier 3 Referral Criteria

For a student/family to be referred to Tier 3 the following criteria must be met:

1. SARB has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.
2. No CONTACT from family to school by Day 4.

Tier 2 to Tier 3 Referral Tool

SARB will keep a record of students that meet the Project’s Tier 2 to Tier 3 criteria.

SARB will share this list using a secure Google Sheet with the SRO.

Once the family makes contact with SARB or the school following the referral, case will close.

Tier 3 includes: INTENSIFIED SUPPORT

Targeted support directed toward the few families with the greater needs

Expected Percent of Families Served: Few

Project Intervention: All families who have not made contact with the school after SARB will be referred to the multi disciplinary team for targeted intervention.

Project Goal: 100% of families referred to MDT will make contact with their school.

Tier 3 Intensified Support will receive referrals from SARB using a Google Sheet. The Sheet will be used to enter the families information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student’s School, SARB, Law Enforcement, Children’s Services (if possible), and potentially others during a weekly Zoom meeting.

The results will be discussed at the next MDT meeting. The school and SARB will inform the team if the family/student has made contact.

We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 30, 2020, BUSD will be opening on 9.31.20 with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to BUSD enrolled students only. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibilities, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing. The Nutrition Services department will likely experience staffing shortages so it is our intention to provide meals at the most needy of our schools and all of them being CEP schools where breakfast and lunch is served at no cost. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals.

When BUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at elementary schools and in multiple locations on campus at secondary schools (using longer bell schedules and multiple meal periods) including outdoors. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context

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

Section	Description	Total Funds	Contributing
School Nutrition	Supplies for meal preparation	2,000	Yes

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
16.87%	\$866,910

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.]

Equity is at the forefront of every decision we have made with the COVID funding and supplemental/concentration funds. No matter the instructional schedule model, we will continue to work to eliminate the barriers to student success that existed before the closure. We believe that we have an unprecedented opportunity to improve how we provide services and implement more student-centered designs for our most at-risk families. We identified the areas of need for our foster youth, English learners and low-income students and reached out to their families, the first week of school, in order to provide the necessary tools and resources for their students to be successful in school.

All actions and services will be provided on an LEA-wide basis in our small rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

- Review of survey results from stakeholder groups
- Review of one-on-one feedback from parents, staff, students, and community members
- Review of the CA School Dashboard student group report to identify which student groups need additional support
- Current local and state metrics with actions and services in place
- History of success with actions and service in district programs
- Refinement of district programs to improve services to students
- Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

- Social emotional learning professional learning and support,
- Maintain Elementary counselor
- Additional Chromebooks so that all students had a computer,
- Use of Explicit Direct Instructional practices,
- Early intervention in reading and math,
- One-on-one support and small group instruction,
- Establishing expectations for learning,
- Assisting parents with tips and tricks for educating their students at home,
- Family outreach and individual check-ins with our most vulnerable students,
- Student Study Team, Student Data Systems and progress monitoring in place,
- Weekly collaboration meetings to identify students that need targeted support,
- Multi-tiered system of support,
- Tiered system of support for student engagement and attendance,
- Professional development instructional strategies to support our most vulnerable students,
- Parent engagement and effective communication,
- Weekly homework assistance,
- Counseling services,
- Curbside pick-up for “grab and go” meals will be available at the elementary school during distance learning or Independent Study,
- Foster youth/homeless youth/English Learner liaison,
- Support staff, Tutoring, and goal setting

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to set students up for success.

Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first trimester. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly. There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

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

For the 2019-20 school year, the district 's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner will be approximately 64.74%. Our district will receive approximately \$798,233 in supplemental and concentration funding, \$500,883 CARES funding, and \$10,042 Covid Relief Funding in fiscal years 2019-20 and 2020-21 to provide improved or increased services for identified students.

The district proposes to spend the increased funding of \$510,925 on Academic Intervention Services, Instructional Support Services, Student Support Services to serve English Learners, Foster Youth and Low Income students primarily. The actions listed above show how we have increased and improved services for our most vulnerable student groups.