AGENDA

REGULAR MEETING
OF THE BOARD OF TRUSTEES
BUCKEYE UNION SCHOOL DISTRICT

DISTRICT VISION STATEMENT
Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

Wednesday, September 23, 2020

No Closed Session
Open Session – 7:00 p.m.

In order to ensure compliance with federal and state guidance regarding large gatherings and in accordance with the State of California Executive Order N-29-20, to provide the public with the opportunity to provide comments to the Board.

Please login to Zoom and continue to watch and listen to the meeting. Register in advance for this webinar:

https://buckeyeusd.zoom.us/webinar/register/WN_LbnntKlsRzWS0F92KNBpKQ

After registering, you will receive a confirmation email containing information about joining the webinar.

Your call/entry will be muted upon joining the meeting. When you hear the Agenda Items, Action Items called, and you wish to comment please raise your hand on the controls and await your opportunity to speak. When you are notified your call will be unmuted and you may speak for three minutes. While speaking, please reduce any background noise to ensure that your comments can be heard.

I. CALL TO ORDER

II. FLAG SALUTE

III. ROLL CALL

IV. APPROVAL OF AGENDA

V. PUBLIC COMMENTS
VI. PRESENTATIONS
1. Introduction of Noel Stedeford as Principal of William Brooks Elementary School
   (David Roth, Ph.D., Superintendent)

2. Introduction of Amy Pirkl as Principal of Buckeye Union Distance Learning School
   (David Roth, Ph.D., Superintendent)

VII. REPORTS
1. Reports and Requests by Board Members
2. Superintendent’s Report: David Roth, Ph.D.
   ● Reopening Guidelines Overview

VIII. ACTION ITEMS
1. Adopt Resolution No. 21-06: Teaching Assignments Credential Authorization
   Education Code Sections 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/Standard Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12-semester units, or 6 upper division or graduate semester units, in the subject to be taught.
   (Jackie McHaney, Asst. Superintendent)

   (Brian McCahon, Director of Facilities)

3. Approve Resolution No.21-07 Authorizing Piggyback Contract with American Modular Systems, Inc. for the Purchase of Modular Classroom Buildings as a Component of the Valley View Charter Montessori Permanent Modular Classroom Project.
   (Brian McCahon, Director of Facilities)

4. Approve Learning Continuity and Attendance Plan-Buckeye Union School District
   (Jackie McHaney, Asst. Superintendent)

5. Approve Learning Continuity and Attendance Plan-Valley View Charter Montessori
   (Jackie McHaney, Asst. Superintendent)
6. Approve Learning Continuity and Attendance Plan- Buckeye Mandarin Immersion Charter School

(Jackie McHaney, Asst. Superintendent)

IX. NEXT MEETING
• Wednesday, October 7, 2020 - VIA Zoom
  Buckeye Union School District

X. ADJOURNMENT

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762 during normal business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.1. ACTION: Resolution No. 21-06: Teaching Assignments Credential Authorization

SITUATION:
Education Code Section 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/ Standard Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught.

PLAN:
In order to accommodate the needs of the middle schools, the administration has selected the best-qualified teachers to teach in the following subject areas:

Camerado Springs Middle School

Kelsey DeGan – Has a Clear Single Subject teaching credential in Social Science with English Learner Authorization. Kelsey has (verified by transcripts) the required semester units in Language Arts to teach in this subject area.

Phil Scarry – Has a Clear Multiple Subject teaching credential with Supplemental Authorization in Life Science, Subject Matter Authorization in Introductory Science, and Clear CLAD Certificate. Phil has (verified by transcripts) the required semester units in Spanish to teach in this subject area.

Rolling Hills Middle School

Jenifer DiMauro – Has a Clear Multiple Subject teaching credential and a Clear CLAD Certificate. Jenifer has (verified by transcripts) the required semester units in Language Arts to teach in this subject area.

Valley View Charter Montessori (Middle School)

Amy Enquist – Has a Multiple Subject teaching credential with English Learner Authorization as well as Montessori certification. Amy has (verified by transcripts) the required semester units in Language Arts to teach in this subject area.

FISCAL IMPACT:
N/A

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends the Board approve Resolution No. 21-06: Teaching Assignments Credential Authorization.
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION 21-06

TEACHING ASSIGNMENTS CREDENTIAL AUTHORIZATION

WHEREAS, the Governing Board of the Buckeye Union School District recognizes its responsibility to provide adequate teaching staff to meet the educational needs of middle school students; and

WHEREAS, the Board has considered the qualified applicants for teaching positions at all schools in the Buckeye Union School District and has determined the need for the limited teaching authorizations hereinafter stated;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Buckeye Union School District authorizes and approves the following teaching assignments in accordance with the regulations adopted by the California Commission on Teacher Credentialing, the applicable provisions of the California Education Code Sections 44256(b) and 44258.2:

EDUCATION CODE SECTION 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/Standard Elementary Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught. The following teachers have met these criteria:

*Camerado Springs Middle School*
Kelsey DeGan – Language Arts – 1 period
Phil Scarry – Spanish – 4 periods

*Rolling Hills Middle School*
Jenifer DiMauro – English/Language Arts – 5 periods

*Valley View Charter Montessori School (Middle School)*
Amy Enquist – Language Arts – 5 periods

PASSED AND ADOPTED by the Board of Trustees of the Buckeye Union School District at its regular meeting held on September 23, 2020 in the Buckeye District Boardroom by the following vote:

AYES: _______  NOES: _______  ABSENT: _______  ABSTAIN: _______

_________________________  __________________________
Gloria Silva  
Clerk of the Board of Trustees  
Buckeye Union School District

Resolution No. 21-06/10.17.18/Tching. Assnmnts.
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.2.  

ACTION: Authorization to Enter into Contract for Services with Kirk S. Brainerd (Architect) to Prepare Construction Documents, and Provide Construction Administration Services for the Valley View Charter Montessori Permanent Modular Classroom Project.

SITUATION:
In planning for the 2020/2021 school year and in response to the DSA approved permanent modular classroom not being available before the first day of planned instruction, on June 24, 2020, the Governing Board authorized staff to enter into a contract with Abide Builders, Inc. for the Valley View Charter Montessori Rental Classroom and Associated Sitework Project, which placed a temporary classroom on the Valley View Charter Montessori School site for use during the 2020/2021 school year. The District will replace the temporary classroom over the summer in 2021. As a result, the District must enter into a contract with an Architect to prepare construction documents, and provide administration services, for placement of the permanent modular classroom, and the associated site work. The District is also bringing forward a separate item to the Board to authorize staff to enter into a contract with the modular classroom manufacturer for the supply and installation of the modular classroom required for the Valley View Charter Montessori Permanent Modular Classroom Project.

PLAN:
The plan is to have the Governing Board authorize staff to enter into a contract for services with Kirk S. Brainerd (Architect) to prepare construction documents, and provide administration services for the Valley View Charter Montessori Permanent Modular Classroom Project.

FISCAL IMPACT:
The cost of these services is a fixed fee of $20,000. There is no impact on the General Fund. Funding will come from Fund 49. These funds can only be expended on Valley View Charter Montessori, or a pro-rata share of District-Wide projects benefiting Valley View Charter Montessori.

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends that the Governing Board authorizes staff to enter into a contract for services with Kirk S. Brainerd (Architect) to prepare construction documents, and provide administration services for the Valley View Charter Montessori Permanent Modular Classroom Project.
September 14, 2020

Brian McCahon  
Director of Facilities  
Buckeye Union School District  
1665 Blackstone Parkway  
El Dorado Hills, Ca. 95762

Re: Valley View Montessori Charter School Portable; Permanent building

Dear Brian,

We propose to provide design services as follows:

1. Visit the site and discuss scope and additional flatwork
2. Coordinate with relocatable provider
3. Provide final site civil, architectural, and electrical construction documents and associated specifications.
4. Submit plans to DSA
5. Assist the District in bidding the project.
6. Provide all construction administration for the duration of the project.

**Fee shall be a fixed fee of Twenty Thousand Dollars ($20,000)**

Billing will be made on a monthly basis for work completed within that calendar month. Payment shall be made within 30 days of receiving the billing statement. If this proposal is acceptable, please sign and return one copy.

Very truly yours,  

Kirk S. Brainerd, Architect

Accepted ____________________________

Date: ________________________________
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.3.  

ACTION: Approve Resolution No.21-07 Authorizing Piggyback Contract with American Modular Systems, Inc. for the Purchase of Modular Classroom Buildings as a Component of the Valley View Charter Montessori Permanent Modular Classroom Project

SITUATION:
Public Contract Code §20111 requires school district governing boards to competitively bid and award any contracts, other than construction contracts, involving an expenditure of more than $95,200.00 to the lowest responsive and responsible bidder.

Public Contract Code §20118 provides that, notwithstanding the provisions of Section 20111, a Governing Board may, without advertising for bids and upon a determination that it is in the best interest of the District, authorize staff to contract, lease, acquisition, or purchase order off of another public corporation or agency, to lease data-processing equipment, or to purchase materials, supplies, equipment, automotive vehicles, tractors and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor (piggyback).

The Buckeye Union School District in planning for the 2021-2022 school year has determined that it will be necessary to add the following relocatable classroom to the Valley View Charter Montessori School site and has determined that it is in the best interest of the District to proceed with the purchase of the relocatable classrooms using the piggyback process set forth in Section 20118:

1) 1 each, 30x32 DSA Approved Classroom

PLAN:
To have the Board adopt Resolution No.21-07, authorizing staff to enter into a piggyback contract for the acquisition of the above-identified classroom with American Modular Systems, Inc. utilizing the Reef-Sunset Unified School District Facility Supply Services Contract at Various Sites Piggy-Back Bid to ensure timely manufacturing and delivery of the building for project completion before the start of the 2021-2022 school year. Staff is also bringing forward a separate item for contracting with an Architect for the preparation of construction documents and contract administration services for the Valley View Charter Montessori Permanent Modular Classroom Project. Once the contract documents have been approved by the California Division of State Architect, staff will bring forward an item to the Board requesting authorization to bid the site work required in addition to the purchase contemplated by this item, and ultimately request

Cover Sheet/9.23.20/VIII.3.
approval from the Board to award the site work contract to the lowest responsive and responsible bidder.

**FISCAL IMPACT:**
1 each, 30x32 DSA Approved Classroom: $269,380.00
(Includes foundation, casework, interior finishes and installation)

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<td><strong>$296,318.00</strong></td>
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</table>

There is no impact on the General Fund. Funding will come from Fund 49. These funds can only be expended on Valley View Charter Montessori, or a pro-rata share of District-Wide projects benefiting Valley View Charter Montessori.

**SUPERINTENDENT’S RECOMMENDATION:**
The Superintendent recommends that the Board adopt Resolution No.21-07, authorizing staff to enter into a piggyback contract for the acquisition of the above-identified classroom for the Valley View Charter Montessori Permanent Modular Classroom Project through the Reef-Sunset Unified School District and its Agreement with American Modular Systems, Inc. awarded on August 25, 2018.
Buckeye Union School District  
5049 Robert J Mathews Parkway  
El Dorado Hills, CA 95762

Re: Proposal for Modular Classroom at Valley View Elementary School

Attn: Brian McCahon, Director of Facilities

American Modular Systems is pleased to provide our proposal for the DSA approved classroom. Our pricing is based upon the AMS provided conceptual floor plans dated 8/31/20 attached to this proposal for reference.

Buckeye Union School District is utilizing the provisions of the Reef-Sunset Unified School District Facility Services Contract and the scope of work as listed below, and in the Inclusions and Exclusions as outlined. The omission of any item(s) not listed in the assumed scope shall not be construed to be included in this pricing.

Base Building(s): DSA approved modular classroom building, steel rigid frame construction, Type V non-rated construction, 20 lb roof load, 50 lb floor load, 110 ULT wind load, 2016 CBC, Ss = 0.456, FOB El Dorado Hills, CA

(1) each; 30x32 DSA Approved classroom  
960 sf  
$214,120

Design & Engineering  
$12,200

Total  
$226,320

Per conceptual AMS provided floor plans dated 8/31/20 attached and refer to inclusions/exclusions list attached

Options:
- Concrete foundation with vent/access wells** (Includes crane charge up to 120 ton)  
  $32,060  __accepted__declined
- Crane charge – up to 120 ton (MUST be accepted ONLY if concrete foundations by OTHERS)  
  $7,360  __accepted__declined
- 2” slurry seal rodent barrier  
  $3,640  __accepted__declined

Total of Accepted Options: ____________

Terms:  
Monthly progress payment net 20 days. Quote good for 60 days. Design fees due at DSA submittal.

Proposal Schedule:

Signed Proposal  
September 25, 2020

Purchase Order  
October 15, 2020

DSA Approval  
December 16, 2020

Colors  
November 12, 2020

Delivery/Set  
July 8, 2021

Substantial Completion  
August 6, 2021

Attachments/Exhibits:

AMS provided conceptual floor plan dated 8/31/20
Thank you for the opportunity to provide our proposal. If accepted, please check accepted or declined on all options above, and sign below accepting the standard terms and conditions of our Cooperative Purchasing Contract, and per the descriptions and pricing listed above.

**Accepted By:**
Buckeye Union School District

---
Signature

Printed Name

Title

Date

DMS/jt

---
American Modular Systems, Inc.

Signature

Daniel M. Sarich

Printed Name

President

Title

Date

9/11/2020

Date
Inclusions:

**Building Envelope:**
- 2016 CBC
- Engineering & Design
- Standard delivery/Set-up
- Steel moment frame DSA PC design
- 22 ga standing seam, color metal roof (AEP Span – Terra-Cotta), standard 2 ½:12 steep pitch dual slope
- Reinforced wood floor system
- 2'x6' wall framing
- PC based concrete foundation design only with 12" footings and 18" crawl space**
- Foundation flashing (6" below finished floor)
- R-30 roof insulation, R-19 walls
- Tempered, dual glazed, bronze anodized non-operable aluminum framed windows as shown

**Exterior:**
- 18 ga exterior hollow metal door w/ view lite
- 16 ga welded door frames
- Factory applied Hybrid Stucco Exterior – vertical surfaces only
- 3” round schedule 40 downspouts (Upgraded AMS Spec)
- AMS Standard Dunn Edwards paint
- Allowance for custom 2 color option
- 5 ft. front overhangs, 2 ft. rear overhangs, no side overhangs
- Enclosed soffits

**Interior:**
- 8’ 6” to 10’ 0” vaulted T-bar ceilings with Armstrong 2’x4’ lay-in mineral board ceiling tiles
- (1) 8’ wide x 5’ high white markerboard and (2) 6’ wide x 4’ high white markerboards as shown
- AMS standard vinyl tack board interior wall covering over ½” gypboard, full panel close-ups
- Casework as shown: 18 lf base cabinet, (1) sink with bubbler and sink cabinet, 4 lf drawers, 10’6” lf tall cabinet, 12 lf upper cabinet
- AMS upgrade Tandus Centiva 2’x2’ carpet tiles with rubber base
- AMS standard sheet vinyl flooring with rubber base at entry

**Lighting, Electrical, Data:**
- LED Interior lighting
- Occupancy sensors
- (1) AMS standard exterior light at exterior door, switched photo cell controlled
- Single phase interior wall electrical panel stubbed to outside
- All low voltage conduits in wall only stubbed to above ceiling, locations to be provided by AOR
- Exterior boxes for future cameras by owner to be coordinated

**Mechanical:**
- Wall mount 3 ½ ton electric HVAC system, single phase
- Programmable T-Stats
- Standard ducted supply registers
Additional Features/Items:

- Semi-recessed fire extinguisher cabinet
- Fire sprinklers/riser
- Allowance for (1) exterior recessed hose bibb w/ secure door
- AMS standard Schlage ND95PD door hardware with removable construction core
- Von Duprin L99 panic hardware where required by code
- Cold water only to sink
- Project/contract supervision
- One year warranty
- Sales tax

Exclusions:

General Specification, Fees, and Site Requirements:

- DSA approval, DSA plan fees, DSA inspection fees, DSA inplant/site inspection fees
- HCD fees, site inspections/approvals
- Architect fees
- Union Labor
- Builders Risk Insurance
- Site security to include the delivered buildings
- Airport proximity STC compliance
- Extreme climate zone HVAC coordination
- Solar option design/approval

Foundation, Foundation Prep:

- Crane charges (unless foundation by AMS accepted above)
- Concrete foundation drywells, vent/access wells, foundation embeds, foundation pit excavation, off-haul of spoils
- Surveying, site preparation/site improvements
- Plans showing grades, benchmarks, maintenance of benchmarks, setbacks, finish floor heights, etc.
- Adequate all weather vehicle/trades access to building pad
- Soils testing, soils reports
- Special handling due to inaccessible site conditions

Equipment and Devices:

- Fire alarm system
- Ramps / Ramp transitions to grade
- Exterior/interior drinking fountain
- Garbage disposal

Electrical and Data:

- EMS systems, EMCS systems pathways and/or coordination
- Load monitoring provisions
- Low voltage systems, motion detectors, intrusion/security systems, cameras, keypads
- IDF cabinets, wires, devices or pathways, pull strings
- ALL Signage
- Projection screens, projectors, TV/monitor brackets, CCTV

Site, Final Connection, Drainage and Plumbing:

- Full time supervision
- Temporary power/water/phone, job trailer, fencing, internet
- Dust control, project debris bin
- SWPPP
- Security, portable toilets, dumpster, storage
- Sidewalks, flatwork, curbs, mow strips, landscaping
- Utilities/connections
- RWL connections to underground
Miscellaneous:
- NO side overhangs
- Walk off mat
- Sealing/waxing of finish floor coverings
- Epoxy grouts, grout sealers
- Window coverings, security screens, window/building awnings, side overhangs
- Appliances, furniture, soap/paper dispensers, hand dryers, changing tables, feminine hygiene dispensers
- Master keying
- Rated walls
- Air balance reports/testing
- Water chlorination

Special Notes:

**IF CONCRETE FOUNDATION INSTALLATION BY OTHERS:** Concrete foundation design and engineering by AMS, installation by others. AMS is not responsible for quality of installation, inspections, nor acceptance of foundation. Any review performed by AMS shall be considered a courtesy to assist with the overall project success and does not remove the contractor’s responsibility to comply with plans and specifications. Contractor performing foundation installations is responsible to ensure foundation is completed per plans, specifications, and meets tolerances for modular buildings as described in AMS drawings. In the event engineering is required to accommodate errors or omissions, rework or additional coordination/engineering, all expenses shall be reimbursed to AMS. In addition, a $1,500 per hour back change will occur if a delay due to grinding, leveling, etc... is required at the time of installation.

SUB CONTRACTOR PERFORMING CONCRETE FOUNDATION INSTALLATION MUST MEET THE FOLLOWING QUALIFICATIONS:
1. A MINIMUM OF 5 YEARS CONTINUOUS AND CURRENT EXPERIENCE INSTALLING MODULAR (PIT SET) FOUNDATIONS
2. A MINIMUM OF 5 YEARS CONTINUOUS AND CURRENT EXPERIENCE WITH PUBLIC WORKS PROJECTS SPECIFIC TO EDUCATION
3. A MINIMUM OF 5 YEARS CONTINUOUS AND CURRENT EXPERIENCE WORKING ON DIVISION OF STATE ARCHITECT (D.S.A.) APPROVED AND INSPECTED PROJECTS

District must provide an ALL WEATHER truck accessible level/compacted prepared pad. The pad shall be a maximum of 6” from grade level measured diagonally along long axis. All sites exceeding 6” shall be charged on a site-by-site basis. Foundation pad over-excavation must be minimum 5’ on all four sides.

Concrete Foundation Exclusions – site demolition, foundation pad excavation, import/export soils, surveying, site improvements, underground hazards, crawl space drainage, dry wells, backfilling/compaction, unforeseen conditions.

Concrete Foundation Embeds – Per DSA approved AMS PC design, Foundation Embeds are required for all concrete foundations as designed by AMS. If concrete foundations are by others than AMS, Embeds may be purchased directly by contractor. If foundations by AMS, Embeds are to be included. Embeds must be inspected by a DSA approved welding inspector in accordance with project approved Testing and inspections and per AMS DSA approved drawings.

Point of Connection Drawings (POC) as coordinated with the AOR and design team, supersedes any previous drawings and/or communications regarding POC’s, including the DSA approved drawings. The locations and sizing reflected on the POC sheet are the responsibility of the Architect of Record to provide to the appropriate on-site contractors for coordination and execution.

AMS does not have the following included in our scope as listed above per the new requirements in 2016 CBC: exterior lighting back-up battery load monitoring provisions, EMCS systems pathways and/or coordination, airport proximity STC compliance, extreme climate zone HVAC coordination and solar option design/approval. AMS provides non-operable windows as standard for all projects unless otherwise coordinated.

The omission of any item(s) not listed in the assumed scope and/or exclusions shall not be construed to be included in this pricing. All projects per AMS standard PC guidelines, manufacturing methods, finishes and fixtures. AMS does not include direction and/or design for options not included in our scope unless otherwise stated or coordinated prior.
RESOLUTION AUTHORIZING CONTRACT WITH AMERICAN MODULAR SYSTEMS, INC. FOR THE PURCHASE OF A DSA APPROVED MODULAR CLASSROOM AS A COMPONENT OF THE VALLEY VIEW CHARTER MONTESSORI PERMANENT MODULAR CLASSROOM PROJECT

RESOLUTION NO.21-07

WHEREAS, Public Contract Code Section 20118 provides that the governing board of any school district without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order, any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases.

WHEREAS, the Reef-Sunset Unified School District awarded a competitively bid contract to American Modular Systems, Inc. for the provision of Facility Supply Services on August 25, 2018;

WHEREAS, the Reef-Sunset Unified School District has made their contract available to the Buckeye Union School District and all other public agencies for the procurement of Facility Supply Services as noted in the excerpts from the Bid Manual attached hereto;

WHEREAS, the District has determined that it is in its best interests to purchase the Facility Supply Services by piggybacking on the Reef-Sunset Unified School District Contract; and

WHEREAS, American Modular Systems, Inc. wishes to provide the District with the Facility Supply Services pursuant to the Reef-Sunset Unified School District Contract;

NOW, THEREFORE, THE GOVERNING BOARD OF THE BUCKEYE UNION SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That the Governing Board of the Buckeye Union School District has determined that it is in the best interest of the District to award a contract to American Modular Systems, Inc. and authorizes the piggyback agreement on the Reef-Sunset
Unified School District Bid; Facility Supply Contract at Various Sites Piggy-Back Bid Contract.

Section 3. This Agreement fully incorporates by this reference the Reef-Sunset Unified School District Contract, including all of its provisions and documents incorporated therein by reference or operation of law. American Modular Systems, Inc. shall comply with all insurance requirements of Reef-Sunset Unified School District and shall provide the District with copies of all required insurance documents at the time American Modular Systems, Inc. executes the Agreement.

Section 4. The District Superintendent or the Superintendent’s designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 5. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this September 23, 2020 by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

___________________________________________
Brenda Hanson-Smith
President, Governing Board

I, Gloria Silva, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on September 23, 2020.

___________________________________________
Gloria Silva
Clerk, Governing Board
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.4.  
ACTION: Approve Learning Continuity and Attendance Plan (LCAP) for Buckeye Union School District

SITUATION:
Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, published in April 2020. SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–2021 school year. SB 98 establishes California Education Code Section 43509 and the Learning Continuity and Attendance Plan (LCAP) requirements for the 2020–21 school year. The intent of the LCAP is to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–2021 school year. The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–2021 school year and allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

PLAN:
To have the Board approve the Buckeye Union School District Learning Continuity and Attendance Plan, a copy of which is included in the packet and is also available on the District website.

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends the Board approve the District’s Learning Continuity and Attendance Plan (LCAP) for the 2020-2021 school year.
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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<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tr>
<td>Buckeye Union Elementary School District</td>
<td>David Roth, Ph.D., Superintendent; 916-985-2183 Ext. 1012 <a href="mailto:droth@buckeyeusd.org">droth@buckeyeusd.org</a></td>
<td>530-677-2261 ext. 1012</td>
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General Information

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

The Buckeye Union Elementary School District (“BUSD”) serves an approximately 58 square-mile area which covers portions of El Dorado Hills, Cameron Park, and Shingle Springs in El Dorado County. The BUSD is the largest elementary school district in El Dorado County, serving approximately 4,620 Transitional Kindergarten through Eighth Grade students in:

- Five (5) Elementary schools - William Brooks Elementary, Silva Valley Elementary, Oak Meadow Elementary, Blue Oak Elementary, and Buckeye Elementary;
- One (1) K-5th grade mandarin immersion school – Buckeye Union Mandarin Immersion Charter School, a District affiliated charter school housed on the Oak Meadow Elementary School campus;
- One (1) TK-8th grade school - Valley View Charter Montessori School, with a 6th – 8th grade International Baccalaureate (MYP) Program. VVCM is a District affiliated charter school;
- One (1) 6th – 8th grade International Baccalaureate (IB) school - Camerado Springs Middle School;
- One (1) 6th – 8th grade middle school - Rolling Hills Middle School

On March 16, 2020, in response to the impacts of the COVID-19 pandemic, the BUSD temporarily shut down in-person instruction and moved immediately to a distance learning model. During the quick transition, Chromebooks, hotspots, and paper packets were distributed to students as well as other resources to support students, parents, and teachers with appropriate materials and instructional plans. Professional development and resources were provided to teachers. At the same time, student access to free meals, mental health services, and case management were provided in response to the impacts on our community of the pandemic. Our teachers, staff, administrators, students, parents, and community worked collaboratively to maintain instruction through the end of the 2019-2020 school year.

For the first week of the closure and throughout the summer, our child nutrition department and administrative leaders distributed meals, instructional staff developed distance learning expectations, and the district distributed technology to students who did not have appropriate devices or access at home. For those who could not access these services at their local school sites, transportation routes were set up to
ensure these services were delivered to the home. We surveyed families right away to determine whether they had access to the internet, ordered hotspots to support any families without connectivity, and delivered these devices to homes. BUSD also began adjusting its grading policy and tracking students’ distance learning engagement. Each site administrator contacted any families from whom we were not receiving a response or seeing active participation. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens. As we have designed our COVID-19 response, our administrators have considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education.

In June, the District convened a team to develop, communicate, and implement plans for smoothly and efficiently reopening school on August 12, 2020, to ensure students are educated and cared for in a safe and effective manner and staff are working within safe conditions. However, in August, based on the information developed to date and confirmation from the El Dorado County Department of Public Health regarding the limitations in supporting public schools with timely test results and sufficient capacity was not in place, the BUSD revised its reopening plan to start school on August 17th and in a full distance learning delivery model for the first 6 weeks of school.

**Stakeholder Engagement**

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

The contents of this plan were informed by engaging with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units. This included meeting with the LCAP Parent Advisory Committee and the Designated English Learner Advisory Committee. Since the beginning of the pandemic, the District has met with various groups of parents through PTA hosted forums and Board Meetings. Parent surveys have also been conducted. A representative group of students from all three middle schools has had the opportunity to provide feedback to the superintendent. The superintendent has also conferred with both bargaining units and has hosted meetings in which employee groups have been invited to provide input. Additionally, many dozens of parents have shared individual views regarding school operations with the superintendent and Board over the past few months.
The Governing Board continues to hold remote meetings to conduct essential business during the COVID-19 pandemic, and in accordance with Governor Newsom’s Executive Order ordering Californians to shelter in place and banning large public gatherings. Therefore, public participation in the meetings is also electronic via Zoom. Members of the public may listen to BUSD Board meetings in real time or recordedor. The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find complete directions on ways to address the board via links on the BUSD website. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comment and still engage in the process. In addition, three days prior to the public hearing meeting on September 2, 2020 and the adoption meeting on September 16, 2020, hard copies of the draft BUSD Learning Continuity and Attendance Plan were made available for viewing purposes at the District Office located at 5049 Robert J. Matthews Parkway, as well as posted electronically on the District webpage.

During the survey process of parents and staff, participants answered the questions presented and then had the opportunity to see responses from others based on when the survey results were presented by the Superintendent at the regularly noticed Board Meetings. Key themes from the surveys included:
- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs - Devices & Internet Access
- Parent supports for helping students learn with technology
- Teachers and school staff professional development on online teaching/learning
- Social-emotional supports for students and staff

Key take aways from the surveys were a need to provide more live interaction as part of the Distance Learning Program and the communities strong interest in returning to in-seat instruction.

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways. The engagement process to determine how BUSD will ensure learning and engagement in the new school year began in May and has been and remains a continuous and on-going process. It has included multiple staff and parent surveys, District Parent Advisory Committee meetings, District English Learner Parent Advisory Committee meetings, BUSD Board meetings, BUSD Budget Advisory Committee meetings, and other multiple opportunities/formats/venues for stakeholder input on the draft Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan on September 23, 2020.

Collectively, the stakeholder input has influenced the Learning Continuity and Attendance Plan, based on the themes from each stakeholder group, in addition to the recommendations from parents, teachers, administrators, and classified support staff.
The In-Person offerings section of this plan was influenced by the recommendation to prioritize health and safety, instructional minutes and schedules, hybrid learning model to include a split schedule to keep students and staff safe, professional development and capacity training for staff and parents, supports for special education students and English learner students, Mental Health and Social Emotional Supports, Multi-Tiered System of Supports, family choice learning model preference and intervention and supports for students.

The Distance Learning Program section of this plan was influenced by recommendations to ensure that all students have a digital device in grades TK-8, access to internet, diagnostic assessments to identify learning gaps; professional development for teachers, administrators, and staff; access to supplemental digital resources; collaboration and planning time; attention to student groups with identified learning gaps such as students with exceptional needs, English learners, low income, foster youth, and homeless; Social-Emotional and Mental Health supports; Multi-Tiered System of Support (MTSS); Positive Behavior Intervention and Support; Restorative Practices; intervention programs; student progress monitoring; communication with families and parent capacity workshops to support at home learning with their child.

The Supports for Pupils with Unique Needs was influenced by the stakeholder input (surveys, meetings, etc.) from staff, parents, community members on how to assist students with exceptional needs, English learners, foster care students and students experiencing homelessness. These considerations addressed their academic needs, social-emotional needs and well-being, case management services, professional development for staff, teachers, administrators, family workshops and resources to support students, and supplemental programs to support remediation of learning gaps.

The Pupil Learning Loss section was influenced by stakeholder input on how to identify learning loss and help teachers plan for synchronous as well as asynchronous intervention. A robust intervention system, will support students with learning gaps. Additionally, stakeholders identified that students with exceptional needs, English learners, students in foster care and students experiencing homelessness will need extra academic and social-emotional support and monitoring to ensure learning loss is remediated.

The Mental Health and Social and Emotional Well-Being section was influenced by overwhelming and consistent stakeholder input that the emotional health of students may be impacted by the impacts of the COVID-19 pandemic. Students are particularly vulnerable to the effects of the physical, health and financial strains impacting their home life. Often students' needs are identified through in-person interaction during regular school hours. Stakeholders impressed upon the District the critical need to establish a Social-Emotional Curriculum aligned to Tiered interventions to support student needs.

The Pupil and Family Engagement and Outreach section was influenced by stakeholders who gave input around the need to make deliberate efforts to connect with students and families who may not be engaging daily with their teachers. Many families are experiencing transitional changes which impact their mobility, ability to support learning at home and financial constraints which may include basic needs. Stakeholders gave input to the importance of maintaining School Nutrition programs to support students' access to nutritionally adequate meals when participating in both in-person and distance learning models.
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 BUSD will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended and/or full-return fashion as soon it is safe for staff and students to return. In order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safety requirements such as social distancing, mask wearing, and disinfecting protocols, BUSD has developed an in-person instructional model which includes the following aspects.

Modified In-Class Instructional Program which includes a model where classes will be split into two cohorts, one to attend in-person for a portion of the day in the morning, and one to attend in-person for a portion of the day in the afternoon, five days per week; OR, a model where classes are split into two cohorts, one to attend in-person Monday, Thursday, and one to attend in-person Tuesday, Friday, with all students on distance learning on Wednesdays. BUSD is involved in a continuing cycle of improvement process with the Modified In-Class Instructional Program return Model and continues to analyze how best this model can be implemented. A final decision will be made before the adoption of the final LCAP. In any Modified In-Class Instructional Program model.

- Students will be provided with daily in-seat instruction of approximately two hours and thirty-five minutes, plus asynchronous learning time.
- During the asynchronous time, students will be provided independent tasks which will extend their in-person learning to be completed at home in order to fulfill the minimum daily instructional minutes.
- Schools will be provided with schedules that prioritize English Language Arts/English Language Development, Mathematics, reading and math interventions, and social-emotional supports during in-person instruction. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
- Because our initial online implementation will utilize the district adopted curriculum, interventions, and pacing schedules, students will transition easily from online learning to in-person learning when it is safe to return.
- Students with underlying health concerns and may not be ready to return to in-person learning will be provided with an option to remain enrolled in the BUSD Distance Learning School, which will utilize the FUEL ED curriculum, pacing, assessments, and intervention platforms.
- Due to BUSD’s implementation of a multi-tiered system of supports, all schools have developed processes for identifying students with learning gaps and intervening with targeted support. BUSD will continue with its rollout of professional development on developing a Multi-tiered system of support, including professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at-risk students, English learners, foster youth, low income, and students with special needs.
To provide additional support to staff and students, professional development will be provided to all teachers and administrators on how to effectively utilize the digital tools being provided, analyze data collected, and plan for small group instruction intended to close learning gaps.

TOSAs will support teachers in short and long term lesson planning based and the use of best instructional practices based on data analysis.

Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention, and Support (PBIS) tiered mental health supports, and case management services.

Robust stakeholder engagement efforts in conjunction with the guidelines from the county and state health authorities have been synthesized to develop comprehensive COVID-19 protocols that include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 foot apart as practicable, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students) hand sanitizers, protocols for possible COVID-19 exposure and confirmed cases for students, staff, and visitors, safe and secure quarantine areas for students and staff at all sites, interactive meeting process for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between instructional cohorts, daily self temperature checks for all staff, students, and visitors, no gathering permitted where social distancing cannot be maintained, deep cleaning, disinfecting nightly, and ongoing revision to health protocols as directed by county and state health authorities.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Increased teacher staffing by 17.4 FTE to staff the BUSD Distance Learning School, which provides for in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underlying health concerns a 100% virtual opportunity.</td>
<td>$1,654,288</td>
<td>Yes</td>
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<tr>
<td>Increased teacher staffing by 12.0 FTE in BUSD to lower class sizes and eliminate blends, which provides for more in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underlying health concerns a 100% virtual opportunity.</td>
<td>$1,152,220</td>
<td>Yes</td>
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<tr>
<td>Increased classified staff hours in the areas of nutrition services to meet the needs of feeding our students and community; extra custodial staff hired to assist in custodial/grounds to allow for frequent disinfecting and cleaning throughout the school day; increasing health clerk duty hours when students return to campus.</td>
<td>$62,975</td>
<td>Yes</td>
</tr>
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## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

BUSD will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school and with the ultimate goal of returning all students, full-time. The continuity of a high quality instructional program and delivery model is of paramount importance to all BUSD stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue its actions in providing the highest quality instruction and supports for all students, including our at-risk students, English learners, Foster Youth, low income, homeless, and students with disabilities. In order to ensure students have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, BUSD has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return, as follows:

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices to ensure all students have equal access to adopted materials and curriculum. In addition, all school sites have developed a library digital checkout process so that students may continue to access these materials.

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<tr>
<td>Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.</td>
<td>$17,110,436</td>
<td>No</td>
</tr>
<tr>
<td>Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.</td>
<td>$6,872,460</td>
<td>No</td>
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<tr>
<td>Provided specialized transportation services to allow students to receive in-person offerings for at-risk students, English learners, foster youth, low income and students with special needs.</td>
<td>$650,486</td>
<td>Yes</td>
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</tbody>
</table>
• District designed documents and guides will be utilized to support lesson planning and to ensure essential standards, concepts and content will be taught throughout the course of the year. TOSAs will support teachers in short and long term lesson planning.
• The District has endorsed standardized learning platforms such as Zoom, Google Classroom, Google Slides, Google Forms, Flipgrid, Screencastify, NearPod, etc., to ensure equitable access to curriculum and adopted materials.
• School site administrators and teachers were provided with standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with at least 90-120 of the minutes to be delivered synchronously daily. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
• School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-risk students, including English learners, Foster Youth, homeless, low income students and students with special learning needs.
• Administrators and grade level teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.
• Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs, and will provide feedback to teachers.
• Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.

All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

BUSD is implementing an online learning model upon reopening for the 2020-2021 school year. Students in grades TK-8 will have electronic access to all related instructional materials. During the 2019-2020 school year, prior to securing chromebooks and internet connectivity devices for students to access the content, the District surveyed parents/guardians to determine students’ home access to devices and internet. Overwhelming majority of BUSD students indicated they had access to equipment and the internet at home. Chromebooks and information regarding access to low-cost or free internet were provided to families/students for spring Distance Learning.

For the 2020-2021 school year, BUSD has purchased new Chromebooks in an amount sufficient to ensure a device for all students and internet hotspots for those who do not have Wi-Fi access at home. Distribution of these devices took place before instructional days commenced during orientation sessions at each school site, ensuring that all students receive required materials. For those students and families for which the devices and hotspots were not available on the date of pickup – such devices were made available within the first seven (7) days of the school year. Family needs for internet access will be continuously assessed by school staff throughout the year, and hotspots will be deployed to families without reliable internet, to ensure connectivity with District-provided devices. To the extent practicable, a surplus of extra internet ready devices and chromebooks will be on standby and ready to deploy in the event that a student device
mals. This minimizes any chance of downtime for student access. Families who do not come to the school to pick up devices and internet access will be contacted and special arrangements for the deployment of these resources will be made.

Each BUSD teacher, absent a need to be out of the classroom, is working from their classroom and as such has an internet ready device that has been provided by the District, along with all the resources available to them in the classroom environment. Using these devices, teachers will communicate with students and deliver lessons through Zoom video conferencing, Google Classroom, etc.. Once students have logged in to their District provided device, curricular websites and applications will all be accessible with one click via our Clever single sign-on portal.

Support in accessing the technology and curricular materials will be provided to each family through our online resources, the classroom teacher and our technology department. Families will be provided with instructions on how to use and care for their devices as requested.

**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.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes (a minimum of 90-120 minutes daily) will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. For each pupil, teachers shall document synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days.

**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.]

A variety of professional development and resources will be provided to staff to support the BUSD Online Distance Learning program, which includes technological support for staff, students and families. In the spring, BUSD leaders hosted a great number of input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either all in, in a blended model or an online model. In addition, BUSD restructured the 2020-2021 school year calendar, in conjunction with BTA and CSEA, to delay the first day of instruction by three (3) school days, to provide the opportunity for BUSD to provide to its staff the entire week of August 10th for professional development and teacher preparation activities for the launching of the 2020-2021 school year on August 17th. Finally, BUSD has and will continue to offer additional professional development opportunities both virtually and in-
person, as conditions permit, to provide support on adopted curriculum, high quality lesson planning and delivery, social-emotional learning (PBIS), digital learning platforms such as Zoom, Google Classroom, Clever, Google Docs and Apps, sessions to support English learners, sessions for special educators and sessions designed to support students who have experienced significant learning loss due to school closures. Continued professional development will support our MTSS roll out as well. This systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need. Additional continued professional development opportunities will be provided in the areas of learning targets, writing, math, foundational reading and NGSS to name a few. Professional development opportunities intended to support high quality lesson delivery will be provided throughout the school year regardless of delivery model. Additional sessions later in the fall will focus on data analysis and how design lessons mitigate and close the learning gaps. To support our newest teachers, a full service Induction Program will be provided. Each new teacher in the program will be assigned a specially trained mentor who will provide guidance and support throughout the school year, both in our online model and when we return to an in-person model.

**Staff Roles and Responsibilities**

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

BUSD has prepared to return to school in a variety of learning models, including Traditional, Blended, and Online Distance Learning. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. BUSD will open schools in an Online Distance Learning Model with administrators, certificated and classified support staff at the school and district office offering services and supports online but from their classrooms or other work environments, which requires an adjustment in how connections are made, while maintaining consistent academic, behavior and social emotional support as is provided in a traditional model. This includes staff members who provide outreach to families. In order to ensure the safety of all staff, with the majority of staff working from their work site, health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these safety measures by conducting self-health screenings, taking temperatures, supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and PPE will be provided to employees. Possibly impacted staff include:

- **Health Assistants:** Located on each site – duty hours will be increased to cover entire student day. This change will support staff and students regarding any concerns or needs for screening or isolating of a student or staff member. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus.

- **Custodial Staff:** These staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent ‘touch-point’ cleanings throughout the day will be part of the daily routine. BUSD will also be temporarily increasing its custodial staff on each site to ensure that one additional custodian is on site during the instructional day. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus.

- **Technology Staff:** The technology staff roles will be to provide additional device and software support for teachers and students. To that end, BUSD recognizes that parents of students participating in online activities will require additional support from our technology staff, necessitating the establishment of a “parent tech desk” system to address this need. While BUSD is providing online distance learning, and because the original role or responsibility of some employee classifications are not feasible in a remote
environment, the some classified employees have had their roles modified to support students and staff in the distance learning model per an agreement with CSEA.

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.]

In BUSD, the socio-economic, English learner and foster youth students comprise approximately 18% of students, and a small percentage of these students are experiencing homelessness. During the time of school closures in the spring due to COVID-19, staff was relentless in not only providing materials and access to instruction but also in reaching out to support student learning by ensuring students had meals delivered if they were unable to access nutrition services, ensuring connectivity, meeting needs for transportation for related services, etc.. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs and in doing so, is better able to identify learning gaps for students so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development, in consultation with stakeholders, the plans needed to meet student needs and to address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through a dedicated Professional Learning Communities (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in- person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learner Student Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minute requirements will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- District English Learner TOSA will support teachers to identify specific groups of students to monitor and remEDIATE learning gaps using the district adopted curriculum, assessments and intervention supports.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District staff will ensure teachers have access to tutorials and guides describing how to access translation services and extensions.
- Develop and provide EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom and other student learning programs.
• Provide translation of resources for families, interpretation of technology help requests, bilingual videos and other resources.

Special Education Student Supports:
• Special Education Teachers and Related Service Providers will provide continuity of learning and services through in-person and online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
• IEP Meetings may be held both virtually and in-person following required health guidelines and social distancing practices.
• If needed, the district will provide service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed. It should be noted that these have been installed in a vast majority of environments frequented by this student population.
• Special education teachers will work collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student’s IEP.
• Enrichment activities and lessons will take into consideration the health, safety and well-being of all students and staff.
• Counseling may be provided in-person or via virtual or telephone appointments with students for social, emotional and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted in-person or via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.
• Related service providers may provide individual and/or group in-person or virtual lessons. These lessons may be conducted in-person or by telephone, or other virtual platforms, as appropriate.
• Immediate intervention by the school site team using administrators and support staff through a weekly report will facilitate the tracking of students, once their attendance and synchronous/asynchronous participation documented by the teacher begins to decline.
• A review of current community resources and district supports will also be reviewed and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.

BUSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, socio-economically disadvantaged, and experiencing homeless, by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).
• Mindfulness practices to learn calming strategies and reduce stress
• Building resilience strategies to learn how to overcome trauma
• Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis
• Counseling services to support mental health wellness

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

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<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Close the digital divide among students by purchasing 200 additional Chromebooks for Grades 2nd through 8th and 300 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age appropriate devices for Online Distance Learning.</td>
<td>$65,000</td>
<td>Yes</td>
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<tr>
<td>Description</td>
<td>Total Funds</td>
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<tr>
<td>Increased teacher staffing by 12 FTE in BUSD to lower class sizes and eliminate blends, which provides for more in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underlying health concerns a 100% virtual opportunity.</td>
<td>$1,152,220</td>
<td>Yes</td>
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<tr>
<td>Increased classified staff hours in the areas of nutrition services to meet the needs of feeding our students and community; extra custodial staff hired to assist in custodial/grounds to allow for frequent disinfecting and cleaning throughout the school day; increasing health clerk duty hours when students return to campus</td>
<td>$62,975</td>
<td>No</td>
</tr>
<tr>
<td>BUSD will provide a variety of digital apps (Screencastify, Zoom, Google Classroom, Flipgrid, NearPro, etc.) to teachers to enhance instructional delivery in an online model.</td>
<td>$10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers and administrators will engage in professional development to ensure pre-planning takes place to remove barriers to learning.</td>
<td>$85,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide designated and integrated ELD teacher professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations.</td>
<td>$85,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS) site and district leaders have designed a comprehensive system to identify students’ learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations. To the extent practicable, BUSD has aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of “plan do study act” over the course of the school year. All students in grades TK-8 will be formally assessed annually in the areas of ELA and Math. Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring. All students, including at-risk students, English learners, foster youth, socio-economically disadvantaged, and homeless, if identified for intervention services, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

BUSD will continue to utilize existing assessments conducive to remote administration for the purpose of monitoring growth in reading comprehension. School sites were provided with a calendar which includes dedicated times available for grade level teams to work collaboratively to analyze assessment results and plan for interventions. District and site administrators will monitor student data to ensure the reduction of learning gaps in English language arts and mathematics. Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions.

Pupil Learning Loss Strategies

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

All students must have access to supports and resources to help them achieve their academic goals. In BUSD, a robust Multi-Tiered System of Supports has been created at all schools which includes processes at the school and district level to address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs and students experiencing homelessness. Our teacher and classified staff MOUs and daily instructional schedules are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.
English Learner Student Supports:
- Dedicated resources to support English learners to engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- District English Learner TOSA will identify at-risk English learners and work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous learning.

Special Education Student Supports:
- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

Student Engagement and Attendance:
- The District Office will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.
- Teachers will be the first point of contact to identify barriers that may exist for a student that is affecting their attendance and engagement in synchronous/asynchronous learning.
- School secretaries are instrumental in verifying why a student has not reported to their remote classroom.
- Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered in-person, by appointment or at a distance without one-to-one contact, which traditionally has more impact, or virtually. School sites will generate a list of students each week that have missed instruction to determine if a student is exhibiting behaviors that are causing poor attendance and engagement patterns, which impact learning.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:
- Referrals to services will be made for students and families in need including, but not be limited to, housing referrals, access to food banks, clothing, shoes and other basic needs.
- In addition, once a blended learning model begins, additional transportation support will be provided to homeless families, as needed.

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.]

According to the 2019 California School Dashboard, learning gaps remain for student groups in BUSD.
As a result of the implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation has been in place for the last two years. As a result of stakeholder feedback and input, the post COVID-19 learning loss of fragile student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding. In addition, students who are experiencing learning loss due to social-emotional concerns will be monitored through school site and district level data collection.

English Learner Student Support:
- School-wide Plans for Student Achievement (SPSA) for all 8 schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.
- Data will be used to identify individual English learner students, analyze data in PLCs and plan for English Language Development (ELD).
- Curriculum embedded assessments will help measure their progress in reading.
- Meetings will be held at least three times per year with the District English Learner Advisory Committee to evaluate the effectiveness of the EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reports will be sent to school administrators that identify English learners not making progress.
- Re-designated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of Reading Inventory levels of English learners in grades 2-8, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:
- Monitoring Present Levels of Performance.
- Monitoring progress on the achievement of IEP goals.
- SPED staff will collaborate with General Education staff.
- SPED staff will communicate with parents about student progress.
- Triennial assessments, and informal and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income:
- Review attendance from previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student’s intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teacher for updates on student’s progress.
- Social-Emotional Supports.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection and analysis.
- Mental Health Service referrals and assessments to monitor the number of students referred for services and qualified to receive services.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for all staff in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs support. These will provide needed support for students.</td>
<td>$85,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education teachers and related service providers will provide continuity of learning and services through a combination of in-person and online distance synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.</td>
<td>$6,034,391</td>
<td>Yes</td>
</tr>
<tr>
<td>School site teams will prepare for virtual PBIS implementation in order for behavior expectations to be consistent across each school and be responsive to an online distance learning environment.</td>
<td>$30,000</td>
<td>No</td>
</tr>
<tr>
<td>Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners.</td>
<td>$85,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers will implement district-wide assessment and personalized instruction system for English language arts and mathematics (in all classrooms) to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.</td>
<td>$25,000</td>
<td>Yes</td>
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<tr>
<td>District monitoring of elementary and middle schools to ensure that English learners are achieving English proficiency based on the State’s English language proficiency assessment and meeting challenging state academic standards</td>
<td>$15,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Provide Reading Inventory resources to all students and teachers to support monitoring of progress towards reading comprehension for unduplicated students, special education and students experiencing homelessness.

<table>
<thead>
<tr>
<th>Description</th>
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<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Provide Reading Inventory resources to all students and teachers to support monitoring of progress towards reading comprehension for unduplicated students, special education and students experiencing homelessness.</td>
<td>$264,743</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.]

BUSD will provide mental health and social-emotional wellness services to students, staff and families as follows:

- Counseling services provided at each school site
- Crisis response team to support students and adults in crisis
- Daily Social-Emotional Learning lessons delivered by teachers
- Small group social-emotional support provided as need
- PBIS and other school-wide activities conducted to enhance school connectedness and spirit
- Educationally related mental health services provided virtually or in-person, as needed
- Benefits package to all employees includes an Employee Assistance Program that provides ongoing support including social-emotional and mental health.
- Reasonable accommodation/interactive process to address employee concerns - with all employee's requests to date for a year long virtual assignment, being accommodated

The following Professional Development has been provided to staff:

- Recognizing signs of crisis and trauma in students and adults
- Social-emotional supports for students and adults
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.]

BUSD will closely monitor student attendance and engagement weekly. Administrators, teachers and other support staff assigned to school sites will serve as a network of assistance when students are absent from learning. The District will establish a team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online distance learning. In addition, students at risk of having learning difficulties will be referred to the Student Support Team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation and documentation. A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators and support staff will provide regular monitoring using a weekly list that highlights these students and others who also are absent. Students needing re-engagement strategies will be supported holistically to include the identification of barriers and challenges facing parents/guardians. Students who need re-engagement strategies or identified as chronic absent, based on the weekly engagement, will be regularly monitored thru attendance and participation. Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan. Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week or identified as chronic absent based on weekly engagement will be identified first by the teacher and then referred to the school site’s administrator for immediate intervention. The school site administrator and his/her team will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc.

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.]

For all schools, students engaged in BUSD’s online distance learning model will be provided nutritionally adequate meals curbside for walk up or drive up service to the same extent such meals are provided when students are on site. The District’s POS system will be utilized to provide USDA mandated back up and to identify students with special diets. BUSD will provide applications in person and online and conduct significant outreach to encourage families to apply. Online payment will be available for students that do not qualify for free meals. When the District transitions to in-person instruction meals will be provided to all students in either a socially distanced eating location or given to the students “to go” in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria.
### Additional Actions to Implement the Learning Continuity Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.57%</td>
<td>$1,107,129</td>
</tr>
</tbody>
</table>

### 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 following explanation and subsequent listed actions from the Learning Continuity and Attendance Plan address how the needs of foster youth, English learners, and low-income students were considered first, and how these actions are effective in meeting the goals for these students.
The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID19 on their learning and well-being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Through implementation of MTSS actions related to the following will ensure students are on-track to succeed this school year. Teachers and school staff along with their administrators are monitoring learning in both in-person (when school resumes) and Online Distance Learning models. The digital divide was made apparent during the end of the 2019-2020 school year. The district invested heavily to ensure each student has an appropriate device/internet in order to access instruction. A particular emphasis is made for our students most at-risk to reach grade-level proficiency.

The actions below are effective in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning for these identified student groups, low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student learning and social emotional wellness and works with school sites to create a system as guided by the MTSS framework and also through technical assistance to ensure the effectiveness of School-wide Plans for Student Achievement. Our systems-based approach to achieving our goals for students has been created jointly with our stakeholders. It follows a Plan, Do, Study, Act cycle where check-points in the implementation of our Learning Continuity and Attendance Plan can be monitored frequently for impact. It is an evidence-based approach to appropriately address programs to support students successfully with online learning and in-person learning (when in-person instruction resumes). Effective implementation of staff development will ensure our instructional staff maintains rigorous instruction and formative assessment to plan for timely intervention. All in-person and online learning instructional schedules support collaboration time where teachers work as a team to identify areas of student learning that need remediation. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success.

Actions to support low-income, foster youth, and EL access to grade-level standards, identify and remediate learning gaps during online learning and in-person blended (when safe to return):

- A TOSA hired to support professional development, data analysis, and online lesson planning and delivery.
- Provide all students access to online learning to close the digital divide among students by purchasing 200 Chromebooks for Grades 2-8, and 300 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age-appropriate devices for online learning.
- Professional development, data analysis, and lesson planning and delivery.
- Professional development, specifically in the area of technology, and how to deliver instruction in an online model.
- Teachers and administrators will engage in professional development on developing a Multi-tiered System of Support.
- Teachers and administrators will engage in professional development on Universal Design for Learning.
- BUSD will provide a variety of digital apps (Screencastify, Zoom, etc.) to enhance instructional delivery in an online model.
- The District will provide release time as needed to support professional development, the Induction Program and the continuous improvement cycle, including goal setting, action planning, and reflection.
- The District will provide release time for teachers to attend professional learning opportunities when we return to in-person instruction.
- SPED staff will provide professional development for Education Specialists and service providers, as needed.
- Provide designated and integrated ELD teacher professional development and instructional support, as needed.
- Provide parent education, as needed and assist parent/student technology needs by establishing a dedicated 'parent support line' for technology questions and needs.
- Special Education teachers and related service providers will provide continuity of learning and services through in-person and online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
- Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss.
- Provide teachers with synchronous and asynchronous strategies to support specific EL students on their roster access academic content and increase English.
- Implement district-wide assessment and personalized instruction system for English language arts and mathematics to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.
- District monitoring of elementary and middle schools ensures that English learners are achieving English proficiency based on the State’s English language proficiency assessment and meeting challenging state academic standards.
- Provide Reading Inventory to support monitoring of student progress in reading comprehension for unduplicated students, special education and students experiencing homelessness.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of social-emotional learning (SEL) support and mental health interventions. The SEL needs of these student groups were considered based on the experience COVID-19 has had on low-income students, foster youth families, and English learners. Many families have experienced a loss of income as primary sections of the economy have shut down and impacted the source of employment for many families in our communities, such as restaurants, hotel and recreation, home provided daycare, construction, maintenance, and other personal care services. Many students are bearing a greater responsibility to care for siblings at home while parents are finding work or working as an essential worker. Students are facing increased stress and possible increased domestic violence and poverty. Also, COVID-19 is affecting more brown and black families which has a devastating impact on students if their loved ones become gravely ill or die.

The actions below are effective in meeting the goal of ensuring continuity of learning while recognizing the need for increased SEL and mental health services. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student SEL and mental health and working with school sites to create SEL curriculum while implementing a tiered system of supports as guided by the MTSS framework. Daily classroom SEL instruction is occurring to support students. Teachers or other school personnel may refer for additional support as needed.

Actions to support low-income, foster youth and EL access to tiered Social-Emotional Learning services, in order to address unique challenges because of poverty, transition and language barriers and/or immigration experiences during online learning and in-person blended (when safe to return) are listed below:
  - Professional Development will be provided in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs support and how to connect the individual to the resource.
• School site teams will prepare for virtual PBIS implementation. This will provide resources to students, staff, and families to support student behavior in the online learning environment to increase the likelihood of academic success.

[Buckeye Union School District investments as required in statute continues to focus on socio-economic disadvantaged, English learner and foster youth students while also supporting students with special needs and students in transition. In 2019-2020, Buckeye Union School District population of approximately 4,700 students consisted of the following composition: unduplicated pupil count: low-income -15.70 %, foster youth - 0.64%, and English learner -3.36%. The actions dedicated to improving outcomes for our low-income, foster youth and English learners are designed to exceed the required 3.57%, as the majority of the actions in the Learning Continuity and Attendance Plan are principally designed for our unduplicated student population.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic needs and social-emotional needs. Families of low-income, foster youth and English learners struggled to suddenly become their child's learning coach while at the same time balancing financial, social-emotional and health issues, which were on the rise due to COVID-19. Thus, when stakeholders provided input, the district realized at once that dedicated resources must focus on how to identify learning gaps for unduplicated students, how schools would continue to provide meals, how students would have their social-emotional needs met, how parents of unduplicated students would access and learn technology, and how our schools would continue to provide individualized services to promote equity and educational access.

Overarching in our delivery of programs and services is the MTSS framework in meeting the needs of our unduplicated students by providing additional supports and services. MTSS is based on implementation science research whereas a school and district develops tiered systems across three levels to address academic, behavioral and social-emotional supports. Fidelity assessments monitor the progress towards full implementation of components of a MTSS plan.

The majority of actions in the Learning Continuity and Attendance Plan are dedicated to creating online learning and in-person learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. The fully operational, assessment and remediation systems in place in the District will support all unduplicated students by identifying their academic gaps and providing them with a personalized learning plan customized to their needs. This plan outlines the specific steps the District will take to ensure unduplicated students have quality learning interactions both during in-person (when safe to return) and online learning models. This effort required an investment to remediate the digital divide our unduplicated students experienced at the end of the 2019-2020 school year. Children whose families do not have internet access will receive hot spots. Families will receive support and training to use these devices to support their child at home. English learner parents will receive unique training and support to overcome the barriers to technology and limited English proficiency.

Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality mental health services. We know poverty affects all aspects of the life of a child, especially during this pandemic we know that underserved students and students of
color are more at risk to experience a family member who has severe illness or dies from COVID-19. English learners, who may have parents susceptible to deportation, live in a continual state of fear and anxiety that exacerbates the effects of the pandemic on their lives. Foster youth experience a variety of unique family situations and require a whole child approach to help them succeed emotionally in order to learn. A significant proportion of the actions serving the social-emotional and mental health needs of students are above the minimal proportionality for increased support due to these factors.

Families of low-income, foster youth and English learners will receive training and dedicated staff to support their technology knowledge, ability to get a Gmail account to access Google classroom, specific workshops on ZOOM and other learning platforms. Student outreach and support actions in the plan are designed for families who are struggling to help their child participate in learning due to their inability to work from home. Many of our families in poverty work outside the home during the day. The District also embraces the responsibility to reach out and conduct home visits, observing social distancing and safety protocols, to check up on students that are absent from instruction, as needed.
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.5. ACTION: Approve Learning Continuity and Attendance Plan (LCAP) for Valley View Charter Montessori School

SITUATION:
Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, published in April 2020. SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–2021 school year. SB 98 establishes California Education Code Section 43509 and the Learning Continuity and Attendance Plan (LCAP) requirements for the 2020–21 school year. The intent of the LCAP is to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–2021 school year. The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–2021 school year and allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

PLAN:
To have the Board approve the Valley View Charter Montessori School’s Learning Continuity and Attendance Plan, a copy of which is included in the packet and is also available on the District website.

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends the Board approve the District’s Learning Continuity and Attendance Plan (LCAP) for the 2020-2021 school year.
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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
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<tbody>
<tr>
<td>Buckeye Union School District - Valley View Charter Montessori School</td>
<td>Paul Stewart Principal</td>
<td><a href="mailto:pstewart@buckeyeusd.org">pstewart@buckeyeusd.org</a> 916-939-9640 ex-3310</td>
</tr>
</tbody>
</table>

General Information

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

The Buckeye Union Elementary School District (“BUSD”) serves an approximately 58 square-mile area which covers portions of El Dorado Hills, Cameron Park and Shingle Springs in El Dorado County. The BUSD is the largest elementary school district in El Dorado County, serving approximately 4,620 Transitional Kindergarten through Eighth Grade students in:

- Five (5) elementary schools - William Brooks Elementary, Silva Valley Elementary, Oak Meadow Elementary, Blue Oak Elementary and Buckeye Elementary;
- One (1) K-5th grade mandarin immersion school – Buckeye Union Mandarin Immersion Charter School, a District affiliated charter school housed on the Oak Meadow Elementary School campus;
- One (1) TK-8th grade school - Valley View Charter Montessori School, with a 6th – 8th grade International Baccalaureate (MYP) Program. VVCM is a District affiliated charter school;
- One (1) 6th – 8th grade International Baccalaureate (IB) school - Camerado Springs Middle School;
- One (1) 6th – 8th grade middle school - Rolling Hills Middle School

On March 16, 2020 in response to the impacts of the COVID-19 pandemic, the Valley View Charter Montessori School temporarily shut down in-person instruction and moved immediately to a distance learning model. During the quick transition, chromebooks, hotspots, and paper packets were distributed to students as well as other resources to support students, parents and teachers with appropriate materials and instructional plans. Professional development and resources were provided to teachers. At the same time student access to free meals, mental-health services and case management were provided in response to the impacts on our community of the pandemic. Our teachers, staff, administrators, students, parents and community worked collaboratively to maintain instruction through the end of the 2019-2020 school year.

For the first week of the closure and throughout the summer, our child nutrition department and administrative leaders distributed meals, instructional staff developed distance learning expectations, and the district distributed technology to students who did not have appropriate devices or access at home. For those who could not access these services at their local school sites, transportation routes were set up to...
ensure these services were delivered to the home. We surveyed families right away to determine whether they had access to internet, ordered hotspots to support any families without connectivity, and delivered these devices to homes. BUSD also began adjusting its grading policy and tracking students’ distance learning engagement. Each site administrator contacted any families from whom we were not receiving response or seeing active participation. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens. As we have designed our COVID-19 response, our administrators have considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education.

In June, the District convened a team to develop, communicate, and implement plans for smoothly and efficiently reopening school on August 12, 2020 to ensure students are educated and cared for in a safe and effective manner and staff are working within safe conditions. However, in August, based on the information developed to date and confirmation from the El Dorado County Department of Public Health regarding the limitations in supporting public schools with timely test results and sufficient capacity was not in place, the BUSD revised its reopening plan to start school on August 17th and in a full distance learning delivery model for the first 6 weeks of school.

Stakeholder Engagement

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

The contents of this plan were informed by engaging with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units. This included meeting with the LCAP Parent Advisory Committee and the Designated English Learner Advisory Committee. Since the beginning of the pandemic, the District has met with various groups of parents through PTA hosted forums and Board Meetings. Parent surveys have also been conducted. A representative group of students from all three middle schools has had the opportunity to provide feedback to the superintendent. The superintendent has also conferred with both bargaining units and has hosted meetings in which employee groups have been invited to provide input. Additionally, many dozens of parents have shared individual views regarding school operations with the superintendent and Board over the past few months.
The Governing Board continues to hold remote meetings to conduct essential business during the COVID-19 pandemic, and in accordance with Governor Newsom’s Executive Order ordering Californians to shelter in place and banning large public gatherings. Therefore, public participation in the meetings is also electronic via Zoom. Members of the public may listen to BUSD Board meetings in real time or recorded. The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find complete directions on ways to address the board via links on the BUSD website. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comment and still engage in the process.

In addition, three days prior to the public hearing meeting on September 16, 2020 and the adoption meeting on September 23, 2020, hard copies of the draft BUSD Learning Continuity and Attendance Plan were made available for viewing purposes at the District Office located at 5049 Robert J. Matthews Parkway, as well as posted electronically on the District webpage.

During the survey process of parents and staff, participants answered the questions presented and then had the opportunity to see responses from others based on when the survey results were presented by the Superintendent at the regularly noticed Board Meetings. Key themes from the surveys included:

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs - Devices & Internet Access
- Parent supports for helping students learn with technology
- Teachers and school staff professional development on online teaching/learning
- Social-emotional supports for students and staff

Key take aways from the surveys were a need to provide more live interaction as part of the Distance Learning Program and the communities strong interest in returning to in-seat instruction.

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways. The engagement process to determine how BUSD will ensure learning and engagement in the new school year began in May and has been and remains a continuous and on-going process. It has included multiple staff and parent surveys, District Parent Advisory Committee meetings, District English Learner Parent Advisory Committee meetings, BUSD Board meetings, BUSD Budget Advisory Committee meetings, and other multiple opportunities/formats/venues for stakeholder input on the draft Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan on September 23, 2020.

Collectively, the stakeholder input has influenced the Learning Continuity and Attendance Plan, based on the themes from each stakeholder group, in addition to the recommendations from parents, teachers, administrators, and classified support staff.
The In-Person offerings section of this plan was influenced by the recommendation to prioritize health and safety, instructional minutes and schedules, hybrid learning model to include a split schedule to keep students and staff safe, professional development and capacity training for staff and parents, supports for special education students and English learner students, Mental Health and Social Emotional Supports, Multi-Tiered System of Supports, family choice learning model preference and intervention and supports for students.

The Distance Learning Program section of this plan was influenced by recommendations to ensure that all students have a digital device in grades TK-8, access to internet, diagnostic assessments to identify learning gaps; professional development for teachers, administrators, and staff; access to supplemental digital resources; collaboration and planning time; attention to student groups with identified learning gaps such as students with exceptional needs, English learners, low income, foster youth, and homeless; Social-Emotional and Mental Health supports; Multi-Tiered System of Support (MTSS); Positive Behavior Intervention and Support; Restorative Practices; intervention programs; student progress monitoring; communication with families and parent capacity workshops to support at home learning with their child.

The Supports for Pupils with Unique Needs was influenced by the stakeholder input (surveys, meetings, etc.) from staff, parents, community members on how to assist students with exceptional needs, English learners, foster care students and students experiencing homelessness. These considerations addressed their academic needs, social-emotional needs and well-being, case management services, professional development for staff, teachers, administrators, family workshops and resources to support students, and supplemental programs to support remediation of learning gaps.

The Pupil Learning Loss section was influenced by stakeholder input on how to identify learning loss and help teachers plan for synchronous as well as asynchronous intervention. A robust intervention system, will support students with learning gaps. Additionally, stakeholders identified that students with exceptional needs, English learners, students in foster care and students experiencing homelessness will need extra academic and social-emotional support and monitoring to ensure learning loss is remediated.

The Mental Health and Social and Emotional Well-Being section was influenced by overwhelming and consistent stakeholder input that the emotional health of students may be impacted by the impacts of the COVID-19 pandemic. Students are particularly vulnerable to the effects of the physical, health and financial strains impacting their home life. Often students' needs are identified through in-person interaction during regular school hours. Stakeholders impressed upon the District the critical need to establish a Social-Emotional Curriculum aligned to Tiered interventions to support student needs.

The Pupil and Family Engagement and Outreach section was influenced by stakeholders who gave input around the need to make deliberate efforts to connect with students and families who may not be engaging daily with their teachers. Many families are experiencing transitional changes which impact their mobility, ability to support learning at home and financial constraints which may include basic needs. Stakeholders gave input to the importance of maintaining School Nutrition programs to support students' access to nutritionally adequate meals when participating in both in-person and distance learning models.
Continuity of Learning

In-Person Instructional Offerings

The BUSD/VVCM will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended and/or full-return fashion as soon it is safe for staff and students to return. In order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safe requirements such as social distancing, mask wearing, and disinfecting protocols, BUSD has developed an in-person instructional model which includes the following aspects:

- Modified In-Class Instructional Program which includes a model where classes will be split into two cohorts, one to attend in-person for a portion of the day in the morning, and one to attend in-person for a portion of the day in the afternoon, five days per week; OR, a model where classes are split into two cohorts, one to attend in-person Monday, Thursday and one to attend in-person Tuesday, Friday, with all students on distance learning on Wednesdays. BUSD is involved in a continuing cycle of improvement process with the Modified In-Class Instructional Program return Model and continues to analyze how best this model can be implemented. A final decision will be made before adoption of the final LCAP. In any Modified In-Class Instructional Program model:
  - Students will be provided with daily in-seat instruction of approximately two hours and thirty-five minutes, plus asynchronous learning time.
  - During asynchronous time, students will be provided independent tasks which will extend their in-person learning to be completed at home in order to fulfill the minimum daily instructional minutes.
  - Schools will be provided with schedules which prioritize English Language Arts/English Language Development, Mathematics, reading and math interventions, and social emotional supports during in-person instruction. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
  - Because our initial online implementation will utilize the district adopted curriculum, interventions, and pacing schedules, students will transition easily from online learning to in-person learning when it is safe to return.
  - Students with underlying health concerns and may not be ready to return to in-person learning will be provided with an option to remain enrolled in the BUSD Distance Learning School, which will utilize the FUEL ED curriculum, pacing, assessments and intervention platforms.
  - Due to BUSD’s implementation of a Multi-tiered system of supports, all schools have developed processes for identifying students with learning gaps and intervening with targeted support. BUSD will continue with its roll out of professional development on developing a Multi-tiered system of support, including professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at-risk students, English learners, foster youth, low income and students with special needs.
To provide additional support to staff and students, professional development will be provided to all teachers and administrators on how to effectively utilize the digital tools being provided, analyze data collected, and plan for small group instruction intended to close learning gaps.

TOSAs will support teachers in short and long term lesson planning based and the use of best instructional practices based on data analysis.

Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention and Support (PBIS), tiered mental health supports and case management services.

Robust stakeholder engagement efforts in conjunction with the guidelines from county and state health authorities have been synthesized to develop comprehensive COVID-19 protocols that include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 foot apart as practicable, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students), hand-sanitizers, protocols for possible COVID-19 exposure and confirmed cases for students, staff and visitors, safe and secure quarantine areas for students and staff at all sites, interactive meeting process for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between instructional cohorts, daily self-temperature checks for all staff, students and visitors, no gathering permitted where social distancing cannot be maintained, deep cleaning and disinfecting nightly and ongoing revision to health protocols as directed by county and state health authorities.

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

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Increased teacher staffing by 4.44 FTE in BUSD to lower class sizes and eliminate blends, which provides for more in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underlying health concerns a 100% virtual opportunity.</td>
<td>$325,936</td>
<td>Yes</td>
</tr>
<tr>
<td>Increased classified staff hours in the areas of nutrition services to meet the needs of feeding our students and community; extra custodial staff hired to assist in custodial/grounds to allow for frequent disinfecting and cleaning throughout the school day; increasing health clerk duty hours when students return to campus.</td>
<td>$3,255</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.</td>
<td>$3,835,171</td>
<td>No</td>
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<tr>
<td>Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.</td>
<td>$955,268</td>
<td>No</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Provided specialized transportation services to allow students to receive in-person offerings for at-risk students, English learners, foster youth, low income and students with special needs.</td>
<td>$109,733</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Distance Learning Program

#### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

BUSD/VVCM will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school and with the ultimate goal of returning all students, full-time. The continuity of a high quality instructional program and delivery model is of paramount importance to all BUSD stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue its actions in providing the highest quality instruction and supports for all students, including our at-risk students, English learners, Foster Youth, low income, homeless, and students with disabilities. In order to ensure students have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, BUSD has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return, as follows:

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices to ensure all students have equal access to adopted materials and curriculum. In addition, all school sites have developed a library digital checkout process so that students may continue to access these materials.
- District designed documents and guides will be utilized to support lesson planning and to ensure essential standards, concepts and content will be taught throughout the course of the year. TOSAs will support teachers in short and long term lesson planning.
- The District has endorsed standardized learning platforms such as Zoom, Google Classroom, Google Slides, Google Forms, Flipgrid, Screencastify, NearPod, etc., to ensure equitable access to curriculum and adopted materials.
- School site administrators and teachers were provided with standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent)
instructional delivery, with at least 90-120 of the minutes to be delivered synchronously daily. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.

- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-risk students, including English learners, Foster Youth, homeless, low income students and students with special learning needs.
- Administrators and grade level teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.
- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs, and will provide feedback to teachers.
- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.

All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

BUSD/VVCM is implementing an online learning model upon reopening for the 2020-2021 school year. Students in grades TK-8 will have electronic access to all related instructional materials. During the 2019-2020 school year, prior to securing chromebooks and internet connectivity devices for students to access the content, the District surveyed parents/guardians to determine students’ home access to devices and internet. Overwhelming majority of BUSD students indicated they had access to equipment and the internet at home. Chromebooks and information regarding access to low-cost or free internet were provided to Families/students for spring Distance Learning.

For the 2020-2021 school year, BUSD has purchased new chromebooks in an amount sufficient to ensure a device for all students and internet hotspots for those who do not have Wi-Fi access at home. Distribution of these devices took place before instructional days commenced during orientation sessions at each school site, ensuring that all students receive required materials. For those students and families for which the devices and hotspots were not available on the date of pickup – such devices were made available within the first seven (7) days of the school year. Family needs for internet access will be continuously assessed by school staff throughout the year, and hotspots will be deployed to families without reliable internet, to ensure connectivity with District-provided devices. To the extent practicable, a surplus of extra internet ready devices and chromebooks will be on standby and ready to deploy in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who do not come to the school to pick up devices and internet access will be contacted and special arrangements for the deployment of these resources will be made. Each BUSD teacher, absent a need to be out of the classroom, is working from their classroom and as such has an internet ready device that has been provided by the District, along with all the resources available to them in the classroom environment. Using these devices, teachers will communicate with students and deliver lessons through Zoom video conferencing, Google Classroom, etc.. Once students have logged in to their District provided device, curricular websites and applications will all be accessible with one click via our Clever single sign-on portal. Support in accessing the technology and curricular materials will be provided to each family through our online resources, the classroom teacher and our technology department. Families will be provided with instructions on how to use and care for their devices as requested.
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.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes (a minimum of 90-120 minutes daily) will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. For each pupil, teachers shall document synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days.

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.]

A variety of professional development and resources will be provided to staff to support the BUSD/VVCM Online Distance Learning program, which includes technological support for staff, students and families. In the spring, BUSD leaders hosted a great number of input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either all in, in a blended model or an online model. In addition, BUSD restructured the 2020-2021 school year calendar, in conjunction with BTA and CSEA, to delay the first day of instruction by three (3) school days, to provide the opportunity for BUSD to provide to its staff the entire week of August 10th for professional development and teacher preparation activities for the launching of the 2020-2021 school year on August 17th. Finally, BUSD has and will continue to offer additional professional development opportunities both virtually and in-person, as conditions permit, to provide support on adopted curriculum, high quality lesson planning and delivery, social-emotional learning (PBIS), digital learning platforms such as Zoom, Google Classroom, Clever, Google Docs and Apps, sessions to support English learners, sessions for special educators and sessions designed to support students who have experienced significant learning loss due to school closures. Continued professional development will support our MTSS roll out as well. This systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need. Additional continued professional development opportunities will be provided in the areas of learning targets, writing, math, foundational reading and NGSS to name a few. Professional development opportunities intended to support high quality lesson delivery will be provided throughout the school year regardless of delivery model. Additional sessions later in the fall will focus on data analysis and how design lessons mitigate and close the learning gaps. To support our newest teachers, a full service Induction Program will be provided. Each new teacher in the program will be assigned a specially trained mentor who will provide guidance and support throughout the school year, both in our online model and when we return to an in-person model.
Staff Roles and Responsibilities

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

BUSD/VVCM has prepared to return to school in a variety of learning models, including Traditional, Blended, and Online Distance Learning. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. BUSD will open schools in an Online Distance Learning Model with administrators, certificated and classified support staff at the school and district office offering services and supports online but from their classrooms or other work environments, which requires an adjustment in how connections are made, while maintaining consistent academic, behavior and social emotional support as is provided in a traditional model. This includes staff members who provide outreach to families. In order to ensure the safety of all staff, with the majority of staff working from their work site, health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these safety measures by conducting self-health screenings, taking temperatures, supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and PPE will be provided to employees. Possibly impacted staff include: • Health Assistants: Located on each site – duty hours will be increased to cover entire student day. This change will support staff and students regarding any concerns or needs for screening or isolating of a student or staff member. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus. • Custodial Staff: These staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent ‘touch-point’ cleanings throughout the day will be part of the daily routine. BUSD will also be temporarily increasing its custodial staff on each site to ensure that one additional custodian is on site during the instructional day. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus. • Technology Staff: The technology staff roles will be to provide additional device and software support for teachers and students. To that end, BUSD recognizes that parents of students participating in online activities will require additional support from our technology staff, necessitating the establishment of a “parent tech desk” system to address this need. While BUSD is providing online distance learning, and because the original role or responsibility of some employee classifications are not feasible in a remote environment, the some classified employees have had their roles modified to support students and staff in the distance learning model per an agreement with CSEA.

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.]

In BUSD/VVCM, the socio-economic, English learner and foster youth students comprise approximately 18% of students, and a small percentage of these students are experiencing homelessness. During the time of school closures in the spring due to COVID-19, staff was relentless in not only providing materials and access to instruction but also in reaching out to support student learning by ensuring students had meals delivered if they were unable to access nutrition services, ensuring connectivity, meeting needs for transportation for related services, etc.. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs and in doing so, is better able to identify learning gaps for students so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint
development, in consultation with stakeholders, the plans needed to meet student needs and to address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through a dedicated Professional Learning Communities (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learner Student Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minute requirements will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- District English Learner TOSA will support teachers to identify specific groups of students to monitor and remediate learning gaps using the district adopted curriculum, assessments and intervention supports.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District staff will ensure teachers have access to tutorials and guides describing how to access translation services and extensions.
- Develop and provide EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom and other student learning programs.
- Provide translation of resources for families, interpretation of technology help requests, bilingual videos and other resources.

Special Education Student Supports:

- Special Education Teachers and Related Service Providers will provide continuity of learning and services through in-person and online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
- IEP Meetings may be held both virtually and in-person following required health guidelines and social distancing practices.
- If needed, the district will provide service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed. It should be noted that these have been installed in a vast majority of environments frequented by this student population.
- Special education teachers will work collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student’s IEP.
- Enrichment activities and lessons will take into consideration the health, safety and well-being of all students and staff.
- Counseling may be provided in-person or via virtual or telephone appointments with students for social, emotional and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted in-person or via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.
- Related service providers may provide individual and/or group in-person or virtual lessons. These lessons may be conducted in-person or by telephone, or other virtual platforms, as appropriate.
Immediate intervention by the school site team using administrators and support staff through a weekly report will facilitate the tracking of students, once their attendance and synchronous/asynchronous participation documented by the teacher begins to decline. A review of current community resources and district supports will also be reviewed and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.

BUSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, socio-economically disadvantaged, and experiencing homeless, by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).

- Mindfulness practices to learn calming strategies and reduce stress
- Building resilience strategies to learn how to overcome trauma
- Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis
- Counseling services to support mental health wellness

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

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Close the digital divide among students by purchasing 200 additional Chromebooks for Grades 2nd through 8th and 300 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age appropriate devices for Online Distance Learning.</td>
<td>$7,800</td>
<td>Yes</td>
</tr>
<tr>
<td>Increased teacher staffing by 17.4 FTE to staff the BUSD Distance Learning School, which provides for in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underling health concerns a 100% virtual opportunity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased teacher staffing by 4.44 FTE in BUSD to lower class sizes and eliminate blends, which provides for more in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underling health concerns a 100% virtual opportunity.</td>
<td>$325,936</td>
<td>Yes</td>
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<td>Increased classified staff hours in the areas of nutrition services to meet the needs of feeding our students and community; extra custodial staff hired to assist in custodial/grounds to allow</td>
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<td>for frequent disinfecting and cleaning throughout the school day; increasing health clerk duty hours when students return to campus</td>
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</tr>
<tr>
<td>BUSD will provide a variety of digital apps (Screencastify, Zoom, Google Classroom, Flipgrid, NearPro, etc.) to teachers to enhance instructional delivery in an online model.</td>
<td>$1,200</td>
<td>Yes</td>
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<tr>
<td>Teachers and administrators will engage in professional development to ensure pre-planning takes place to remove barriers to learning.</td>
<td>$10,200</td>
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<tr>
<td>Provide designated and integrated ELD teacher professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations.</td>
<td>$10,200</td>
<td>Yes</td>
</tr>
</tbody>
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**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.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS) site and district leaders have designed a comprehensive system to identify students' learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations. To the extent practicable, BUSD has aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of "plan do study act" over the course of the school year. All students in grades TK-8 will be formally assessed annually in the areas of ELA and Math. Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes.
for the purpose of frequent progress monitoring. All students, including at-risk students, English learners, foster youth, socio-economically disadvantaged, and homeless, if identified for intervention services, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction. BUSD/VVCM will continue to utilize existing assessments conducive to remote administration for the purpose of monitoring growth in reading comprehension. School sites were provided with a calendar which includes dedicated times available for grade level teams to work collaboratively to analyze assessment results and plan for interventions. District and site administrators will monitor student data to ensure the reduction of learning gaps in English language arts and mathematics. Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions.

**Pupil Learning Loss Strategies**

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

All students must have access to supports and resources to help them achieve their academic goals. In BUSD/VVCM, a robust Multi-Tiered System of Supports has been created at all schools which includes processes at the school and district level to address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs and students experiencing homelessness. Our teacher and classified staff MOUs and daily instructional schedules are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

**English Learner Student Supports:**

- Dedicated resources to support English learners to engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- District English Learner TOSA will identify at-risk English learners and work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous learning.

**Special Education Student Supports:**

- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

**Student Engagement and Attendance:**
The District Office will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.

Teachers will be the first point of contact to identify barriers that may exist for a student that is affecting their attendance and engagement in synchronous/asynchronous learning.

School secretaries are instrumental in verifying why a student has not reported to their remote classroom.

Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered in-person, by appointment or at a distance without one-to-one contact, which traditionally has more impact, or virtually. School sites will generate a list of students each week that have missed instruction to determine if a student is exhibiting behaviors that are causing poor attendance and engagement patterns, which impact learning.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:

- Referrals to services will be made for students and families in need including, but not be limited to, housing referrals, access to food banks, clothing, shoes and other basic needs.
- In addition, once a blended learning model begins, additional transportation support will be provided to homeless families, as needed.

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.]

According to the 2019 California School Dashboard, learning gaps remain for student groups in BUSD/VVCM.

As a result of the implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation has been in place for the last two years. As a result of stakeholder feedback and input, the post COVID-19 learning loss of fragile student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding. In addition, students who are experiencing learning loss due to social-emotional concerns will be monitored through school site and district level data collection.

English Learner Student Support:

- School-wide Plans for Student Achievement (SPSA) for all 8 schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.
- Data will be used to identify individual English learner students, analyze data in PLCs and plan for English Language Development (ELD).
- Curriculum embedded assessments will help measure their progress in reading.
- Meetings will be held at least three times per year with the District English Learner Advisory Committee to evaluate the effectiveness of the EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reports will be sent to school administrators that identify English learners not making progress.
- Re-designated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of Reading Inventory levels of English learners in grades 2-8, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:
- Monitoring Present Levels of Performance.
- Monitoring progress on the achievement of IEP goals.
- SPED staff will collaborate with General Education staff.
- SPED staff will communicate with parents about student progress.
- Triennial assessments, and informal and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income:
- Review attendance from previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student’s intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teacher for updates on student’s progress.
- Social-Emotional Supports.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection and analysis.
- Mental Health Service referrals and assessments to monitor the number of students referred for services and qualified to receive services.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for all staff in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs support. These will provide needed support for students.</td>
<td>$10,200</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education teachers and related service providers will provide continuity of learning and services through a combination of in-person and online distance synchronous/asynchronous learning environments and learning resources, as appropriate, so</td>
<td>$583,347</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>special education students have the same learning opportunities as other students, to the greatest extent possible.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>School site teams will prepare for virtual PBIS implementation in order for behavior expectations to be consistent across each school and be responsive to an online distance learning environment.</td>
<td>$5,952</td>
<td>No</td>
</tr>
<tr>
<td>Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners.</td>
<td>$10,200</td>
<td>Yes</td>
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<tr>
<td>Teachers will implement district-wide assessment and personalized instruction system for English language arts and mathematics (in all classrooms) to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.</td>
<td>$3,000</td>
<td>Yes</td>
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<tr>
<td>District monitoring of elementary and middle schools to ensure that English learners are achieving English proficiency based on the State’s English language proficiency assessment and meeting challenging state academic standards</td>
<td>$1,800</td>
<td>Yes</td>
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<tr>
<td>Provide Reading Inventory resources to all students and teachers to support monitoring of progress towards reading comprehension for unduplicated students, special education and students experiencing homelessness.</td>
<td>$52,966</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.]

BUSD/VVCM will provide mental health and social-emotional wellness services to students, staff and families as follows:

- Counseling services provided at each school site
- Crisis response team to support students and adults in crisis
- Daily Social-Emotional Learning lessons delivered by teachers
- Small group social-emotional support provided as need
- PBIS and other school-wide activities conducted to enhance school connectedness and spirit
- Educationally related mental health services provided virtually or in-person, as needed
- Benefits package to all employees includes an Employee Assistance Program that provides ongoing support including social-emotional and mental health.
- Reasonable accommodation/interactive process to address employee concerns - with all employee's requests to date for a year long virtual assignment, being accommodated

The following Professional Development has been provided to staff:

- Recognizing signs of crisis and trauma in students and adults
- Social-emotional supports for students and adults

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.]
students and others who also are absent. Students needing re-engagement strategies will be supported holistically to include the identification of barriers and challenges facing parents/guardians. Students who need re-engagement strategies or identified as chronic absent, based on the weekly engagement, will be regularly monitored thru attendance and participation. Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan. Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week or identified as chronic absent based on weekly engagement will be identified first by the teacher and then referred to the school site’s administrator for immediate intervention. The school site administrator and his/her team will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc.

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.]

For all schools, students engaged in BUSD/VVCM’s online distance learning model will be provided nutritionally adequate meals curbside for walk up or drive up service to the same extent such meals are provided when students are on site. The District’s POS system will be utilized to provide USDA mandated back up and to identify students with special diets. BUSD will provide applications in person and online and conduct significant outreach to encourage families to apply. Online payment will be available for students that do not qualify for free meals. When the District transitions to in-person instruction meals will be provided to all students in either a socially distanced eating location or given to the students “to go” in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[The section of the Learning Continuity Plan related to the action described; may put N/A]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.70%</td>
<td>$141,967</td>
</tr>
</tbody>
</table>

**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 following explanation and subsequent listed actions from the Learning Continuity and Attendance Plan address how the needs of foster youth, English learners, and low-income students were considered first, and how these actions are effective in meeting the goals for these students.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID19 on their learning and well-being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Through implementation of MTSS actions related to the following will ensure students are on-track to succeed this school year. Teachers and school staff along with their administrators are monitoring learning in both in-person (when school resumes) and Online Distance Learning models. The digital divide was made apparent during the end of the 2019-2020 school year. The district invested heavily to ensure each student has an appropriate device/internet in order to access instruction. A particular emphasis is made for our students most at-risk to reach grade-level proficiency.
The actions below are effective in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning for these identified student groups, low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student learning and social emotional wellness and works with school sites to create a system as guided by the MTSS framework and also through technical assistance to ensure the effectiveness of School-wide Plans for Student Achievement. Our systems-based approach to achieving our goals for students has been created jointly with our stakeholders. It follows a Plan, Do, Study, Act cycle where check-points in the implementation of our Learning Continuity and Attendance Plan can be monitored frequently for impact. It is an evidence-based approach to appropriately address programs to support students successfully with online learning and in-person learning (when in-person instruction resumes). Effective implementation of staff development will ensure our instructional staff maintains rigorous instruction and formative assessment to plan for timely intervention. All in-person and online learning instructional schedules support collaboration time where teachers work as a team to identify areas of student learning that need remediation. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success.

Actions to support low-income, foster youth, and EL access to grade-level standards, identify and remediate learning gaps during online learning and in-person blended (when safe to return):

- A TOSA hired to support professional development, data analysis, and online lesson planning and delivery.
- Provide all students access to online learning to close the digital divide among students by purchasing 200 Chromebooks for Grades 2-8, and 300 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age-appropriate devices for online learning.
- Professional development, data analysis, and lesson planning and delivery.
- Professional development, specifically in the area of technology, and how to deliver instruction in an online model.
- Teachers and administrators will engage in professional development on developing a Multi-tiered System of Support.
- Teachers and administrators will engage in professional development on Universal Design for Learning.
- BUSD will provide a variety of digital apps (Screncastify, Zoom, etc.) to enhance instructional delivery in an online model.
- The District will provide release time as needed to support professional development, the Induction Program and the continuous improvement cycle, including goal setting, action planning, and reflection.
- The District will provide release time for teachers to attend professional learning opportunities when we return to in-person instruction.
- SPED staff will provide professional development for Education Specialists and service providers, as needed.
- Provide designated and integrated ELD teacher professional development and instructional support, as needed.
- Provide parent education, as needed and assist parent/student technology needs by establishing a dedicated 'parent support line' for technology questions and needs.
- Special Education teachers and related service providers will provide continuity of learning and services through in-person and online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
- Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss.
- Provide teachers with synchronous and asynchronous strategies to support specific EL students on their roster access academic content and increase English.
• Implement district-wide assessment and personalized instruction system for English language arts and mathematics to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.
• District monitoring of elementary and middle schools ensures that English learners are achieving English proficiency based on the State’s English language proficiency assessment and meeting challenging state academic standards.
• Provide Reading Inventory to support monitoring of student progress in reading comprehension for unduplicated students, special education and students experiencing homelessness.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of social-emotional learning (SEL) support and mental health interventions. The SEL needs of these student groups were considered based on the experience COVID-19 has had on low-income students, foster youth families, and English learners. Many families have experienced a loss of income as primary sections of the economy have shut down and impacted the source of employment for many families in our communities, such as restaurants, hotel and recreation, home provided daycare, construction, maintenance, and other personal care services. Many students are bearing a greater responsibility to care for siblings at home while parents are finding work or working as an essential worker. Students are facing increased stress and possible increased domestic violence and poverty. Also, COVID-19 is affecting more brown and black families which has a devastating impact on students if their loved ones become gravely ill or die.

The actions below are effective in meeting the goal of ensuring continuity of learning while recognizing the need for increased SEL and mental health services. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student SEL and mental health and working with school sites to create SEL curriculum while implementing a tiered system of supports as guided by the MTSS framework. Daily classroom SEL instruction is occurring to support students. Teachers or other school personnel may refer for additional support as needed.

Actions to support low-income, foster youth and EL access to tiered Social-Emotional Learning services, in order to address unique challenges because of poverty, transition and language barriers and/or immigration experiences during online learning and in-person blended (when safe to return) are listed below:
• Professional Development will be provided in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs support and how to connect the individual to the resource.
• School site teams will prepare for virtual PBIS implementation. This will provide resources to students, staff, and families to support student behavior in the online learning environment to increase the likelihood of academic success.

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

BUSD's investments as required in statute continues to focus on socio-economic disadvantaged, English learner and foster youth students while also supporting students with special needs and students in transition. In 2019-2020, BUSD/VVCM's population of approximately 700 students consisted of the following composition: unduplicated pupil count: low-income - 10.81%, foster youth - .01% and English learner - .02%. The actions dedicated to improving outcomes for our low-income, foster youth and English learners are designed to exceed the
required 2.70%, as the majority of the actions in the Learning Continuity and Attendance Plan are principally designed for our unduplicated student population.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic needs and social-emotional needs. Families of low-income, foster youth and English learners struggled to suddenly become their child's learning coach while at the same time balancing financial, social-emotional and health issues, which were on the rise due to COVID-19. Thus, when stakeholders provided input, the district realized at once that dedicated resources must focus on how to identify learning gaps for unduplicated students, how schools would continue to provide meals, how students would have their social-emotional needs met, how parents of unduplicated students would access and learn technology, and how our schools would continue to provide individualized services to promote equity and educational access.

Overarching in our delivery of programs and services is the MTSS framework in meeting the needs of our unduplicated students by providing additional supports and services. MTSS is based on implementation science research whereas a school and district develops tiered systems across three levels to address academic, behavioral and social-emotional supports. Fidelity assessments monitor the progress towards full implementation of components of a MTSS plan.

The majority of actions in the Learning Continuity and Attendance Plan are dedicated to creating online learning and in-person learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. The fully operational, assessment and remediation systems in place in the District will support all unduplicated students by identifying their academic gaps and providing them with a personalized learning plan customized to their needs. This plan outlines the specific steps the District will take to ensure unduplicated students have quality learning interactions both during in-person (when safe to return) and online learning models. This effort required an investment to remediate the digital divide our unduplicated students experienced at the end of the 2019-2020 school year. Children whose families do not have internet access will receive hot spots. Families will receive support and training to use these devices to support their child at home. English learner parents will receive unique training and support to overcome the barriers to technology and limited English proficiency.

Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality mental health services. We know poverty affects all aspects of the life of a child, especially during this pandemic we know that underserved students and students of color are more at risk to experience a family member who has severe illness or dies from COVID-19. English learners, who may have parents susceptible to deportation, live in a continual state of fear and anxiety that exacerbates the effects of the pandemic on their lives. Foster youth experience a variety of unique family situations and require a whole child approach to help them succeed emotionally in order to learn. A significant proportion of the actions serving the social-emotional and mental health needs of students are above the minimal proportionality for increased support due to these factors.

Families of low-income, foster youth and English learners will receive training and dedicated staff to support their technology knowledge, ability to get a Gmail account to access Google classroom, specific workshops on ZOOM and other learning platforms. Student outreach and support actions in the plan are designed for families who are struggling to help their child participate in learning due to their inability to work from home. Many of our families in poverty work outside the home during the day. The District also embraces the responsibility to reach out
and conduct home visits, observing social distancing and safety protocols, to check up on students that are absent from instruction, as needed.
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.6.  

ACTION: Approve Learning Continuity and Attendance Plan (LCAP) for Buckeye Union School District Mandarin Immersion Charter School

SITUATION:
Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020–2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators. SB 98 supersedes the requirement to develop and adopt an LCAP by December 15, 2020, which was established by Executive Order N-56-20, published in April 2020. SB 98 also separates the development and adoption of the Budget Overview for Parents from the development and adoption of the LCAP for the 2020–2021 school year. SB 98 establishes California Education Code Section 43509 and the Learning Continuity and Attendance Plan (LCAP) requirements for the 2020–21 school year. The intent of the LCAP is to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. In particular, it was important to combine (1) the intent behind Executive Order N-56-20, published in April 2020, which envisioned an off cycle Local Control and Accountability Plan (LCAP) due December 15th, and (2) the ongoing need for LEAs to formally plan to return to school in the midst of the uncertainty of COVID-19, without requiring two plans. The Learning Continuity Plan replaces the LCAP for the 2020–2021 school year. The Learning Continuity Plan adoption timeline of September 30, 2020 is intended to ensure the Learning Continuity Plan is completed in the beginning of the 2020–2021 school year and allow for communication of decisions that will guide how instruction will occur during the 2020–21 school year. This includes in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

PLAN:
To have the Board approve the Buckeye Union School District Mandarin Immersion Charter School’s Learning Continuity and Attendance Plan, a copy of which is included in the packet and is also available on the District website.

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends the Board approve the District’s Learning Continuity and Attendance Plan (LCAP) for the 2020-2021 school year.
## 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](https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx).

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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</thead>
<tbody>
<tr>
<td>Buckeye Union Elementary School District - Buckeye Union Mandarin Immersion Charter School</td>
<td>Tracy Linyard Principal</td>
<td><a href="mailto:tlinyard@buckeyeusd.org">tlinyard@buckeyeusd.org</a> 530-677-9818 ext. 2110</td>
</tr>
</tbody>
</table>

## General Information

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

The Buckeye Union Elementary School District (“BUSD“) serves an approximately 58 square-mile area which covers portions of El Dorado Hills, Cameron Park and Shingle Springs in El Dorado County. The BUSD is the largest elementary school district in El Dorado County, serving approximately 4,620 Transitional Kindergarten through Eighth Grade students in:

- Five (5) elementary schools - William Brooks Elementary, Silva Valley Elementary, Oak Meadow Elementary, Blue Oak Elementary and Buckeye Elementary;
- One (1) K-5th grade mandarin immersion school – Buckeye Union Mandarin Immersion Charter School, a District affiliated charter school housed on the Oak Meadow Elementary School campus;
- One (1) TK-8th grade school - Valley View Charter Montessori School, with a 6th – 8th grade International Baccalaureate (MYP) Program. VVCM is a District affiliated charter school;
- One (1) 6th – 8th grade International Baccalaureate (IB) school - Camerado Springs Middle School;
- One (1) 6th – 8th grade middle school - Rolling Hills Middle School

On March 16, 2020 in response to the impacts of the COVID-19 pandemic, the BUSD temporarily shut down in-person instruction and moved immediately to a distance learning model for the Buckeye Union Mandarin Immersion Charter School. During the quick transition, chromebooks, hotspots, and paper packets were distributed to students as well as other resources to support students, parents and teachers with appropriate materials and instructional plans. Professional development and resources were provided to teachers. At the same time student access to free meals, mental-health services and case management were provided in response to the impacts on our community of the pandemic. Our teachers, staff, administrators, students, parents and community worked collaboratively to maintain instruction through the end of the 2019-2020 school year.

For the first week of the closure and throughout the summer, our child nutrition department and administrative leaders distributed meals, instructional staff developed distance learning expectations, and the district distributed technology to students who did not have appropriate
devices or access at home. For those who could not access these services at their local school sites, transportation routes were set up to ensure these services were delivered to the home. We surveyed families right away to determine whether they had access to internet, ordered hotspots to support any families without connectivity, and delivered these devices to homes. BUSD also began adjusting its grading policy and tracking students’ distance learning engagement. Each site administrator contacted any families from whom we were not receiving response or seeing active participation. The administrator set up support systems for these families to make sure they had all the tools needed to participate and fully engage. It was important from the beginning for us to approach this work through an equity lens. As we have designed our COVID-19 response, our administrators have considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education.

In June, the District convened a team to develop, communicate, and implement plans for smoothly and efficiently reopening school on August 12, 2020 to ensure students are educated and cared for in a safe and effective manner and staff are working within safe conditions. However, in August, based on the information developed to date and confirmation from the El Dorado County Department of Public Health regarding the limitations in supporting public schools with timely test results and sufficient capacity was not in place, the BUSD revised its reopening plan to start school on August 17th and in a full distance learning delivery model for the first 6 weeks of school.

**Stakeholder Engagement**

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

The contents of this plan were informed by engaging with parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units. This included meeting with the LCAP Parent Advisory Committee and the Designated English Learner Advisory Committee. Since the beginning of the pandemic, the District has met with various groups of parents through PTA hosted forums and Board Meetings. Parent surveys have also been conducted. A representative group of students from all three middle schools has had the opportunity to provide feedback to the superintendent. The superintendent has also conferred with both bargaining units and has hosted meetings in which employee groups have been invited to provide input. Additionally, many dozens of parents have shared individual views regarding school operations with the superintendent and Board over the past few months.
The Governing Board continues to hold remote meetings to conduct essential business during the COVID-19 pandemic and in accordance with Governor Newsom’s Executive Order ordering Californians to shelter in place and banning large public gatherings. Therefore, public participation in the meetings is also electronic via Zoom. Members of the public may listen to BUSD Board meetings in real time or recorded. The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find complete directions on ways to address the board via links on the BUSD website. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comment and still engage in the process. In addition, three days prior to the public hearing meeting on September 16, 2020, and the adoption meeting on September 23, 2020, hard copies of the draft BUSD Learning Continuity and Attendance Plan were made available for viewing purposes at the District Office located at 5049 Robert J. Matthews Parkway, as well as posted electronically on the District webpage.

During the survey process of parents and staff, participants answered the questions presented and then had the opportunity to see responses from others based on when the survey results were presented by the Superintendent at the regularly noticed Board Meetings. Key themes from the surveys included:

- Health and Safety of Students, Staff and Community
- Distance Learning Technology Needs - Devices & Internet Access
- Parent supports for helping students learn with technology
- Teachers and school staff professional development on online teaching/learning
- Social-emotional supports for students and staff

Key take aways from the surveys were a need to provide more live interaction as part of the Distance Learning Program and the communities strong interest in returning to in-seat instruction.

The stakeholder engagement process, described previously, influenced the development of the Learning Continuity and Attendance Plan in multiple ways. The engagement process to determine how BUSD will ensure learning and engagement in the new school year began in May and has been and remains a continuous and on-going process. It has included multiple staff and parent surveys, District Parent Advisory Committee meetings, District English Learner Parent Advisory Committee meetings, BUSD Board meetings, BUSD Budget Advisory Committee meetings, and other multiple opportunities/formats/venues for stakeholder input on the draft Learning Continuity and Attendance Plan, prior to the public hearing and the adoption of the plan on September 23, 2020.

Collectively, the stakeholder input has influenced the Learning Continuity and Attendance Plan, based on the themes from each stakeholder group, in addition to the recommendations from parents, teachers, administrators, and classified support staff.
The In-Person offerings section of this plan was influenced by the recommendation to prioritize health and safety, instructional minutes and schedules, hybrid learning model to include a split schedule to keep students and staff safe, professional development and capacity training for staff and parents, supports for special education students and English learner students, Mental Health and Social Emotional Supports, Multi-Tiered System of Supports, family choice learning model preference and intervention and supports for students.

The Distance Learning Program section of this plan was influenced by recommendations to ensure that all students have a digital device in grades TK-8, access to internet, diagnostic assessments to identify learning gaps; professional development for teachers, administrators, and staff; access to supplemental digital resources; collaboration and planning time; attention to student groups with identified learning gaps such as students with exceptional needs, English learners, low income, foster youth, and homeless; Social-Emotional and Mental Health supports; Multi-Tiered System of Support (MTSS); Positive Behavior Intervention and Support; Restorative Practices; intervention programs; student progress monitoring; communication with families and parent capacity workshops to support at home learning with their child.

The Supports for Pupils with Unique Needs was influenced by the stakeholder input (surveys, meetings, etc.) from staff, parents, community members on how to assist students with exceptional needs, English learners, foster care students and students experiencing homelessness. These considerations addressed their academic needs, social-emotional needs and well-being, case management services, professional development for staff, teachers, administrators, family workshops and resources to support students, and supplemental programs to support remediation of learning gaps.

The Pupil Learning Loss section was influenced by stakeholder input on how to identify learning loss and help teachers plan for synchronous as well as asynchronous intervention. A robust intervention system, will support students with learning gaps. Additionally, stakeholders identified that students with exceptional needs, English learners, students in foster care and students experiencing homelessness will need extra academic and social-emotional support and monitoring to ensure learning loss is remediated.

The Mental Health and Social and Emotional Well-Being section was influenced by overwhelming and consistent stakeholder input that the emotional health of students may be impacted by the impacts of the COVID-19 pandemic. Students are particularly vulnerable to the effects of the physical, health and financial strains impacting their home life. Often students' needs are identified through in-person interaction during regular school hours. Stakeholders impressed upon the District the critical need to establish a Social-Emotional Curriculum aligned to Tiered interventions to support student needs.

The Pupil and Family Engagement and Outreach section was influenced by stakeholders who gave input around the need to make deliberate efforts to connect with students and families who may not be engaging daily with their teachers. Many families are experiencing transitional changes which impact their mobility, ability to support learning at home and financial constraints which may include basic needs. Stakeholders gave input to the importance of maintaining School Nutrition programs to support students' access to nutritionally adequate meals when participating in both in-person and distance learning models.
## 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 BUSD/Mandarin Immersion Charter School will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended and/or full-return fashion as soon it is safe for staff and students to return. In order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safety requirements such as social distancing, mask wearing, and disinfecting protocols, BUSD has developed an in-person instructional model which includes the following aspects.

- Modified In-Class Instructional Program which includes a model where classes will be split into two cohorts, one to attend in-person for a portion of the day in the morning, and one to attend in-person for a portion of the day in the afternoon, five days per week; OR, a model where classes are split into two cohorts, one to attend in-person Monday, Thursday and one to attend in-person Tuesday, Friday, with all students on distance learning on Wednesdays. BUSD is involved in a continuing cycle of improvement process with the Modified In-Class Instructional Program return Model and continues to analyze how best this model can be implemented. A final decision will be made before the adoption of the final LCAP. In any Modified In-Class Instructional Program model:
  - Students will be provided with daily in-seat instruction of approximately two hours and thirty-five minutes, plus asynchronous learning time.
  - During the asynchronous time, students will be provided independent tasks which will extend their in-person learning to be completed at home in order to fulfill the minimum daily instructional minutes.
  - Schools will be provided with schedules which prioritize English Language Arts/English Language Development, Mathematics, reading and math interventions, and social-emotional supports during in-person instruction. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
  - Because our initial online implementation will utilize the district adopted curriculum, interventions, and pacing schedules, students will transition easily from online learning to in-person learning when it is safe to return.
  - Students with underlying health concerns and may not be ready to return to in-person learning will be provided with an option to remain enrolled in the BUSD Distance Learning School, which will utilize the FUEL ED curriculum, pacing, assessments, and intervention platforms.
  - Due to BUSD’s implementation of a multi-tiered system of supports, all schools have developed processes for identifying students with learning gaps and intervening with targeted support. BUSD will continue with its rollout of professional development on developing a Multi-tiered system of support, including professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at-risk students, English learners, foster youth, low income and students with special needs.
  - To provide additional support to staff and students, professional development will be provided to all teachers and administrators on how to effectively utilize the digital tools being provided, analyze data collected, and plan for small group instruction intended to close learning gaps.
TOSAs will support teachers in short and long term lesson planning based and the use of best instructional practices based on data analysis.

Implementation of Social-Emotional Learning (SEL) Curriculum, Positive Behavior Intervention, and Support (PBIS), tiered mental health supports, and case management services.

Robust stakeholder engagement efforts in conjunction with the guidelines from county and state health authorities have been synthesized to develop comprehensive COVID-19 protocols that include: daily staff and visitor COVID-19 health screening questions, social distancing markers, student desks 6 foot apart as practicable, signage, personal protective equipment including face masks, shields, gloves (as appropriate for staff and students), hand-sanitizers, protocols for possible COVID-19 exposure and confirmed cases for students, staff and visitors, safe and secure quarantine areas for students and staff at all sites, interactive meeting process for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms between instructional cohorts, daily self-temperature checks for all staff, students and visitors, no gathering permitted where social distancing cannot be maintained, deep cleaning and disinfecting nightly and ongoing revision to health protocols as directed by county and state health authorities.

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

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Increased teacher staffing by 1.0 FTE in BUSD to lower class sizes and eliminate blends, which provides for more in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underling health concerns a 100% virtual opportunity.</td>
<td>$78,782</td>
<td>Yes</td>
</tr>
<tr>
<td>Increased classified staff hours in the areas of nutrition services to meet the needs of feeding our students and community; extra custodial staff hired to assist in custodial/grounds to allow for frequent disinfecting and cleaning throughout the school day; increasing health clerk duty hours when students return to campus.</td>
<td>$1,108</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide highly qualified administrators, teachers, and other certificated staff who deliver a broad course of study to all students in the Buckeye Union School District.</td>
<td>$605,806</td>
<td>No</td>
</tr>
<tr>
<td>Provide highly qualified classified administrators and support staff to all school sites in the Buckeye Union School District.</td>
<td>$12,916</td>
<td>No</td>
</tr>
</tbody>
</table>
Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

BUSD will begin the 2020-2021 school year 100% online with a goal of transitioning to in-person instruction in a blended (on-line and in-person) fashion as soon it is safe for students to return physically to school and with the ultimate goal of returning all students, full-time. The continuity of a high quality instructional program and delivery model is of paramount importance to all BUSD stakeholders. In keeping with the vision and structures put in place during the implementation of our Multi-Tiered System of Supports (MTSS), the district will continue its actions in providing the highest quality instruction and supports for all students, including our at-risk students, English learners, Foster Youth, low income, homeless, and students with disabilities. In order to ensure students have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, BUSD has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return, as follows:

- School sites will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices to ensure all students have equal access to adopted materials and curriculum. In addition, all school sites have developed a library digital checkout process so that students may continue to access these materials.
- District designed documents and guides will be utilized to support lesson planning and to ensure essential standards, concepts and content will be taught throughout the course of the year. TOSAs will support teachers in short and long term lesson planning.
- The District has endorsed standardized learning platforms such as Zoom, Google Classroom, Google Slides, Google Forms, Flipgrid, Screencastify, NearPod, etc., to ensure equitable access to curriculum and adopted materials.
- School site administrators and teachers were provided with standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery, with at least 90-120 of the minutes to be delivered synchronously daily. Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
- School site administrators and teachers were provided with parameters according to grade bands on how both synchronous and asynchronous tasks should be delivered and how tasks might be differentiated for at-risk students, including English learners, Foster Youth, homeless, low income students and students with special learning needs.
- Administrators and grade level teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.
- Administrators will ensure the continuity of high quality instructional delivery through a system of virtual and in-person walk-throughs, and will provide feedback to teachers.
- Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.

All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

### Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

| BUSD is implementing an online learning model upon reopening for the 2020-2021 school year. Students in grades TK-8 will have electronic access to all related instructional materials. During the 2019-2020 school year, prior to securing Chromebooks and internet connectivity devices for students to access the content, the District surveyed parents/guardians to determine students’ home access to devices and the internet. An overwhelming percentage of Buckeye Union School District students indicated they had access to equipment and the internet at home. Chromebooks and information regarding access to low-cost or free internet were provided to families/students for spring Distance Learning. |
| For the 2020-2021 school year, BUSD has purchased new Chromebooks in an amount sufficient to ensure a device for all students and internet hotspots for those who do not have Wi-Fi access at home. Distribution of these devices took place before instructional days commenced during orientation sessions at each school site, ensuring that all students receive the required materials. For those students and families for which the devices and hotspots were not available on the date of pickup – such devices were made available within the first seven (7) days of the school year. Family needs for internet access will be continuously assessed by school staff throughout the year, and hotspots will be deployed to families without reliable internet, to ensure connectivity with District-provided devices. To the extent practicable, a surplus of extra internet ready devices and Chromebooks will be on standby and ready to deploy in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who do not come to the school to pick up devices and internet access will be contacted and special arrangements for the deployment of these resources will be made. |
| Each BUSD teacher, absent a need to be out of the classroom, is working from their classroom and as such has an internet ready device that has been provided by the District, along with all the resources available to them in the classroom environment. Using these devices, teachers will communicate with students and deliver lessons through Zoom video conferencing, Google Classroom, etc.. Once students have logged in to their District provided device, curricular websites and applications will all be accessible with one click via our Clever single sign-on portal. |
Support in accessing the technology and curricular materials will be provided to each family through our online resources, the classroom teacher, and our technology department. Families will be provided with instructions on how to use and care for their devices as requested.

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.]

All students will be provided instruction daily with a combination of synchronous and asynchronous learning. Teachers will ensure the synchronous activities and time value of assigned asynchronous work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes (a minimum of 90-120 minutes daily) will be delivered synchronously. Site administrators verify teacher-developed daily instructional schedules provide for synchronous and asynchronous instruction. Teachers will utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which distance learning is provided. Daily documentation may include evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between teachers and pupils or parents/guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. For each pupil, teachers shall document synchronous or asynchronous instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies, described later in this plan, for students that do not participate for 3 or more days.

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.]

A variety of professional development and resources will be provided to staff to support the BUSD Online Distance Learning program, which includes technological support for staff, students and families. In the spring, BUSD leaders hosted a great number of input gathering sessions designed to provide recommendations on the return to school, including professional learning opportunities necessary to start the year either all in, in a blended model or an online model. In addition, BUSD restructured the 2020-2021 school year calendar, in conjunction with BTA and CSEA, to delay the first day of instruction by three (3) school days, to provide the opportunity for BUSD to provide to its staff the entire week of August 10th for professional development and teacher preparation activities for the launching of the 2020-2021 school year on August 17th. Finally, BUSD has and will continue to offer additional professional development opportunities both virtually and in-person, as conditions permit, to provide support on adopted curriculum, high quality lesson planning and delivery, social-emotional learning (PBIS), digital learning platforms such as Zoom, Google Classroom, Clever, Google Docs and Apps, sessions to support English learners, sessions for special educators and sessions designed to support students who have experienced significant learning loss due to school closures. Continued professional development will support our MTSS roll out as well. This systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports will guide first instructional practices as well as interventions for students in need. Additional continued professional development opportunities will be provided in the areas of learning targets, writing, math, foundational reading and NGSS to name a few. Professional development opportunities intended to support high quality lesson delivery will be provided throughout the school year regardless of delivery model. Additional sessions later in the fall will focus on data
analysis and how design lessons mitigate and close the learning gaps. To support our newest teachers, a full service Induction Program will be provided. Each new teacher in the program will be assigned a specially trained mentor who will provide guidance and support throughout the school year, both in our online model and when we return to an in-person model.

**Staff Roles and Responsibilities**

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

BUSD has prepared to return to school in a variety of learning models, including Traditional, Blended, and Online Distance Learning. Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. BUSD will open schools in an Online Distance Learning Model with administrators, certificated and classified support staff at the school and district office offering services and supports online but from their classrooms or other work environments, which requires an adjustment in how connections are made, while maintaining consistent academic, behavior and social emotional support as is provided in a traditional model. This includes staff members who provide outreach to families. In order to ensure the safety of all staff, with the majority of staff working from their work site, health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these safety measures by conducting self-health screenings, taking temperatures, supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and PPE will be provided to employees. Possibly impacted staff include:

- **Health Assistants:** Located on each site – duty hours will be increased to cover entire student day. This change will support staff and students regarding any concerns or needs for screening or isolating of a student or staff member. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus.

- **Custodial Staff:** These staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent ‘touch-point’ cleanings throughout the day will be part of the daily routine. BUSD will also be temporarily increasing its custodial staff on each site to ensure that one additional custodian is on site during the instructional day. This is a measure that will help mitigate the COVID-19 virus entering school campuses and will support employees in seeking medical advice in order to prevent the spread of the virus.

- **Technology Staff:** The technology staff roles will be to provide additional device and software support for teachers and students. To that end, BUSD recognizes that parents of students participating in online activities will require additional support from our technology staff, necessitating the establishment of a “parent tech desk” system to address this need. While BUSD is providing online distance learning, and because the original role or responsibility of some employee classifications are not feasible in a remote environment, the some classified employees have had their roles modified to support students and staff in the distance learning model per an agreement with CSEA.
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.]

In BUSD, the socio-economic, English learner and foster youth students comprise approximately 18% of students, and a small percentage of these students are experiencing homelessness. During the time of school closures in the spring due to COVID-19, staff was relentless in not only providing materials and access to instruction but also in reaching out to support student learning by ensuring students had meals delivered if they were unable to access nutrition services, ensuring connectivity, meeting needs for transportation for related services, etc.

As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs and in doing so, is better able to identify learning gaps for students so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development, in consultation with stakeholders, the plans needed to meet student needs and to address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through a dedicated Professional Learning Communities (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

English Learner Student Supports:
- Teachers will provide academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minute requirements will include specific parameters for integrated and designated ELD provided by certificated classroom teachers.
- District English Learner TOSA will support teachers to identify specific groups of students to monitor and remediate learning gaps using the district adopted curriculum, assessments and intervention supports.
- School sites will develop schedules for designated and integrated ELD instructional plans and schedules.
- District staff will ensure teachers have access to tutorials and guides describing how to access translation services and extensions.
- Develop and provide EL parent support classes on accessing ZOOM, Gmail set up, Google Classroom and other student learning programs.
- Provide translation of resources for families, interpretation of technology help requests, bilingual videos and other resources.

Special Education Student Supports:
• Special Education Teachers and Related Service Providers will provide continuity of learning and services through in-person and online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
• IEP Meetings may be held both virtually and in-person following required health guidelines and social distancing practices.
• If needed, the district will provide service providers with a partition to be utilized during assessments with students to ensure safe and precautionary measures are followed. It should be noted that these have been installed in a vast majority of environments frequented by this student population.
• Special education teachers will work collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student’s IEP.
• Enrichment activities and lessons will take into consideration the health, safety and well-being of all students and staff.
• Counseling may be provided in-person or via virtual or telephone appointments with students for social, emotional and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted in-person or via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.
• Related service providers may provide individual and/or group in-person or virtual lessons. These lessons may be conducted in-person or by telephone, or other virtual platforms, as appropriate.
• Immediate intervention by the school site team using administrators and support staff through a weekly report will facilitate the tracking of students, once their attendance and synchronous/asynchronous participation documented by the teacher begins to decline.
• A review of current community resources and district supports will also be reviewed and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.

BUSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, socio-economically disadvantaged, and experiencing homeless, by providing resources to support social-emotional learning and Positive Behavior Interventions and Supports (PBIS).

• Mindfulness practices to learn calming strategies and reduce stress
• Building resilience strategies to learn how to overcome trauma
• Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis
• Counseling services to support mental health wellness

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

<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td>Close the digital divide among students by purchasing 200 additional Chromebooks for Grades 2nd through 8th and 300 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age appropriate devices for Online Distance Learning.</td>
<td>$1,300</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
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<td>Increased teacher staffing by 1.0 FTE in BUSD to lower class sizes and eliminate blends, which provides for more in-person instructional offerings for at-risk students, English learners, foster youth, low income and students with special needs, as needed while also providing students with underling health concerns a 100% virtual opportunity.</td>
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<td>Yes</td>
</tr>
<tr>
<td>Increased classified staff hours in the areas of nutrition services to meet the needs of feeding our students and community; extra custodial staff hired to assist in custodial/grounds to allow for frequent disinfecting and cleaning throughout the school day; increasing health clerk duty hours when students return to campus</td>
<td>$1,108</td>
<td>No</td>
</tr>
<tr>
<td>BUSD will provide a variety of digital apps (Screencastify, Zoom, Google Classroom, Flipgrid, NearPro, etc.) to teachers to enhance instructional delivery in an online model.</td>
<td>$200</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers and administrators will engage in professional development to ensure pre-planning takes place to remove barriers to learning.</td>
<td>$1,700</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide designated and integrated ELD teacher professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations.</td>
<td>$1,700</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of Multi-tiered system of support (MTSS) site and district leaders have designed a comprehensive system to identify students’ learning gaps in English language arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade level expectations. To the extent practicable, BUSD has aligned its comprehensive system of assessments including screeners, diagnostics and progress monitoring tools, to our cycle of “plan do study act” over the course of the school year. All students in grades TK-8 will be formally assessed annually in the areas of ELA and Math. Teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher-developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring. All students, including at-risk students, English learners, foster youth, socio-economically disadvantaged, and homeless, if identified for intervention services, will engage weekly in the recommended number of minutes to maximize the program’s effectiveness. Site administrators and teachers have developed schedules which include intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.

BUSD will continue to utilize existing assessments conducive to remote administration for the purpose of monitoring growth in reading comprehension. School sites were provided with a calendar which includes dedicated times available for grade level teams to work collaboratively to analyze assessment results and plan for interventions. District and site administrators will monitor student data to ensure the reduction of learning gaps in English language arts and mathematics. Curriculum embedded assessments to measure progress in ELD is in place through the district wide use of the ELA/ELD adoptions.

Pupil Learning Loss Strategies

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

All students must have access to supports and resources to help them achieve their academic goals. In BUSD, a robust Multi-Tiered System of Supports has been created at all schools which includes processes at the school and district level to address learning loss, including strategies differentiated for EL, low-income, foster youth, students with exceptional needs and students experiencing homelessness. Our teacher and classified staff MOUs and daily instructional schedules are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.
English Learner Student Supports:
- Dedicated resources to support English learners to engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- District English Learner TOSA will identify at-risk English learners and work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous learning.

Special Education Student Supports:
- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- SPED teachers, Service Providers, and Psychologists will collaborate with General Education staff to remediate learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each student.

Student Engagement and Attendance:
- The District Office will work collaboratively with each school site to track and monitor student engagement and attendance using a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.
- Teachers will be the first point of contact to identify barriers that may exist for a student that is affecting their attendance and engagement in synchronous/asynchronous learning.
- School secretaries are instrumental in verifying why a student has not reported to their remote classroom.
- Early intervention is critical for these students, since conditions at home may be unstable and due to the pandemic. Interventions may be delivered in-person, by appointment or at a distance without one-to-one contact, which traditionally has more impact, or virtually. School sites will generate a list of students each week that have missed instruction to determine if a student is exhibiting behaviors that are causing poor attendance and engagement patterns, which impact learning.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:
- Referrals to services will be made for students and families in need including, but not be limited to, housing referrals, access to food banks, clothing, shoes and other basic needs.
- In addition, once a blended learning model begins, additional transportation support will be provided to homeless families, as needed.

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.]

According to the 2019 California School Dashboard, learning gaps remain for student groups in BUSD.
As a result of the implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation has been in place for the last two years. As a result of stakeholder feedback and input, the post COVID-19 learning loss of fragile student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding. In addition, students who are experiencing learning loss due to social-emotional concerns will be monitored through school site and district level data collection.

English Learner Student Support:
- School-wide Plans for Student Achievement (SPSA) for all 8 schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.
- Data will be used to identify individual English learner students, analyze data in PLCs and plan for English Language Development (ELD).
- Curriculum embedded assessments will help measure their progress in reading.
- Meetings will be held at least three times per year with the District English Learner Advisory Committee to evaluate the effectiveness of the EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reports will be sent to school administrators that identify English learners not making progress.
- Re-designated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of Reading Inventory levels of English learners in grades 2-8, who are progressing towards reclassification, will be conducted.

Special Education Student Supports:
- Monitoring Present Levels of Performance.
- Monitoring progress on the achievement of IEP goals.
- SPED staff will collaborate with General Education staff.
- SPED staff will communicate with parents about student progress.
- Triennial assessments, and informal and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income:
- Review attendance from previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student’s intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teacher for updates on student’s progress.
- Social-Emotional Supports.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection and analysis.
- Mental Health Service referrals and assessments to monitor the number of students referred for services and qualified to receive services.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for all staff in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs support. These will provide needed support for students.</td>
<td>$1,700</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education teachers and related service providers will provide continuity of learning and services through a combination of in-person and online distance synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.</td>
<td>$95,044</td>
<td>Yes</td>
</tr>
<tr>
<td>School site teams will prepare for virtual PBIS implementation in order for behavior expectations to be consistent across each school and be responsive to an online distance learning environment.</td>
<td>$1,000</td>
<td>No</td>
</tr>
<tr>
<td>Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss for English Learners.</td>
<td>$1,700</td>
<td>Yes</td>
</tr>
<tr>
<td>Teachers will implement district-wide assessment and personalized instruction system for English language arts and mathematics (in all classrooms) to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.</td>
<td>$500</td>
<td>Yes</td>
</tr>
<tr>
<td>District monitoring of elementary and middle schools to ensure that English learners are achieving English proficiency based on the State’s English language proficiency assessment and meeting challenging state academic standards</td>
<td>$300</td>
<td>Yes</td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Provide Reading Inventory resources to all students and teachers to support monitoring of progress towards reading comprehension for unduplicated students, special education and students experiencing homelessness.</td>
<td>$6,171</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.]

BUSD/Mandarin Immersion will provide mental health and social-emotional wellness services to students, staff and families as follows:
- Counseling services provided at each school site
- Crisis response team to support students and adults in crisis
- Daily Social-Emotional Learning lessons delivered by teachers
- Small group social-emotional support provided as need
- PBIS and other school-wide activities conducted to enhance school connectedness and spirit
- Educationally related mental health services provided virtually or in-person, as needed
- Benefits package to all employees includes an Employee Assistance Program that provides ongoing support including social-emotional and mental health.
- Reasonable accommodation/interactive process to address employee concerns - with all employee's requests to date for a year long virtual assignment, being accommodated

The following Professional Development has been provided to staff:
- Recognizing signs of crisis and trauma in students and adults
- Social-emotional supports for students and adults
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.

BUSD/Mandarin Immersion Charter School will closely monitor student attendance and engagement weekly. Administrators, teachers and other support staff assigned to school sites will serve as a network of assistance when students are absent from learning. The District will establish a team to review student attendance data, reach out to students/families not meeting compulsory education requirements or not engaging in instruction, and utilize a tiered system of support to provide re-engagement strategies for students who are absent from online distance learning. In addition, students at risk of having learning difficulties will be referred to the Student Support Team to increase access to targeted intervention and instruction through a collaborative approach that includes the teacher in the intervention design, implementation and documentation. A tiered system will be utilized that determines the level of student need that is aligned with developed re-engagement strategies. Close collaboration with the teacher, administrators and support staff will provide regular monitoring using a weekly list that highlights these students and others who also are absent. Students needing re-engagement strategies will be supported holistically to include the identification of barriers and challenges facing parents/guardians. Students who need re-engagement strategies or identified as chronic absent, based on the weekly engagement, will be regularly monitored thru attendance and participation. Alternative learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of the re-engagement plan. Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week or identified as chronic absent based on weekly engagement will be identified first by the teacher and then referred to the school site’s administrator for immediate intervention. The school site administrator and his/her team will examine all possible barriers: economic, health, family stability, reliable remote learning capability, etc.

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.

For all schools, students engaged in BUSD’s online distance learning model will be provided nutritionally adequate meals curbside for walk up or drive up service to the same extent such meals are provided when students are on site. The District’s POS system will be utilized to provide USDA mandated back up and to identify students with special diets. BUSD will provide applications in person and online and conduct significant outreach to encourage families to apply. Online payment will be available for students that do not qualify for free meals. When the District transitions to in-person instruction meals will be provided to all students in either a socially distanced eating location or given to the students “to go” in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria.
### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.44%</td>
<td>$20,509</td>
</tr>
</tbody>
</table>

### 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 following explanation and subsequent listed actions from the Learning Continuity and Attendance Plan address how the needs of foster youth, English learners, and low-income students were considered first, and how these actions are effective in meeting the goals for these students.
The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID19 on their learning and well-being. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained. Through implementation of MTSS actions related to the following will ensure students are on-track to succeed this school year. Teachers and school staff along with their administrators are monitoring learning in both in-person (when school resumes) and Online Distance Learning models. The digital divide was made apparent during the end of the 2019-2020 school year. The district invested heavily to ensure each student has an appropriate device/internet in order to access instruction. A particular emphasis is made for our students most at-risk to reach grade-level proficiency.

The actions below are effective in meeting the goal of ensuring continuity of learning, identification of academic learning gaps and equity, and access to learning for these identified student groups, low-income, foster youth, and English learners. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student learning and social emotional wellness and works with school sites to create a system as guided by the MTSS framework and also through technical assistance to ensure the effectiveness of School-wide Plans for Student Achievement. Our systems-based approach to achieving our goals for students has been created jointly with our stakeholders. It follows a Plan, Do, Study, Act cycle where check-points in the implementation of our Learning Continuity and Attendance Plan can be monitored frequently for impact. It is an evidence-based approach to appropriately address programs to support students successfully with online learning and in-person learning (when in-person instruction resumes). Effective implementation of staff development will ensure our instructional staff maintains rigorous instruction and formative assessment to plan for timely intervention. All in-person and online learning instructional schedules support collaboration time where teachers work as a team to identify areas of student learning that need remediation. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success.

Actions to support low-income, foster youth, and EL access to grade-level standards, identify and remediate learning gaps during online learning and in-person blended (when safe to return):

- A TOSA hired to support professional development, data analysis, and online lesson planning and delivery.
- Provide all students access to online learning to close the digital divide among students by purchasing 200 Chromebooks for Grades 2-8, and 300 internet Hotspots for students who do not have internet access. These investments will ensure students in the District will each have age-appropriate devices for online learning.
- Professional development, data analysis, and lesson planning and delivery.
- Professional development, specifically in the area of technology, and how to deliver instruction in an online model.
- Teachers and administrators will engage in professional development on developing a Multi-tiered System of Support.
- Teachers and administrators will engage in professional development on Universal Design for Learning.
- BUSD will provide a variety of digital apps (ScreenCastify, Zoom, etc.) to enhance instructional delivery in an online model.
- The District will provide release time as needed to support professional development, the Induction Program and the continuous improvement cycle, including goal setting, action planning, and reflection.
- The District will provide release time for teachers to attend professional learning opportunities when we return to in-person instruction.
• SPED staff will provide professional development for Education Specialists and service providers, as needed.
• Provide designated and integrated ELD teacher professional development and instructional support, as needed.
• Provide parent education, as needed and assist parent/student technology needs by establishing a dedicated 'parent support line' for technology questions and needs.
• Special Education teachers and related service providers will provide continuity of learning and services through in-person and online synchronous/asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
• Coordinate and implement EL programs and professional development for teachers and administrators to address learning loss.
• Provide teachers with synchronous and asynchronous strategies to support specific EL students on their roster access academic content and increase English.
• Implement district-wide assessment and personalized instruction system for English language arts and mathematics to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring.
• District monitoring of elementary and middle schools ensures that English learners are achieving English proficiency based on the State’s English language proficiency assessment and meeting challenging state academic standards.
• Provide Reading Inventory to support monitoring of student progress in reading comprehension for unduplicated students, special education and students experiencing homelessness.

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of social-emotional learning (SEL) support and mental health interventions. The SEL needs of these student groups were considered based on the experience COVID-19 has had on low-income students, foster youth families, and English learners. Many families have experienced a loss of income as primary sections of the economy have shut down and impacted the source of employment for many families in our communities, such as restaurants, hotel and recreation, home provided daycare, construction, maintenance, and other personal care services. Many students are bearing a greater responsibility to care for siblings at home while parents are finding work or working as an essential worker. Students are facing increased stress and possible increased domestic violence and poverty. Also, COVID-19 is affecting more brown and black families which has a devastating impact on students if their loved ones become gravely ill or die.

The actions below are effective in meeting the goal of ensuring continuity of learning while recognizing the need for increased SEL and mental health services. Also, our actions support the needs of Special Education students and students in transition (homeless). Through MTSS, the district is monitoring student SEL and mental health and working with school sites to create SEL curriculum while implementing a tiered system of supports as guided by the MTSS framework. Daily classroom SEL instruction is occurring to support students. Teachers or other school personnel may refer for additional support as needed.

Actions to support low-income, foster youth and EL access to tiered Social-Emotional Learning services, in order to address unique challenges because of poverty, transition and language barriers and/or immigration experiences during online learning and in-person blended (when safe to return) are listed below:

• Professional Development will be provided in recognizing crisis in others. Staff will learn how to recognize signs that an individual could be in crisis and needs support and how to connect the individual to the resource.
• School site teams will prepare for virtual PBIS implementation. This will provide resources to students, staff, and families to support student behavior in the online learning environment to increase the likelihood of academic success.

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

Buckeye Union School Districts investments as required in statute continues to focus on socio-economic disadvantaged, English learner and foster youth students while also supporting students with special needs and students in transition. In 2019-2020, BUSD's population of approximately 90 students consisted of the following composition: unduplicated pupil count: low-income - 6.67%, foster youth -0% and English learner - 0%. The actions dedicated to improving outcomes for our low-income, foster youth and English learners are designed to exceed the required 4.44%, as the majority of the actions in the Learning Continuity and Attendance Plan are principally designed for our unduplicated student population.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic needs and social-emotional needs. Families of low-income, foster youth and English learners struggled to suddenly become their child's learning coach while at the same time balancing financial, social-emotional and health issues, which were on the rise due to COVID-19. Thus, when stakeholders provided input, the district realized at once that dedicated resources must focus on how to identify learning gaps for unduplicated students, how schools would continue to provide meals, how students would have their social-emotional needs met, how parents of unduplicated students would access and learn technology, and how our schools would continue to provide individualized services to promote equity and educational access.

Overarching in our delivery of programs and services is the MTSS framework in meeting the needs of our unduplicated students by providing additional supports and services. MTSS is based on implementation science research whereas a school and district develops tiered systems across three levels to address academic, behavioral and social-emotional supports. Fidelity assessments monitor the progress towards full implementation of components of a MTSS plan.

The majority of actions in the Learning Continuity and Attendance Plan are dedicated to creating online learning and in-person learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. The fully operational, assessment and remediation systems in place in the District will support all unduplicated students by identifying their academic gaps and providing them with a personalized learning plan customized to their needs. This plan outlines the specific steps the District will take to ensure unduplicated students have quality learning interactions both during in-person (when safe to return) and online learning models. This effort required an investment to remediate the digital divide our unduplicated students experienced at the end of the 2019-2020 school year. Children whose families do not have internet access will receive hot spots. Families will receive support and training to use these devices to support their child at home. English learner parents will receive unique training and support to overcome the barriers to technology and limited English proficiency.

Actions are directed to meet the social-emotional needs of unduplicated students by providing additional quality mental health services. We know poverty affects all aspects of the life of a child, especially during this pandemic we know that underserved students and students of
color are more at risk to experience a family member who has severe illness or dies from COVID-19. English learners, who may have parents susceptible to deportation, live in a continual state of fear and anxiety that exacerbates the effects of the pandemic on their lives. Foster youth experience a variety of unique family situations and require a whole child approach to help them succeed emotionally in order to learn. A significant proportion of the actions serving the social-emotional and mental health needs of students are above the minimal proportionality for increased support due to these factors.

Families of low-income, foster youth and English learners will receive training and dedicated staff to support their technology knowledge, ability to get a Gmail account to access Google classroom, specific workshops on ZOOM and other learning platforms. Student outreach and support actions in the plan are designed for families who are struggling to help their child participate in learning due to their inability to work from home. Many of our families in poverty work outside the home during the day. The District also embraces the responsibility to reach out and conduct home visits, observing social distancing and safety protocols, to check up on students that are absent from instruction, as needed.