



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burrel Union Elementary School District	Elizabeth Runyon Superintendent	erunyon@buesd.org 559.866.5634

General Information

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

On Friday March 13th, 2020, we had to make the tough decision to close our school due to the COVID-19 pandemic emergency. Although it was a difficult decision to make, as the Superintendent/Principal and with the support of the Burrel Union Board of Trustees, we prioritized the need to protect all our children, staff and families. Due to the emergency of the pandemic and the uncertainty of the length of closure, we distributed grade level educational learning packets to all students by the following week. Our Teachers developed three-week packets based on the review of essential grade level standards. Upon the extension of the school closure, students were then provided with iPads, Chromebooks and additional school learning material, such as iReady and other school supplies. Our Teachers selected and learned one online platform (SeeSaw) in order to support our students and parents by keeping it simple. Families were provided with daily school meals.

We quickly discovered that about a third of our families lacked good WiFi connectivity in their households. For our families without connections, we provided additional learning packets to keep students engaged in learning. Our Teachers and Support staff made daily contacts with our students to check on their understanding of the material and provide intervention support as needed. Contacts were made through Zoom, Google meets, FaceTime or personal phone calls. Teachers documented all student and parent contacts made throughout closure utilizing Google docs to share with Administrator.

All school events were cancelled including Open House, Spring Carnival, field trips and sports. All teacher conferences were cancelled. According to parent comments during Teacher and Administrator check-ins, uncertainty caused anxieties among our LEA staff and family

community. The need to have direct contact with our students became very evident, therefore, a plan was developed to support student and parent SEL needs. Our school Teachers, Administrator, Psychologist and Support staff contacted students and parents to check-in on their social emotional well-being weekly and daily when necessary. All staff was provided with professional development in Professional Learning Communities (PLCs), essential standards, technology use, English Learners, student engagement and intervention, especially in the area of Social-Emotional Learning (SEL). Teaching staff was provided with additional teacher resources and lesson plans through Teachers Pay Teachers. Students/Parents returned and picked-up new packets on a rotation and location outside of building. Students were provided with extension summer learning material TK-6th grades by the purchase of Brain Quest Workbooks.

We purchased personal protective equipment and sanitizing products to mitigate the spread of COVID-19. All classrooms, common areas and furniture were thoroughly disinfected. Upon entering site, all staff checked in by taking temperatures and checking off any symptoms. To limit the amount of personnel on campus a flex/rotating work schedule was developed - all teaching staff worked from home with the exception of Administration, the kitchen and the maintenance staff. Administration kept staff informed through the use of Zoom meetings, phone calls, text and email.

Teacher professional development continued through an online platform. All Regular and Special Board meetings were held with the utilization of Zoom conferencing. Administration kept families up-to-date through recorded phone messages and correspondence in both English and Spanish. Although our school year ended in the first week of June, we continued to provide meals to the end of the month. Our Board Trustees held additional Special and Emergency Board meetings in order to discuss changes and make decisions to implement new procedures and policies. Although we anticipated returning, our school remained closed through the end of the school year and into the summer months.

This school year 2020-2021 will have been impacted by what happened in the Spring of 2019-2020. We understand the need for ensuring our students, staff and families receive the support they need as a result of this impact. We plan to check student academic progress and build in intervention support where necessary. Our teachers will require additional professional development in the areas of distant learning and social-emotional lessons. Our technology will need to be repaired, replaced and updated as well we need to purchase connection devices, hotspots, for our poor connectivity regions. Most importantly we plan to check in with our students and families to provide social-emotional supports and provisions to include meals. We are anticipating additional state and federal funds to help offset the cost of these needs and implement the actions of this plan.

Stakeholder Engagement

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

BUESD engaged stakeholder groups utilizing a variety of methods to include public hearings, surveys, in-person and virtual meetings to gather input about the re-opening of School, instructional models (in-person, distance learning and hybrid), learning loss, technology and internet access, meal service, academic and social-emotional interventions, and the delivery of instruction. Safety concerns from all stakeholders were a priority. All methods to gather stakeholder input was communicated in both English and Spanish, whether written or oral.

At the end of our 2019-20 school year and prior to the beginning of the new 2020-21 school year, two phone surveys were conducted with all parents. Questions for our parents asked them about educational/emotional support for their student, connectivity and their choice instructional model (in-person, hybrid or distant learning).

The questions and results of Parent Survey #1 conducted in June, 2020 were as follows:

- 1) Were you satisfied with BUESD's educational support plan during school closure?
 - 93% YES
 - 7% NO
- 2) Do you have connectivity at home?
 - 52% YES
 - 48% NO
- 3) Did your child's teacher make adequate contacts to check in on your student?
 - 98% YES
 - 2% NO
- 4) Do you feel safe sending your child back to school in person?
 - 41% YES
 - 49% NO
 - 10% DON'T KNOW

The questions and results of Parent Survey #2 conducted during July, 2020 were as follows:

- 1) Do you feel safe sending your child back to school in person?
 - 31% YES
 - 52% NO
 - 17% DON'T KNOW
- 2) Which educational options would you choose: A) On Campus M-F; B) Distant Learning M-F; C) Hybrid 2 days On/3 days D) Other/Don't Know

- 15% IN PERSON
- 39% DISTANT LEARNING
- 45% HYBRID
- 0% DON'T KNOW

3) Would you be able to transport your child to school?

- 60% YES
- 40% NO

4) Do you have connectivity at home?

- 72% YES
- 28% NO

Student input was gathered at the beginning of the school year with an interview survey conducted during Parent/Teacher/Student Conferences. Student questions focused on current emotional state, thoughts about distant learning or in-person, academic strengths and needs.

Classified, Certificated and Administrative Staff was provided with the template and draft of the Learning Continuity and Attendance Plan (LCP) for their input during two Staff Meetings (July and August) and at two Leadership Meetings (July and August). Currently, BUESD does not have any local bargaining units. No written comments were provided to the Superintendent.

Parent Committee Meetings (PAC) and District English Learner Advisory Committee (DELAC) input meetings held on: 08/28/2020 via Zoom Meeting. Interpreters attended the meeting to support Spanish speaking parents. All in attendance were in agreement with our Plan. No written comments were provided to the Superintendent.

Draft of LCP was made available in two languages, English and Spanish by request and posted on school website and FaceBook page. All comments could be provided to Superintendent/Principal for consideration and response provided when applicable.

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

All public meetings and hearings were conducted through Zoom and the link invites were posted on our website and Facebook page. Administration sent recorded messages to all families in both English and Spanish inviting them to participate in public meetings and hearings. Personal calls were made to all previous members of our PAC and DELAC Committee members. We utilized our marquee to post the dates and times of meetings. Letters were sent home in both languages to inform families about our public meetings and hearings. District email was provided for those seeking public comment and not able to attend in person.

Public Hearing for LCP held on: 09/01/2020. Agenda and location were posted 72 hours prior to hearing/meeting. Our website/FaceBook page included Zoom meeting link and passcode in order to submit comments virtually. No written comments were provided to the Superintendent.

Board adoption held on: 09/29/2020

Submitted to Fresno County Superintendent of Schools: 09/30/2020

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

Survey responses and Stakeholder Feedback gathered is as follows:

- Anxieties about uncertainty were conveyed from our staff, students and families
- Students and parents reported fear to return in-person
- Lack of connectivity and failure to connect to the internet
- Connections were weak often dropping the connection for their students.
- Parents conveyed an appreciation for meals
- Parents liked the opportunity to view teacher lessons on-line
- Parents respected staff dedication to their students
- Several parents do not know how to provide tech support to their children in order to set up distant learning
- Parent feedback often mentioned the inability to support or teach their student in English, the primary language of the majority of our families is Spanish.
- Students provided input regarding their lack of a social connection to their friends. Although many utilized texting and social media to connect, it wasn't the same as being able to hang out in person with their peers.
- Some students claimed they felt alone, scared and sad.
- Students appreciated meeting with teacher during conferences
- Staff input included challenges of lack of or poor internet connections at home
- Staff concerned about school bandwidth speeds and capacity
- Staff concerned about learning loss
- Staff reported lack of parent or student contacts
- Staff included student distractions in the home environment made focus difficult
- Staff reported students had transportation challenges in order to meet in-person
- Students, staff and parents shared a deep concern or anxiety about having to return to school during the pandemic and the risk of exposure to others.

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

Our student and family input influenced our LCP by pointing out the need to continue to provide paper learning packets. We also realized that we had a connection issue throughout our community - we ordered hotspots for our families. How to videos for tech support were created in Spanish and posted on our website and Facebook page. School site technology was upgraded. Our teaching staff utilized bilingual classified staff to support with interpretation and translation of teaching instructions and correspondence sent home.

Staff input influenced our LCP by emphasizing the need for benchmarking students and providing academic interventions. Certificated staff made phone calls to students and families and set specific office hours in which students were able to have one on one and in-person intervention opportunities. Transportation was offered to families to pick up students and bring them for intervention and special education support.

Teachers were made aware of student behaviors that may indicate depression and were provided with lessons for Social-Emotional learning (SEL). Our psychologist provided input and collaborated with teachers and support staff to schedule SEL lessons and activities. Administrator made referrals to All 4 Youth Clinician when necessary.

Maintenance classified staff provided input for additional PPE to be made available to staff and families upon entering our school. COVID-19 protocols and safety procedures were posted and followed by students, staff, parents and visitors.

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.]

The priority of our school is safety for all staff, students and community, we will continue to collaborate with Public Health Department and follow all COVID protocols of temperature and symptom checks upon entry. The use of masks and reminders to maintain social distancing will be posted at front gates and throughout the campus. Personal protective gear (PPG) will be provided to all staff, students and visitors upon entry including masks, face shields, sanitizing products. Custodial schedules for cleaning and sanitizing surfaces and areas will be done daily and as often as necessary. Plexiglass windows will be installed in front of the office staff counters to keep visitors maintaining distance. Plexiglass protectors and face shields will be provided for staff working with students one-on-one and in-person. Hand washing stations will be added throughout campus and on play areas.

Transportation routes will be increased to up to four routes to limit the amount of students on the bus. All students will wear masks and family cohorts will be seated together, all other students will be distanced by leaving an empty bench in between. Parents will be encouraged to transport their own students to school. Any staff and students needing transportation via our Suburbans will be protected by an additional shield positioned between driver and passengers.

Upon entry all students will have temperature checks and asked COVID symptom questions. All students will be reminded to follow recommended protocols for safety. We will limit the number of students in a classroom to maintain social distancing. Desk partitions made of clear plastic will be ordered to provide protection for staff and students. We will create outdoor teaching and learning environments to provide fresh air. Communication is key to ensure all parents receive up-to-date information regarding COVID. Although we send information via student backpacks, this method is not guaranteed to get to our parents when needed. We also realize that our recorded messages may not be heard or may not reach our parents for several reasons, a change in phone number or not answering the call. An electronic marquee will provide our parents with a continuous display of pertinent and up-to-date information in both Spanish and English. Our community will also have the added benefit to receive any information we display. With changes occurring at a rapid rate, we look forward to ensuring that current and crucial messages get to our students, staff, families and community.

Teachers will prioritize the teaching and assessment of grade level essential standards and skills. Teachers will continue to use strategies to engage all students and will be checking for understanding throughout lessons. Teachers will create time for student independent practice opportunities within the school day. English language learners will be identified and teachers will adjust lessons to support learning based on language levels. Teachers will prioritize the needs of English learners, Foster Youth, Homeless and Exceptional Needs students. Our Resource Specialist will collaborate with general education Teachers to provide support to Exceptional Needs students. Individual Educational Plans (IEPs) created for our Exceptional Needs students will be followed as required, including but not limited to providing school supplies, transportation, co-teaching and planning with general education Teacher and all other necessary academic and social-emotional supports. Students who are at greater risk of experiencing learning loss will be identified through screening and observations by their teachers and will be invited by appointment only to receive additional supports, interventions and will be assessed for progress monitoring. Extended Learning Program (ELP) staff will offer academic and homework help to all students, prioritizing the needs of our English Learners, Foster Youth, Homeless and students with Exceptional Needs. Teachers and Administrator will communicate with School Psychologist and All 4 Youth Clinician to identify student social emotional needs and provide necessary supports and interventions. All student needs and action plans will be created with and communicated to Parents through conferences, Student Study/Success Team (SST) meetings and IEPs.

Screening assessments will be conducted at the beginning of school year for all students in order to identify those at risk of learning loss. Benchmarks and common formative assessments will be scheduled throughout the year to monitor student progress on essential standards and grade level skills. We will provide intervention specialists to support all students Kindergarten through 8th grades who were identified with difficulties in reading skills. We will utilize a tiered system of support for identifying academic and behavioral needs of students and provide necessary interventions.

Our school building is small and space is limited. In order to provide a place for the necessary quarantine of a student, we will utilize a portable tent with clear sides to keep them safe while waiting to be picked up by parent and transported to our nearby clinic for testing.

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

Description	Total Funds	Contributing
Personal protective equipment (PPE) - for the protection of staff, students, visitors: Masks, Face Shields, Hand Sanitizer, Gloves, Disinfectant Wipes,	5,368.00	No
Thermometers - Digital non-contact for temperature checks Wall Mount	200.00	No
Plexiglass for Office counters - provide protection and social distance	400.00	No
Table Plexiglass dividers for staff when working one-on-one with students (18)	500.00	No
Student Desk Sneeze Guards - to provide protection while student works at desk (150)	3,000.00	No
Suburban Sneeze Guards - to protect drivers/students during transportation	500.00	No
Handwashing Stations - to provide additional opportunities to wash hands (4)	4,800.00	No
Additional Student supplies - to reduce shared supplies in classroom	10,693.00	No
Quarantine Tent - to provide safe and isolated shelter for sick students and staff	200.00	No
Portable Shade Canopies - to shade outdoor learning environments	12,600.00	No

Description	Total Funds	Contributing
Outdoor furniture - to provide outdoor learning environments	4,000.00	No
Electronic Marquee - to communicate important information in English and Spanish simultaneously to Parents, Students and Staff	14,300.00	No

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.]

Connectivity and device access for all our students is a priority. Households without internet service, will be provided with a hotspot for connectivity. We will provide Chromebook devices for all students TK through 8th grades. Parent technical support videos in Spanish will be posted on our website and Facebook page. Technical support will be provided to all students and families as needed.

Teachers will create individual websites and utilize Google classroom to create online lessons and post daily schedules. Teachers will schedule mandatory individual student/parent conferences in order to share expectations, survey students and provide additional resources/supplies. All students will be provided with two pairs of headphones to minimize noise distractions at home.

For students who are eligible for Special Education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction

consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so. Support for students with special needs will continue to be provided via our Resource Specialist, Speech Language Specialist and Reading Intervention Specialist. Teachers will be provided with social emotional lessons and be supported by school psychologist when observing student behavior. Psychologist will provide on-going student checkins and collaborate with teachers for SEL support.

Screening and on-going student assessments will be conducted online through secure portal and in-person by appointment when necessary. Core curriculum will be checked out and distributed to all students. Library website will be created to include student, teacher and parent online resources. Library books will be available through online checkout system and be distributed and collected during school meal pick up days and times. Library schedule will be posted on website. Teachers will be trained on Library portal to provide resources to students via teacher website and to schedule virtual field trips.

Daily schedules will include synchronous and asynchronous learning opportunities to include physical activity and brain breaks. Teachers will provide students with wipe boards and response paddles in order to check for understanding throughout lessons. Student names will be randomly selected via sticks or other electronic methods of selectors. Teachers will contact students regularly via phone call, in-person or through Google meets. Teachers will create Google hangouts for small group instruction and follow-up support.

Students with poor or no connectivity will be provided paper/pencil lessons and activities with teacher and support staff check ins via phone calls. If possible, these students will be allowed on campus to connect to school wi-fi through an outdoor learning environment. An outdoor learning environment will be created following all COVID-19 protocols. Desks will be provided and arranged outside under shade and weather permitting. Outdoor classroom will follow social distancing. The number of students permitted on campus will be limited and parents will be asked to leave students with supervision. Outdoor learning environment will be supervised by school personnel and will be offered two-three days weekly for a maximum time of up to three hours per day. All personnel, students and visitors will follow COVID safety and health protocols - temperature and symptom checks upon arrival and before departure.

If necessary to transition our learning environment back to a Distant Learning model, we will continue instruction utilizing the same resources to keep learning continuity and student familiarity with materials. Our bell schedule may need to be adjusted to provide time for teacher lesson planning, prepping of materials, student intervention, professional collaboration and development.

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.]

BUESD will purchase hotspots and pre-pay monthly service plans for families without connectivity. All students will be provided with Chromebooks and technology support when needed. If connectivity at home is poor or not available, LEA will create cohorts in areas that can accommodate up to 14 students and 2 adults in order for students to connect and receive limited instruction. Cohorts will follow the safety guidelines provided by the Fresno County Public Health Department. Cohorts will be allowed on campus for 3 hours and for 3 days weekly. If spacing is an issue, LEA will offer an Outdoor Learning Environment in which students are permitted on campus to connect to school's wi-fi. Outdoor Learning Environment will be offered 2-3 days weekly, for 3 hours in the morning and will be supervised by school personnel. Parents will be asked to provide transportation to Outdoor Classroom for their students. Transportation may be offered for students of special circumstances.

Students served through the LEA across the continuum of Special Education programs, including, but not limited to, the Fresno County Superintendent of Schools' Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

All personnel, students and visitors will follow COVID safety and health protocols - temperature and symptom checks upon arrival and before departure. Teachers and Administration will continue to monitor household connectivity through phone call checkins conducted daily and weekly for students experiencing connection difficulties as observed by teacher and support staff. BUESD will increase the bandwidth by adding access points throughout campus. Our modem will be updated to increase the capacity of school site's internet connection.

Administration will post all no cost or low cost internet service providers as resources for families through website and Facebook page. Administration will also check into the purchase of a bus hub in order to provide connection to families living within a designated community. All personnel, students and visitors will follow COVID safety and health protocols - temperature and symptom checks upon arrival and before departure.

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 create website and develop daily schedules combining synchronous and asynchronous instruction to meet required daily instructional minutes for all students. Instructional time shall be based on the time value of assignments as determined and certified to, by an employee of the LEA who possesses a valid certification document, registered as required by law. Teachers will utilize the CDE Participation template to record synchronous and asynchronous instructional time with students daily and to keep track of student engagement. Instructional time daily will be minimum of 3 hours for K-3rd; 4 hours for 4th-8th grades. Instructional time will include online live instruction,

guided practice and independent practice. Small group work will be above and beyond the determined instructional time. Teachers will be provided with iPads and Nearpod lessons and resources to assist in creating engaging educational experiences. Teachers will utilize engagement strategies and will be checking for understanding often to keep students connected to learning. Students will be provided with school supplies, wipeboards and response paddles to demonstrate understanding. Students will be provided with common core standards based curriculum, text and material. Teacher lessons will be focused on grade level essential standards. Students will be asked to use Chromebook camera and microphone. Students will be expected to respond when prompted, submit work via Google classroom or take photos of work completed. All students will be offered the ability to make appointments with teachers and support staff for additional support. Teachers will be expected to keep attendance and anecdotal notes on student online presence, engagement and understanding or lack of. All absences will be reported and documented daily to our Attendance Secretary. Parent contacts will be made on the same day as absence. We will follow our policy for attendance in regards to multiple student absences. If necessary, home visits will be implemented by the Attendance Secretary and Superintendent. All student work will be provided credit towards rubric or letter grade per our LEA grading policy.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

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.]

Teachers will be provided with essential technology devices, included but not limited to use of school wi-fi, MacBook, iPad, classroom monitor, doc camera and technical support when needed. The LEA will contract for offsite tech support for staff and students. All teachers will be provided with professional development or support in teaching resources, to include distant learning (DL) best practices, Universal Design Learning (UDL), Zoom, Google Classroom, website development, Nearpod lessons, benchmarks/assessments and professional learning communities (PLCs). School calendar will include scheduled Student/Parent/Teacher conferences to provide teacher with the opportunity to explain expectations to students and parents. Teachers will be provided with interpreters when needed. The first week of school will be dedicated to teaching students how to navigate Chromebook, Google classroom, teacher website and daily schedule. Weekly schedule will include a Flex Day for teacher planning, prepping and professional development. During Flex Day, students will be provided with asynchronous and synchronous learning opportunities. All daily schedules will include teacher office hours to be used for small group instruction and one-on-one academic support.

Staff Roles and Responsibilities

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

Librarian will create a website to offer students the ability to check out and check in library books and to order books online. Librarian will also be utilized to supervise our Outdoor Learning Environment. Librarian will be expected to create fun and engaging physical education videos for all students.

Our bus driver will be utilized as support to cafeteria with meal pickup and delivery. Bus driver will also be utilized as custodial staff for light duty cleaning. When in special circumstances, Bus Driver will transport students to Outdoor Classroom and for Teacher one-on-one appointments.

Our Afterschool staff will transition to the Extended Learning Program (ELP) and will be available to support students during the instructional day. ELP staff will be provided with MacBooks, use of school wi-fi, telephones and tech support. All ELP staff will be provided professional development in the areas of website development, creating engaging lessons and supporting students academically. If needed, Bilingual ELP Staff will offer primary language support to beginning and emerging English Learners.

Cafeteria Manager will be expected to provide school meals to all families by continuing a drive-thru meal pickup. Instructional Aide positions will remain frozen until the return to in-person learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

All students will be screened, assessed and continue to be progress monitored on growth towards essential skills, common core standards and language acquisition. All teachers will be provided with student data to identify student need based on skill and language levels in order to adjust teaching and assignments. English Learners will receive English Language Development lessons based on language proficiency needs. Homeless and Foster Youth students will be prioritized and monitored to be provided with additional supports based on academic/social-emotional needs. Special Education students will be provided with supports based on their Individual Educational Plan (IEP) and in collaboration with our Resource Specialists. All teachers will be provided with training in the use of Universal Design Learning (UDL) in order to create student opportunities that demonstrate learning based on their needs. Students will be identified and provided with targeted academic support - English learners, Foster Youth and Homeless students will be prioritized for targeted academic/social emotional support. Teachers will create Google Meets and Hangouts for small group or one-on-one support sessions. Teachers will conduct frequent check-ins with all identified students to check on understanding of material and concepts and to provide additional academic or social-emotional support. Contacts to our newcomer English learner will be done via bilingual staff for primary language support if needed. Pupils with unique needs will receive priority assistance from our Extended Learning Program staff for any academic support.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Resource Specialist, psychologist and support staff will collaborate with teachers on how best to support students. Supports will include front loading of material, vocabulary preview, use of visuals and reading support of text. Teacher scheduled office hours will be prioritized to support identified students. Administration will conduct weekly check-ins with parents via phone calls and home visits to offer additional assistance and connect family with available community resources.

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

Description	Total Funds	Contributing
Hotspots and service - to provide families internet connectivity	20,900.00	No
Student Chromebooks - to provide replacements for at-school devices	40,500.00	No
iPads - for teachers/students	4,000.00	No
Additional Access Points - to provide stronger connection throughout school	16,000.00	No
Upgrade Modem/Router - to provide more capacity to run digital programs and curriculum	8,600.00	No
Professional Development - for teachers and support staff in digital platforms, academic programs, interventions and social-emotional learning	4,600.00	No
Guided Reading books - Additional for distant learning	500.00	No
Headphones - to reduce noise and distractions	450.00	No

Description	Total Funds	Contributing
To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide additional school supplies for at home materials. This support will assist students with distance learning instructional tasks and meet their needs in response to the Pandemic and support closure of achievement gaps, particularly in ELA, Math and English Language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources and material to these student groups.	10,632.67	Yes
Cohort Instructional Aide Support - aide to assist struggling students on class work	3,255.93	No
Doc Cameras - display instruction for guided practice	400.00	No

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.]

BUESD will create a systematic cycle of assessments. All students will be assessed and their progress will be monitored based on growth towards English language arts (ELA) and mathematics academic skills, content area essential standards and language level acquisition by the use of scheduled screenings, diagnostic and state standard tests. School calendar and class schedules will reflect the dates of formative and summative benchmarks and all state standard assessments. Screenings and reading inventories will occur three times a year (fall, winter, and spring) and as needed based on student levels. Academic assessments in K-8th grade ELA and mathematics skills will be conducted three times a year near end of every trimester. State mandated tests will occur within the scheduled testing dates set by the state. LEA will purchase several assessment tools to measure student reading abilities and readiness skills in ELA, math and science to include Dibels and NWEA. Some formative tests will be conducted via our secure portal on Chromebooks while other formative and summative exams will need to be conducted in-person in small groups or one-on-one. Teachers and support staff will conduct on-going progress monitoring to check on student growth. During lessons teachers will perform randomly selected frequent checks for understand and review submitted student work.

Once assessment data is collected, students will receive support in areas of concern. Reading and Resource Specialists will collaborate with teachers to provide additional support in areas of reading, comprehension, writing and math. Our ELP Staff will check in with students identified to support in academic areas. Teachers will provide lessons, practice and activities for the review of previous grade standards at the beginning of the Fall 2020.

Social-emotional needs will be assessed by teacher observation and posted daily student check-in questions. This data will be shared with school psychologist and All 4 Youth Clinician. Student Study Team meetings will be held with parents, teachers and resource staff including students when age appropriate, to check on student progress and effectiveness of interventions as well to determine if additional specialized support is needed.

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.]

BUESD Staff will use appropriate universal (tier I), supplemental (tier II) or intensified (tier III) leveled academic supports when working with all students in order to address learning loss and accelerated learning progress. Our Multi-Tiered System of Support (MTSS) Team, consisting of Administration, Resource Specialist, Intervention Specialists and Psychologist, will meet weekly to discuss student data, needs and progress.

Tier I will consist of providing all students universal teaching of grade level standards-aligned instruction focused on essential standards, key concepts and skills. Teachers will collaborate to review data and make plans for acceleration or intervention when standards are not met. Tier II will consist of providing supplemental supports for students who have not yet mastered standards and require small group reteaching. Tier III will consist of providing intense supports for students who require one-on-one intervention from teacher using specialized programs and supports.

Teachers will focus on the needs of our English learners, low-income, foster youth, homelessness students with exceptional needs. Teachers will provide additional targeted supports and scheduled time for our focus students. Our English learners will be provided with targeted support based on their language levels and needs to develop the learning of English. Teacher daily schedules will include opportunities to check for English learner understanding and provide clarity if necessary. Teachers will utilize frequent random and targeted checks for understanding. English learner students will be provided with additional time to complete tasks and school work. Primary language support will be offered to English learners at the beginning or emerging levels. Teachers will use observations of student speech, reading and writing to check on language development and skill progress.

The majority of our students are considered low-income. Our LEA will provide all low income, foster care and homeless students with the necessary meals, school supplies, devices and hotspots for connectivity when needed. Teachers will make phone calls one to three times weekly to check on student well-being, understanding of material and school supply needs. Teachers will schedule daily and weekly time for

additional one-on-one or small group interventions and supports online or in-person. Students will be grouped into homogeneous and heterogenous cohorts using Google hangouts for targeted support and in order to provide peer collaboration for additional support.

Our Extended Learning Program support staff will prioritize the academic needs of our English learners, foster youth, low-income, homeless and students with exceptional needs by providing extended learning, schoolwork assistance, frequent checks-in through Google Meets and personal phone calls.

Reading and resource specialists will be assigned to screen, provide intervention and monitor progress for all students identified in need. Administration will monitor the attendance of all students to monitor the number of engaged and unengaged students. All parents of unengaged students will be called and checked on frequently by teaching and support staff. Our district liaison will work closely will all families including foster youth, homeless and English learners families to ensure the have the needed resources and supports. Students with exceptional needs will be provided additional support by caseload manager and Resource Specialist. Teachers will communicate student observations, data, supports and progress with our MTSS Team,

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.]

BUESD will focus on a continuous improvement learning model for all students. Administration will compile the results of screening, formative and summative assessment data and review with teaching and support staff during professional learning communities (PLCs) and cycles of inquiries (COIs). Teachers will use assessment results to make adjustments to lessons and instruction towards the teaching of grade level skills and standards. Teachers will provide on-going progress monitoring of student growth towards essential skills and standards. Results will be shared with parents and students through parent portal, correspondence and conferences. The Multi-Tiered System of Support Team (MTSS) will meet weekly and use data to identify students for additional supports and interventions. If necessary, Student Study Team meetings will be held to communicate student data, needs and intervention plans to parents.

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

Description	Total Funds	Contributing
Reading Corps Specialist - to provide reading intervention and assessments to K-3 students	3,000.00	No
Intervention Student Materials	2,500.00	No
Amira Reading Program - to provide online diagnostic for Exceptional Needs students and students at risk for learning loss	150.00	No

Description	Total Funds	Contributing
<p>To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide teaching staff with additional academic intervention and social emotional intervention lessons through Teacher Pay Teacher resources. This support will assist students with distance learning instructional tasks and meet their needs in response to the Pandemic and support closure of achievement gaps, particularly in ELA, Math, English Language acquisition. These lessons will also provide teachers the ability to interact with students and assist with Social-Emotional support. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources and material to these student groups.</p>	1,000.00	Yes
<p>To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide Teachers with additional professional development. This support will assist students with in person and/or distance learning instructional tasks and meet their needs in response to the Pandemic and support closure of achievement gaps, particularly in ELA, Math and English Language acquisition. This action increases the level of support to close the opportunity and achievement gap by strengthening the teacher capacity to provide support through the use of instructional strategies for these student groups. Teacher professional development will be provided in all areas of academics (math, reading, science and social science).</p>	1,500.00	Yes
<p>To best support our English Learner, Homeless, Foster Youth and students with Disabilities, who may be at a greater risk of learning loss due to the COVID-19 Pandemic, the LEA will provide additional Staff Professional Development in the area of Social Emotional Learning. This support will provide staff with strategies to assist students make stronger in person and/or distance learning social emotional connections to peers and school. Building the capacity of staff to meet student needs in response to the Pandemic particularly in Social Emotional learning. This action increases the level of support to close the opportunity and achievement gap by providing equitable support resources and material to these student groups.</p>	2,500.00	Yes
<p>Nearpod - to provide teacher with digital lessons that align with standards and adopted curriculum</p>	2,500.00	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.]

BUESD recognizes the impact COVID-19 and our school closure has on our students, staff and families. BUESD values the need to prioritize the social-emotional well being of our students, families and staff. As a result, BUESD will aim to support our student, their families and staff via surveys, social-emotional learning lessons and frequent parent and staff check ins. Our parent and student surveys include questions regarding the well-being of our students, parents and family members. Our LEA will collaborate with Fresno County Superintendent of Schools Mental Health Services as well as Fresno County Behavioral Health Department in order to provide assistance as needed. Maintaining everyone's well-being while building resiliency is our top priority this year.

First and foremost, our parent surveys will be the stepping stone to our approach in supporting our BUESD community. The data gathered via our surveys will be used to prioritize the emotional supports and resources we provide. Parent input will be vital in understanding our pupils' academic, social-emotional and physical well-being. Teachers and school staff will also continue to play an essential role via constant communication with students and parents. Teachers and support staff will make phone contacts and schedule Google meetings with students at least once weekly if not more as needed to check on their academic and emotional needs. The School Administrator will also be making phone calls and home visits with teachers. Through the course of distance learning, if and when students social-emotional and academic needs demonstrate to benefit from more than weekly phone contacts and Google Meets, the administrator and teachers will conduct home visits in an effort to re-engage the student. The district Liaison will also be involved in an effort to make parent contact and off the family to connect them with any community resources that would come to the benefit of the student and/or the family.

Staff will be provided with on-going professional development in several Social-Emotional Learning (SEL) strategies and programs, including Second Step, Mind Yeti, Power of Positivity P2, and Trauma Training.

Teachers will also be implementing our SEL adopted material to include breathing and relaxation exercises. Character education program will be taught, purchased, adopted and implemented school wide with professional development for all staff. The Positive Behavior Intervention and Supports (PBIS) and our Burrel Big 3 will be implemented and modeled school wide by all staff, students and families. A growth mindset focus will be expected when teaching and interacting with students. Learning environments will provide a safe and positive atmosphere for in-person and distant learning backdrop. All teachers and support staff will be provided with on-going social-emotional learning lessons and activities. Teachers will provide a daily "SEL check in" and Morning Message for their students prior to the beginning of

distant learning lessons and activities. During in-person and distant learning, all daily schedules will include opportunities for students to have frequent "brain breaks" throughout the day. Along with teacher directed embedded SEL support, our school psychologist will be implementing weekly classroom social-emotional activities. The activities will include student directed input via personal growth and reflections worksheets that will allow for frequent monitoring of students learning and overall well-being.

All staff is expected to observe and monitor the behavior of their students while providing instruction online and in-person. All staff will be provided with mandated reporting child abuse training yearly. Child Welfare phone numbers and reporting documents will be easily accessible, thus if any doubts or concerns arise, they will immediately be reported to Child Protective Services (CPS) and administrators when needed. All teachers and administrator have begun to receive and will continue to receive trauma training to learn to identify the impact of trauma on our students and families, as well as how it may be portrayed within the educational setting.

Teachers and Administration will meet in PLCs weekly to discuss any concerns with student behaviors and emotional needs. Our MTSS team will gather information on student behavior and provide strategies to teachers to support needs. If necessary, a Student Study Team meeting will be held to gather additional information from student, staff or parent and then to create an action plan to support student and family. Referrals to an All 4 Youth Clinician will be made if necessary.

The BUESD Administrator will also focus on not only providing social-emotional support to our students and their families but also its staff. The administrator aims to provide an environment of trust for all staff members where we ALL feel safe, appreciated and supported. During staff meetings, staff will be encouraged to try something new, asked about their well-being and given the right to a growth mindset just like our students. We will all make mistakes, but our focus should be on learning and growing. Now is the time to embrace innovation! Before staff meetings, the staff meeting agendas will continue to be provided to all our teachers to include a section for teachers to provide "Positive Points/Moments" to highlight. Administration will include a positive quote on all weekly Burrel Bear Bulletins sent to staff. A Sunshine Club will be maintained to provide tokens of appreciation, birthday recognitions and opportunities to celebrate with all staff. The administrator will schedule monthly "Check In" with teachers via in person or via telecommunication on a one-on-one basis weekly if not more as needed.

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.]

BUESD teachers will take attendance daily and will keep anecdotal notes on student engagement and time logged onto distant learning. All teachers and support staff will communicate student engagement progress or issues with parents through Class DOJO, Remind app or phone contacts. Teachers will document all attempts to contact students or parents. Attendance Secretary and Administration will monitor

student engagements and contact parents through the student information system (SIS) portal utilizing daily robocalls. Conferences and/or home visits with parents will be scheduled by the Administrator to discuss student absences and to provide necessary student and family supports to include in-person instruction, SEL support, school psychologist check ins, community resources or referrals to All 4 Youth clinician.

The following Tiered Re-Engagement Plan strategies will be implemented:

- 1) Students who are not logged in or engaged in distant learning will be considered unengaged. Robocall will be initialized and sent to parent in either English or Spanish. Teacher or support staff will attempt to contact student or parent within the day. If no contact is made, Attendance Secretary or Administrator will attempt to make contact. All attempts will be noted. Bilingual support staff will be utilized when needed for our Spanish speaking families.
- 2) If student continues to remain absent or unengaged for 3 days, even after contacts have been made, teacher and administrator will make a home visit to assess the situation. In-person appointments to provide instruction will be created. Informal contact attempts will continue with parents in order to remedy the situation. If necessary, bilingual support staff will accompany the team.
- 3) If after the home visit, the student still fails to attend or engage in school, there will be a determination as to whether the student is enrolled in the appropriate program - distant learning, learning packets or in-person/hybrid. A conference will be held to determine which program would meet the student's needs. An interpreter will be provided for our Spanish speaking families.
- 4). If the problem persists, an SST will be held to discuss the issues, interventions and plan to support student's behavior or social-emotional well being. The SST meeting will consist of student, parents, teacher, administrator, resource specialist and psychologist. Referrals to All 4 Youth clinician or any other community outreach services will be made if necessary. Meeting will include a bilingual support staff to provide interpretation in Spanish, all materials shared with parents will be provided in English and Spanish.
- 5). If student continues to be unengaged or absent, administration will consult with Fresno County Superintendent of Schools to begin SARB (School Attendance Review Board) process.

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.]

Upon the immediate closure of our school in March 2020 our students were enrolled in distance learning. BUESD continued to provide meals to all students . Families picked up meals daily eventually they were provided with several days of meals to limit the trips our families had to

make to the school. The LEA Superintendent/Principal along with the Cafeteria Manager submitted meal plan waivers through CDE and implemented the Seamless Summer Feeding Option through the end of June 2020. All children 18 years or younger were able to pick up meals to include both breakfast and lunch items from our school site. In certain circumstances, BUESD staff delivered student meals to our family homes.

Our LEA is under the Provision II which qualifies all BUESD students for free meals. If students are enrolled in-person, they will be served meals for all weekdays whether on (in person learning) or off campus (distant learning).

During in person, we will schedule three separate lunches to keep our cafeteria with the maximum quantity of students to maintain safety and social distancing. Once cafeteria capacity has been reached, students will be allowed to eat outdoors under a shade structure. When weather does not permit outdoor eating, student will be allowed to eat in their classrooms. Students will be scheduled to play in designated areas in order to maintain the cohort of students. Hand washing stations will be located outside and around campus for student use. Safety protocols such as Cafeteria staff wearing gloves and masks, dots on floor and on tables to maintain distance, benches to be arranged facing in one direction, frequent hand washing for both staff and students, separate entrance and exit locations and sanitation processes between groups allowed in cafeteria.

During Distance Learning and for students continuing Distance Learning, BUESD will continue to distribute meals to their families in the same manner as when school is closed. Families will be informed in English and Spanish as to the days and hours for meal distribution. In special cases, staff will provide a delivery of meals to families in need. During food distribution, meals will be placed for easy retrieval for staff and parents. Staff will maintain social distancing when serving meals. All meals meet the required standards and are distributed twice weekly between the hours of 7:30am to 9:00am.

In addition to the school meals, BUESD has partnered with the Migrant Department of Fresno County Superintendent of Schools and will be providing families with additional non-perishables to be distributed twice monthly. Our staff will provide the Migrant Department staff assistance when necessary. Reminder messages will be sent in both Spanish and English a day prior and on the day of the event.

Our Cafeteria staff follows the safety procedures required. Staff will monitor their temperature and check in prior to reporting to work by responding to symptom questions. All work surfaces will be sanitized daily. Staff will be required to wear masks and gloves when preparing and distributing meals to families. When applicable, recommendations for the safe storing and heating of foods will be included in meals.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
36.73%	358,181.00

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.]

The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Burrel Elementary School balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 36.73% using the dollar amount of \$ 358,181. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$ 358,181 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

- PE Specialist to Provide Teacher Time for PLC, Professional Development, Collaboration, etc.
- Intervention Specialist
- Librarian
- Student Supplies/NWEA for Benchmarks
- Bilingual Office Support Staff
- Psychologist
- Additional Speech Services
- Additional Transportation Support
- Certificated Professional Development
- Highly Qualified Teacher Competitive, Retention Salary
- Educational Field Trips