

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
Blochman Union School District	Doug Brown, Superintendent	dbrown@blochmanusd.org ; 805-937-1148

General Information

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

When the COVID-19 pandemic caused Governor Gavin Newsom to declare a statewide emergency in March 2020, the district was forced to close Benjamin Foxen Elementary School to students and to the majority of the staff. The district staff quickly assembled computers, textbooks, and other instructional materials for distribution to students. Teachers began remotely teaching using platforms such as Zoom and Google Classrooms. Our food services department quickly converted to the Seamless Summer Option for serving meals to students. We faced challenges at the end of the 2019/2020 school year in that some students had difficulty with internet access and some students were not completing their assigned work.

Over the summer it was determined that we would have to start the school year in a distance learning (DL) environment. Our Superintendent remained in close communication with our stakeholders to make sure everyone had input into the plan for the 2020/2021 school year. Our staff worked diligently to put DL programs and services in place to provide our students with the best possible learning environment for the 2020/2021 school year. Teachers devised strategies to ensure students were actively engaged in their coursework. Office staff ordered colorful backpacks and filled them with all necessary supplies and materials. Our Information Technology staff provided students with computers and ordered “hot spots” to provide internet access to students who did not have a connection to the internet. Our food services department began food deliveries to Santa Maria for those inter-district students who could not drive to the campus to pick up meals. Our staff returned to campus in August to teach students remotely and provide services and support to our students and their families.

Stakeholder Engagement

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

Over the course of the summer, and on a continuous basis, the district has solicited feedback from parents, students, teachers (and their bargaining unit), and staff regarding topics such as when and how to reopen the school, how to deliver high quality distance learning, ways the district can support students and families during distance learning, and how to best provide meals to students during school closure. Early in the summer a survey was sent to parents to determine if they were willing to send their children back to school in-person in the fall. The majority of parents were willing to do so at the time the survey was conducted. Once it was determined that school would have to open with distance learning only, a survey was sent to parents to determine what resources they would need the district to provide in order to

manage a distance learning environment. One of the district’s bilingual staff members contacted families of students who do not speak English to obtain their feedback. The district already had the ability to provide each student with an electronic device to connect to the internet and all the necessary school supplies and curriculum required for each class. We did, however, discover that some students did not have any access to the internet so we purchased “hot spots” to allow these students to participate in on-line learning. The Board of Education also met several times in special sessions to discuss how to safely reopen the school and how to best provide for the needs of students and families. The Continuity of Learning Plan will be presented to the School Site Council via Zoom at a special meeting on September 8, 2020. A public hearing regarding the plan will be held later in September at a special board meeting. The plan will be formally adopted prior to September 30, 2020, at a later special board meeting.

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

Remote participation in public meetings and public hearings was provided via Zoom. For those with no internet access a telephone call in option was provided.

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

The following is a summary of feedback provided by various stakeholder groups:

- Parents - requested assistance with internet connections, general technology support, and meal delivery into Santa Maria.
- Students – generally would prefer in-person instruction.
- Teachers – requested that the district provide them with additional on-line tools and technology support.
- Other staff had numerous suggestions for making the campus safer.

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

All aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input. Some specific examples include the following:

- Internet connections and general technology support is addressed in the Access to Devices and Connectivity section of the plan.
- Teacher requests for additional on-line tools and technology is addressed in the Distance Learning section of the plan.
- Access to school meals is addressed in the School Nutrition section of the plan.
- Campus safety is addressed in the In-Person Instructional Offerings section of the plan.

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.]

Once in-person learning is allowed, BUSD will offer a daily instructional model for all students. Significant schedule changes will include staggered recesses, breakfast and lunch eaten in classrooms, social distancing in classrooms, outdoor learning when possible, and handwashing stations located throughout the campus. Please refer to the Pupil Learning Loss Strategies section of this plan for information on how the district plans to address student learning loss due to school closures.

2020-2021 on Campus School Schedule

BUSD will offer a daily instructional model for all students. Significant schedule changes will include staggered recesses, breakfast and lunch eaten in classrooms, social distancing in classrooms, outdoor learning when possible, and handwashing stations located throughout the campus.

The daily schedule is as follows:

GRADES K - 4	
TIME	ACTIVITY
8:00	Breakfast in classroom
8:30	Instruction begins
9:40 - 10:05	Recess per schedule below
11:20 - 12:00	Lunch and recess per schedule below
12:00 - 12:20	Rest time (K only)
2:00	Dismissal

Grades 5 - 8

PERIOD	TIME	GRADE 5	GRADE 6	GRADE 7	GRADE 8
	8:10 - 8:40	Breakfast	Breakfast	Breakfast	Breakfast
Period 1	8:40 - 9:50	Language Arts/ELD	Language Arts/ELD	Math	Social Studies
Period 2	9:50 - 11:00	Math	Math	Social Studies	Language Arts/ELD
Recess	Per schedule below				
Period 3	11:00 - 12:05	Science	Social Studies	Language Arts/ELD	Math
Lunch	Per schedule below				
Period 4	12:45 - 1:45	Social Studies	Science	Science	Science
PE	1:45 - 2:00				
Study Hall	2:00 - 2:20				
Dismissal	2:20				

Student Screening Protocol

The following protocols should be followed when students return to campus.

Step 1: Morning Home Assessment

Parents are to screen students before leaving for school and **should not send student to school** if any of the following conditions exist:

- The student has a temperature above 100.4 degrees Fahrenheit;
- The student is exhibiting symptoms of COVID-19
 - Cough
 - Shortness of breath or difficulty breathing
 - Fever
 - Chills
 - Muscle pain
 - Sore throat

- New loss of taste or smell
- Nausea or vomiting

Step 2: Morning Arrival on Campus

- No bussing will be provided.
- All students will report immediately to their classroom. There will be no morning congregating on the playground or in the cafeteria.
- Students will wash their hands before sitting down at their desk.
- Breakfast will be eaten in the classroom.
- Students will wear masks while indoors. A mask will be provided to any student who does not have one.
- Students must wear masks while inside a restroom.

Symptomatic Student

In the event that a student develops symptoms consistent with the COVID-19 virus while he or she is on campus or during the school day, BUSD staff shall adhere to the following protocols:

- The student should be immediately separated from all students and safely isolated in an area away from student and staff paths of travel.
- The teacher will phone the office for a staff member to escort the student and any sibling to the outside pick-up/drop-off zone until they can be transported home or to a healthcare facility.
- The teacher and/or staff member escorting the student shall wear a mask and gloves. The student shall also wear a mask at all times until picked-up by a parent or guardian.
- The parent or guardian of the student shall be advised that the ill student and any siblings **shall not return** until they have been seen and cleared by a health care professional and have met SBC Public Health criteria to discontinue home isolation.
- School staff should report interaction with a symptomatic person to the Superintendent/Principal for appropriate follow-up and documentation, including appropriate notification to Santa Barbara County Public Health (SBCPH).
- Any area used by the individual student that is symptomatic shall be immediately isolated and disinfected in accordance with the protocols in this Plan or those provided by the Centers for Disease Control (CDC) and SBCPH.

Classroom Learning Protocols

- BUSD will maintain small class sizes and work to minimize the mixing of student groups throughout the day. Class sizes are currently limited to 20 students per classroom.

- The movement of students and employees will be minimized throughout the school day.
- Classrooms will be arranged to maximize student separation with clear, plexi-glass separators placed on each desk. When feasible, desks will be arranged to be 6 feet apart.
- Outdoor instruction will be provided when possible.
- Teachers should attempt to keep each student's belongings separate and train students to not share their belongings with other students.
- Any classroom item that cannot be easily sanitized will be removed from the classroom and stored until the items are safe to use again.
- Students will not be allowed to bring stuffed animals or toys from home.

Recess and Lunch

- Morning and afternoon recesses will involve grade level play only. Masks are not required while outdoors as long as students remain six feet apart.
- Lunch will be eaten in classrooms, at desks, with the classroom teacher or instructional aide. Students must wash their hands before and after eating lunch.
- Students will engage in lunch and recess per the schedule provided.
- Students should be taught games that allow for social distancing.
- Any equipment used must only be used by one student and must be sanitized before used by a different student.

Grade Level Lunch Schedule

	Kinder Playground	Primary Playground
Kindergarten	Eat 11:20 – 11:40 Play 11:40 – 12:00	
Grade 1		Eat 11:20 – 11:40 Play 11:40 – 12:00
Grade 2		Eat 11:20 – 11:40 Play 11:40 – 12:00
Grade 3		Play 11:20 – 11:40 Eat 11:40 – 12:00
Grade 4		Play 11:20 – 11:40 Eat 11:40 – 12:00
Grade 5		Eat 12:05 – 12:25 Play 12:25 – 12:45
Grade 6		Eat 12:05 – 12:25 Play 12:25 – 12:45
Grade 7		Play 12:05 – 12:25 Eat 12:25 – 12:45
Grade 8		Play 12:05 – 12:25 Eat 12:25 – 12:45
Play Supervision	IAs eat with class in classroom. Noon duty and IAs cover recess duty. Each class will be assigned a separate area of the playground.	IAs eat with class in classroom. Noon duty and IAs cover recess duty. Each class will be assigned a separate area of the playground.
Food Service	2 people to deliver food; 1 cart per grade level	2 people to deliver food; 1 cart per grade level

Recess Schedule – Morning

	Kinder Playground	Primary Playground (Classes Separated)
Kindergarten	9:40 – 9:50	
Grade 1		9:40 – 9:50
Grade 2		9:40 – 9:50
Grade 3		9:55 – 10:05
Grade 4		9:55 – 10:05
Grade 5		10:10 - 10:20
Grade 6		10:10 – 10:20
Grade 7		10:25 – 10:35
Grade 8		10:25 – 10:35

Arts/Electives/PE

- When possible, art and other electives will be held outside.
- Art and elective supplies will be kept in individually labeled containers or cubbies.
- Physical Education will be limited to activities that do not involve physical contact with other students. Any equipment used will be sanitized after each use.

Library

- The library will be repurposed while implementing physical distancing procedures for book checkout.

Field Trips

- Field trips may be considered at a future time based on SBCDH guidelines and BUSD’s ability to minimize the risk to students and staff.
- All field trips will be dependent on the field trip location’s commitment to follow California Department of Health and SBCDH guidelines.
- The CDC recommends virtual activities in lieu of field trips and intergroup events. When practicable, teachers will explore virtual field trips conducted in the classroom to supplement learning.

Promoting Healthy Hygiene and School Operations

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes to all student groups.

- Teach students to use a tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow. Students wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
- Students should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels to dry hands thoroughly.
- Staff will model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
- Students and staff will use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
- Ethyl alcohol-based hand sanitizers are preferred and will be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
- Children under age 9 will use hand sanitizer under adult supervision.
- Portable handwashing stations throughout the site and near classrooms to minimize movement and congregations in bathrooms will be used to the extent practicable.
- BUSD will teach and reinforce use of cloth face coverings, masks, or face shields when practical. Face coverings are most essential when physical distancing is not practicable
- Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.
- Students should be encouraged to use cloth face coverings when practicable. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained.
- Students should be frequently reminded not to touch the face covering and to wash their hands frequently.
- Information should be provided to all staff and families in the school community on proper use, removal and washing of cloth face coverings.
- BUSD will ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers with at least 60 percent ethyl alcohol for children who can safely use hand sanitizer.
- Water fountains will not be operational on campus. Students may bring their own water bottles and refill them on campus.
- Playground structures will not be used.

Restroom Protocol

- Scientists have warned us that what goes in the toilet doesn't always stay there. All that bubbling, swirling, and splashing can aerosolize fecal waste, sending tiny particles airborne. Urination is NOT the issue, but rather, fecal waste particles. In order to provide some protection from COVID-19 when using a public restroom, any student who visits a school restroom shall wear a face covering at all times while in the restroom.
- Restroom surfaces can harbor the virus. Students will be trained to touch as few surfaces as possible when visiting the restroom. Upon completion of using the restroom, thorough handwashing with soap and water, for 20 seconds, will be mandated.

- Restrooms are enclosed areas-thus more dangerous for disease spread. Limiting the amount of time in the restroom, for each person, is very important to prevent the spread of illness. Unless it's an emergency need, students will visit the restroom every 2 hours, with their class, as organized by their teachers or Instructional Aide, so as to supervise appropriate restroom use as defined by the California Department of Public Health. This will limit unnecessary and repetitive 'play visits' to the restroom during the school day.
- Grade levels will be 'assigned' to a specific restroom for daily use. This will assist the school with any 'tracing' efforts should there be a COVID-19 diagnosis in a classroom.
 - Kindergarten would use the facility located in their classroom
 - Grades 1 through 4 would use the library wing restrooms
 - Grades 5 through 8 would use the office wing restrooms

Social Emotional Support Plan

BUSD fosters a culture that promotes the health, safety, and well-being of scholars, staff, and parents. In an effort to continuously support this effort, the school reminds families of the mental health service available through our school psychologist and through CALM.

Our school psychologist, is available five days a week to consult with parents and teachers to find ways to support children who may need additional social emotional supports at school. For more information of the confidential support available to students or to request services, please contact Samuel Orozco, our school psychologist, at sorozco@blochmanusd.org

CALM is confidential support available to children and families by phone and virtually using a computer through Telehealth. For more information or to request services, please call (805) 614-9160.

Community members and organizations interested in training, presentations or support via webinar, please contact Manager of Clinical Training, Mariana Harms, LMFT at (805)965-2376 ext. 251 or mharms@calm4kids.org

CALM is maintaining a significant presence in local households and schools to ensure the health and well-being of their clients in the Central Coast.

CALM takes into account all types of private insurance including MediCal, Medicaid, and Medicare, and those that have no insurance.

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

Description	Total Funds	Contributing
Purchase individual student desks to replace shared tables.	\$7,500	N
Purchase sneeze guards for student desks to protect students and staff	\$10,000	N
Increase maintenance support to provide for increased facility cleaning	\$20,500	N
In order to improve student achievement for unduplicated pupils, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	\$77,242	Y
A dedicated intervention teacher and an instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.	\$122,896	Y

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 the event that it has been determined that it is not safe for students to be physically present on campus the district will revert to a distant learning (DL) schedule. Each student will be issued a tablet or Chromebook. All necessary books and supplies will be sent home with each student. The district’s technology department will work with families to make sure they have the necessary internet access. Students will receive daily instruction (Monday through Friday) from their teachers based on the following schedule.

Kindergarten	1st Grade through 5th Grade	
8:30am – 9:30am	8:30am – 9:45am	Language Arts/ELD
Break	Break	
9:40am – 10:25am	9:55am – 11:10am	Math
Break	11:10am – 12:00pm	Social Studies/Science
10:35am – 11:20am		

6th Grade through 8th Grade

	6TH	7TH	8TH
8:30AM - 9:30AM	MATH	SOCIAL STUDIES	LANGUAGE ARTS/ELD
9:35AM - 10:35AM	SOCIAL STUDIES	LANGUAGE ARTS/ELD	MATH
10:40AM - 11:40AM	LANGUAGE ARTS/ELD	MATH	SOCIAL STUDIES
LUNCH			
12:10PM - 1:10PM	SCIENCE	SCIENCE	SCIENCE

Distance Learning Expectations:

Teachers

Objective: Identify clear learning objectives for all assignments; provide clear directions; and, check for understanding.

Responsibility: Use multimedia materials to impart instruction, create interactive lessons, and ensure the continuation of the learning progression.

Expectation: Specify assignment requirements & length contained in a Google Classroom, Weekly, and Daily Schedule.

Organization: Organize your time and let students know when you are providing instruction and/or available online.

Students

Objective: Ensure you understand the learning objectives.

Responsibility: Complete tasks and assignments using your best efforts.

Expectation: Monitor your learning to meet expectations and submit work on time.

Organization: Organize your time; follow the learning schedule provided by your teacher(s).

Parents

Objective: Provide a dedicated learning space for your child/children.

Responsibility: Help your child follow the online learning schedule; Provide essential support to your child during the morning hours to complete assignments.

Expectation: Check tasks & learning objectives on Google Classroom, Weekly/ Daily Schedule.

Organization: Expect your child to complete tasks and assignments on time by utilizing their best efforts.

Key learning principles:

- Break learning into smaller chunks.
- Be clear about expectations for online participation.
- Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents, and chat to keep students motivated and moving forward.
- Include virtual meetings, live chats, or video tutorials to maintain a human connection.

Independent Study

Parents have the option of enrolling their students in Independent Study if, in consultation with the district Superintendent, they feel this is the best educational option. Parents will be required to sign a contract that outlines the roles and responsibilities of the parent, student, and the district. Students in Independent Study will not receive daily live interaction with their teacher. They will, however, receive regular interaction with their teacher at a minimum of once each week. This contact may take place over a video platform such as Zoom or via telephone conference. Students are expected to complete all assignments in a timely manner. Attendance will be determined based on the work each student submits to their teacher. This policy is in effect retroactive to August 17, 2020.

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 already had a one-to-one device program prior to school closure due to the pandemic. Once school closed we were able to issue Chromebooks and tablets to each student. We have a full time Information Technology staff member to assist teachers, students, and parents with any connectivity issues. We purchased mobile “hot spots” to distribute to students without reliable 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.]

As described in the schedules above, students are expected to attend synchronous instruction on a daily basis via Zoom. We have developed a spreadsheet that lists daily activities for each grade level. Teachers assign instructional minutes to each activity based on their knowledge of the subject matter. Students are expected to turn in assignments using Google Classroom just as they would if they were on campus.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers and Instructional Aides are given numerous opportunities to participate in on-line courses in the effective use of Zoom and Google Classrooms. Since the courses are on-line teachers and staff can review the courses during times that are convenient for them. Teachers and staff are currently teaching remotely from their individual classrooms with on-site technological support available to them at all times. Time was built into the daily schedule to allow for professional development and staff collaboration on a daily basis, as necessary.

Staff Roles and Responsibilities

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

Everyone has been affected by COVID-19. Teachers and Instructional Aides have to learn how to deliver instructional materials using a distance learning platform. We reassigned some classified staff to perform extra maintenance duties. Our Special Education staff is having to learn how to effectively assist students with exceptional needs. Our cafeteria staff had to redesign the delivery of meals. The administrative staff has been inundated with Zoom meetings and webinars. We have all had to learn to new ways to work and adapt to an ever changing environment.

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.]

BUSD will continue to support our English learners as we have in the past. We have two bi-lingual Instructional Aides who are committed to helping our English learners to succeed with their coursework and to support their families as necessary. Our School Psychologist is also bi-lingual so he can provide support to students and families if teachers have language barrier issues.

Foster youths and students experiencing homeless receive the same services and supports as any student with an identified need. Refer to the Pupil Learning Loss Strategies section of this plan for more information regarding additional supports provided to students with unique needs.

Our plan for students with exceptional needs is as follows:

BUSD will continue to support the District's student's with exceptional needs served across the full continuum of placements during emergency conditions that may require the implementation of distance learning for all students. In those emergency instances, the District will ensure that students with exceptional needs continue to receive, to the greatest extent practicable:

- Access to the general curriculum,
- Small group support during online general education class via breakout sessions
- Distance Learning Check-In Support
- Online Specialized Academic Instruction support
- Other related services either one-on-one in person in adherence to the District’s COVID-19 safety protocol or through an established distance learning tool to the extent possible.

Educational placement and services made available during the time frame of “emergency conditions” are not stay-put, and upon termination of the emergency and distance learning period, students’ stay-put IEP is the most recent IEP with parental consent to implement.

The District is committed to helping students learn in a way that makes them feel comfortable, safe and confident. The District is also committed to protecting the privacy of students’ learning, in compliance with the Family Educational Rights and Privacy Act (“FERPA”) and, if applicable, the Health Insurance Portability and Accountability Act (“HIPAA”). However, it is important to note that no form of technology is 100% secure. The District’s IT department will be monitoring its systems regularly/daily and acting to protect its distance learning platforms and make them secure for District students and District staff.

Some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with students with exceptional needs and their parents/guardians, and the District will encourage parents/guardians to discuss with their students what he or she has learned and practiced. However, in order to ensure educators and service providers are able to maintain service schedules, parent-educator/provider discussions will be scheduled outside of instructional time and impromptu discussions before or after distance learning or related services will be avoided if possible. Parents/guardians are encouraged to communicate their concerns about their student with exceptional need’s ability to participate effectively in distance learning sessions, and let the service provider know.

In making its determination, the District reviewed and considered the following:

- Recommendations from the Office for Civil Rights of the U.S. Department of Education,
- Recommendations from the Centers for Disease Control and Prevention,
- Recommendations from the California Department of Education,
- Recommendations from State and Local Departments of Public Health,
- Executive Orders from the Governor,
- Recommendations from local governmental agencies,
- Recommendations from the District’s Governing Board of Education,
- Student’s most recent IEPs, and
- All other relevant information available to the District.

The district has also developed a safety plan for assessing students in person for initial or triennial evaluations that are pursuant to direction from the State of California, Centers for Disease Control and Santa Barbara County Public Health Orders continues to require social distancing, health precautions and restrictions on activities, due to the COVID-19 pandemic. The District remains prepared to serve its students with exceptional needs as best it can during emergency conditions leading to distance learning which are consistent with current public health orders and guidance.

In line with these directions, the District will propose, with parent/guardian consent, that a Special Education Team member meet in person with the student being assessed in order to conduct and complete a required special education evaluation. The District has carefully considered which assessments are essential at this time to make important decisions regarding special education, such as for critical transitions (e.g. initial school placement, transition school placement, triennial IEPs, etc.) and whether the assessments may be conducted remotely as tele practice or remote assessment may not be practical and/or is not likely to produce reliable results in all cases, in-person assessment is preferred, and in some instances is required. Consistent with state and local public health orders and guidance, to protect the District’s families and the assessors, the District has implemented precautions to mitigate the risk of transmission of COVID-19 in connection with the assessment. The District will request parent/guardian cooperation to ensure the effectiveness of these precautions.

The District’s precautions will include the following measures and may be updated to reflect further public health orders and/or guidance:

- Parent will complete a questionnaire regarding known or suspected COVID-19 diagnosis or symptoms in self or household prior to assessment (if you, the student or another person in your household has a confirmed diagnosis of COVID-19 within the 14 days prior to the assessment and/or has experienced COVID-19 symptoms within the 72 hours prior to the assessment, the assessment will be rescheduled)
- District will screen for fever using a no touch thermometer to take the student’s temperature prior to assessment
- Parent/student will keep a distance of 6 feet from others and there will be no physical contact with others
- Assessor will wear a mask or other facial covering and a face shield; parent and student will be required to wear a mask or other face covering at all times
- Assessor and child will be separated by a plexiglass divider during the assessment
- Assessor, student and parents will follow safe hygiene and alcohol-based hand sanitizer or soap-and-water to wash hands
- District will disinfect surfaces and testing materials between assessments

Finally, parents/guardians will be asked to confirm their consent by signing a waiver to proceed with the in-person assessment. Parents will also be contacted by school staff to schedule a date and time for the in-person assessment(s). Should parents/guardians decline to consent to the in-person assessment due to the COVID-19 pandemic, related public health concerns or other exceptional circumstances, they will confirm that by signing and returning a District assessment protocol form to the District.

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

Description	Total Funds	Contributing
Purchase hot spots to ensure all students have access to the internet. This is especially important for our unduplicated pupil population.	\$750	Y
Purchase access to on-line programs to facilitate distance learning	\$5,000	N
Replace teacher laptops	\$11,186	N
Replace document cameras	\$3,500	N

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.]

Teachers will use formative and summative assessments on an ongoing basis to assess student progress and to allow teachers to adjust their instructional strategies as necessary. The district will use the Easy CBM assessment program during each trimester to assess student progress in English language arts, English language development (ELD), and mathematics.

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.]

Students whose formative assessments and/or test scores show they are underperforming will either be given additional support in the classroom or referred to the Student Support Team (SST). The SST consists of an Intervention teacher and dedicated intervention Instructional Assistant. These individuals are essential to our early alert program which utilizes the MTSS methodology described below and greatly benefits our unduplicated pupil groups. This early alert program allows us to identify students in the low performing categories for intervention and targeted teaching. Identified students will receive intensive intervention provided by a certificated intervention teacher. Students in the low performing categories are assessed ongoing using the assessments provided with the evidence-based programs they are using.

BLOCHMAN'S MULTI-TIERED SYSTEM OF SUPPORT(MTSS)

Students who are identified by teachers as having experienced significant learning loss due to school closure or students who need additional assistance for any reason will be assisted using our MTSS plan:

TIER 3

- Highly targeted intervention plan
- Behavior intervention
- Teacher-student-parent-school-psychologist-principal conference
- Behavior intervention plan created; alternate learning areas developed
- Suspension, if legally appropriate
- Social/emotional interventions
- Individual counseling

TIER 2

- Targeted student intervention and support behavior intervention
- Teacher-Student-Parent conference
- Restorative approaches
- Problem solving plan/behavior contract
- Social emotional interventions
- small group counseling Individual counseling
- Play therapies

TIER 1

- All students participate in school-wide expectations
- Teacher to student classroom management plans
- Teacher check-ins with students

All students will receive the same supports with the exception of English Learners who will also be assessed using the ELPAC test. These students will receive designated and integrated ELD instruction. Additionally, students identified as having exceptional needs will be assessed by an Individual Education Plan (IEP) team. These students will then receive the supports and services outlined in their IEP.

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 will assess the effectiveness of the pupil learning loss strategies by collaboratively studying data from student formative assessments and test scores to determine if the student is making progress. Learning strategies will be reviewed and adjusted to fit the needs of the student.

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

Description	Total Funds	Contributing
In order to improve student achievement for unduplicated pupils, we are utilizing a teacher to reduce the need for combination classes. Non-combination classes allow more time for the classroom teacher to provide additional academic support for unduplicated pupils.	\$77,242	Y

Description	Total Funds	Contributing
A dedicated intervention teacher and an instructional assistant will provide the additional support unduplicated pupils often need to be able to perform on par with their peers.	\$122,896	Y

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 fosters a culture that promotes the health, safety, and well-being of scholars, staff, and parents. In an effort to continuously support this effort, the school reminds families of the mental health service available through our school psychologist and through CALM.

Our school psychologist, is available five days a week to consult with parents and teachers to find ways to support children who may need additional social emotional supports at school. He is also available to staff members who may be experiencing trauma due to the impacts of COVID-19. For more information of the confidential support available to students or to request services, please contact Samuel Orozco, our school psychologist, at sorozco@blochmanusd.org.

CALM is confidential support available to children and families by phone and virtually using a computer through Telehealth. For more information or to request services, please call (805) 614-9160.

Community members and organizations interested in training, presentations or support via webinar, please contact Manager of Clinical Training, Mariana Harms, LMFT at (805)965-2376 ext. 251 or mharms@calm4kids.org

CALM is maintaining a significant presence in local households and schools to ensure the health and well-being of their clients in the Central Coast.

CALM takes into account all types of private insurance including MediCal, Medicaid, and Medicare, and those that have no insurance.

Professional development will be provided to staff through meetings with our school psychologist and through on-line webinars and trainings.

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.]

Teachers are currently meeting on-line with students on a daily basis as described in the Distance Learning section of the plan. Teachers take attendance daily and monitor student assignments using Google Classroom. Attendance is recorded in our Student Information System. If a student is not participating on a daily basis the teacher will contact the student's parent. The office will also make telephone calls to parents when students are absent and the Principal will make contact with parents once a student reaches 6 absences. SARB letters

will be sent to parents of students with unverified absences at 3, 6, and 9 day intervals. Our bi-lingual employees assist with this process as necessary.

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.]

During times of in-person learning our cafeteria will continue to operate as it always has. During distance learning, students may pick up grab and go bags from the cafeteria. Lunch for the current day along with breakfast for the next day will be provided during the lunch serving time. Inter-district transfer students who do not live in the immediate vicinity of the school campus can pick up meals on Tuesdays at a delivery location in Santa Maria. Breakfast and lunch for the entire week will be provided.

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]	[\$ 0.00]	[Y/N]
[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]	[\$ 0.00]	[Y/N]

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%	\$190,751

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 amount of Supplemental and Concentration grant funds, as calculated pursuant to 5 CCR 15496 (a)(5) is \$190,751 for 2020/2021. While the actions provided by these funds benefit all students the needs of unduplicated pupils were considered first as these students often need more intervention services than other pupils. These actions are principally directed toward and effective in meeting the goals for our high needs students because dedicated intervention teachers and Instructional Assistants will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers.

These funds were expended on services for high needs students as follows:

- Teacher for combination class reduction: \$77,242
- Intervention teacher and Instructional Assistant: \$122,896

Total funds for increased or improved services is \$200,138 which is greater than the \$190,751 of supplemental and concentration funds available. The difference is being funded with base LCFF funding.

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

The percentage by which services for high needs students must be increased or improved as compared to the services provided to all pupils, as calculated pursuant to 5 CCR 15496(a) is 10% for 2020/2021.

The use of supplemental and concentration grant monies is essential in allowing us to meet our goals for our population of unduplicated pupils. A qualitative analysis shows the use of these funds is effective in improving results for unduplicated pupils in the following manner:

- Teacher to reduce combination classes: Reducing combination classes is important for unduplicated pupils because it allows teachers to focus directly on the grade level needs of students.
- Intervention teacher and dedicated intervention Instructional Assistant: A dedicated intervention teacher and Instructional Assistant will provide the additional classroom and instructional support that unduplicated pupils often need to perform on par with their peers. These individuals are part of our Student Study Team (SST) and are essential to our early alert program which greatly benefits our unduplicated pupil groups. The early alert program allows us to identify students in the low performing categories for intervention and targeted teaching. Identified students will receive intensive intervention provided by a certificated intervention teacher. Students in the low performing categories are assessed ongoing using the assessments provided with the evidence-based programs they are using.