

Learning Continuity Plan (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bear Valley Unified Schools	Dr. Mary Suzuki, Superintendent	Mary_suzuki@bearvalleyusd.org 909 866 4631

General Information

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

The COVID-19 pandemic has had major impacts on our entire community, from small businesses, churches, restaurants, outdoor recreation, and of course, our education system. Because we are a small community with many parents working, most of our students and their families are impacted socioeconomically. Many of our students come from homes where both parents work or are working from home while trying to provide Distance Learning as well. Families struggled with having limited internet access, having multiple children all needing their own devices, having childcare options no longer available if parents continued to work, and having nutritional needs not being met as the expectation was that students would be fed at the school site.

Because of our concern, we continue to address the issues of student access and students' ability to engage with teachers as teachers provide a rigorous curriculum embedded in daily live interactions with all students.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

Bear Valley Unified School District (BVUSD) values the input from all stakeholders and therefore we provided multiple venues for feedback and participation. After transitioning to Distance Learning in March 2020, meetings were set up starting in May 2020, to gather input as we looked at how best to meet the needs of families and their students as we looked ahead to the 2020-2021 school year.

In May, the Superintendent put out a survey to all parents and students asking for input on reopening schools asking whether or not parents would send their child(ren) to school if we did reopen in fall. Other questions included whether or not they had

sufficient devices at home, how Distance Learning was happening at their house, and how much time students were spending on their devices. There were 1303 responses entered by both parents and students.

Numerous Zoom meetings were held with teachers at grade level spans in the month of May as we considered plans for fall.

Taking into consideration input received via the survey and numerous other phone calls to the Superintendent as well as the California Department of Public Health, Center for Disease Control, California Department of Education, and Governor Newsom's recommendations, a draft Reopening Plan for the 2020-2021 school year was posted for teacher review. On May 27, the School Advisory Committee made up of Parents, Administrators, Teachers, Classified staff, and Association Presidents, reviewed the Reopening Plan together. Additional meetings (June 10, 18, 19; July 13, 21, 22) with the Administration Leadership Team, District Management Team, and Cabinet were conducted as we continued to revise the plan according to the updated recommendation from the State.

As we moved closer to the opening date of BVUSD, August 3, we sent out a parent/student survey in English and Spanish asking for input and held separate Zoom meetings on August 13 for parents and their child(ren) including the District English Learner Advisory Committee (DELAC) and staff. There were 227 respondents to the survey, and hard copies were available upon request. Within the Zoom invitation, the offer was also made for members to call in by phone if they could not attend the Zoom. In addition, all English Learner parents received personal phone calls inviting them to the meeting. At the Zoom meetings, we solicited feedback regarding specific actions and expenditures requested. There was also a translator available to ensure that parents felt comfortable expressing their views in Spanish as well as having the conversation translated into Spanish for their comprehension. A call out was made inviting parents to communicate through their principals or request a hard copy of the survey to reach out to families who do not have internet.

Taking all stakeholder input into account, additional conversations were held in cabinet meetings as we refined the actions needed to meet the needs of the community. Final decisions were made with these expressed needs in mind.

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

Pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020, the Governing Board was authorized to hold their Governing Board Meetings electronically.

Bear Valley Unified School District utilized the Zoom Platform initially, then live streamed one meeting on their YouTube Channel. It has since been determined the Zoom Webinar Platform may be better to allow the number of public wishing to view the meetings. At all electronically held meetings, which are posted online and taped to the front door of the District Office 72 hours prior, any members of the public were welcomed to participate through the public comment process. When the Zoom Platform was utilized, public comments were emailed to the Executive Assistant and were read into the record by the Governing Board President. When the live stream on YouTube was utilized, individuals wishing to make public comments were called, and their voice and comments were broadcast on the YouTube live stream. When we utilize the Zoom Webinar Platform, individuals wishing to make public comments will email their name and phone number to the Executive Assistant. The Superintendent of Schools will allow the individual wishing to make public comment into the webinar at the appropriate time. In addition to these meetings, we held Parent advisory meetings to gather further information and these were open to the public. We continue to explore ways in which the public can easily participate in public meetings.

The Learning Continuity and Attendance Plan (LCAP) will be presented to the community at a public hearing of the Governing School Board meeting on September 2, 2020. This agenda will be posted 72 hours prior to the public hearing, noting the location of the LCAP document for public inspection. After the public presentation, the LCAP will be posted on the district website with the option for public comment to be submitted in writing to the Superintendent to which a written response will be given. Consequently, the LCAP will then be presented for adoption by the Governing Board on September 16, 2020.

A summary of the feedback provided by specific stakeholder groups.

The feedback collected from the surveys and multiple meetings were both encouraging and challenging. The English Learner parents who were more comfortable responding in Spanish did so on the survey as well as through the interpreter at the meeting. The Spanish survey responses were translated by the District EL Coordinator. As well, families that do not have internet access from home can call or come in person to the District Office or request a hard copy of the survey. Principals too have an open door policy and invite parents to provide input on the education of their children.

Many stakeholders were very appreciative regarding the handing out of a Chromebook to every student, and a hotspot if needed, as well as the option to have textbooks at home. Through the Chromebook distribution process, parents who shared that they do not have internet access were provided hotspots upon their request. Parents

appreciated the daily live lessons with the teachers that included rigorous instruction and allowed students to see and “chat” with their friends and develop a relationship with their teachers. Consistency of meeting times and regularly scheduled office hours, as well as the use of a consistent platform of Google Classroom district-wide, were also appreciated. Some felt that the communication was excellent, while others felt it needed to be more explicit.

One parent group that included English Learner parents, said they appreciated teachers working from their classrooms as that signified professionalism and accountability for this school year, a sentiment that they could then pass on to their child(ren). Of the 1300 that responded, 85% appreciated the organization of teachers’ lessons and the use of Google Classroom. While parents and teachers both appreciated the accountability required this year for attendance and grades, many expressed the need/desire for students to return physically to the classrooms. While parents appreciated the Chromebooks and everything being available online, that presented challenges as well. When the internet isn’t fully functional, that makes it difficult for students to participate. There is a steep learning curve for the teachers, parents, and students as we adjust to a new way of learning and receiving instruction. Of the 1300 that responded to one survey, while appreciating the teacher use of Google Classroom as noted above, 55% expressed difficulty in helping their children navigate the online platforms. A need for more training for both teachers and parents in how to navigate Google Classroom and Zoom was expressed.

Teacher feedback via Zoom meetings set up by grade level spans, was wide ranging. Multiple phone calls were held as well. One of their main concerns was the learning lost of the students since March, but balancing that with safety concerns is difficult. Some teachers were eager to return to the sites in person with safety measures in place. Other teachers were more cautious about returning. They all requested a variety of professional development and access to digital learning tools. Concern regarding ongoing sanitization was also part of the discussion.

Dr. Suzuki visited Zoom meetings 2nd through 12th grade to check in with students and asked them to share their experience and to tell us what we still need to do to support them. Students appreciated the live lessons and the opportunities to engage with their peers. They miss the physical classroom and are eager to return to the classrooms.

While we have had professional development in the areas of Social Emotional Learning and adopted a TK - 8 (Second Step) and a 9-12 (School Connect) curriculum to be used district-wide, a concern was expressed regarding the need for more mental health resources for teachers, students, and families and better communication of how to access the resources.

Nothing but positive feedback was expressed regarding the meals that have been served valley wide since last March. It was said they are healthy, fresh, and much appreciated.

Overall, everyone seems to know that this is a learning time for all stakeholders and that we are committed as a district to address needs that arise in a timely manner to maintain the support of our students, families, and teachers as they participate in Distance Learning.

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

After the completion of the survey and various stakeholders' meetings, all responses from the survey were read, with responses written in Spanish being translated, and notes taken from meetings were categorized into specific areas that then influenced the development of the LCAP.

In response to the expressed need for additional training in Distance Learning, an online teacher resource page was created. This page is a place for teachers to explore when they need training in Google Classroom, Zoom, Flipgrid, etc. There are training videos available as well as Digital Tools for use in the classroom. Because Distance Learning is evolving on a constant basis, there is a place where teachers can submit new tools to be vetted and possibly added to the Digital tool page. (See Distance Learning Professional Development section)

Many parents expressed concerns about digital access for their students and the ensuing navigation of new digital platforms for both the students and the parents. Parents were also concerned about taking on the role of "teacher", especially those of multiple children. A Parent resource page has also been created to address the requests we are getting for more information. There are links to short explanatory videos for parents as they learn, along with their child(ren) how to navigate Distance Learning. As well, Rosetta Stone, a program that facilitates the learning of the English language will be purchased for the English Learner students and their families. The District-Wide English Learner Coordinator is working to create a "Parent Academy" that will take English Learner parents through a series of classes to familiarize them with Distance Learning tools and processes, keep parents informed of District events, and offer support as parents support their child(ren) in Distance Learning.

In response to the need for more support in the area of Mental Health and Social Emotional Learning, a team made up of Administrators, Counselors, and Psychologists are being trained in how to address the needs of students and their families as well as

teachers. This shift in learning can bring additional stress to all involved. This team will assess the current Social Emotional status of students and staff, create a plan to address the identified needs, and ensure the current curriculum and practices are being utilized to support our students. (See Mental Health and Social Emotional Well-Being section)

At the sites, we also have Behaviour Intervention Specialists (BIS) that can offer support to our students via Zoom, telephone, or email. These Specialists work in conjunction with Lutheran Social Services to offer support for families.

In addition to the concerns listed above by multiple stakeholders, concerns were expressed regarding the “hold harmless” policy from last spring and the ensuing lack of accountability, the difficulty of Students with Exceptional Needs having to learn without live physical interaction, students that already struggled academically, and of course concerns about how to protect students and families from COVID while providing a rigorous academic learning experience. These concerns also led to the policies in place, whether we are In Person or Distance Learning. (See In-Person Instructional Offerings and Distance Learning Program sections)

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.

In the event that we are allowed to return to 100% in-person instruction, multiple protocols and precautions will be implemented.

Additional long term substitute teachers will be used to reduce class sizes in order to mitigate the transmission of COVID-19 and to maintain consistent student cohorts when feasible. Classroom aides will be available to facilitate small groups to support students that experienced significant learning loss, based on formative assessments used to identify this highly impacted student group. If we return full time, we will follow California Department of Health and Center for Disease Control guidelines which equates to TK - 3rd grade classes will be reduced to no more than 12 to 15 students, 4th and 5th grade will be approximately 25 students with a hybrid schedule implemented for half of the students to attend on alternate days, and 6th - 12th will have no more than 30 students which may also include a hybrid

schedule to limit contact. All extra furniture will be removed from the classroom to allow desks to be placed as far apart as possible. Desk shields will be set up for every student in every class. Elementary students will remain in their respective classrooms with the same teacher at all times to maintain cohorts, therefore reducing cross-contamination. Recess and lunch will be held outside, as long as the weather permits, at specific times and locations to keep the cohorts together. While it is not as feasible to maintain cohorts at the secondary level, students will be assigned specific lunch and break areas as well, based on their particular class at that time. Hallway traffic patterns will be established at each school by site staff to reduce cross-contamination; student training will take place on the first day of returning to campus.

Chromebooks have already been assigned to students for daily use; if we return from Distance Learning, students will bring in the Chromebook assigned to them to use in class. If they opted out of a District Chromebook when we went on Distance Learning and had been using a personal device, a Chromebook for in-class will be issued. Hotspots have been provided to families in need. All students have been trained on how to use Google Classroom.

Grades will be given and attendance is taken daily by the classroom teacher, in a manner consistent with practices prior to COVID-19.

Professional development for classroom teachers to support the use of Google Classroom online live lessons (synchronous), recorded lessons (asynchronous), and online tools will be provided.

Additional protocols will be put in place regarding sanitization and maintaining wellness. Although hand sanitizing stations are in all classrooms, additional hand sanitizing stations will be placed in all multi-purpose rooms/cafeterias for student use when on campus. Digital, no contact thermometers have been purchased for each school site. These are used for employee self-check and will be used for students' health checks when students return to sites. Two washable masks will be issued to all students and staff. (Protective shields will be provided for staff by request.)

Daily usage of the electrostatic handheld sprayers will disperse Vital Oxide sanitizer to clean the interior of all buses and classrooms used for instruction. Custodians will add to current daily procedures nightly cleaning and sanitizing of all door handles/knobs and desks on each campus.

To address the increased need for social/emotional support during this time, every student will continue to participate in Second Step (TK - 8) and School Connect (9-12), both evidenced-based instructional programs to support student mental health and wellness. All teachers have been trained in the implementation of this curriculum and the middle school and high school also have certified counselors on site for student needs. Counselors will continue to address the three domains Academic, Career, Social/Emotional Development. Counselors will provide appointments, if needed, to students for academic counseling, monitoring, and guidance from any one of the domains. These appointments or conversations may be conducted via email or virtually. Counselors will continue to check in with students, analyze transcripts, schedule classes, maintain the master schedule, write letters of recommendation, answer college application questions, provide social and emotional resources, and communicate with teachers.

To address the needs of students who have experienced significant learning loss due to school closures in 2019-2020, the staff will administer formative and summative assessments in ELA and Math to establish gaps in learning from last year. Quarterly assessments will continue to be administered to inform needed instruction. With this data, teachers will develop small groups for tutorials. We will use additional instructional aides to facilitate small group instruction, with a focus on English Learners and low-income students.

For our English Learners, each site has an EL Coordinator to monitor progress and offer extra support if needed. As well, supplemental instructional materials aligned with the District adopted curriculum have been purchased to address the additional learning needs of EL students. The English Learner aides will facilitate small groups per teacher direction, to offer intervention supports.

Our Student Service Liaison will contact McKinney Vento/foster youth to ascertain unique needs including digital access to Wifi, nutrition services, and provide furniture for a dedicated workplace at home. If we return on a hybrid model, every attempt will be for homeless/foster youth to return full time.

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

Description	Total Funds	Contributing
1. District will employ additional substitute teachers/aides to lower class sizes to facilitate learning for students that have experienced significant learning loss and need focused instruction.	\$200,000	Y
2. District purchased additional technology to ensure all students and teachers have access to what is needed in case of a transition back to 100% Distance Learning.	\$500,000	Y
3. District purchased Personal Protective Equipment and other sanitization equipment to ensure the safety and health of all staff and students (masks, desk shields, face shields, hand sanitizers, plexiglass shields, electrostatic handheld sprayers with Vital Oxide, HEPA air purifiers)	\$225,000	N
4. District will maintain a District EL Coordinator to facilitate communication with our English Learner families and students through District English Learner Advisory Committee meetings.	\$56,000	Y
5. Sites will maintain EL Coordinators at each site to work with English Learner students and families and hold site specific English Learner Advisory Committee meetings.	\$1200 per site stipend	Y
6. District will maintain Bi-Lingual aides to work with English Learner students in small groups as a support to the teachers and student learning.	\$180, 015	Y
7. District will increase offerings of Advancement Via Independent Determination (AVID) classes to include 9th, 10th, 11th grades to increase the percentage of students graduating prepared for college.	\$3,309	Y
8. District purchased EasyUps to allow Elementary teachers to conduct outdoor education instruction with their respective classroom cohorts.	\$38,768	N

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.

In the event that 100% Distance Learning is the instructional model required, there are multiple protocols in place to ensure students will continue to have access to a full curriculum regardless of the mode of delivery.

Much of the District adopted curriculum has an online component that will continue to be used while on Distance Learning to provide continuity of instruction. In addition, students are issued classroom textbooks, white boards, instructional materials needed (paper, writing utensils, crayons, composition books), along with a Chromebook. A Teacher Resource page has been developed to offer additional digital learning resources and training on programs including but not limited to Google Classroom, Zoom, Flipgrid, Pear Deck, etc. Professional development for classroom teachers to support the use of Google Classroom in combination with the Google G Suite tools, online live lessons (synchronous), recorded lessons (asynchronous). Additional training of substitutes in Google Classroom platform with Zoom or Google Meets will take place as well.

Student engagement will include daily synchronous online interaction with the classroom teacher to ensure students receive high-quality instruction in all subject areas. Classroom teachers will provide families their schedule of daily synchronous lessons for the week to create a regular routine for our students. Middle school and high school students will attend the synchronous classroom each assigned period for the semester. Attendance will be taken daily and grades will be issued for assignments. Students will receive whole group, small group, and individual instruction using breakout rooms and instructional aides to ensure students are provided the support needed to progress through the curriculum.

All curriculum and supplemental resources will continue to be in place ensuring student access to the same curriculum used during in-person instruction. In

addition to the current curriculum and materials being used, additional licenses to online programs have been purchased. i-Ready ELA, Reading A-Z, and Renaissance Place are all supplemental digital resources that support reading and comprehension skills while providing monitoring and tracking of student learning. Each program is embedded with formative assessments as well as diagnostic measures. These will allow teachers to track student progress. ALEKS and Reflex math are similar type programs as we have in English Language Arts, in that they provide supplemental instruction for students that are struggling and have embedded formative and diagnostic assessments to provide a way of tracking student progress. Edmentum is an online program that we currently use for credit recovery. It is a self paced, rigorous program providing instruction and monitoring capabilities as well. Connexus is the curriculum provided for our Bear Valley Virtual Academy. Kindergarten through 5th grade is taught by BVUSD teachers, using the Connexus curriculum and 6th - 12th grades are taught by Connections Academy instructors while our teachers provide additional support, individualized tutoring if needed, consistent monitoring of student progress as well as constant communication with students and parents to ensure success in this academically rigorous program.

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.

Student needs for devices and connection to the internet will be ascertained at each respective site by teachers as they connect with each student. All students will be issued a District Chromebook for instructional use unless the parent prefers to use their personal device upon which a signed waiver will be required. In addition, hotspots will be issued to students in need of internet connectivity.

Families filled out a Google form to check out a Chromebook. Each site will maintain records of students picking up a device and teachers will reach out via emails or phone calls if a student neglected to check out a device. If necessary, home visits will be made if the student did not respond to previous attempts at communication. In the event, there is Chromebook breakage/damage or the device is not working properly, students/parents have been instructed to contact their teacher. The principal will then contact our Informational Technology department and the device will either be replaced or fixed to ensure students' ability to participate in the daily activities and work assigned.

Pupil Participation and Progress

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

Teachers will be required to hold live synchronous lessons daily for a specified amount of time.

TK - K: At **least** one hour per day of synchronous live lessons for all students and may be divided into segments throughout the day (ie: three 20 minute sessions per day). Assignments beyond live lessons will be outlined in Google Classroom and will be used to extend the learning throughout the day in order to meet the minimal instructional minutes required (180 minutes per EdCode 43501)

1st-2nd: At **least** ninety minutes per day of synchronous live lessons for all students and may be divided into segments throughout the day. Assignments beyond live lessons will be outlined in Google Classroom and will be used to extend the learning throughout the day in order to meet the minimal instructional minutes required (230 minutes per EdCode 43501)

3rd-5th: At **least** two hours per day of synchronous live lessons for all students and may be divided into different length segments throughout the day. Assignments beyond live lessons will be outlined in Google Classroom and will be used to extend the learning throughout the day in order to meet the minimal instructional minutes required (230 minutes per EdCode 43501 for 3rd grade; 240 minutes per EdCode 43501 for 4th and 5th grade)

6th -12th: meet with each period for a **minimum** of 30 minutes **daily per period** each week as per their previously assigned students' schedules. Assignments beyond live lessons will be outlined in Google Classroom and will be used to extend the learning throughout the day in order to meet the minimal instructional minutes required (240 minutes per EdCode 43501)

Each day attendance is taken on the Infinite Campus Student Information System based on a students' participation in the synchronous lessons. Grades are determined based on participation and work completed. Student progress through live synchronous

instructional minutes are monitored by students' participation in class discussions, answers shared in chat boxes, and interactive responses when teachers use live interactive lessons during the class. In addition, formative and summative tests are given and students are monitored via Go Guardian and teachers use of students' video cameras being on. Weekly assignments are monitored through Google Classroom where assignments are listed and student responses posted. All instruction provided will be monitored weekly by teachers entering both synchronous and asynchronous time values in a shared District-wide Participation Log designed to account for each teachers' instructional time.

All teachers will hold "office hours" each week at regular times and post those times for their students. These hours can be used for student assistance with questions, re-teaching, small group instruction, parent meetings, or student check-in if a student continues to be absent.

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.

At the beginning of the school year, all TK - 8th grade teachers participated in the "Write from the Beginning", an integration of Thinking Maps, which were introduced two years ago. This training offered specific practices to enable teachers to provide rigorous instruction in writing across the curriculum. At the 9th - 12th grade level, teachers participated in a training with Keeth Matheny from School Connect that focused on the need for attention to Social Emotional Learning as students returned to school. An emphasis was placed on supporting students in their re-engagement process since leaving the physical classroom last March.

On the District Website, there is a Distance Learning tab where teachers can find multiple trainings pertaining to Distance Learning and teaching. Videos listed include training for Google Classroom (multiple), Digital Citizenship, Screencastify, Zoom, FlipGrid, Reading A-Z, Renaissance, i-Ready, and Kahoot. This list continues to grow as additional tools become available. Also on the Distance Learning tab, there is a place for teachers to submit programs they would like to add to their instructional practices. These programs are then vetted and if approved, added to the available apps or program list. On the teacher resource, there is also a section called "Digital Tools" where teachers can go to access a multitude of tools, including but not limited to Pear Deck, Kami, EdPuzzle, and Flowcabulary.

Based on individual teacher needs, professional learning will be offered in G Suite to support Distance Learning. Teachers will have the opportunity to attend a variety of online training sessions they request based on their level of need.

Specific on-site training of programs used by teachers are also offered to those using the programs for classroom instruction.

For technical support, teachers can submit a “techticket” to the site principal, who will then pass it on to our three Informational Technology team members, who will immediately address the issue to support the teachers.

Staff Roles and Responsibilities

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

As we anticipated the need to transition to smaller class sizes in order to maintain social distancing, our Intervention Specialists were put back in the regular classroom enabling us to reduce the number of students in each class. Additionally, with the growth of the Bear Valley Virtual Academy, it was necessary to move teachers from the regular classroom into the Virtual Academy to accommodate the growing enrollment.

As a requirement for a safe return to the physical classroom for teachers, all teachers are asked to sign a “self-wellness” check with the expectation that teachers will self monitor their own health. If this document is not signed, teachers’ temperatures will be taken prior to coming onto their respective campus and pertinent questions regarding wellness will be asked.

The Informational Technology team duties have increased as they format any newly distributed devices for students, and troubleshoot technology needs for students, parents, and staff. In addition, new software needs to be vetted and integrated into our existing systems. The team has helped teachers adjust to Distance Learning by delivering monitors and assisting in the setting up of multi screen delivery systems.

For classified personnel, the district and CSEA entered into an MOU agreement that all classified personnel positions may be used in any capacity needed to support student learning, meal distribution, and sanitization process. Transportation worked with child nutrition and delivered meals to bus stops. Classified staff/aides are being used to support students in breakout rooms during class instruction. Custodial staff duties have increased due to the requirement of sanitization of each used classroom nightly as well as ensuring sanitizing materials remain accessible at all times throughout the sites. Campus Safety Assistants are assisting students with technology, Chromebook

distribution, and custodians with sanitization of the sites. The front office staff are tracking students lacking in participation with phone calls to parents. The school nurse has taken on the role of contact tracing in the event of a staff member receiving a COVID 19 positive test as well as preparation of COVID-19 lessons addressing proper classroom safety procedures. Behavior Intervention Specialists at the Elementary and Middle School sites, in conjunction with Lutheran Social Services will be joining teachers' break out rooms to provide Social Emotional Curriculum to support the needs of students.

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.

To meet the needs of our English Learners, Foster Youth, and Low-Income students, we will first make sure that all students have access to a device, whether it belongs to the district or it is their own personal device. If students do not have access, we will issue a BVUSD Chromebook and a hotspot, if needed. Our District Wide English Learner Coordinator will maintain contact with our English Learner students and families to make sure they are being supported. In many cases, personal phone calls will be made by the site English Learner Coordinators to offer assistance. District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committee (ELAC) meeting materials will be either sent electronically or via US Postal. At the high school and middle school levels, the EL teacher and aides are providing support on the core class studies through Zooms and individual phone calls. At the elementary level, the EL students are participating in intervention zooms and receiving support from their classroom teachers and Title I aides.

Our Student Services Liaison and the Student Services Clerk will reach out to ensure Foster students and Homeless students have access and knowledge of resources available to them. This includes Chromebooks, hotspots for wi-fi connections, and Grab & Go breakfast and lunch daily with added meals for the weekends. Within the Students Connections Team, meetings are held with administrators and attendance clerks on a monthly basis to review students in danger of chronic absenteeism to identify potential needs and supports, such as mental health resources and/or referrals to community agencies, winter clothing, school supplies, food support, and transportation passes. The goal of this team is to promote attendance for these students. When students attend, they are then followed up with the identified academic supports , such as after school

tutoring, small group instruction support , and homework clubs, needed to ensure success.

To meet the needs of our pupils with exceptional needs, their services, such as Occupational Therapy, Speech, and Behavioral Intervention, are met via the Special Academic Instruction (SAI) teacher in the students’ Zoom/ Google Meets breakout rooms. Individualized Education Programs (IEPs) are conducted through Zoom meetings and personal phone calls. Special Education teachers are continuing to modify instructional practices and strategies to meet the needs of their students during Distance Learning.

For the Special Day Class (SDC), we purchased Renaissance “Freckles” to provide supplemental support in all academic areas. In addition, we purchased the “Presence Learning” online platform to further engage students in Speech services. Additional iPads were purchased to support the primary SDC classes. Due to recent Cohort Guidance provided by the California Department of Public Health (CDPH), we are bringing back our Special Day Class to their respective site in cohorts not to exceed fourteen with two adults.

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

Description	Total Funds	Contributing
1. District purchased additional Edmentum licenses due to the increase of students taking classes virtually.	\$11,185	Y
2. District purchased additional Connexus licenses to support increased enrollment in the Bear Valley Virtual Academy.	\$400,000	Y
3. District purchased supplemental licenses/programs to facilitate rigorous online learning for teacher use during Distance Learning for student instruction (Freckles, Brain Pop, iReady, Reflex math, ScreenCastify, See saw, Mystery Science, Reading A-Z)	\$65,478	Y

4. District purchased Zoom Licenses for all teachers to facilitate the synchronous daily instruction for all students.	\$7500	N
5. District purchased classroom materials (tote boxes) to be handed out to families to facilitate learning from home.	\$3000	N
6. District purchased wireless hotspots for families lacking internet services at home.	\$1801	Y
7. District purchased an additional 1000 Chromebooks for students to ensure a 1:1 ratio for Distance Learning.	\$300,000	Y
8. District purchased headsets for students to use while Distance Learning at home to facilitate focused learning.	\$2000	Y
9. District purchased iPads with pencils for all teachers to facilitate Distance Learning from home.	\$30,939	N
10. District purchased updated laptops for all teachers to facilitate Distance Learning instruction capabilities.	\$180,000	N
11. The district hired two temporary one year teachers to reduce class sizes in the event we return to campus. This represents compensation until December 2020.	\$74,406	Y
12. District purchased Ellevations “strategies” component to provide standards-aligned lessons based on students’ proficiency levels for teachers in support of English Learners.	\$15,000	Y
13. District will purchase multiple Rosetta Stone licenses to support English Learners and their families in the language acquisition process.	\$11,000	Y
14. Professional Development will be offered in the use of Google Suite to provide training in all aspects of integrating into class instruction.	\$650	Y

15. All K-8th grade teachers participated in professional development in “Write from the Beginning”, an integration of Thinking Maps into Distance Learning instructional practices which included materials.	\$12,600	Y
16. All 9th - 12th grade teachers participated in Social Emotional Learning professional development to equip secondary teachers with tools to work with students during the re-engagement process.	\$500	Y
17. Psychologists and Counselors will attend the California Virtual Social Emotional Webinars to further equip them to address the mental health needs of students and staff.	\$450	Y
18. District hired a full time Counselor dedicated to Chautauqua Continuation High School to monitor students’ academic progress, attendance, and support their mental health wellness needs.	\$78,329	Y
19. The District maintains the Student Services Liaison to work directly with homeless/foster youth in identifying needs and providing support services.	\$67,992	Y

Pupil Learning Loss

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

At the end of the 2019 - 2020 school year, teachers administered an assessment to all students in the areas of math and English Language Arts. Because of the “held harmless” mandate from the state, participation rate and the results of the assessments were not necessarily an accurate indicator of student knowledge. Students may have exercised the option to obtain help from each other or an adult at home during the test. As well, students knew they could not get a lower grade than what they had when we transitioned to Distance Learning.

At the beginning of the 2020-2021 school year, the situation was different. The structure of student learning has a specific format and will lend itself to more accurate assessments. To start the year, in the first few weeks, students will be given a diagnostic test to measure learning loss from the 2019-2020 year in the areas of

Mathematics and English Language Arts. At the Elementary level, all students will be taking the STAR in English Language Arts to determine reading levels and the i-Ready Diagnostic in ELA and math. The results of these beginning of year (BOY) assessments will assist teachers in progress monitoring and defining areas that need to be addressed regarding lost learning from the previous year and facilitate the setting up of smaller groups in break out rooms based on identified needs.

At the secondary level, 6th and 7th graders will take the STAR in English Language Arts and 8th graders will take the 7th grade Interim Comprehensive Assessments (ICA) in English Language Arts from the CAASPP website. 6th - 8th graders will be taking the previous years' ICA in math. By administering the ICA from the previous year, teachers will be able to see the gaps in learning due to the transition to Distance Learning last spring. These learning gaps will then allow for small group instruction in breakout rooms as well as supplemental supports for specific students.

At the 9th - 11th grades, in both English and math, students will take the Quarter 1 benchmarks that were given in fall 2019, to measure the level of learning of students in the class, relative to the students that are now on Distance Learning. By comparing last years' first quarter data to this years' first quarter data, teachers will be able to identify the severity of lost learning as compared to the previous year. This allows teachers to mitigate the learning loss with supplemental assignments, small group interventions, and one on one virtual tutoring during office hours.

Students will take the assessments virtually and teachers will be able to monitor via Zoom cameras for some of the assessments. Students will be encouraged to do their own work to show what they know. Throughout the year, quarterly assessments (CAASPP IABs and District Benchmark Assessments) will continue to be administered, the same as before Distance Learning. As well, in other content areas across all grade spans, such as Social Sciences, Science, and World Languages, teachers will continue to use chapter and unit assessments from the district adopted curriculum. These assessments will continue to inform the instruction and interventions needed.

After the administration of the Beginning of the Year assessments, English Learners will be offered additional support from the onsite EL Coordinators who monitor progress through the Ellevations program which tracks student grades, performance on standardized testing, and academic progress. Within the Ellevations software, additional teacher activities appropriately based on EL designation levels gives teachers access to supplemental materials to specifically support EL students at their level. Supplemental

software, Rosetta Stone, has been purchased to support EL learning and progress in language acquisition.

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.

All students will receive their beginning of the year (BOY) assessments to measure learning loss from the previous year. In addition, this data will be used to progress monitor students going forward to identify those needing additional support.

English Learners will receive targeted support from the site and district EL Coordinators as their progress is monitored on Ellevations, teacher grades, and teacher conferences. EL aides are used in breakout rooms to provide one to one or small group supports. As well, Rosetta Stone has been purchased and licences assigned to English Learners and their families to facilitate language acquisition.

Low-Income students will receive free and reduced lunch and additional intervention based on the BOY assessments in break out rooms facilitated by Title I aides and/or teachers. Under the Cohort Guidance from the CDPH department, we are also looking at the possibility of creating cohorts on site to support struggling students. These small groups would be facilitated by site staff to promote engagement and participation in Distance Learning.

Foster youth/homeless progress is monitored by our Student Services Liaison to ensure their basic needs are being met as well as assessment data to support their learning needs. The Student Connections Team reaches out to site administrators monthly to discuss and collaborate on how to best re engage these students in their own learning process. Site administrators are encouraged to reach out to absent students via frequent phone calls and home visits. When these students attend, they are then followed up with the identified academic supports , such as after school tutoring, small group instruction support , and homework clubs, needed to ensure success.

Students with Exceptional Needs are assessed for learning loss through BOY assessments. Each student will receive a learning plan that addresses IEP goals and how best to provide opportunities for growth. A variety of strategies are used to reach students, such as engaging software programs (Kahoots, Peardeck etc), small groups in breakout rooms, and one on one conferencing during teacher office hours. White

boards, hands on manipulatives, and demonstration videos are also used during live synchronous lessons.

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.

To assess the ongoing effectiveness of services or supports, a myriad of measures will be used such as formative and summative assessments, quarterly assessments, and in class curriculum based assessments. Starting with the BOY assessments, we will continuously progress monitor students and provide interventions as needed with small group instruction, supplemental materials, and one on one support.

Principal and District administration review data to determine areas of need and how best to supplement learning loss, with specific emphasis on English Learners, Students with Exceptional Needs, McKinney Vento, and Foster Youth.

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

Description	Total Funds	Contributing
1. Teachers will receive Professional Development in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) to facilitate instruction in reading skills for K-8, specifically students with exceptional needs.	\$6200	N
2. Multiple resources and supports were mentioned in the table above. Please refer to these to ascertain the mitigation process toward addressing learning loss.		

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.]

BVUSD recognizes the importance of maintaining support for all students and staff in the areas of mental health and social emotional well being and will provide the following to address trauma and other impacts of COVID-19 on the school community.

To address this increased need for support during this time, every student will continue to participate in Second Step (TK - 8) and School Connect (9-12), both evidenced based instructional programs to support student mental health and wellness. All teachers have been trained in the implementation of this curriculum and the middle school and high school also have certified counselors on site for student needs. Counselors will continue to address the three domains Academic, Career, Social Emotional Development. Counselors will provide appointments, if needed, to students for academic counseling, monitoring, and guidance from any one of the domains. These appointments or conversations may be conducted via email or virtually.

At Chautauqua Continuation High School, we have hired a full-time Counselor to be on-site at all times. The counselor will run groups, offer individual counseling, work with students in the areas of mental health and wellness, and help students to move forward in their individual lives during this difficult time.

We are training a team of seven staff members to become part of a District Wide Mental Health support team. The team includes counselors, psychologists, and administration. This group will be trained to assess our current Social Emotional Learning (SEL) practices, make district-wide plans, collaborate with other districts in our region, and explore the latest tools and resources available through Collaborative for Academic, Social, and Emotional Learning (CASEL). These resources will be made available for staff and students throughout the district. Professional Development to support teachers is being designed by the District Wide Mental Health Support Team as they complete needs assessments and determine identified areas of need.

In addition, the district offers an Employee Assistance Program through HealthAdvocate Solutions at no cost, to any of our employees who receive Health and Welfare Benefits. Program offerings include, but are not limited to, access to licensed counselors to help

with stress, depression, anxiety as well as specialists to help with legal and financial counseling.

Each elementary and middle school site in the district has a Behavioral Intervention Support (BIS) person through a grant with Lutheran Social Services. This person is a resource for students who may be struggling emotionally or socially and need extra support. During Distance Learning, access to this Student Assistance Program (SAP) is available for conferencing via phone and/or video conferencing. This program is in conjunction with the local Lutheran Social Services.

Pupil Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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.

BVUSD expects that all students will reengage in their learning and fully participate as school resumes. We also realize that COVID-19 and the ensuing consequences have created multiple challenges for some students and their families. Our first priority is to make sure that all students have access to school and what is being provided. We have issued Chromebooks to all students and hotspots to any student in need. If the student does not participate in the classes and is not signing in or completing any work, we ask what are the challenges being faced and how can we help. If the student has access but is choosing to not participate, phone calls will be made to the parents and possible home visits if needed.

Our Student Connections team will be meeting with all sites to develop a plan for supporting all students as they adjust to this new learning environment and maintain a consistent learning process. To maintain this connectedness, especially with students missing three days consecutive or 60% of weekly attendance, emails, phone calls, even home visits will be made to ensure all students are safe and able to participate in Distance Learning. Chromebooks are checked out, one per student, as well as hotspots, are available to provide internet access to students who are having trouble re-engaging in the learning process. When the state allows districts to bring back small cohorts to serve, the District will bring back small groups of students to re-engage.

In order to reach our English Learner families, the District wide English Learner Coordinator will be holding a “Parent Academy” for English Learner parents. This academy consists of four to five modules that will be presented throughout the school year. Parents will learn how to access student’s grades by reviewing Infinite Campus, setting up Gmail if needed, reviewing Common Core Standards in ELA and Math, and becoming familiar with the Student Study Team (SST) process. They will be offered tutoring and Rosetta stone access for EL families to help with language acquisition. As well, instructions will be given regarding navigation of digital devices and platforms. The goal is to enhance how the district communicates with the Spanish speaking community to engage in their children’s education and increase parent involvement.

For our English Learner students, each site has an EL Coordinator who remains in close contact with the EL students’ progress with the monitoring system, Ellevations, to keep tabs on the progress of grades and participation. Personal phone calls are made if there are concerns.

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.

BVUSD Child Nutrition Department will continue to provide meal services under the National School Lunch and Breakfast Program, including the Community Eligibility Provision at the following four school sites: Big Bear Elementary, North Shore Elementary, Baldwin Lane Elementary, and Chautauqua High School. Big Bear High School, Big Bear Middle School, and Fallsvale School will provide meal service under the traditional method of student eligibility using the family income. At this time, the United States Department of Agriculture (USDA) has not approved universal free meal service for the start of the 2020-21 school year. However, meals will be available to each enrolled student for their predetermined cost.

Grab-and-Go bulk meal packs will be available for students or parent pick up each Monday and Wednesday at each school site. We offer a variety of pick up times to accommodate working families. We provide home meal delivery service to Special Education students and provide meal service at many bus stop locations. Food safety and cooking procedures will be provided with meal service. The meal pattern will be followed to the extent possible, if food items or components are in short supply with

vendors, we will use the pre-approved flexibility meal pattern waiver. Documentation of the unavailability of components or food items will be maintained.

The meal distribution method will be a drive-thru meal service using social distancing and safe food practices. Staff will use gloves, food trays, sanitized carts, and maintain six feet from others when serving. Meals will be distributed in a non-congregate setting set up in the parent or bus drop off area in the front of the school. Families will walk up and/or drive-thru. For walk-up families, we will have a separate table to provide meals and keep a social distance. We will document served meals through student names and respective sites.

To communicate with families, we have marquees posted outside of the meal service location, emails are sent to families and community members with relevant meal service information dates, times, and locations. Also, text and “all-call” phone notifications are sent to district families and information is posted publicly on the District website and social media accounts.

In the event we return to in-person instruction, meals will be provided as prior to COVID-19 with the extra safety measures of masks, social distancing, and sanitization practices. Food will be pre-package and students will pick up their “grab and go” meals. Students will then eat with their cohorts in designated areas that maintain social distances from other cohorts.

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

Section	Description	Total Funds	Contributing
1. Pupil and Family Engagement and Outreach	A2A Attendance program monitors students chronic absenteeism rates to mitigate learning loss due to absences.	\$36,000	Y

2. School Nutrition	This money is used to mitigate the loss in revenues while serving meals during spring and summer, 2020.	\$120,000	Y
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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
23.34%	\$4,458,766

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.

BVUSD has always offered a comprehensive academic program to ensure student success. Because our current unduplicated count is approximately 72%, these students’ needs are important to BVUSD and as a District, we take into account their needs as a primary focus of programs funded by the Supplemental and Concentration funds. We look at data, including but not limited to local and standardized assessments, grades, attendance, and behaviors to support the needs of foster youth, English Learners, and low income students as a primary focus. As well, these students are monitored throughout the school year by Counselors, Administrators, School Connections Team, EI District and Site Coordinators, and individual teachers to ascertain the effectiveness of the researched and evidence based supports provided. These actions are effective in the sense that as a District, we are removing as many barriers to learning as possible for these students. If said supports are not proving effective, adjustments are made to ensure the programs are successful for our students. The following actions and services are principally directed and effective in supporting our unduplicated count students:

(In-Person Instruction: IPI; Distance Learning: DL; Additional Actions: AA;)

*Ensure TK – 3rd small class sizes of 24:1 to promote student achievement and standards mastery; allow more one to one interaction and small group instruction and interventions (IPI, pg. 8, #1, LEA wide)

*Continue implementation of The Achievement Initiative (A2A) to address chronic absenteeism as our current rate is 14.6% (CA Dashboard 2019). We recognize the need to monitor and analyze the data to better support these students to increase attendance. This program provides a platform for parent communication as well as a multitude of reports to inform and facilitate attention to this issue.(AA, pg, 20, #1, LEA wide)

*The Student Services Liaison (LEA wide) works directly with students in need to provide food cards, gas cards, and clothing for the homeless and economically challenged. Additionally, the Student Services Liaison works with the Department of Behavioral Health (DBH), Lutheran Social Services, and other local support agencies to meet the needs of our unduplicated count students. (DL, pg 17, #19, LEA Wide)

*Increased offerings of Advancement Via Independent Determination (AVID) class at Big Bear High School in order to increase the percentage of students graduating prepared for college and provide additional support as these students pursue a rigorous curriculum. We have 9th grade, 10th grade, and 11th grade AVID classes. (IPI, pg 7, #9, School Wide: BBHS)

*Maintain Bilingual aides to better support our English Learners in the classroom (IPI, pg. 9, #7, LEA wide)

*Maintain the District English Learner Coordinator and English Learner Site Coordinators to facilitate communication with English Learner students and their families and monitor student progress. (IPI, pg. 9, #4, #5; LEA Wide)

*District purchased additional technology to ensure all students, specifically unduplicated count students, would have access to a digital device. (IPI, pg. 2, #2, LEA Wide)

*District purchased Ellevations “strategies” component to provide standards aligned lessons based on students proficiency levels. (DL, pg. 16, #12, LEA Wide)

*District purchased Rosetta Stone software licenses to support English Learners and their families in the language acquisition process. (DL, pg 16, #13, LEA Wide)

*District hired a full time Counselor dedicated to Chautauqua Continuation High School to monitor students’ academic progress, attendance, and support their mental health wellness needs. (IPI, pg 17, #18, School Wide)

In addition to the above services funded by Supplemental and Concentration Grant, we are also using different funds to bring the following to BVUSD:

*Continue to utilize Ellevations as a monitoring system of English Learners and Long-Term English Learners in attendance and academic performance and progress. (DL, pg 17, #12, LEAWide)

*Professional Development in Google Suite for teachers to support their transition to Distance Learning. (DL; pg 16, #14; LEA Wide)

In addition to the above services, Distance Learning (pg 15) #5, #6, #7, #8, #11, #16, #17 are districtwide services principally directed toward unduplicated students. Each of these actions provide additional services to unduplicated students above the MPP of 23.34%.

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

In order to meet our MPP of 23.34% to increased and improved services over prior year, please see below:

*Ensure TK – 3rd small class sizes of 24:1 to promote student achievement and standards mastery; allow more one to one interaction and small group instruction and interventions (IPI, pg. 8, #1, LEA wide)

*Continue implementation of The Achievement Initiative (A2A) to address chronic absenteeism as our current rate is 14.6% (CA Dashboard 2019). We recognize the need to monitor and analyze the data to better support these students to increase attendance. This program provides a platform for parent communication as well as a

multitude of reports to inform and facilitate attention to this issue.(AA, pg, 20, #1, LEA wide)

*The Student Services Support Liaison (LEA wide) works directly with students in need to provide food cards, gas cards, and clothing for the homeless and economically challenged. Additionally, the Student Services Support Liaison works with the Department of Behavioral Health (DBH), Lutheran Social Services, and other local support agencies to meet the needs of our unduplicated count students. (DL, pg 17, #19, LEA Wide)

*Increased offerings of Advancement Via Independent Determination (AVID) class at Big Bear High School in order to increase the percentage of students graduating prepared for college and provide additional support as these students pursue a rigorous curriculum. We have 9th grade, 10th grade, and 11th grade AVID classes. (IPI, pg 7, #9, School Wide: BBHS)

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*Maintain the District English Learner Coordinator and English Learner Site Coordinators to facilitate communication with English Learner students and their families and monitor student progress. (IPI, pg. 9, #4, #5; LEA Wide)

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*District hired a full time Counselor dedicated to Chautauqua Continuation High School to monitor students’ academic progress, attendance, and support their mental health wellness needs. (IPI, pg 17, #18, School Wide)

