



Learning Continuity and Attendance Plan Template (2020–21)

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------------|---|
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General Information

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

Bishop Unified School District (BUSD) closed campuses on March 16, 2020 due to the COVID-19 pandemic. Following the California Department of Education (CDE) guidelines, students were subsequently "held harmless" for their academic achievement for the remainder of the 2019-2020 school year, thereby not penalized for any loss of participation and/or achievement for about a 3-month period. Students' grades could improve but not decline due to their Spring 2020 performance. This maintained equity between students in terms of learning opportunities and expectations but also created a significant drop in student engagement district-wide. While teachers attempted to serve students remotely (via online work as well as paper/packet style assignments), many students and staff struggled with the new learning format to which no one was adequately prepared to implement. Chromebooks and hotspots (if needed) were sent home with students in grades 3-12.

Meanwhile, the county's Health and Human Services department reported an increase in Child Abuse reports and the number of families experiencing homelessness and/or job loss during Spring and Summer 2020. The concern for children's education as well as their social and emotional well being contributed to the foundation to which the District worked from in creating plans to bring students back to school for in-person instruction. A school Reopening Committee was established with 30 stakeholders from both within and outside of the District in early June 2020. Throughout the Summer of 2020, the District collaborated with Public Health officials and a wide variety of educational leaders to formalize back-to-school plans to safely bring back students and staff on campuses amidst a pandemic, while the local COVID-19 rates stayed far below the state average.

In early August 2020, Inyo county experienced a sudden and significant increase in positive COVID-19 cases, and in response and upon the recommendation from local Public Health officials, the BUSD School Board unanimously voted to reopen school in a full-time distance learning model. The District adjusted the school calendar to allow for 5 full professional development days for teachers to participate in distance learning workshops and collaborate within their Professional Learning Communities (PLCs) to train and prepare for a quality distance learning experience for all students. On August 17, 2020, BUSD reopened school in a full-time distance learning model with hopes and plans to later offer a blended learning model allowing students to attend some days on campus for regular in-seat instruction, once Inyo county positivity rates decline and Inyo county is off of the state's monitoring list and out of California Department of Public Health's (CDPH's) Tier I regulations.

Stakeholder Engagement

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

The District's Learning Continuity and Attendance Plan has been shared with the Bishop Teachers Association (BTA) and California School Employees Association (CSEA) labor unions for input and feedback. Additionally, the District's Reopening Committee, which includes student representatives and non-District community members, was provided a copy of the plan for review in early September 2020. The Parent Advisory Committee (PAC) was given a copy of the plan during the first scheduled meeting in the Fall. Each School Site Council will use this plan when revising their Single Plan for Student Achievement (SPSA). Site level English Learner Advisory Committees (ELACs) will be provided a copy of the plan during their Fall meetings. The DELAC committee met virtually on 9/15/20 to review the plan and provide input. The meeting was held in Spanish and translated for the Superintendent to receive direct feedback.

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

In addition to the previously mentioned stakeholder committee groups' review and feedback, the District's Learning Continuity and Attendance Plan is posted on the District's website, www.bishopschools.org. A Special Board Meeting is scheduled for September 15, 2020 to allow for public comment and review of the District's Learning Continuity and Attendance Plan. The plan is then scheduled to be discussed and approved at the September 17, 2020 Regular School Board Meeting.

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

PAC members commented that distance learning has not been easy but is much smoother than in the Spring. There is interest to provide in-person services for additional small groups as public health guidance allows. Internet connectivity was a concern at the beginning of the year but families report feeling more supported since more hot spots have been delivered to families and a parent virtual training was held on the ins and outs of distance learning.

Reopening committee member feedback included a need for sites to provide specific and timely information to families prior to any scheduling and attendance changes. More input included reinforcement of the importance of students quickly returning to campus when community transmission rates and local public health officials deem it safe to do so. There is a general consensus that already disadvantaged students are being left further behind due to the lack of engagement and support many students experience via distance learning. A concern was voiced about the regularity to which English Language learners are receiving targeted English Learning Development (ELD) instruction in general education classes as well as a question surrounding the ability for students in K-5 dual language classes who opt for full time distance learning once school can reopen, to receive quality DL instruction while teachers are providing blended/in-seat instruction to their classmates.

Some union members voiced concerns about the challenges that come along with providing quality and equitable distance learning lessons at the same time as providing in-seat instruction. Some educators are not comfortable with live streaming in-person classes to distance learning students online. Unions also echoed and validated the importance the District places on following public health guidelines during reopening conversations. It was noted that our Native American Liaisons were not adequately represented in some of the narratives describing various support services being offered by the District. Their valuable role has now been better articulated and integrated into these sections of the LCP.

DELAC feedback from the 9/15/20 Zoom meeting included comments about the challenges working families face under the distance learning model. Many parents work and cannot help their students with their schoolwork until the evening hours. Students who already struggle in school due to limited English fluency have been required to be self-disciplined at home to stay on task virtually, while often also taking care of siblings and other household members during regular school hours. Some parents voiced that the transition time between daily scheduled classes leaves too much unstructured time for students and that it is not a productive use of time for students to work independently. The amount of homework was also brought up as a concern - most students are online throughout the day, zooming with teachers during class time and then have additional hours of work each evening that they must complete on their Chromebooks. Parents requested that homework be minimized so students have more free time to play outdoors and be off-screen. DELAC members also suggested more small group tutoring time on campus for English Learners - to provide academic support for students but also to give them a quiet and supervised location to focus on their school work.

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

A Spanish version of the virtual parent training has been requested and is scheduled for September 15, 2020. The District is investigating which ELD instructional supports are/are not yet taking place for English Learners (ELs) in classes district wide. EL newcomers will be scheduled for on-site small group services beginning the week of September 14, 2020.

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.]

While the District was planning and preparing throughout the summer to provide in-person instruction to students TK-12, the substantial increase in local positive cases put Inyo county on the state's monitoring list and required us to solely offer a distance learning program to our families. On August 25, 2020, CDPH provided Guidance for Small Cohorts/Groups of Children and Youth to allow districts to provide in-person services to small, targeted, stable groups. On August 31, 2020, local Public Health officials approved the following groups to be served on campus upon submission of districtwide plans which addressed COVID-19 safety precautions: Students with disabilities, Juvenile Court School students, and English Language Learners. After successfully scheduling and providing services to these groups the district has identified other subgroups to which we plan to later serve under this guidance, unless Inyo county COVID-19 rates decline at a rate that puts us out of Tier 1 restrictions and therefore able to provide a blended model including in-seat instruction for all students. The next set of at-risk subgroups include: Homeless and Foster Youth, students receiving Title I services, and students identified as having significant mental and/or social emotional health needs.

In early September, a "Phased Reopening Calendar" was developed to outline a timeline describing when students in each grade level would return to campuses in a blended learning model. According to teacher survey results, Elementary (TK-5) teachers overwhelmingly prefer designating a full-time Distance Learning (DL) teacher at each grade level to provide quality DL instruction to families choosing that option while allowing other teachers to focus their efforts on in-seat instruction. The TK-5 schedule reflects the bulk of the day dedicated to teaching students in-seat (1/2 the class in the a.m. and 1/2 the class in the p.m.) with some designated DL and prep time each day. 6-12 teachers continue to plan and prepare to deliver both models of instruction (DL and in-seat) using an A/B Block schedule. The A/B Block schedule organizes students to come to campus 2 days per week, and attend in-person instruction for their odd classes one day and even classes the next.

Negotiations with the teachers' and classified unions have been helpful in collaborating and specifying the plans and circumstances needed to reopen school safely. Several documents have been provided to all staff with collaboration from public health, local healthcare professionals, and various educational leaders in and out of the county. "Return to work" and "COVID-prevention" policies and procedures which outline the specifics of the district's COVID-mitigation plans were provided to all staff during their first back to school professional development day training and are updated with regular guidance and direction from public health and the California Department of Education (CDE). Regular substitutes were included in these site-level trainings as well as members from the Inyo County Office of Education that frequent our sites such as the tech team, NorthStar Counselors, and behavior aides. The District's Reopening Committee provided valuable feedback to reopening considerations during the June and July meetings.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| PLC meetings to create a plan that includes in-person instruction - Cost of PLC stipends | \$52,562 | No |
| Stakeholder meetings to create plan that includes in-person instruction (Reopening committee meetings, Union negotiation meetings, Administration team meetings, Site level staff meetings, School board meetings) - approximately 20 hours of time for each BUSD administrator | \$14,227 | Yes |
| The District procured PPE to all sites/facilities including: face masks (cloth, N95s, surgical/disposable, and cloth masks with window viewings), face shields with drape clothes, hand sanitizer bottles, hand sanitizer stations, touchless thermometers, UV sanitation lamps, Disinfecting "fogging" machines and COVID-related signage across all facilities | \$30,000 | No |
| Classroom layouts have been redesigned to support physical distancing | \$0 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| | | |
| Plexiglass barriers were provided to all special education classrooms and to staff members providing 1:1 support to students and to administer necessary assessments | \$2,500 | No |

Distance Learning Program

Continuity of Instruction

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

Student schedules in the Student Information System (Aeries) reflect their daily class schedule, regardless if they are receiving in-person instruction or if they are full time distance learning. This ensures that students maintain a regular school routine that stays consistent whether the District is operating using a blended model or a distance learning model. Students interact with their teacher(s) throughout the week at regularly scheduled times. Students with special needs receive targeted services in accordance with their IEP goals and needs. All students participate in "daily live interaction" with a teacher and peers first thing in the morning to start the school day.

Teachers in Grades 2-12 use Google Classroom as a common online platform to assign work and provide feedback to students. Grades are entered into Aeries so students and parents have 24/7 access to students' academic progress. Direct instruction is provided at the beginning of each class in manageable time blocks (10-30 minutes) for all students to access synchronously, and is also recorded and posted into Google Classroom for students to access asynchronously. The District purchased a subscription to Seesaw to ensure a developmentally appropriate learning platform for our youngest students. All teachers in grades TK-1 using Seesaw as their common learning platform for all students.

Students who do not have consistent access to the internet or require paper/packet style assignments are provided with equitable content and rigor via hard copies of lessons and assignments each week. All students have required materials such as a Chromebook, textbooks, and any other supplemental supplies provided for them to use at home while the district is implementing a full time distance learning model. The District and County tech team worked together to make as many of the learning websites/platforms students would be using as single sign-on through Clever.

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.]

The District has provided 1:1 devices (Chromebooks) for all students TK-12. During the summer, touchscreen tablets were order for TK-1 students but due to high demand for these Google tablets, our shipment is not expected to arrive until November 2020. In the meantime, TK-1 families were asked if they had their own device (about 60% did) and if they did not have a device at home a Chromebook was provided. Internet hot spots have been provided to any family needing internet access.

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 BUSD students are required to virtually connect, either via Zoom, Google Hangout, or a phone call, with a teacher every morning on every school day to ensure they have at least 1 "daily live interaction" with a teacher and their peers everyday. The Aeries student information system has been set up to track student engagement and attendance identifying both synchronous and asynchronous participation and whether or not the student is engaged during synchronous instruction. Students who attend class are are engaged are marked as a "4" in Aeries, the District's student information system. A "5" reflects a student in attendance but not participating or engaged in any way including no work completion. A "6" reflects asynchronous learning and is used when students complete work outside of regular/synchronous class time.

TK-5 teachers provide a morning meeting between 8:00-9:00am each morning, and 6-12 homeroom teachers hold homeroom from 8:00 - 8:20am, Monday-Friday. Direct [synchronous] instruction in content/subject areas is provided throughout the school day in 10-30 minute chunks Monday-Thursday, depending on the age level of the student. Students are provided with independent and small group [asynchronous] work time after each lesson. Fridays are devoted to morning meeting/homeroom and individual and small group support (all classwork is provided asynchronously on Fridays). Screen breaks are integrated into each student's daily schedule and students are regularly encouraged to spend time outdoors and engaged in physical activity. Instructional minute requirements have been communicated to staff and to families to ensure a common understanding of the amount of time the District expects students to be on task during distance learning. Teachers assess the time value of each assignment when lesson planning and assign school work based on the essential standards in each subject area and the instructional minutes devoted to students engaging in the content.

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.]

The District devoted 5 full professional development days prior to the 1st day of school, from August 10 - 14, 2020. Each of these days focused on a different element of distance learning and integrated district and site-level COVID-19 mitigation policies, which all staff (certificated, classified, the IT team, and regular substitutes) attended. Teachers were provided with a variety of virtual workshops to choose from for 2 days, focusing on online platforms such as Google Classroom and Seesaw as well as integrating Social Emotional Learning into student's daily school experience. Professional Learning Communities (PLCs) spent 2 days identifying essential standards in each subject

area/course and collaborating on common assessment tools for each department. We received support from our partnership with the Inyo County Office of Education (ICOE) throughout the week of 8/10-14 with the virtual professional development offerings as well as resources supporting online instructional pedagogy. We continue to partner with ICOE to provide staff with "mini PD workshops" every other Friday to support continuous growth and development, establishing a culture of life long learning.

Staff Roles and Responsibilities

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

Virtually all staff have modified or adapted their general job duties in response to the COVID-19 pandemic. Teachers provide full time distance learning instruction and support throughout the school day, maintaining ongoing virtual classrooms for students TK-12. Classroom aides meet virtually with individual and/or small groups of students throughout the school day. Custodial staff have been trained in and are following CDC guidelines for cleaning, disinfecting, and sanitation including the use of new equipment such as UV sanitation lamps and disinfecting "fogging" machines. Food Service staff prepare hundreds of "to go" meals for families each week while maintaining physical distancing, wearing a mask, and regularly cleaning high touch surfaces and any shared equipment. Grounds and Maintenance staff members are creating plexiglass barriers for 1:1 student assessments, putting up COVID-19 mitigation signage across campuses, and ensuring proper ventilation in all buildings. Other support staff such as aides and paraprofessionals are serving as group leaders for the District's pop-up emergency childcare program, supervising groups of 3-7 students of BUSD staff members while their parents are on site working/teaching.

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.]

The District has collaborated with the Inyo County Office of Education to identify and provide needed supports for foster youth and students experiencing homelessness such as access to meals, internet accessibility, and academic support. Additionally, our Tier II Counselor is contacting each of the families with students meeting this criteria to provide additional counseling support and connect families to local resources. English Learners meet daily (virtually) with bilingual staff members, both teachers and aides, either individually or in small groups to receive English Language support. Beginning on September 8, 2020, students with disabilities will be served on campuses in small groups, under the CDPH small cohort guidance, to receive in-person services and support in meeting IEP goals. Court School students will also begin in-person instruction on 9/8/20 under the same Public Health guidelines.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Offering meal delivery to students at 6 locations in the community. Costs includes hourly and salaried staff member time, supplies, and mileage for six weeks. | \$51,187 | Yes |
| Upgrade to AERIES Parent Portal in order to better communicate with families | \$11,249 | No |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Stipends to classified staff working out of class during distance learning to provide meals and meal delivery, daycare, tech support and distribution, on-line intervention and family support | \$60,420 | No |
| Extra time costs for teachers to develop, monitor, implement and maintain distance learning | \$351,000 | No |

Pupil Learning Loss

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

Built into each school site's master schedule is designated time for direct instruction, independent work, and teacher office hours for individual or small group support every day. Professional Learning Committees (PLCs) met prior to the 1st day of school to identify the essential or "power" standards in each subject area as well as form consensus on the use of common assessments, with the awareness that it will be especially difficult to address all standards during the pandemic in the 2020-2021 school year.

We reach out to chronically absent students using the strategies outlined in our tiered re-engagement plan, and are offering stipends to teachers to provide after school intervention support to small groups of struggling students. Acadience, an assessment and data tracking system, was purchased to provide a common and reliable pre-screening assessment for Title I reading intervention services for TK-5 students. Teachers and administrators use formative and summative assessment data to monitor student progress and achievement throughout the school year.

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 BUSD staff members will be provided with a Distance Learning stipend in the Fall, to acknowledge and compensate for the significant amount of time and adjustment of regular duties it has taken to provide a quality distance learning experience for all students. School-aged children of BUSD employees, as designated essential workers in the state of CA, are eligible to attend our emergency pop-up childcare program, designed to support staff members to effectively work on site. After school intervention groups are being established in September to provide targeted small group instruction and support to small stable groups of struggling students at all sites. Upon implementation of CDPH's small group guidance in early September, students with disabilities and court school students have been provided with opportunities for on-site services. English Learners will receive in-person support services from bilingual staff members by mid-September. Other identifiable "at risk" subgroups served under this guidance include students with significant mental/emotional health needs or concerns, community day school students, and student eligible to receive Title I reading intervention services. School counselors are reaching out to families experiencing homelessness as well as foster youth, to conduct needs assessments and provide resources. Homeless youth are offered transportation to/from their scheduled in-person services time on campuses. Students with significant mental health needs and/or are in families in crisis are being targeted to be provided opportunities to come on site for in-person support services. School meals are being provided to all children for free, beginning September 1, 2020. Health clerks and the school nurse meet individually with students to address any necessary health needs. The District purchased a variety of online subscriptions to support engagement for distance learning students including: Seesaw, SmartyAnts, IXL math, BrainPop, various Career Technical Education (CTE) software programs, online curriculum for creating and mixing musical performances (band and choir). BUSD continues to partner with our local Cerro Coso Community College (CCCC) to enroll interested and eligible high school students into concurrent enrollment community college courses.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The District regularly monitors student attendance and engagement and implements the tiered re-engagement strategies to intervene when a student is absent or otherwise not regularly engaging in their learning. Standards based grading in grades TK-5 will reflect each students' mastery of grade level content standards. Elementary teachers screen students individually for developmental and skill-based aptitudes using common screeners like the Basic Phonological Skills Test (BPST), RenPlace "STAR" math and reading diagnostics, and Acadience assessments. Middle and High School student report cards will reflect each student's academic progress including their grade and grading period attendance. Student performance on formative and summative assessments throughout the year will provide teachers with the data required to adjust, revisit, or accelerate instruction. Summative assessments such as the Smarter Balanced Assessment (SBAC) will be given in the Spring.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase Chromebooks for all students 2-12 | \$694,542 | Yes |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Purchase Tablets for all TK-1 students | \$165,915 | Yes |
| Cost of Hot Spots for students without internet access - \$10/month for 11 months | \$70,000 | Yes |
| Monitors and Hovercams for teachers to better facilitate distance learning | \$79,627 | No |
| On-line learning platforms - SeeSaw, Read Naturally, Acadience, Brain Pop, Learning A-Z, IXL, APEX, OdysseyWare | \$40,052 | No |

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 hired an additional school counselor for the 2020-2021 school year to support mental health and social emotional well-being of students district wide. Our current TK-12 student : school counselor ratio is now 396:1 which is a significant improvement from the previous years' ratio of approximately 522:1. The behavioral counselor has experience in suicide prevention and intervention and will lead the staff training for suicide prevention during the 2020-2021 school year. Additionally, the new counselor position focuses on our more at-risk youth from all sites, including our continuation school which previously did not have direct access to a district school counselor. BUSD students also have access to free counseling services through the Northstar Counseling Center, a grant funded program coordinated by the Inyo County Office of Education. The District is using the framework provided in the California Department of Public Health (CDPH) Guidance for Small Cohorts/Groups of Children and Youth to serve students with identified significant mental health needs on campus individually or in small stable groups.

All teachers during the first week of school year focused on connection, building relationships, and the overall well being of students in all grade levels. Teachers provided welcome back activities that directed students to reflect on their emotional health and provided various

ways for students to reach out for support when they need it. A district wide school counseling website is currently under development and will launch in September 2020, providing resources for children of all ages and their families. Teachers are integrating into their regular lesson plans social emotional practices such as Inner Explorer, a mindfulness curriculum for students which is being renewed for us by ICOE for the 2020-2021 school year, read-alouds, and check-ins. Native American (Title VII) Liaisons reach out to families in our Native American community, connecting them with resources and academic support services.

In collaboration with our certificated and classified labor unions, the District has established a "Request to Work Remotely" to support and provide a pathway for staff members who for medical or other personal reasons need to work off-site during a full-time distance learning model. BUSD has also partnered with community members to provide free weekly Pilates and Qigong classes for BUSD staff members to reinforce the importance of and create quality regular opportunities for self care and stress reduction. Free counseling sessions have been offered by one of our retired school counselors to all staff members and families who need it.

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.]

Attendance is taken by teachers each day (for grades TK-5) and each period (for grades 6-12) to reflect each student's synchronous and/or asynchronous participation. Attendance also reflects when students are absent or not engaged (meaning not logging into class, not completing assignments or assessments, not responding to communication efforts).

A tiered re-engagement plan outlines how these students are followed up with using specific actions by designated school staff members. Students with consistent attendance and engagement are positively reinforced by their teacher on a daily or weekly basis and by the school each grading period. 1 absence or day of non-engagement initiates a phone call home and an email reminder. 2 consecutive days warrant further communication home via the family's preferred communication mode and a PLC conversation for teachers to collaborate on strategies to re-engage the student(s). 3 consecutive absences or non-engagement for 60% or more of the school week triggers a significant increase in outreach. The school counselor is brought in to provide support and identify resources for the family and student, attempting to uncover the underlying causes that are contributing to the student's lack of attendance and engagement. If phone calls, texts, or emails are insufficient, a home visit is scheduled with the school counselor, administrator, and/or school resource officer. When supportive efforts do not bring about change, the School Attendance Review Board (SARB) process is initiated to reinforce the student's compulsory education legal requirement. Families with students with Individual Education Plans (IEPs) who are not demonstrating adequate engagement or are chronically absent may be asked to attend a formal IEP meeting so the team can collaborate on solutions to the student's learning hurdles.

Native American Liaisons are integrated throughout the tiered re-engagement plan as an additional support and trusted source of connection for our Native American students.

All school communication and outreach is provided to families in both English and Spanish. The District partnered with the Bishop Indian Education Center (BIEC) to provide a virtual parent training in August 2020 which was well attended (over 125 parent participants from all grade levels). A Spanish version of this training is being scheduled for September 2020. The District has invested in personnel to focus on better structuring our "Tier II" academic and behavior interventions, establishing essential interventions and supports to students who are not succeeding under the general assignments and activities provided to all students but whom intensive Tier III interventions are too restrictive or unnecessary.

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.]

It has been critical to provide ongoing nutritious meals to students so they are fed and ready to learn, even in new and ever-changing learning environments. Upon closing school campuses on March 16, 2020, BUSD food service staff worked diligently to provide school meals for the families that needed them. A drive-through meal service was established within days of closing, and 6 additional Monday/Wednesday/Friday meal pick-up locations in the surrounding Bishop area were set up in the weeks following. By mid-April, our cafeteria was providing up to 400 meals per day to families.

Weeks later, upon implementing the summer meal program which is open to all children ages 0-18 regardless of school enrollment status, the District was providing upwards of 800 meals/day. This better reflected our regular school day meal service which averaged around 900 meals for BUSD students when school was in session earlier in the 2019-2020 school year. We noticed a significant drop in number of daily meals served once we returned to a traditional school lunch program upon reopening school in a full time distance learning model on August 17, 2020. 275 meals per day became our new average. Effective September 2, 2020, thanks to the updated USDA flexibilities, we will again offer free meals to all children 0-18 on Mondays, Wednesdays, and Fridays at 6 different pick-up locations. This extension of summer program authority will ensure meals are reaching all children - whether they are learning in the classroom or virtually.

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

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | District hired additional Tier II Counselor to support at-risk students | \$103,487 | Yes |
| Pupil Learning Loss | Created a Tier II Academic Coordinator position to structure and implement a district wide multi-tiered system of support and provide academic intervention to at-risk students | \$15,495 | Yes |
| Distance Learning Program (Supports for Pupils with Unique Needs) | Administration outreach to families with students not engaging in distance learning - Cost of 5 hours a week for 4 counselors, 3 assistant principals, and 1 Alt Ed principal for 35 weeks | \$125,461 | Yes |

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 10.58% | \$1,703,774 |

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.]

A Tier II Behavioral Counselor was hired to provide behavior and social emotional counseling services to at risk students across the district and is also serving as our Foster Youth/Homeless Liaison

English Learners are provided with push-in support in general education classes as well as individual/small group support from a bilingual support staff member. English Learners were among the small group cohorts that were reintroduced to on-site services prior to school reopening for all.

Established a Tier II Academic Coordinator position to collaborate with general education and special education teachers to structure a district wide multi tiered system of support for all school sites and provide research-based targeted Tier II strategies and interventions to students who need them

Tiered reengagement strategies have been implemented across school sites providing necessary outreach from administration and counseling staff to re-engage students who have been absent and/or falling behind.

A variety of stakeholder meetings directly elicited input re: services and strategies to best meet the needs of foster youth, English Learners, and low-income students.

Chromebooks and hot spots were provided to all families participating in distance learning while providing direct communication with families needing more specific support (i.e. knowledge of family hardship, lack of communication from the family, identified as not having home internet access). Alternative hot spots were purchased for families without reliable internet and living out of range of regular hot spot coverage.

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

These subgroups were targeted in mid-September as populations to directly serve on site once established small, stable groups of at risk students on campuses. Direct in-person services include English Language support, counseling, and 1:1 or small group tutoring. In addition to more local meal delivery locations, the District reinstated a pick-up meal location for families living in the Chalfant and Benton areas so they wouldn't need to drive so far to receive free breakfasts and lunches for children.