

Blue Lake Union Elementary School District

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
Blue Lake Union Elementary School District	DeAnn Waldvogel Superintendent-Principal	dwaldvogel@bluelakeschool.org 707-668-5674

General Information

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

In March of 2020, Blue Lake Union Elementary School District (BLUESD) school was closed to classroom-based instruction due to the COVID-19 pandemic. This significantly changed the lives of our students, families, and staff. The unexpected closure of schools impacted the physical, emotional, social, 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.

In developing the Learning Continuity and Attendance Plan, BLUESD has acknowledged the pandemic’s disproportionate impacts on students and families who were already experiencing inequitable outcomes. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community. With the evolving nature of this pandemic, all our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to access high quality educational opportunities.

The guiding principles for realizing this vision include:

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students,

employees, and school communities. We will create socially, emotionally, and physically safe and nurturing environments for our students to thrive.

2. **Academics and Instruction:** High quality instruction anchored in standards-aligned materials is at the core of achieving equity and access. We will use data and assessments to ensure our practices support all our students.
3. **Maintaining Connection and Partnering with our Families:** Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed to ensure high quality instruction whether we are in physical or remote learning space. We will remain flexible with our families and stay connected to them to provide and support our students' learning needs.
4. **Needs-based and Care Given:** Human and capital resource allocations will be informed by the academic, social, emotional, and physical needs of our students and employees, as well as our school community.
5. **Engagement & Communication:** Our community will have the information and resources they need to be safe, healthy, and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

Stakeholder Engagement

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

BLUESD's efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in July and have continued throughout the development process.

BLUESD's teachers, support staff, counseling staff, and administration spoke via telephone with each family multiple times throughout the school closure. They gathered feedback on technology needs, Internet access, class schedules, and extra social-emotional support needed for students.

BLUESD's sent out electronic surveys to gauge families' intent to return, preferences on reopening models, food securities, and technology needs. These were distributed via text message, email, and Facebook, and posted on the school's website. Administration was available via phone and email daily during the summer to listen to stakeholder concerns and feedback. Classified and certificated staff were surveyed to offer a school-based perspective on reopening and to determine their needs for training, safety, and curriculum. Administration and the bargaining unit have met, and they have exchanged concerns regarding safety and feasibility.

BLUESD hosted two special board meetings in July to discuss reopening option, to gain feedback from all stakeholders, and to address questions, comments, and concerns.

Our stakeholder engagement opportunities have been valuable as they bring classified, certificated, and unrepresented together with families and community members together to discuss survey results, review draft plans, and share perspectives on District successes and opportunities for improvement.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Meetings were noticed well in advance and multiple links and reminders were sent out via text and email as well as posted on the school's Facebook and website. Notices were also placed at the school, City Hall, the Post Office. Stakeholders had the option to participate via telephone or computer. Public meetings were scheduled at 6:00pm to allow more people to be able to participate during non-work hours.

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

The District received a wealth of feedback because of its stakeholder engagement opportunities. In general, families were very appreciative of the District's efforts to facilitate Distance Learning last Spring. Other feedback included suggestions for improvement and shared frustrations with distance learning in general. The BLUESD serves many unique families. For some families, due to their unique circumstances, distance learning was not ideal, and they would prefer an immediate return to onsite learning. For other families, some of whom have unique health considerations, distance learning was deeply appreciated. These families are hesitant to return to onsite learning. Some Stakeholder Feedback:

- Options to do Distance Learning if the school reopens
- Concerns about access to support services, Internet, and devices
- Concerns about social opportunities as well as childcare and family's ability to return to work
- Concerns about loss of art, music, and sports
- Concerns about students having access to friends and peer support
- How to ensure daily live interaction with the teacher and peers without any access to Internet for our most rural families
- How to engage students into online learning
- How to enforce safety protocols for students when they come back on campus
- How to assess students with accuracy and fidelity
- Need for increased online assessment tools and curriculum.
- All stakeholders were concerned about increase screen time.
- All stakeholders were concerned about cleaning, sanitizing, plexiglass barriers, and mask wearing if students return to onsite learning.

- Family and teacher input indicated a desire for more uniform communications and learning content across classrooms and grade levels to limit student and family confusion.

The percentage of parents not wanting their students to return to on-campus instruction due to ongoing safety concerns increased as the number of COVID-19 cases increased locally and the inadequacy of COVID-19 testing due to scheduling delays and the processing time for obtaining test results. However, throughout the summer families began becoming more concerned about the loss of learning their child may experience due to Distance Learning and more families have become interested in onsite learning and/or a blended model of Distance Learning and onsite learning.

- In early July 2020, 50% of families wanted learning to take place on campus while 32% wanted a blended model and 8% wanted Distance Learning. Our staff survey showed 54% preferred a blended model of Distance Learning and onsite learning while 46% wanted onsite learning.
- Our most recent parent survey (September 2020) indicates 52% of families would like for the school to reopen to onsite learning to the greatest extent possible. The teacher survey shows 56% of the teachers wanting to reopen to the greatest extent possible.

Students, staff, and families did a tremendous job of responding to a crisis in the Spring. However, with advance notice, new distance learning requirements from the state, and recent experience facilitating distance learning, BLUESD expects to offer a robust and improved distance learning program. When the Distance Learning model was adopted by the Board in July, families were excited and appreciated the prospect of increased support by the implementation of ASES pods/groups for some families. The ASES pod/group concept centered on providing some onsite academic intervention and/or enrichment activities for our most at-risk students. With only a small number of students on campus at specified times in specific locations, the District would be able to follow safety protocols like those in our city camp program which included BLUESD students in pods with enhanced sanitation protocols.

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

All aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The plan was developed to address the concerns of all stakeholders, comply with CA Education code, comply with CA/Humboldt County Department of Public Health guidelines, and help all students succeed including socioeconomically disadvantaged, English Learners, Foster/Homeless Youth, and other at-risk students: The input has influenced the following aspects of the Learning Continuity and Attendance Plan:

- Developing clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons can be pre-recorded to provide students the option of participating in recorded instruction

later. This is seen as a critical support for students who may have different learning needs and benefit from re-watching instruction as well as a support for those students who may not be able to attend specific lessons.

- Partnering with our school counselor and emphasizing Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being.
- Supporting parents and caregivers in supporting their own students' learning. The distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.
- Creating an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout. To accurately assess learning status and monitor growth, the district has developed a common assessment platform across grade levels for ELA and Math. (Accelerated Reader, Moby Max, Freckle)
- Providing targeted supports to students through synchronous small group and individual instruction within a teacher's weekly schedule.
- Continuously updating the district's Site-Specific School Safety Plan to ensure it is consistent with all CDC, CDHP, and local health ordinances.

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.]

Although we are starting the school year in a Distance Learning only model, the BLUESD is prepared to return to onsite instruction as soon as safely possible. In preparation for a return to campus, the District is putting appropriate safety measures and equipment in place. Significant time has been put into developing plans and procedures to provide onsite instruction in accordance with CDPH guidelines.

Separate from our Distance Learning program, we are offering support for families and children of staff. This program has limited capacity to ensure appropriate safety protocols are in place and can be followed. The District hopes to increase access to onsite support for families by expanding the program over time and/or implementing Distance Learning support groups that allow for some onsite academic

intervention and/or enrichment activities for our most at-risk students. With only a small number of students on campus at specified times in specific locations, the District would be able to follow safety protocols like those in our city camp program which included BLUESD students in pods with enhanced sanitation protocols.

The BLUESD is prepared to assess all students to determine their current ELA and math proficiency and provide intervention and support for students as needed (individual and/or small group). Depending on the results, students will be grouped into small learning groups where the assigned teacher and/or instructional aide will offer targeted instruction via synchronous and/or asynchronous options within our distance learning model. The BLUESD will be increasing on-site instruction for students with unique needs as appropriate based on student need and the ability to serve the student in accordance with current safety guidelines. These services would likely be delivered within a 1:1 setting or very small group setting following appropriate distance learning protocols. This will allow us to appropriately differentiate for all levels of learners.

Even though we are starting in the school year in a Distance Learning only model, the District plans to return to onsite instruction as soon as safely possible. The current vision is for onsite instruction to be phased in through expansion of our ASES pod program and increased with regularity for individual and small group onsite support, intervention, and instruction.

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

Description	Total Funds	Contributing
Onsite Learning Groups/Pods	\$4,000	Yes
Personal Protection Equipment	\$7,000	Yes
Extra Custodial Supplies	\$5,000	Yes
Classroom Safety, sanitation supplies, and air filtration	\$7,000	Yes
Additional Staffing	\$36,434	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.]

The Blue Lake Union Elementary School District's Distance Learning Plan 2.0 will serve as guidance for students, staff, and families. This plan has been updated to adhere to new legislation, SB 98. Our plan will serve as a model for future full-closures or partial-closures as our global community continues to deal with the implications of this pandemic.

On July 30, 2020, a special board meeting was held and the discussion regarding reopening school was on the agenda. After discussion, a motion was made to begin the 2020-2021 school year in a distance learning only model. While current health conditions did not permit delivery of in-person instruction, the District continues to plan so it will be prepared to bring students back once it is safe to do so. The District will continue to align decision-making to public health experts at the state and county level.

During the closure, the district has the following goals for our time with our students and families:

- To maintain essential services for students and families.
- To maintain communication, connection, and relationships between school, teachers, students, and parents/guardians.
- To ensure that all students progress and continue growth toward standards.
- To partner with families and truly become team teachers in our students' educational opportunities

Throughout the school closure, BLUESD teachers will provide students with instruction through a distance learning model.

The District will provide instructional materials for students to access independently and self-pace their learning (for example: Moby Max, Freckle, Accelerated Reader).

Teachers

- Teachers may pre-record lessons to share with students.
- Teachers will offer online office hours and/or phone calls for feedback for students.
- Teachers will provide face-to-face instruction through online communication tools such as Zoom or Google Meet.
- Teachers will provide differentiated, small group instruction based on student needs.

- Teachers will provide time values for each of their assignments like those they would during a normal classroom day.
- Teachers will monitor students' participation in Distance Learning and will report this participation to District administration weekly.
- Teachers will provide students with synchronous (live) and asynchronous (activities, assignments, etc) instruction.

Students

- Students must participate in learning activities for a minimum amount of time each day.
- Students will work cooperatively with the teacher, peers, and family members
- Students will communicate through email, Class Dojo, Google Classroom, and/or telephone.
- If a parent finds that their child is struggling to keep up with assignments, they should contact the classroom teacher
- Students are expected to complete all projects during the week that they are assigned

District

- The District will provide professional development to foster academic, social, and emotional growth during Distance Learning.
- The District will provide instructional material for students to access independently
- The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning.

Instructional Minute Requirements

- TK/K for 180 minutes per day
- 1st - 3rd grade 230 minutes per day
- 4th - 8th grade 240 minutes per day

Instructional Methods

- Each grade level has their own schedule that is developmentally appropriate for the age/grade and consistent with meeting the state guidelines for minimum daily instructional minutes.
- The BLUESD Board of Trustees approved the Distance Learning Plan 2.0 at the August 13, 2020 Board meeting which included using online curriculums/E-learning as an instructional option.
- Online curriculum/E-Learning is research-based and provides online assessments as well as quality education services designed for each student and varied learning environments.
- Teacher are also using and modifying the adopted curriculum to instruct students during Distance Learning.
- Legislation (SB98) mandates daily live interaction. Direct instruction will be provided daily in a synchronous manner.

- We understand that there may be extenuating circumstances for your family, causing difficulties for students to participate in these daily lessons. If daily live interaction is not feasible as part of regular instruction, Blue Lake Union Elementary School will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)). Please speak with Ms. Waldvogel and your child's classroom teacher for more information on this plan.
- Teachers will meet with families for the first week of school to create a plan that will ensure the highest quality of education possible for each student.

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.]

BLUESD has enough Chromebooks to ensure device access for all students. Devices are provided upon request to all students. Students and families are receiving technology support on an as needed basis. Support is provided by office staff, counselor, teachers, and the Tech teacher as appropriate. The district realizes that internet access is a barrier to families for geographic (rural areas with little access to cable or satellite internet, or spotty coverage at best) and economic reasons. The district is currently working with local providers to investigate internet access for those who could have access at home but are unable to afford it.

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 BLUESD will track daily attendance, engagement, participation, and will outreach to families identified as not participating in Distance Learning. The BLUESD will adhere to the state's minimum instructional minutes requirement and will continue to evaluate the robustness of its instructional program as the year progresses. Daily instructional schedules vary by grade level and include a combination of synchronous (real time interaction with teacher or other school staff) and asynchronous (work or instruction completed without real time support) instruction and practice to meet or exceed the state's minimum daily instructional minutes for each grade level. The District will be closely monitoring/tracking student attendance, engagement, participation, and progress throughout the school year:

Teachers will develop weekly educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets, guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours.

Each teacher will have an online classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work. 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, Class Dojo, E-Learning platforms) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Weekly Asynchronous Distance Learning activities may consist of lessons for each of four subject areas: Math, English Language Arts, History/Social Studies, and Science as well as short videos from instructions, objectives, and teaching points. Additional activities may be projects that can be completed, photographed, and sent back to the teacher and activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise. Ideas will be available for arts and music activities.

Weekly Synchronous Activities may consist of virtual whole or small group class meetings and instruction such as virtual or phone meetings with individual students and/or virtual story times. Additional synchronous activities may include individual projects or assignments as well as group projects, open office hours for individualized consultation, music, and art classes. 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.

Attendance and Participation 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, However, 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.

Grading:

- Students will be instructed using a state aligned common Core State Standards (CCSS)-aligned curriculum and will be assessed on the essential standards, work completion, and participation.
- Students will be graded using district and online platform assessment tools.
- Report cards will reflect the student progress for each given reporting period/trimester.

Definitions of Instructional Methods:

- **Asynchronous Learning:** is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. The term is most commonly applied to various forms of digital and online learning in which students learn from instruction—such as prerecorded video lessons or game-based learning tasks that students complete on their own—that is not being delivered in person or in real time. Yet asynchronous learning may also encompass a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems that organize instructional materials and correspondence, among many other possible variations.
- **Synchronous Learning:** is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place. The term is most commonly applied to various forms of televisual, digital, and online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. For example, educational video conferences, interactive webinars, chat-based online discussions, and lectures that are broadcast at the same time they delivered would all be considered forms of synchronous learning. Distance Learning Professional Development

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.]

Families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction to provide students access to learning grounded in the essential standards. BLUESD enrolled all teachers in a two-day HCOE's SHIFT workshop for supporting educators in providing online learning at all grade levels. We extended the number of paid professional development days prior to school from two to four days and moved the start of school to ensure academic readiness. Teachers

will also have opportunities to participate in county-wide PLC for digital educators. Professional development will continue to be provided in curriculum, assessment, technology, online pedagogy, and safety protocols

Staff Roles and Responsibilities

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

Teachers:

- Develop high quality distance learning lessons for all students.
- Provide accommodations and supports to students with individualized needs.
- Collaborate with all staff, parents, and guardians regarding student needs.
- Provide instructional resources to support students and to help them progress.
- Hold regular office hours to connect with and support students.
- Monitor attendance and engagement using multiple measures.
- Deliver daily lessons through pre-recorded videos, Zoom, or Google Meet.
- Monitor student submission of assignments, presence within the learning management system (Google classroom or Seesaw), attendance at live, synchronous instruction, and other forms of contact determined at the site.
- Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.
- Communicate weekly with families regarding student engagement and progress.
- Engage in Professional Development (PD) intended to support distance learning.
- Attend district meetings, monitor district communications regarding school closures, distance learning, and continuing support of all students.

Classified Staff

- Classified staff will continue to provide academic support, check-in with students, and assist in identifying any students with social/emotional needs.
- Collaborate with all staff, parents, and guardians regarding student needs.
- Provide instructional resources to support students and to help them progress.
- Wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleaning protocols.
- Distribute lunch and/or other meals for students
- Distribute instructional packets and/or supplies
- Enforce physical distancing and safety protocols (hand washing, sanitizing, wearing masks.)

- Managing and supervising pickUp and drop-off of students

All teachers and staff supporting students with disabilities will continue in their roles and performing their broad responsibilities as stated above as well as modifications to reflect the distance context. Modifications include, but are not limited to:

- 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.
- Support a range of distance learning-related actions, such as monitoring assessment processes and student progress.

Health and Safety responsibilities emerging because of COVID-19 that are specific to types of staff are outlined below:

Administrators:

- Actively model and support all required public health measures.
- Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.
- Reinforce stay at home requirements.
- Assisting with managing and supervising pickup and drop-off of students.
- Managing and enforcing isolation of sick student(s), making sure they are following protocols.
- Enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.).
- Ensuring students remain physically distanced when traveling between classrooms and when using bathrooms.

Office Staff:

- Actively model and support all required public health measures.
- Encourage electronic communications wherever possible.
- Reinforce stay at home requirements.
- Follow state and county health guidelines/protocols if a child is reportedly showing signs of COVID-19.
- Managing and enforcing isolation of sick student(s), making sure they are following protocols.
- Wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleanliness standards.
- Assist with distributing instructional supplies to students/families.
- Enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.).

- Ensuring students remain physically distanced when traveling between classrooms and when using bathrooms.

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 daily.
- Wiping down and disinfecting items within the classroom on a regular basis to maintain cleanliness standards.
- Enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.).
- Ensuring students remain physically distanced when traveling between classrooms and when using bathrooms.

Food Service Staff:

- Actively model and support all required public health measures.
- Implement one-way passageways through meal delivery.
- Create schedules for classroom food delivery.
- Ensure workspace has appropriate personal protective equipment and cleaning/disinfecting materials.
- Wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleanliness standards.
- Enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.).
- Ensuring students remain physically distanced when traveling between classrooms and when using bathrooms.

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.
- Wiping down and disinfecting items within the classroom on a regular basis to maintain cleanliness standards.
- Assisting with managing and supervising pickup and drop-off of students.
- Distributing instructional supplies to students/families.

- Enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.).
- Ensuring students remain physically distanced when traveling between classrooms and when using bathrooms.

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.
- Wiping down and disinfecting items within the classroom on a regular basis to maintain cleanliness standards.
- Assisting with managing and supervising pickup and drop-off of students.
- Enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.).
- Ensuring students remain physically distanced when traveling between classrooms and when using bathrooms

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.]

Mental Health Counseling

The current period of the COVID-19 and mass school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via tele-therapy or telephone.

School Counseling Services

Services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor and classroom

teachers. They will work together to provide social emotional support to students. If a need arises, parents/guardians are encouraged to reach out to the classroom teacher to help get connected to additional support.

Reading Intervention

In some cases, our reading intervention teacher may be able to provide additional supplemental instruction through an online delivery model that is differentiated for learners and provide additional guidance and resources on instructional level for students.

English Language Development

Teachers with English Learner (EL) students will integrate instruction into the generalized education Distance Learning program or recommend online resources to students to support their ongoing growth in English. Teachers will be responsible for maintaining ongoing contact with their EL students and will maintain an electronic log of their interactions with students. All EL students will have access to an English Language Development (ELD) online program. The EL Teacher will support the general education teachers to offer support to students during synchronous instruction as well as office hours for additional assistance.

Inclusion and Accessibility Students with Individualized Education Plans

(IEP) or 504 Accommodation Plans will be provided additional support by their Case Carrier or 504 Coordinators. Case Carriers and 504 Coordinators will communicate with families to determine needed support for all students to access their education and make progress toward their goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures. In keeping with the goals described in each student's IEP. To the extent possible, the Special Education teacher should attempt to modify IEP documents, with parent consent, to reflect the current conditions and their impact on the availability of services. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The BLUESD Special Education Department will continue to review and follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

Special Education Teachers:

- Additional support through Google Classroom, Moby Max, and online learning platforms as well as providing accommodations and modifications to materials and curriculum as appropriate.
- SPED staff are meeting regularly to discuss assessment plans, students' needs and prioritizing support services.

- Electronic chats with individual students or small groups through Google Meet, Zoom, or other teacher selected digital platforms.
- Regular parent consultation via emails or phone calls and live online instruction for individuals and small groups through Zoom or Google Meet.
- Physical materials to support student learning.
- Case Managers will strive to track students' engagement in home learning activities in coordination with their general education teacher, like tracking services during the school year.
- 1:1 support using all safety protocols when agreed upon by the District and union

Homeless Youth

- Coordination & communication with applicable shelters to engage students in distance learning
- 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.
- 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
- Coordination with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth

- Case management to support all eligible foster youth.
- 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, if determined.
- 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.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

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

Description	Total Funds	Contributing
Individual Instructional Home Supplies	\$2000	Yes
Devices and Equipment	\$18,000	Yes
Additional Tech Support	\$15,000	Yes
Counseling Services	\$10,000	Yes
Collaboration Time	\$9000	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.]

BLUESD recognizes that students will experience learning loss due to lack of in-person instruction during the 2019-20 and 2020-21 school years. The district will monitor students’ progress on grade level appropriate assessments and adjust supports based on student results.

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. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss. Teachers 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. 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. Student learning loss will be measured by formal and informal assessments provided by teachers. The nature of the assessments will vary by grade level, with some being teacher created and others being provided via Accelerated Reader (STAR), Moby Max, Freckle, Reading Eggs, and Exact Path.

The ELPAC will be administered to our EL students and data will be used to create groups to assist EL students. Our Special Program Coordinator will administer assessments and our EL Teacher will run ELD groups. EL students will receive support in their targeted instruction area based on needs identified through Moby Max, their last ELPAC assessment, and/or other teacher directed formal and informal assessments. EL support and reading intervention services are being combined as appropriate to facilitate targeted small group instruction and maximize the use of District resources. Students with exceptional needs will also be evaluated for learning loss. This analysis will include progress monitoring on goals and will be arranged, along with appropriate supports/interventions, as part of annual IEP meetings, amendments with families to address needs, goals, and services to support Distance Learning.

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 using a multi-tiered system of support. Instruction will be delivered through synchronous instructional time.

This tiered level of support will be used for all students including English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.

- 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.
- Tier 3: students who require even more intensive support will be provided 1 on 1 instruction through individual and small group sessions. Sessions will focus 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.

Strategies will include:

- Use of Google Classroom
- Use of CCSS-aligned curriculum to monitor student progress and provide target student-specific remediation and interventions (i.e. online curriculums: Accelerated Reader, Moby Max) and District adopted math and ELA curriculums.
- Weekly teacher collaboration
- Daily live instruction
- Teacher Tutoring
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on essential standards
- Pre- and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional development for online learning and teaching

The learning loss mitigation for students with exceptional needs will also be measured via IEP specific evaluation measures that are already in place or that will be implemented to evaluate student outcomes, including annual IEP goals, triennial evaluation, and progress monitoring.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments (short quiz, informal assessments, observations) of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 times over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Online Curriculum	\$17,000	Yes
Online Curriculum to supports special education students, at-risk students, academic intervention, English Learners, Foster/Homeless youth.	\$12,000	Yes

Description	Total Funds	Contributing
Classroom supplies to support learning loss	\$5,000	Yes
Professional Development	\$5,000	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.]

To effectively support the social and emotional well-being of students and staff during the school year, teachers will include themes such as collaboration, confidence, gratitude, perseverance, and perspective-taking, mindfulness, PBIS, in their online instruction. Each class will open with a welcoming activity such as a community circle, lessons will be engaging and will involve collaboration and group interaction, and the day will close with a time for group reflection.

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 and strategies will help staff assess a student's involvement in and enthusiasm for school as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources when appropriate. Professional development opportunities have been provided to support SEL curriculum and instructional strategies.

Teachers and support staff will monitor and assess social emotional well-being of students and provide services when needed. Teacher will also provide community building activities and social/emotional learning opportunities within their virtual classrooms. Support staff will help connect highest need students with community resources when appropriate.

Mental Health Counseling

Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via tele-therapy or telephone.

School Counseling Services

Services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor and classroom teachers. They will work together to provide social emotional support to students. If you see a need arising, please reach out to your classroom teacher.

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 is not engaging in instruction and is at risk of learning loss.]

Legislation (SB 98) mandates daily live interaction. If daily live interaction is not feasible as part of regular instruction, BLUESD will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)).

Teachers will contact families in the first week of school. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student. If attendance and participate becomes a problem or barrier to student achievement teachers will meet with families to create a plan. If the plan is not followed, teachers and family will meet with administration and community resources will be provided.

School attendance and engagement are critical for student success. The district has adopted plans to return to school in person or virtually in the safest way possible, to monitor student attendance and engagement, and provide support to students and families when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district’s strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district’s definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

1. Behavioral engagement (physical actions): The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.
2. Cognitive Engagement (Cognitive Processing): Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.
3. Emotional Engagement (Motivation and Emotional Response): Reflects a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

The three components of engagement will be monitored and assessed through regular engagement surveys, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in learning activities.

The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

Students/Families: Attend/engage daily with their teacher and report absences for any school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Office Manager: Monitor attendance/engagement and communicate with administration and teachers as necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Students attending school/participating regularly (90+%)

- Daily notification of absences
- Regular student check-ins
- Class meetings

Students attending school/participating moderately (70-89%)

- Daily notification of absences
- Regular student check ins Class meetings
- Teacher phone calls home and verification of contact information
- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services

Students attending school/participating irregularly (40 - 69%)

- Daily notification of absences
- Regular student check-ins
- Class meetings
- Teacher and administrator phone calls home

- Verification of contact information
- Letters home
- Offer of additional devices for distance learning (as needed)
- Referral to support services
- Action Plan created with student and family, School Attendance Review Team (SART) meeting

Students not attending school/participating: (0-39%)

- Daily notification of absences
- Regular family check-ins
- Class meetings
- Teacher and administrator phone calls home
- Letters home
- Offer of additional devices for distance learning (as needed)

Referral to support services

- Action Plan created with student and family, School Attendance Review Team (SART) meeting
- Home visits
- Referral to outside agencies
- Potentially bringing the student on campus for daily instruction

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.]

BLUESD Food Services have continued to operate throughout the spring school closure and into the new school year. Free and reduced lunch applications were sent home with the registration packets and made available online. Families will be encouraged to fill these out and return them. The flexibility and resourcefulness of our BLUESD food services leadership and staff has been fantastic! The District was recently approved to continue to serve students under the Seamless Summer Program through December 2020. Our families can pick up meals daily curbside or at any one of our ten delivery stops. Delivering the meals has been critical to supporting access to food for our most vulnerable students.

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

Section	Description	Total Funds	Contributing
School Nutrition	Support food service distribution	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	Provide needed social/emotional support in order to improve student learning opportunities.	\$15,000	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
16.94%	\$227,043

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.]

Ensure adequate device access for all students and support internet connectivity for families as needed.

This action potentially supports access for all students, but is primarily intended to provide access for low-income students who may not have full access at home. The district distributed Chromebooks to any students in need and will continue to distribute devices to any students in need of a device. Targeted outreach was facilitated by the counselor and tech teacher.

Support onsite certificated support staffing and certificated academic intervention. This action supports positions that have the potential to provide some benefit to all students. However, the certificated supports will prioritize foster/homeless youth, English Learners, students with disabilities, students with 504s, low income students, students identified with learning loss, and all other students as appropriate.

Provide childcare and/or ASES academic support for students including children of staff. This action potentially provides support to all District students and families, however, access to childcare is intended to support our most at-risk students. Enrollment priority is for foster, homeless, or low-income students.

Support food service distribution

This action potentially supports improved food access for all students, but it is primarily intended to provide food for low-income students. The remote meal delivery is critical for some of our most vulnerable students. Students may have food insecurities and/or lack of transportation.

These four actions are effective because they remove barriers to student learning by ensuring all students have device access and internet connectivity (low income), intervention support (Foster Youth, EL, and Low Income), potential supervision options (Foster Youth, Low Income), and access to healthy food options (Low Income).

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

Although all LCP actions support foster youth, English learners, and low-income students, the four actions above are specifically intended to support these students and help them be successful during Distance Learning. BLUESD has been allocated a total of \$177,434 in learning loss mitigation funds and \$144,434 of these funds directly support foster youth, English learners, and low-income students as follows:

\$33,000 - Ensure adequate device access for all students and support internet connectivity for families as needed

\$43,000 - Support onsite certificated support staffing and certificated academic intervention

\$58,434 - Provide childcare and onsite academic support (including children of staff)

\$10,000 - Support food service distribution

The District is using 81.4% of its Learning Loss Mitigation Funds to increase or improve services for foster youth, English learners, and low-income students.