



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/lrcntntyatndncpln-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.]

BPUSD was forced to close our schools to in person instruction on March 18, 2020. The district immediately implemented online curriculum for its students in grades K-12, supplemented with paper, packet, workbook, and textbook in seat curriculum. All students in grades K-12 had and continue to have their own one-to-one chromebook devices and access to cellular hotspots for internet connectivity.

In August 2020, BPUSD was again forced to close our schools to in person instruction and we again implemented online curriculum for our students in grades K-12. Prior to returning to online instruction, BPUSD teachers received professional development training and release time to prepare for distance learning for the start of the 2020-2021 school year. BPUSD currently has all staff on campus to support online distance learning and BPUSD offers all students in grades K-12 synchronous online instruction for self-contained K-6 classes and departmentalized/class period classes for all students in grades 7-12 each school day.

BPUSD from March 18, 2020 to present continues to offer all students a meal once a day and provides social-emotional and mental health services through two trained staff members and referrals to outside local agencies.

COVID-19 numbers in Inyo county, which do not necessarily reflect cases within the Big Pine community, have forced BPUSD to operate our schools in online distance learning when the district and a majority of the school community would prefer in seat instruction.

Stakeholder Engagement

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

BPUSD has focused on increasing communication with all stakeholders through traditional and newer methods during the COVID-19 pandemic and resulting school closures. While schools have been closed and meetings have been held online, communication with stakeholders has increasingly been conducted online. Traditional one way and two way forms of communication like the Beacon (district newsletter) and letter delivered by mail (classroom, school, and district) continue to be used. BPUSD as a result of COVID-19 began to use an Instagram account to make announcements and encourage stakeholder participation. A new student information database (Aeries) with an improved parent communication system (ParentSquare) was adopted and is in use. BPUSD also created a new website to further communicate with all stakeholders, provide additional resources, and encourage greater stakeholder participation.

In place of traditional on campus surveys that typically occur later in the school year, BPUSD implemented an online survey within the first two weeks of school to solicit stakeholder input. BPUSD will continue to use anonymous and database email identified stakeholder input from surveys to guide meaningful and timely LEA actions and expenditures for students, programs, and services.

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

All board meetings have been held online and have allowed for community input through question and answer sessions. Community members have participated through normal parliamentary practices for comment during "public comment" sections of board agendas. The board and the superintendent have expanded this participation throughout the regular session agenda, by reading and addressing concerns or answering questions during board meeting sessions. In advance of board meetings community members can provide input or ask for questions to be answered. At any time during a board meeting meetings community members can provide input or ask questions.

At the August 2020 regular board meeting extensive opportunity was provided for the community to provide input and ask questions about reopening BPUSD schools and plans for both in person and distance online learning during COVID-19.

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

BPUSD community members and families provided feedback that fell into three main categories: safety, options for learning, and support for students.

BPUSD stakeholders wanted to know specific details about safety for returning to in seat or in person instruction. This included feedback about disinfecting, social distancing, mask use, and cohort interactions. The majority of stakeholder feedback supported conservative or careful safe practices when students were to return to campus.

BPUSD stakeholders also provided specific feedback in favor of choice of either in person or distance online learning during the school year. If BPUSD were in seat and offering in person instruction, some families wanted the option to be supported in distance learning.

BPUSD stakeholders requested continued supports for students while the district was in distance online learning such as meals, academic intervention or additional teacher support for struggling students, technology support services, and counseling and social-emotional supports for student mental health.

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

All stakeholder input as summarized in the previous section has been prioritized in BPUSD's plan. This plan would implement the three main categories of stakeholder input: safety, options for learning, and support for students.

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.]

All BPUSD students were offered in person classroom-based instruction, five days per week, for full instructional minutes, prior to the district being forced to transition to online distance learning.

While in online distance learning, all BPUSD students are offered a synchronous instruction with their teacher(s), five days per week, for full instructional minutes.

As our governor, CDE, and CDPH release new guidelines for reopening schools and serving all students or at-risk students, BPUSD will have its plans approved by local public health officials and will reopen schools, classrooms, and services for at-risk students in accordance with newly established criteria and as permitted by new guidance.

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

Description	Total Funds	Contributing
BPUSD will offer in person tutoring, summer school, and intervention programs as allowed, to provide all students with support to mitigate learning loss.	\$15,000	

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.]

All students and teachers have access to technology and connectivity. The District has provided curriculum that connects to in person teaching and learning as well as has the ability to transition to online distance learning for every student and teacher. Teachers received professional development in the digital curriculum. Digital curriculum addresses all core subject areas as well as electives as appropriate.

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.]

All students have access to a device (chromebook). All students have access to a hotspot for internet connectivity.

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 teachers report class and individual student interactions on a daily and weekly basis. All teachers interact with students synchronously for full instructional minutes, five days a week. BPUSD implemented and utilizes CDE's Combined Daily Participation and Weekly Engagement Template with student reengagement documents to measure pupil participation.

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.]

All teachers participated in three days of professional development with an emphasis on distance leaning curriculum, instruction, and maintaining contact with students through technology. BPUSD offers ongoing professional development for twenty days during the 2020-2021 school year through EL Education to continue to support teachers and the BPUSD distance learning program. BPUSD will continue weekly PLCs and bi-monthly staff meetings to support and improve the distance learning program throughout the school year.

Staff Roles and Responsibilities

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

Staff will spend more time using technology to teach and connect with students. Staff will spend more time establishing and reestablishing online distance connections with students. Staff will spend more time planning online distance learning curriculum and instruction.

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.]

One elementary and one secondary teacher are assigned to meet these students needs. These two teachers have release time daily to provide additional support.

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

Description	Total Funds	Contributing
Technology and curriculum to support in person and online distance learning, including the transition between these two types of instruction, throughout the 2020-2021 school year. Includes technology for both staff and students. Includes specific curriculum that allows transition between in seat and online learning situations.	\$50,000	Yes

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.]

BPUSD will offer teachers opportunities to provide additional services to students during the 2020-2021 school year, as all students need greater support to mitigate learning loss.

BPUSD will offer tutoring and after-school programs that are subject area and developmentally appropriate in core subject areas to mitigate pupil learning loss.

BPUSD utilizes NWEA MAP to assess students in English Language Arts, Reading, and Mathematics. Beginning in the 2020-2021 school year, we will begin to also use Renaissance STAR assessments for Reading, Mathematics, and English learners. Both assessment systems will offer objective measurement of pupil learning growth and means to determine pupil learning loss that results from COVID-19.

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.]

BPUSD will offer developmentally appropriate, subject area appropriate, and unduplicated student need appropriate additional services to students to recover learning loss and prevent prevent learning loss.

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.]

NWEA MAP assessments in English Language Arts, Reading, and Mathematics and Renaissance STAR assessments for Reading, Mathematics, and English learners will show student academic growth from Fall to Winter to Spring during the 2020-2021 school year.

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

Description	Total Funds	Contributing
BPUSD will offer teachers opportunities to provide additional services to students during the 2020-2021 school year, as all students need greater support to mitigate learning loss. Technology, curriculum and supplies as necessary to support additional services.	\$10,000	Yes
NWEA MAP assessments and Renaissance STAR assessments.	\$10,000	Yes

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.]

Two staff members have release time each instructional day to meet the social-emotional and mental health needs of all students in grades K-12. Teachers have access to professional development and training related to SEL through EL education and our school designer who provides 20 days of professional development to all staff each year.

BPUSD also has access to other social-emotional and mental health resources and counseling through a school psychologist, school nurse, probation counseling, and North Star counseling.

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.]

Counselor and CARE teacher will monitor student engagement on a daily basis. School secretary will contact families if they are not engaged in daily instruction. Principal and Title VI liaison will meet with families and offer supports to reengage.

Aeries ParentPortal offers teachers an effective means to contact students and parents/guardians when pupils are absent from distance learning. Teachers are also documenting student engagement and teacher reengagement on a daily and weekly basis using CDE templates and district created reengagement tracking documents.

BPUSD has a three tiered reengagement procedure for all students in grades K-12. BPUSD developed this tiered reengagement process for all pupils who are absent for part of an instructional day or one instructional day, more than three instructional days, or 60 percent of the instructional days in a school week. Teachers, the school attendance office, and school administration, and SART represent the first two tiers of intervention. In the third tier, outside agencies are utilized, including Title VI Liaison/BPIEC, Probation, Health and Human Services, North Star, law enforcement, CPS, and SARB.

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.]

All students K-12 receive free grab and go meals available at school or for pickup by a student or their parent/guardian. Free meals are available to all students whether students are participating in distance learning or in person instruction.

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

Section	Description	Total Funds	Contributing
School Nutrition	BPUSD subsidizes meals for students who are not eligible for a free or reduced price meal. All BPUSD students in grades K-12 are provided a free meal both during in person instruction and during online distance learning. Community Eligibility Provision (CEP) is a provision that allows BPUSD to offer a non-pricing meal service to all students at no charge.	\$25,000	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%	\$10,000

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.]

Unduplicated students in BPUSD account for over 80% of our student population. The majority, over 79% are low-income students. The needs of unduplicated students were consider first as they represent the majority of the students in the district. Additional teacher support, additional teacher professional development, additional tutoring or academic intervention classes, additional student social-emotional and mental health support, and student one-to one chromebook devices and hotspots for cellular data meet the most pressing academic learning and social emotional learning needs of unduplicated students. Two full-time certificated employees (school counselor and care teacher) both serve unduplicated students by directly providing social-emotional and mental health services to them, as well as offering formal and informal academic intervention classes and individualized instruction. These actions are effective in meeting student needs as BPUSD uses student identification, staff referral, and assessment performance and criteria to make adjustments during the school year to improve services and also increase services based on student performance and identified or student self-identified needs.

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

The quality of curricular and instructional programs and the means to measure student achievement as outlined in this overall plan are both increased and improved through continuity of intervention and academic services, ongoing academic assessments, and tiered social-emotional and mental health resources and supports through dedicated staffing and developmentally appropriate SEL programs and interventions.