

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.]

The COVID-19 pandemic has affected the entire Barona community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including services for English Learners and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Barona Indian Charter School (BICS) has incurred costs for staff and student safety without additional funding:

- Chromebooks/iPads for Distance Learning
- Hotspots for Distance Learning
- Funding capped to 2019-2020 ADA enrollment
- Hire additional staff to support families in distance learning or for safety/cleaning
- Before and after school childcare program

Stakeholder Engagement

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

Since the beginning of the pandemic, BICS provided surveys during campus closure and the summer to gauge family and stakeholder feedback and needs with regards to Distance Learning. All voices were heard and virtual meetings provided valuable feedback about the reopening of school campus. BICS faculty and staff met several times throughout the school year and summer to review the development plans for the upcoming school year. BICS surveyed parents on the preference for on-campus/off-campus learning, the need for child care, the need for a variety of resources including meal services, learning materials, and connectivity to the internet. BICS hosts information sessions weekly to review the ongoing developed plans and revisions that have taken place. These weekly meetings have been critical to effective communication with all BICS stakeholders to know what pertinent information is related to the safety and well-being of students and staff.

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

BICS hosted virtual open Board Meetings. BICS also provided virtual stakeholders meetings with the teachers where all were welcome to provide feedback necessary to enhance and understand Distance Learning needs and plans for reopening school Fall 2020. The principal worked remotely to survey the needs of the community. BICS faculty and staff met with the principal and with each other to discuss strategies for serving students.

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

Based on the feedback BICS has received, 68% of our families felt comfortable returning to on-campus instruction as long as recommended safety measures were implemented. Some of the families surveyed wanted to continue with Distance Learning. These families felt that with no COVID-19 vaccine available it was too risky to return to campus for in-person instruction. Most families agreed that students in TK through second grade should return to campus for in-person instruction as soon as possible. The feeling was that these younger students required a stronger focus on their social/emotional well-being and in-person instruction would allow for this to occur.

Staff and families were concerned about the inconsistency of switching students from in-person to distance learning every time new guidelines are released. More than 85% of BICS families need support with distance learning equipment and supplies.

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

Stakeholder feedback directly influenced our virtual learning plan, our in-person instructional offerings, our special education service delivery model, our plan for access to technology and devices, and our plan to provide mental health and social/emotional wellbeing resources. The following actions have been or are being addressed in this plan as a direct result of stakeholder feedback:

- SPED services will continue to be provided in person as needed, following all safety guidelines per CDE and CDC, even while we are virtual.
- Families who wish to remain virtual are not able to remain virtual.
- To add to our COVID-19 resources available to parents on our website (LINK), we'll include a technology troubleshooting guide for families experiencing connectivity issues due to having many students on Zoom at home, community mental health resources, and access to food beyond our free meal program.

- Physical barriers and social distancing measures (i.e. visual markers) will be implemented to safely resume to partial or full day instruction in person.
- Masks, face shields, cleaning supplies and a touchless thermometer have all been purchased or supplied.
- We've created a folder in our Knowledge Base for staff to access with resources they need to support students (e.g. accommodations, best practices for virtual learning - like frequent breaks to reduce eye strain, online field trips). We'll continue to add to this folder and will encourage collaboration among staff.
- During Phase 2 of reopening, students in grades 3 - 8 will attend four days/week, with the hope for returning to 5 days a week, while K -2 will be attending 5 days a week.

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.]

BICS began the 20-21 school year on September 8th using the Phase 2 Modified Block Schedule that was planned over the summer using feedback from all stakeholders and approved by the school board. The TK-2nd grade will report to school 5 days per week (M-F). 3rd-8th grade students will report to school 4 days per week M-Th. Class sizes will be smaller than usual to accommodate social distancing, which will be accomplished using existing classrooms or buildings on campus. These actions will promote a strong connection with the school and give students more access to meals and support services.

- Special education services for identified students will be provided following state guidelines.
- Temperatures and symptom screening will be taken for both staff and students upon arrival. Persons with symptoms or temperature at or above 100 will be sent home.
- Safety signs and direction arrows for hallways will be posted. Hand washing routines will be established within the schedule so that students are regularly washing their hands throughout the day.
- Plexiglass shields or a physical divider may be placed in classrooms on tables providing another barrier beyond social distancing.
- Social/emotional learning will continue to be integrated into the program following the guidelines outlined in the Mental Health and Social/Emotional Learning section below.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites; Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk; Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness; Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks; Signage, Posters, and Floor Decals, and Visual cues throughout school sites to maximize social distancing.	\$9,600.00	No

Distance Learning Program

Continuity of Instruction

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

In order to anticipate equity and access barriers that students and staff may face during the 2020-21 school year, BICS staff reviewed and analyzed stakeholder's feedback from the spring of 2020, including surveys from students, parents, and staff, as well as the guidance from CDE to create a Distance Learning Plan. This plan includes an overview of distance learning, how to document attendance and student interactions, communication with families, building relationships from a distance, social emotional learning, digital citizenship, planning, schedules, feedback, assessment, and professional learning opportunities. We have also worked on eliminating technology barriers by providing a device for every student and working with the community's internet provider to provide hotspots at no cost to families who need one. All communication in regards to the hybrid, in-person model will be translated as needed, particularly with our Spanish speaking families. The District also provides translation services for other primary languages as needed.

Both distance learning and in-person instruction will adhere to the curriculum and methodologies used traditionally. Families are given the choice for either (1) in-person instruction or (2) distance learning through a survey and phone calls to parents/families. Teachers and the Principal work with the staff to ensure all students have instructional continuity throughout the school year. The main curriculum at BICS will remain the same for all students whether learning in-person or through distance learning. All students will engage in the same curriculum for reading, writing, math, social studies, science, and social-emotional guidance. Students will have access to their math textbooks, handwriting books, keyboarding courses, literary units, as well their supplemental programs such as Lexia, Reflex Math, ConnectEd/Wonders and Zearn.

We will utilize Discovery Education Science for grades K-8th. These programs lend themselves successfully to both in-person instruction and distance learning. Safe School Buddies Program (SSB) and Safe School Ambassadors Program (SSA) will be utilized as well as our main social-emotional learning curriculum.

In grades TK-8th grade, student will utilize SeeSaw Learning Management System and Google Classroom for their Distance Learning program. This allows students to connect with their teachers whether synchronous or asynchronous. We have set up expectations that parents can come to the campus to obtain necessary materials for students to be successful with distance learning.

For distance learning, we will provide students with packets, consumables, iPad or Chromebook, and other necessary resources and books to be successful. In order to ensure continuity and a smooth transition between in-person instruction and distance learning, BICS has hired additional staff members to allow for students who need to move from in-person instruction to a distance-learning a cohort that would serve as their educational team in the event they continue with this option for the entire school year. This will ensure that students from either learning option (in-person or distance learning) are not disrupted if a change is needed. Parents will not have the option to participate in Distance Learning for the entire school year if they are not comfortable sending their child back to school for in-person instruction. Students will be assigned either an iPad/Chromebook by BICS to support Distance Learning. There will be daily synchronous activities with their core teacher supplemented with asynchronous interactive activities. This will be utilized through Illuminate, the Learning Management System (LMS), and SeeSaw for all grades.

In addition, students will meet with their teacher daily and complete lessons assigned by the teacher in SeeSaw. In all grades, students will have access to the main core subjects (ELA, Math, Science, Social Studies) and SSB/SSA. There will be daily synchronous activities with either a core teacher to check in or an interactive lesson based on the curriculum. Students in grades 6th, 7th, and 8th, will have lessons both synchronously and asynchronously with a daily check in by their assigned teacher. Also, students in grades 6-8 will have 2020-21 self-contained classes where one teacher (with a multiple subject credential) will teach all core subjects. This is to prevent mixing of cohorts and provide maximum stability and relationship building throughout the school year.

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. Teachers will continue to receive professional development on ELD instruction. All of our core curriculum embeds both integrated and designated English Language Development (ELD) into weekly lessons. All communication regarding the District's Distance Learning Plan, including surveys, will be translated into Spanish. The District also provides translation services for other languages as needed using Language Line and support staff.

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.]

BICS reached out to families and staff in May 2020 to determine the level of access and ease of use with devices, networks, platforms, and other applications that we use for core elements in communication, instruction and access to the curriculum. This included assessing access

to a computing device, access to wireless internet of sufficient bandwidth, access to a document camera (staff only), and access and ease of use of platforms/apps such as Zoom, Google Meet, Google Classroom, SeeSaw, etc.

BICS has provided a survey to all families that asked the needed support for iPad or Chromebook and internet connectivity. We will provide an iPad/Chromebook to each student in our school to support distance learning as well as in-person instruction policies and protocols. We have WIFI hotspots on hand in the event families need internet connectivity. We have limited supply with WIFI hotspots, but as more become available, we will order as needed for families to use. BICS will continue to monitor family needs in relation to connectivity as we understand that individual situations may change throughout the year.

For students/families, this includes providing a more robust and in-depth parent portal on our website for technology support including a mechanism for requesting a device or technology support. Families can fill out a form to request a device and are offered flexible time slots 2020-21 to pick their device up at the school office. In addition, the parent portal contains training and background information on the key platforms and applications our school is using including Zoom, Google Classroom, and Seesaw as well as information on accessing the online portions of our core curriculum in ELA, Math, Science, and Social Studies. Ease of access was a commonly reported concern from our families. Some families reported difficulties knowing where to find various digital resources and how to log in once they found the resource.

At the start of the year, we plan to reach out to at-risk families (e.g. socio-economically disadvantaged) and families our teachers report having little or no contact who have not requested a device or mobile hotspots and confirm that they have the technology they need to access instruction and curriculum online. Outreach will include translation of all communications wherever possible.

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.]

BICS will be tracking three primary metrics to gauge pupil participation and progress: 1) attendance participation in synchronous instruction and 2) work completion 3) progress in their academic formal assessment programs. Students in the elementary academy have regular meetings throughout the day via Zoom for reading and math instruction as well as morning meetings, art, and P.E. Teachers provide weekly assignments for students to complete asynchronously with the support of their parents along with videos of songs and engaging activities. Middle school students attend synchronous classes in every subject each day and have access to tutoring and support through teacher Office Hours. All Zoom sessions are recorded and provided to students for review.

Teachers will take attendance each day and ensure that all students are encouraged to participate by offering breakout rooms, discussions and sharing screens when working on shared activities or assignments. Teachers use Google documents as a method of submitting assignments and provide regular feedback on student work allowing students to improve their work prior to submitting it for a grade.

Teachers will use a variety of formative assessment programs and activities including Kahoot, Socrative, Quizlet, Nearpod, and Padlet both inside and outside of the Zoom classroom to monitor student learning and provide feedback.

Parent/Teacher conferences will be scheduled within the first trimester and parents, students and teachers will discuss and review student work face to face or online using Zoom.

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 school's distance learning professional development is designed to be ongoing, intensive, and embedded in practice. School personnel provided professional learning for teachers and support staff in the transition to a distance learning model. Training formats will include synchronous "live" sessions, as well as self-paced multimedia materials designed for asynchronous learning. The content of these sessions will include the use of digital tools such as core content student learning platforms, learning management systems, and the use of multimedia tools to help instruct, communicate with, assess, and support students at a distance. These topics are covered using step by step online tutorials and live video-conferencing sessions. Resources will also include content to aid in the development and implementation of a successful and robust distance learning program.

To assess the effectiveness of the school's professional learning program, stakeholders will use student data, disaggregated by student groups, in order to identify the most critical student needs. Additionally, surveys will be conducted on an ongoing basis among both educators and families. This data will help to determine strengths and growth areas as the school's distance learning program continues to develop. This will also help the principal determine priorities in the development of staff, parent, and student support resources.

Staff Roles and Responsibilities

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

All of our classroom teachers, special education teachers, and instructional aides will be spending more time on Zoom during the virtual learning time period. While most have had some experience with Zoom, they're all learning how to use it most effectively and to engage students online. All teachers with English Learners will be responsible for monitoring and assessing their students' progress for designated English Language Development (ELD). They will also be meeting with their English Learners weekly to address the speaking and listening ELD standards. All staff will now share responsibility for sanitizing classrooms and office spaces when students are not present.

BICS has hired and/or reallocated a number of staff to support the distance learning program and to support the safety expectations of when the students are on campus. These new hires include janitorial staff, Instructional Coaches, and additional Instructional Aides. We anticipate hiring additional support staff to assist with student supervision and intervention.

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.]

BICS supports on an individual basis for students who receive special education services, per their individualized education program (IEP). Each student with an IEP, during distance learning, will be provided with appropriate technology and will have support from the principal to ensure they comprehend how to utilize the technology and find solutions for instances where the technology is not suitable for the individual student, as needed. Per SB 98, each student who receives special education services will have a Special Education Emergency Contingency Plan added to their IEP at the start of the school year to ensure that temporary education services are in place should BICS need to physically close the campus.

Other students identified with unique needs are identified and supported through 504 plans and/or the EL Coordinator through a process similar to a Student Study Team (SST). BICS will continue to offer specialized instruction for students who are identified as English Learners through the virtual platform. These students will be assisted based on their ELPAC scores, among other internal data points, when available. Teachers at BICS will offer additional supports in their whole and small group lessons by ensuring access for students who have been identified as English Learners. These supports will be based on specialized instruction utilizing essential standards, and will be implemented to support a wide array of student learning on digital platforms.

Currently, BICS has no students that fall under the foster/homeless youth spectrum. BICS utilizes Child Find, registration questions, and regularly reviews CALPADS reports to identify students who are identified as foster/homeless youth in order to provide them with the necessary supports for a positive academic experience while at BICS.

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

Description	Total Funds	Contributing
Chromebooks or iPads and Hotspots made available for all students and staff who need a assistance to access distance learning at home.	\$40000.00	No
<p>ALL STUDENTS:</p> <ul style="list-style-type: none"> Grades 3-8 will take the MAPS 2-3 x year in reading and math to identify areas of need, set learning goals, and monitor progress. Grades K-2 will be screened with in-house assessments 2-3 x year in reading and math as a tool to identify and provide early intervention. Grades K-6 will take the ongoing math assessments 3 x year to identify areas of need, set learning goals, and monitor progress in math. <p>ENGLISH LEARNERS will also:</p>		

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • Take the MAP Language assessment 2-3 x year with the reading and math MAPS to identify areas of need, set learning goals, and monitor progress. • Take the pre-assessment in 1st through 8th to align their curriculum with their current English language skill level. • Take formative assessments to monitor progress and measure the effectiveness of the curriculum. <p>STUDENTS WITH IEPS will also:</p> <ul style="list-style-type: none"> • Be given informal assessments given to monitor current levels in relation to their IEP goals. • Be given formative assessments to measure progress related to IEP goals. <p>STUDENTS IN Rtl PROCESS (Concern Report) will also:</p> <ul style="list-style-type: none"> • Be given informal assessments to monitor current levels in relation to their Rtl goals. • Be given formative assessments to measure progress related to Rtl goals. 		

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.]

Students demonstrating learning loss or learning deficits receive Response to Intervention in reading and math in specific Zoom or in person (when on campus) classes. Students also participate in 1:1 personal time with a teacher each day via Zoom or in person to address the needs of each student. Ongoing weekly or monthly progress monitoring will occur particularly with students receiving Rtl.

ENGLISH LEARNERS:

English Learners will have an personal learning plan that identifies their current language level based on English Language Proficiency Assessments for California (ELPAC), MAP, and other formal/informal assessments. The plan will outline areas to target based on the English Language Development standards. English Learners who are struggling once the plan is implemented are identified based on classroom

grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a formal Response to Intervention will be implemented.

FOSTER/HOMELESS YOUTH:

BICS has no foster or homeless youth students. But if we do enroll such a student, Foster/Homeless Youth will have an individualized learning plan that identifies their current skills (needs and strengths) along with additional information relevant to their learning. Foster/Homeless Youth who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a formal Response to Intervention will be implemented.

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.]

To address loss of learning, BICS is prepared to identify several key areas to assure teachers are prepared to assess and address gaps of inequity and subsequent impacts on student learning. MAP data and other informal assessments are used to identify students who need additional support, and then lead teachers and specialists create an intervention plan to provide the additional support. Students who did not learn essential standards in ELA or math are identified through the ELPAC and other common assessments and are provided additional support through daily lesson plans via the adopted curriculum in all core subjects.

Addressing the social and emotional wellbeing of all students takes priority in our school's culture. This will be done through our Safe School Buddies Program (SSB) and Safe School Ambassadors® Program (SSA). BICS will prioritize the measurement of our school's climate and leveraging social and emotional learning to build a foundation for learning. SSB/SSA allows students the opportunity to build self-esteem, encouragement, and accountability utilizing research-based methods.

BICS focuses on strengthening relationships with every student and building community through best practices and re engagement strategies. BICS has invested in additional learning programs such as: SeeSaw, Lexia, and Istation. By purchasing these additional support programs, teachers and staff will address different learning modalities and loss of learning. BICS strategically schedules teacher cohorts into smaller sections to provide dedicated time between the teacher and the students. We will invest in additional staff as needed to support our students with special needs, including providing services in a distance learning setting.

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.]

BICS will utilize a variety of measures to the effectiveness of our learning loss supports. We will establish baseline data through MAP assessments for grades 3rd-8th and other assessments such as DAR for TK-2. Teachers will use embedded assessments in the various

learning programs we are investing in as well as continued implementation of the MAPS assessments throughout the year for both in-person and Distance Learning.

Teachers will administer both formal and informal assessments to ensure students are progressing adequately. The DRA inventory assessment and Benchmark assessments will be utilized for reading and writing. BICS will also utilize informal assessments to measure student learning loss and track student achievement.

The teachers and the principal will review student progress data on a monthly basis at the beginning of the year and garner feedback from teachers and staff on the learning tools to ensure the teachers have the appropriate resources to support all students.

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

Description	Total Funds	Contributing
<p>These are complex times. Having plans in place to identify and support student needs will best prepare BICS to navigate these new challenges as they arise. We must get this right — students and families are counting on us. To address loss of learning and widening of achievement gaps, BICS will consider the following five key areas to assure our school is prepared to assess and address gaps of inequity and subsequent impacts on student learning.</p> <ul style="list-style-type: none"> • Address students’ social and emotional well-being first • Develop plans that include comprehensive approaches to formative assessments • Address individual student skills and re-teach concepts not taught in the prior year • Invest in high-quality professional learning and instructional materials • Be active and transparent in communicating with families and the community 		

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.]

All students will take the Holistic Student Assessment (HSA) virtually in early fall as a social/emotional measure and screener for mental health needs. Staff will be trained on how to read the report and use it for goal setting with families.

Our process for reporting concerns for a student enables us to identify students who might be dealing with mental health or social/emotional challenges. With the extenuating circumstances of COVID-19 we also look for students affected by social isolation. Teachers are able to identify a concern based on the results of the Holistic Student Assessment along with informal data and/or parent feedback. Counseling will be provided as the intervention, individually or in small group (based on goals and need for confidentiality), either in person or virtually.

Teachers utilize Safe School Buddies Program (SSB) and Safe School Ambassadors® Program (SSA) curriculum with their K-8 classes. The SSA is an evidence-based program for fourth through eighth grades that harnesses the power of students to prevent and stop bullying and mistreatment. It is considered a social-emotional learning program (SEL) and has been approved by many school districts as meeting their required criteria. The SSA Program is a student-centered model that educates diverse social leaders with the skills to prevent and reduce bullying. It is the nation's most effective student-led bullying prevention program.

The SSB is a social-emotional (SEL) learning program that harnesses the power of younger students to promote kindness and respect of others. The SSB is designed for students in first through third grades. The SSB Program empowers and equips socially influential students to promote kindness, respect for others, and to be positive role models with their peers. It includes a strong literacy component focused on helping young learners meet classroom literacy curriculum standards. At its core, the SSB Program prepares younger students to become upstanders, to set positive and inclusive social norms on campus and also to become Safe School Ambassadors when they enter 4th grade. This is achieved by focusing on social interactions, emotional awareness and self-regulation.

We will provide resources to parents on our website to address mental health needs for both parents and students. We have a folder for faculty and staff on best practices in virtual learning including resources for engaging students in virtual social activities (e.g. virtual field trips, virtual viewing parties, virtual games with teachers and peers).

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.]

When students are absent from Zoom classes or fail to turn in assignments, teachers reach out to parents via email or text message. The school secretary makes daily phone calls home to any student who is absent to ensure parents are aware and to gather any new information on the family's situation. Emails are sent out weekly regarding class assignments, and a summary of learning. Parents and students have access to recordings of the Zoom lessons. Emails are translated into Spanish for families with Spanish as their primary language. If a student has not completed 80% of work assigned or if a family misses a scheduled meeting, the student receives a personal phone call and steps are put in place to ensure the family receives additional support. This is a close tight-knit family-oriented community; communication is and always will be pervasive. The principal and office staff also have access to Blackboard Connect, a rapid, reliable mass notification software application that sends messages via the widest range of communication channels—phone, email, SMS, social media and more.

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.]

While our school site is closed, we will continue to provide meals to families weekly. Families can pick up pre-packaged meals in Lakeside at the district office. When we are meeting in person, students eligible for free/reduced lunch as well as all other students will have a breakfast meal daily. We will also be creating a list of resources for families on our website that lists community resources, including locations for free food offered by churches, farmer's markets, food banks, etc.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
%	

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.]

BICS does not currently have foster/homeless youth. English learners and low-income students were considered as a first priority. We determined that the following actions were needed to meet their unique needs above and beyond what will be provided for all students. Since the number of students in these groups is small, we know our families well and can easily personalize learning.

Low Income: Internet Hotspots will be provided for students with economic needs. A school meal package will be provided weekly, available for pick up, while we are virtual. A daily meal will be provided once we are able to return in person. A list of additional community resources will be made available for families on our website. Additional resources that are needed will be provided. Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.

English Learners: All teachers who have English Learners will be responsible for monitoring and assessing their students' progress. They will also be meeting with their English Learners weekly to address the speaking and listening ELD standards. Teachers can implement the curriculum and support their students using the curriculum. With teacher support, students should find the program easy to navigate and know what their daily learning targets are. Teachers will check in daily via Zoom with students to ensure they understand what is expected of them in the program (e.g. how to submit work, how to know what the daily assignments are, etc.).

English Learners will have a personalized learning plan that identifies their current language level based on ELPAC, MAP, and other informal assessments. The plan will outline areas to target based on the English Language Development standards. English Learners who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a Response to Intervention will be implemented.

Foster/Homeless Youth: If BICS had Foster/Homeless Youth, we would create a personalized learning plan that identifies their current skills (needs and strengths) along with additional information relevant to their learning. Foster/Homeless Youth are identified as struggling based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a Rtl will be implemented. Additional resources that may be needed (e.g. transportation to and from school, school supplies) will be provided.

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

N/A