



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The Learning Continuity and Attendance Plan represents the two schools operated by the Big Valley Joint Unified School District (BVJUSD): Big Valley Elementary School and Big Valley Jr/Sr High School. Collectively, these two schools serve approximately 110 students daily on two campuses at one location. The traditional school day for BVJUSD involves a combination of in-person learning and independent study, depending on the needs of the student. When BVJUSD closed its schools to in-person attendance on March 19, 2020 in response to COVID-19 precautions, all BVJUSD school programs transitioned to a distance learning model. The unexpected closure of schools on March 19, 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families even though there continues to be a low rate of COVID-19 Infection in Lassen and Modoc County. The impact of COVID-19 pandemic has revealed unique stressors and challenges for the rural and remote Big Valley community and its school district. Students find it difficult to access critical supplies, socialize with peers, and participate in their education which can become even more challenging as resources become scarce. Many students report higher levels of social isolation. They experience intensified feelings of loneliness in response to physical distancing measures. For many BVJUSD students and their families, the nationwide COVID-19 measures, such as business closures and lack of essential supplies, have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also of paramount importance in BVJUSD’s reopening plan.

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, BVJUSD has acknowledged the pandemic’s disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Low Income,

Homeless Youth, and Students with Disabilities. 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.

BVJUSD responded to this change by providing all students in grades 3 - 12 and staff who needed a device with a Chromebook. Students in K-2 received independent study pencil/paper bi-weekly packets. Although ordered in March, Hotspots and video conferencing equipment did not arrive in time for spring instruction until May 26, 2020. With limited video conferencing ability, some teachers were able to interact with students individually and in small groups. For students with special needs and without connectivity, the District held weekly individual appointments for the student and parent to receive IEP services and support by the student's teacher, the service provider or the special education teacher. For students for whom online options are not effective or feasible, a paper/pencil alternative is offered with packets available for pick-up and drop-off in a socially-distanced school setting. For a tiny number of students who were accustomed to this method of independent study, the change was minimal, but for the majority of the rest of the students who attended class each day, this new style of accessing learning was a significant shift.

In addition, advanced professional development opportunities are being offered to teachers to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating lost learning, and accelerating academic achievement for students with unfinished learning. Family Community Liaisons offer families access to valuable school and community resources for food and essential supplies, including information on how to access local meal distribution events.

Stakeholder Engagement

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

Stakeholders in the Big Valley Joint Unified School District's school programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote learning continued, BVJUSD was afforded the time to engage its stakeholders. To meaningfully engage our students and family partners, electronic and telephonic surveys were conducted. A telephone survey was conducted over a three-week period with 16 callers, reaching out to more than 110 families to survey distance learning, areas of need, and the services provided to students. Ideas were offered for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. Student input was received in an online Student Wellness Survey that will remain accessible throughout the school year. Staff surveys, parent surveys, and student surveys were posted on social media, mailed to families, posted on the District's website, and emailed in late June/Early July to gather feedback and begin creating the reopening plan. Through Survey Monkey and mailed responses, 25 students completed student surveys. 40 parents/guardians completed Reopening School surveys and 23 staff members completed staff surveys. Spanish speaking families received parent surveys in Spanish through Survey Monkey and mailers.

The District continued to engage with its two bargaining units; BVTA and CSEA to develop MOUs to address the safety of staff and students upon return to in-person instruction. Once a working draft was created, the reopening plan was emailed to stakeholders for feedback and comments. Then the reopening plan was sent to the county office and to the public health department for review.

Bi weekly video/in-person staff meetings between educators and administrators allowed for the sharing of best practices among colleagues and provide a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers were also interacting with students weekly and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to their bi-weekly staff meetings to help inform the resources being made available to staff, students and families. The Learning Continuity and Attendance Plan was also discussed at the community advisory committee meeting to engage stakeholders in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery.

Our partners in the community were likewise engaged in the feedback process through the sharing of information through electronic and telephonic meetings including the Mountain Valleys Health Center and the Lassen County Foster Youth Services. These partners offered the opportunity for the administration to provide information and updates on the educational programs being provided to students in BVJUSD's school programs and solicit feedback. As specialists in their respective fields, the dialogue between participants in these meetings provides useful insights into the services and supports needed by our students.

Stakeholders responses and feedback from the surveys, mailers, and phone calls were considered and discussed in the compilation of the Learning Continuity and Attendance Plan.

Feedback received from the community and staff in connection with the Public Hearing where BVJUSD's Learning Continuity and Attendance Plan is presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number.

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

The District offered Zoom meetings and telephonic participation.

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

As the recipients of the educational services provided by BVJUSD's school programs, direct feedback from students was of significant interest. In the course of weekly interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers.

A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended as a way to help students understand the continued importance of the work they are doing, despite not being in the classroom. Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. In regards to instructional strategies, teachers requested more distance learning trainings, workshops, and resources offered to them, but shared that the amount of information being emailed to them was at times overwhelming and made them reluctant to try new methods. Technology was also a challenge for some teaching staff, and many have turned to their peers for additional assistance.

Outreach to families was extensive and also revealed the need for additional technology support to accompany the distribution of devices to students and parents. While feedback from the parent survey demonstrated that a significant percentage of parents felt welcomed at their child's school, those who did not cited the inability to communicate with someone on-site in their home language as a barrier to engagement. The results of the parent survey also told us that an overwhelming majority of our parents feel their child is safe when on campus at an BVJUSD school; they are aware of academic and mental health support services available to students and want them to continue, and they feel the school is helping their child succeed. However, some parents expressed an uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. During the parent meeting, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers.

Conversations with community partners supported BVJUSD's belief that student populations benefit greatly from consistent access to well-qualified mental health staff who are responsive to student needs and able to provide the mental health safety nets necessary for students to succeed. Community partners continue to collaborate with BVJUSD to ensure coordination of services and access to services for families facing additional challenges due to COVID-19 such as referrals for medical care, CalWORKS, and CalFresh.

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

To address prevention of COVID 19, teachers, parents, and students indicated through the surveys that increased and scheduled hand washing, temperature and wellness checks, and installing two hand washing stations would be necessary to limit the transmission of COVID 19.

To address the educational concerns of teachers, parents, and students, the feedback asked for more live interaction between teacher and student, more student engagement daily, and increased feedback between teacher and student.

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the District will create a troubleshooting document addressing common technology issues and expand tech support call-in options for students. The troubleshooting document will be mailed to families and posted on the District's website page, teachers will follow up by posting a series of brief how-to videos for the websites demonstrating solutions to frequently asked technology questions and may host a

technology night for parents/guardians. Educational resources were posted on the District's website and shared through social media following comments by teachers to expand its reach.

To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, principals are working with teachers and para-educators on setting daily schedules for students, which will include the addition of fun extracurricular activities spaced throughout the month. A calendar of these monthly events will be sent to parents and distributed among teachers to share with students. By using a virtual platform for these events, students from several school sites will be able to participate by removing transportation barriers.

The need to provide families with clarity regarding their role in the digital classroom was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process.

Continuing to address the mental health support needs of students during distance learning and the transition back to in-person school was of particular interest to BVJUSD's community partners and was a recurring theme in many of the remarks from families and teachers. To respond to this common concern, the District has contracted with Suite360 to help provide resources to students and families whether the school is in session or in Distance Learning. Suite360 is a resource to enhance remote counseling skills and enable teachers to effectively support students outside of the classroom environment. Social emotional staff development workshops will be provided to staff to address staff and student coping strategies, engagement and motivational strategies for the classroom, and provide tips for overall well-being.

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.]

Big Valley Joint Unified School district will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local public health agencies to plan for in-person instructional offerings for return to in-person instruction in the 20-21 school year. BVJUSD began this process several months ago and will continue to refine its plans using the work from Lassen County superintendents and input from all stakeholders. BVJUSD understands when in-person instruction resumes 12% parents opt to keep

their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The return to in-person instruction begins with keeping students in classroom cohorts, contingent upon the classroom size and space available. Class times will be staggered to prevent a large group of students entering or exiting the building, going to the cafeteria for lunch, and gathering at the same time. Starting the in-person instruction with classroom cohorts of students, will enable teachers, paraeducators, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. The District will offer classroom-based, in person instruction as long as Lassen County is not placed on the county monitoring list by the California Department of Public Health.

Safety – BVJUSD is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, BVJUSD’s schools provide training in safety protocols and procedures to all staff and students at school sites and the district office. Classrooms have been rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines.

Academic Success – The foundation of BVJUSD’s school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels. The use of online IXL math and MAPS language arts assessments and IEPs will allow teachers to evaluate students’ academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

Mental Health Support – Providing mental health support to students through the pandemic was impossible. General education students who were already meeting with the mental health counselor weekly during the school day were unable to meet with the mental health counselor because the students lack the connectivity to attend virtual conferences. To address this problem, students without connectivity will be issued hot spots. A return to in-person instruction is essential to establishing a successful academic program. BVJUSD will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation. Suite360 has been secured to help provide SEL curriculum through in-person attendance or Distance Learning participation.

Communication – Frequent, two-way communication with students, families, agencies and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students. The Remind app has been purchased to offer texting messaging to encourage more communication between teachers, students, and families.

Re-Engaging in School Routines – The core operational structure of BVJUSD’s school programs is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic.

Families and Communities – BVJUSD continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a

successful school program, and the work of the Big Valley Elementary Parent Club, Big Valley Booster Club and the Big Valley Ag Advisory group are helping to supporting an effective partnership between families and educators.

Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using the G Suites, Google apps, and the National Writing Project 3WP strategies. Teachers also have option to further enhance their skills and knowledge by participating in additional workshops and trainings: Student Engagement and Attendance Strategies and Career Technical Education.

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

Description	Total Funds	Contributing
Purchase of 10 BreatheSmart Classic True HEPA Pure air purifiers (covers up to 1100sq ft). Portable air filters	\$5916.50	No
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. Cleaning and disinfectant supplies.	6339.66	No
Remind - Two Way Communication	460.00	No
Code Academy -Online coding curriculum program This online curriculum offers enrichment and supplements computer literacy classes to address the loss of learning during distance learning. This online program benefit low-income, EL, and Foster Youth students, for whom the purchase of this program would be prohibitive.	75.00	Yes
Fund additional staff position for a COVID 19 cleaning aide to address the new health guidelines during school time.	18,887.72	No

Description	Total Funds	Contributing
Purchased BVHS Math curriculum for 6th grade and 7th grade. This curriculum principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	3033.89	Yes
Purchased Acrylic Plexiglass Barriers for Elementary School Office	106.17	No
Enhanced cleaning measures - Janitorial supplies	2765.79	No
PPE - Masks	1645.75	No
Purchase BVHS Counter Shield	348.80	No
Purchase PE/Recess equipment for four grade combination cohorts	430.34	No
Purchased of disinfectant and cleaning supplies	175.52	No
Purchase of two portable hand washing stations	3190.69	No
Suite360 - Contract for a digital resource for social-emotional learning and intervention/restorative practices. This program will principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this access would be prohibitive.	\$8,425	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.]

BVJUSD is committed to providing continuity of instruction to students during the school year, whether via an in-person or distance learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a rural school program. These actions are principally directed to low income students, EL students, and Foster youth students.

Both BVJUSD schools are able to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic and mental health safeguards and wraparound services provided to students on a regular basis are important elements of BVJUSD's distance and in-person learning plans and allow students to maintain a network of support.

In the area of curriculum, staff will transitioned the core curriculum in English-Language Arts, Math, History-Social Science, and agriculture education to Google Classroom. A paper/pencil version, aligned to the textbook, was also created for each subject for students for whom online coursework was not feasible, such as the youth without connectivity or printers.

BVJUSD understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. BVJUSD teachers and paraprofessionals have access to laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, Fuel Education or Cyberhigh online courses, Suite360 social emotional learning curriculum, IXL Math online program, Study.com, and World Book online. To support teachers' use of these programs, instructional tutorial hand-outs have been provided by the professional development partnership..

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. Parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Also, BVJUSD will be offering an optional introductory parent course on Google classroom about the school program.

To meet the needs of the students and families enrolled in BVJUSD's Special Education programs, two instructional models will be offered to students: in-person and distance learning. In-person instruction is the preferred instructional model for students with disabilities. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning, but most students will be receiving in-person services because of connectivity issues. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual

needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as needed. As instructional delivery may look different than before COVID-19, discussions about the roles of classroom and support staff and how learning will be assessed.

In the area of curriculum have begun. Supplemental instruction and assessment materials will be utilized as appropriate to reach each student's individual needs. Resources used by staff include, but are not limited to, the following: New Wonders, StudySync, Math Expressions, Big Ideas, Inspire, Glencoe/McGraw-Hill social science and science, and IXL.

Parent surveys and teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students attending the Special Education Services schools. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model based on the needs identified within the student's Individualized Education Program (IEP).

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.]

On March 19, 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, BVJUSD administration and teachers immediately began assessing the home device and connectivity needs of students. In some instances, the family indicated the student would be using a personal device and home internet account and would not need to borrow from the school; however, about 13% of families did express a need. Therefore, in collaboration with the Information Technology (IT), additional devices and hotspots were purchased, BUT were not delivered to BVJUSD until May 26, 2020. Too late for students to see any education benefit. For Chromebooks, families were contacted to arrange safe-practice pick-up procedures the school site or through the meal delivery bus stops to them. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed.

To follow up on the initial devices, families were asked during a telephone survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was not initially issued a device/hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device and/or hotspot to be assigned. In addition, we took all opportunities that we had when we communicated with parents to ask if there were any technology needs.

Today, the IT department has a supply of several new devices programmed and ready to be deployed when a student enrolls in a BVJUSD school, or if a student's device is malfunctioning. To avoid delays in student learning, new replacement devices are brought directly to the student's school. IT is also continually evaluating the connectivity capabilities of the existing hotspots with respect to bandwidth available versus bandwidth used to determine if new hotspots should be provided.

Although BVJUSD has opened to in-person learning on August 25, 2020, IT distributed devices to the teachers and students. In the event, the need to shift to distance learning occurs, BVJUSD does not want students to be without devices and be unable to distribute the devices if the District is closed for a period of time.

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.]

BVJUSD has established an online electronic attendance process that all teachers will use to document student daily attendance. This electronic system will contain a checklist to note the method and frequency of communication between the teacher and the student. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using video conferencing tools, Google applications, the Remind app and other forms of virtual communication.

Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Zoom and Google Classroom provide data documenting time on task, assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

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.]

BVJUSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the G Suites and Google applications is provided. G Suites and Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, G Suites and Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities.

Support for the G Suites tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to G Suites, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of G Suites through a eight-module training program that explains how to effectively use the system across grade levels.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the BVJUSD instructional programs has required a change to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative office.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools, and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Site secretaries and bus drivers will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 for in-person instruction.

BVJUSD already used learning management systems for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and communication methods being used such as video conferencing tools. BVJUSD's Informational Technology Department had to expand their support due to a huge rollout of technology for staff and students and the additional technical support needed.

To address the mental and physical health of students, BVJUSD has added Suite360. . The mental health counselor is working to support the social and emotional well-being 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.]

BVJUSD is committed to supporting English learners (EL) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. In addition to tutoring, designated ELD curriculum is offered on two digital platforms: Google Drive and Zoom, to ensure accessibility by all teachers and students, and Integrated ELD is offered across all subject areas with the use of Constructing Meaning. Rosetta Stone accounts are also being offered to ELs to learn English, as well as other languages.

To ensure EL students are showing growth in the area of reading, regularly scheduled MAPS assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view MAPS results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process.

The District will be purchasing the curriculum called, *Disciplina Positiva*, for Spanish speaking families. This online program class was expanded by the provider to address issues of special concern to families due to the pandemic and the move to distance learning, such as

low student motivation, excessive screen time, and sleep disruption. These classes principally benefit low-income families, for whom the costs of private parenting workshops or academic coaches would be prohibitive, as well as EL families, who need workshops conducted in their home language in order to allow them to meaningfully participate.

Students with exceptional needs in BVJUSD’s school programs range from students identified with mild to significant disabilities. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student’s progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students has with the team of educators. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student’s general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, Program Specialist and Administrator. One or more of the general education support providers frequently attend the monthly meetings. Parent surveys and teacher to parent contacts are used to determine progress and address gaps in learning, technology or motivation. When gaps are identified, the team will address each student’s unique needs through both formal and informal means in a collaborative team process.

For students who are foster youth, the Foster Youth District Educational Liaison (“Liaison”) connects with the administrator to ensure the foster youth have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. In addition, the countywide Foster Youth Services Coordinating Program (FYSCP) will provide outreach.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The administrator coordinates a team who assist with the identification of students and reach out to families to provide information and resources. The secretarial staff conducts a needs assessments with all families experiencing homelessness within a week of enrollment, and connect families to school- and community-based supports through a referral process. The school has increased outreach to these families specifically to connect them with resources to support remote learning, such as internet services, online tutorials for distance learning tools, and resources for basic needs. In addition, the communities’ Family Resource Center and Food Pantry is open five days a week and is available to all enrolled students and families. The Resource Center serves as a safe distribution point for groceries, hygiene items, clothing, and school supplies.

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

Description	Total Funds	Contributing
Cost for professional development workshops and trainings for teachers in the use of new digital teaching	1500.00	Yes

Description	Total Funds	Contributing
platforms. These workshops and trainings benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.		
Purchased 30 Chromebooks and 8 hotspots. Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	20,000	Yes
Web Cameras for teachers. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	871.36	Yes
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques. These applications principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	500.00	Yes
IXL Learning -online math, history, science, and ELA individualized intervention program. This program principally benefits low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	1583.00	Yes
Contract with Fuel Education, an online curriculum, for use in the home by students to engage them mentally, kinestically, and artisticall during the times of distance learning. This program will principally benefit low-income students by providing resources and materials they may not be able to access. This curriculum offer enrichment, AP/Honors, and credit recovery with a credentialed teacher.	31,090.00	Yes
Funds to support the weekly meal delivery program.	1922.65	No

Description	Total Funds	Contributing
Emergency food transport - Driving to K&K in Alturas because delivery of food was not available	60.37	No
Purchase of 6 Drawing tablets and one monitor for use during distance learning and in person instruction. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	630.56	Yes
Purchase online assessments for Cyberhigh.org. Independent Study program and Credit Recovery program for 9th - 12th Grade students. These assessments principally benefit low-income, EL, Homeless, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	8,000.00	Yes
Funds to support division-wide Disciplina Positiva virtual workshops for Spanish-speaking families to enhance school engagement. The curriculum for these classes was expanded by the provider to address issues of special concern to families due to the pandemic and the move to distance learning, such as low student motivation, excessive screen time, and sleep disruption. These classes principally benefit low-income families, for whom the costs of private parenting workshops or academic coaches would be prohibitive, as well as EL families, who need workshops conducted in their home language in order to allow them to meaningfully participate.	500.00	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.]

BVJUSD recognizes one of the most significant impacts of the emergency distance learning initiated on March 19, 2020 due to Covid-19, will be the loss of learning, both in academic content and social skills. To address this, BVJUSD's school programs are committed to offering

enhanced assessments and interventions in the critical areas of English language arts, Mathematics, and English language development (ELD) which will support accelerated learning across all subject areas.

BVJUSD schools are equipped to support the need for accelerated learning due to the school calendar, and, when possible, the assignment of students to one teacher, who typically remains with their teacher through two years. The teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Unlike many other school districts, BVJUSD will be providing students with in-person instruction five days a week and four full days of instruction. TK -3 students will receive 305 daily minutes, 4-5 students will receive 335 daily minutes, and 6-12 students will receive 395 daily minutes. On early release Wednesdays, TK -3 students will receive 230 daily minutes, 4-5 students will receive 230 daily minutes, and 6-12 students will receive 280 daily minutes.

Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student.

The plan to address learning loss will include the expansion and standardization of the IXL and MAPS program. The IXL program was first implemented in early, 2020. The IXL and MAPS programs are an adaptive comprehensive assessment and intervention program that provides data which allows teachers to gain a deeper knowledge of each student's needs in the area of English language arts, math and ELD, which is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, IXL is accessible whether students are receiving in-person or distance learning. After the student has taken the online assessment, students receive printed intervention lessons based on the diagnostic results and provides additional resources for teachers.

The benefit of using advanced diagnostic tools means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the IXL and MAPS reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

With the 2020-21 school year's expansion of IXL, the program will include a standardized assessment time frame, thus increasing the percentage of students who are administered IXL and provided interventions per their results. Assessment results will then be entered into the student information system to offer teachers greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs.

Teachers and staff working with Special Education students participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, teachers will utilize their paraprofessionals to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on through the current core curriculum. Additional tutoring sessions with teachers and paraprofessionals are assigned to ensure students are progressing in their coursework and practicing their language skills. The teacher/aide team will monitor students' academic progress by reviewing progress reports three times each semester to ensure the students are enrolled in and successfully participating in the school program.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, teacher, paraprofessionals, and the library tech are available to guide students through the distance learning process and offer virtual presentations on how to use the learning platform. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

The Foster Youth District Educational Liaison will continue to track and support foster youth with complete IXL and MAPS assessments. Additionally, the Liaison and the countywide Foster Youth Services Coordinator will work collaboratively to help identify and connect foster youth with tutoring support as needed.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, teachers and paraprofessionals work closely to identify, reach out to, and support any students who are not attending remote learning sessions, logging into their IXL accounts, or submitting assignments regularly. Identified students attend semi-weekly tutoring sessions conducted via video-conference. Under the direction of teachers, assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss.

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 implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, BVJUSD is committed to the following protocol and process:

1. An established plan, setting standardized three assessment windows during which time students are administered the MAPS assessments and grade level benchmarks.
2. Increased teacher and administrator accessibility to student results via MAPS Assessments, which will provide both individual and collective outcome data
3. Comparison of student levels and growth in MAPS based upon data from previous years (for returning students).

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of the education programs and is designed to support student completion of grade level requirements, leading to promotion/graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher/parent conference or a more formal Student Study Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help from tutors, the academic counselor, program specialist or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
All actions have been addressed in the previous sections	0	No

Description	Total Funds	Contributing

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.]

BVJUSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - managing emotions, controlling impulses, and setting goals
- Social awareness - ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution
- Responsible decision-making - understanding and thinking about the consequences of personal behavior

Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our Positive Behavior Intervention Supports (PBIS) teams will provide training and support to all general education and support staff on how to integrate social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

Tier I – Universal Interventions

- o Professional Development for the Suite360 SEL curriculum
- o Check in/Check Out
- o Linkage and connections to school and community supports

Tier II – Targeted Interventions

- o Group meetings (Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.)
- o Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc.
- o Linkage and connections to school and community supports

Tier III – Intensive Interventions

- o Individual Counseling
- o Risk & Safety Assessments
- o Linkage and connections to school and community supports

BVJUSD will continue to reach out to students and staff to develop training and services to address mental health needs so that students are able to thrive at school and in their jobs.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

BVJUSD's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via robo calls, letters mailed home, emails, Remind App, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities.

To enhance student engagement, an BVJUSD team of educators will be participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families.

Tier I

Teachers will have live daily interaction with each student at least once day. Contact will be made with the student. If a teacher is unable to make contact with a student at least three times during the week, the teacher will submit the Re-Engagement Form to the PBIS team on Fridays. If a teacher does not submit a Re-Engagement Form on Friday, an administrator will contact them to "check in" to collaborate or see if there are any challenges with the process.

Tier II

Site Secretaries will contact the student three times. Contact will be made in their home language. If contact is made, the site secretary will inform administrator. If contact is not made, the administrator will mail a supportive letter. The letter will be available in English and Spanish. If no contact is made, the administrator will also facilitate the scheduling of a parent/teacher conference. If there is no response to two attempts to schedule a parent/teacher conference.

Tier III

The Principal is involved.

A Home Visit may be scheduled following COVID 19 safety guidelines

If contact is not made, the school resource officer will be engaged.

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.]

The Big Valley Joint Unified School District provides a robust meal service through its school nutritional program. When the District is offering in-person instruction, the District will continue to participate in the school nutrition program by providing daily breakfast and lunch meals for all students who are eligible for free or reduced-price meals and offer regular priced meals for the rest of the students. For students participating in Distance Learning, students will be offered daily breakfast and lunch meals at the school cafeteria. When the entire District is required to close and all students are on Distance Learning, the District will provide a weekly “To Go” meal box delivery service for all participating families. Two school buses deliver the meal boxes and utilize previously adopted bus stops. Town students pick up their meal boxes at the elementary cafeteria. Bus stop delivery provided a better avenue for families where transportation options are limited or the purchase of fuel is a barrier for low-income families.

For students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, BVJUSD recognizes the effect the current economy and loss of jobs has on our families, and the secretarial staff are contacting families to reevaluate students’ eligibility for free or reduced-priced meals to ensure all qualifying students are being served.

In addition, to support all of our families, BVJUSD has partnered with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, and regular distribution sites.

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

Section	Description	Total Funds	Contributing
School Nutrition	Additional cost to extend contracts for one staff member during the summer months to provide additional cafeteria services and strategies to support vulnerable populations	6204.91	No

Section	Description	Total Funds	Contributing
	<p>most impacted by COVID-19. These factors, along with the disruption of school routine, cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.</p>		
School Nutrition	<p>Additional cost to extend the contract for one staff member during the summer months to provide additional transportation services for food meal delivery to support vulnerable populations most impacted by COVID-19. These factors, along with the disruption of school routine, cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.</p>	1,170.67	No
Pupil Learning Loss (Pupil Learning Loss Strategies)	<p>Provided two options for summer school for credit recovery. In person and distance learning summer school were offered by the Distance for students in 7th -12th grades. These two options principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.</p>	3,600	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
13.53%	191,283

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.]

BVJUSD serves some of the most isolated populations in northern Lassen County, including low income students, foster youth, and English Learners (EL) students. When evaluating the entirety of its school programs, BVJUSD must first consider these and other significant student groups in order to ensure the schools supports academic continuity where students and teachers are fully engaged in the educational process. The needs of low income students, foster youth, and English Learners are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind. BVJUSD is committed to improving the lives of all students and families by providing them with a high-quality education that leads to graduation and a successful transition to college or the workforce.

- Low Income:
- Provide Chromebooks and/or internet hotspots to students in need of home technology.
 - Ongoing Family Learning Supports to educate parents and caregivers on the School’s distance learning program and resources available to support student achievement.
 - Notifying students and families of food resources, health and wellness, and access to additional supports.
 - Ongoing updates to the School’s COVID-19 resources page.
 - Grab & Go Weekly Meal Program when in Distance Learning mode and is available to families.
 - Supplemental Mathematics and English Language Arts intervention.
 - Monitoring low income student participation and credit completion via the Academic School Counselor.

- English Learners:
- Implement the curriculum called, Disciplina Positiva, for Spanish speaking families. This online program class addresses issues of special concern to families due to the pandemic and the move to distance learning, such as low student motivation, excessive screen time, and sleep disruption. These classes principally benefit low-income families, for whom the costs of private parenting workshops or academic coaches would be prohibitive, as well as EL families, who need workshops conducted in their home language in order to allow them to meaningfully participate.

Integrated English Language Development (ELD) to support English Learners with their acquisition of core content knowledge.
Specialized professional learning for instructional staff including 3WP for National Writing Project (NWP) which is focused on improving English Learners writing skills and academic achievement.
Administering the initial ELPAC to incoming new students to determine current language skills.
Ongoing monitoring of Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students.
Engaging stakeholders to seek feedback on existing programs and identify potential barriers to learning.
Provide English Learners with an opportunity to access accelerated coursework, honors classes, and Advanced Placements (AP).
Increase student and parent participation in School Site Council (SSC) to have conversations focused on English Learners advocacy.

Foster Youth:

Foster youth were contacted first by instructional and support staff to address their academic, physical, mental health, and social-emotional needs during distance learning.
Incoming foster youth students were immediately enrolled and provided with an appropriate course of study plan.
School secretaries tagged foster youth in Aeries, Student Information System, to enable the school to follow-up with each student and caregiver.
Ongoing monitoring of foster youth participation and credit completion made available to school staff.
Teachers utilizing Trauma Informed Practices (TIPs) to support the unique needs of foster youth.

Of the 13.53% or \$191,283 apportionment based on the enrollment of Foster Youth, EL, and Low Income students, approximately \$76,208.81 has been budgeted through this Learning Continuity and Attendance Plan. The remaining \$115,024.19 apportionment has been allocated to following 2020-21 BVJUSD LCAP Actions and Services:

Goal 1:

PBIS Incentives/PBIS Store - \$500
PBIS Behavior Aide/Library Tech - 28,143
Summer School for 6th -12th Students - \$3,660

Goal 2:

Induction Program - \$4,200
Career/CTE Course Expansion Match - \$3,000

Goal 3:

CTE Agriculture Education teacher - \$76,735

Total: \$116,238

BVJUSD plans to continually monitor the effectiveness of the targeted actions provided to Low Income, English Learners, and Foster Youth students by using multiple methods of data collection, including needs assessment and satisfaction surveys, engaging students and parents who participate in the School Site Council. BVJUSD will also carefully monitor student engagement and academic achievement through progress reports, NWEA Assessments, Smarter Balanced Assessments, and ELPAC. Instructional leaders will create the time and space needed for school staff to analyze student group achievement, discuss trends, and collaborate on effective practices and resources to support student groups.

Ongoing self-evaluation allows BVJUSD to monitor its school programs with respect to the support and services provided to Low Income students, English learners, and Foster Youth and adjust accordingly to reflect changing times. On March 19, 2020 when schools shifted to distance learning, BVJUSD immediately reassessed the status of the school programs with respect to remote learning environments and evaluated the needs of staff and students. The immediate need among students was for devices and connectivity to continue the learning process in the home. Although these items were offered to all students except for the hot spots, but principally benefited low-income students who may not otherwise have access to technology outside of the classroom. Understanding that economic conditions can fluctuate, follow up calls to families were made in July to verify students still needed the devices and connectivity necessary for distance learning and assign devices to students whose circumstances had changed since the first equipment roll-out. The paper/pencil packets are an example of a resource being provided to all students which principally benefits a selected group of students. For low income students who may not have access at home to the supplemental supplies contained in the packets, this resource allows them to engage in a variety of kinesthetic and artistic activities they might not otherwise be able to experience.

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

For BVJUSD, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students.

In order to operate a fully-functional distance learning program, the distribution of devices was of paramount importance. Prior to the start of distance learning, Every students is issued a Chromebook to use in school or to take home if the need arose. However, when distance learning began, BVJUSD purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home, thus providing an improvement over the previous arrangement of using the devices in the classroom. As the District returns to in-person learning, students will be able to keep their assigned devices at home and bring them to school when on campus.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. The District will be purchasing the curriculum called, *Disciplina Positiva*, for Spanish speaking families. This online program class addresses issues of special concern, such as low student motivation, excessive screen time, and sleep disruption. These classes principally benefit EL families and low-income families, for whom the costs of private parenting workshops or academic coaches would be prohibitive, as well as EL families, who need workshops conducted in their home language in order to allow them to meaningfully participate.

Prior to distance learning, intervention services were scheduled on-site in the classroom for the classroom teacher and the student to meet in person. Our unduplicated pupils continue to be hindered by geography when seeking tutoring services since transportation becomes a barrier once the school buses leave after school. Having access to hot spots provides students with connectivity options.

The implementation of G Suites learning management system has resulted in an improvement for BVJUSD's potential distance learning environment, specifically for low-income students and ELs. In addition to the traditional paper/pencil assignments, teachers were able to use Google classroom for online learning when BVJUSD schools closed their doors to in-person attendance on March 19, 2020. Online assignments offer these student groups greater opportunities to complete coursework online using digital tools and online resources. Before distance learning, implementation of the G Suites platform was in its infancy, but when teachers began educating students remotely, implementation are accelerated in order to make this valuable tool available to teachers and students. For English learners, daily interactions are where language development occurs, and a distance learning environment can mean a loss of language skills if those skills are not protected and nourished. Smarter Balanced Interim Assessments, participation rates, and credit completion rates, will determine trends and adjust practices to enhance the approach.