

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.]

On Friday, March 13, 2020, in alignment and collaboration with local districts in San Luis Obispo County, BSFCS announced the initial closure of in person instruction necessitating families and staff members to take on physical supervision of their children during the previously calendarized school hours. This closure was incrementally extended through the end of the calendar year in conjunction with our authorizer, San Luis Coastal Unified School District, and other local districts. Families have had to be flexible in canceling their schedules, expanding knowledge base on technological platforms, and providing schooling at home while enduring the stress of a pandemic threat and unforeseen financial hardships. Students have been forced to learn remotely without physical social learning interactions with peers and pausing on the “unseen curriculum” of social play, group dynamics, cooperative learning, and problem solving that exists in schools.

Stakeholder Engagement

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

Consistent Communication with Community: During the shelter at home order, community communication was provided weekly via email from principal. Weekly grade level newsletters via email by teachers. Individualized contact was made by the staff for higher risk and low participation populations. In addition to digital information, hard copies were sent via US Postal Service for formal documents as needed (Participation Letters, Food Distribution Information, Report Cards, etc.). Families were provided optional grade level transition Summer Extension Packets for skill retention. During the summer break, the community continued to receive regular updates from the school regarding the changing educational environment in response to COVID-19 and local information for resources. Board Meetings were held virtually with public comment and correspondence during school closure, summer break, and through the school year. On May 19, 2020, BSFCS sent a community survey regarding the stance of the community for reopening for in-person instruction with 72% participation from BSFCS families. Information from this survey was used to inform preparations and shared at the Governing Board Meetings. The BSFCS Governing Board structure includes three parent/guardian representatives and a community member. Families with high needs were contacted by phone, US Postal Service, and email during closure and over the summer break in preparation for Fall. On July 24, 2020, a second survey was sent to the community regarding needs related to internet access, device access, childcare, preferred scheduling for a potential hybrid model, reflection of

Spring's Distance Learning, and COVID-19 related challenges for home-based schooling representing participation from 95% of the BSFCS families. This information has been used in the development of the Distance Learning program component and scheduling. Specific efforts of communication for families identified as having high needs has continued through the start of school.

Local Collaboration with Staff:

During shelter at home, staff continued with weekly staff meetings for alignment of quality assignments, timelines, messaging, compliance, multi-tiered systems of support, delegation of efforts, planning, and connection/support. Grade level team collaboration in the preparation and shared workload for digital instruction and assignments. The administrator continued participation at state, county, and local meetings, weekly staff and SpEd team communication, community resource providers, parent district communication, Governing Board Meetings and weekly communication, PTO communication, and Local Public Health consultation through summer break. On July 25, 2020, BSFCS staff was sent a survey regarding risk to COVID-19, childcare needs, preferred scheduling for a potential hybrid model, reflection of Spring's Distance Learning, and COVID-19 related challenges for home-based schooling with 70% participation from staff. This information has been used in the development of the rigorous Distance Learning program component and cohesive scheduling. Weekly staff meetings and communication continue throughout the school year for monitoring, assessing, and developing educational offerings. The structure of the BSFCS Governing Board includes two staff representatives and the administrator.

Public Review and Adoption:

Public Hearing at Open Session Governing Board Meeting on September 1, 2020.

Review and Adoption at Open Session Governing Board Meeting on September 21, 2020.

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

Bellevue-Santa Fe Charter School remains committed towards efforts of prevention and mitigation of the effects of COVID-19 on our community. In compliance with California Governor Gavin Newsom's issued Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's Order, including social distancing guidelines and avoiding group gatherings, and all applicable provisions of federal and state law, BSFCS Board meetings are held telephonically and online.

All Board members, staff and others presenting at the meeting call in via the Zoom video conferencing platform from separate locations. Physical attendance by the public cannot be accommodated to ensure the health and safety of the members, staff, and the public as a whole; however, the school makes significant efforts to ensure public participation during the Board meeting. The following steps are to help the public access the meeting:

1. **Electronic Submission of Public Comments.** Public Comments for a non-agenda or agendized item may be shared in the following ways:

o Emailed to http://governingboard@bsfcs.org. In the subject line, please identify, as applicable, the agenda item the comment addresses, including the agenda item number and title. If you wish to submit a public comment on more than one agenda item,

please send a separate email for each item on which you are commenting. Any relevant written comment submitted by 3:00 p.m. on the day prior to the meeting will be read on the record during this meeting.

- o Stated aloud via Zoom.

All public comments will be limited to 3 minutes, a limit of approximately 450 words. Any portion of your comment extending past the 450-word limit may not be read aloud due to time restrictions. All written comments that are not read into the record will be made part of the meeting minutes, provided that such comments are received prior to the end of the meeting. Please be aware that written public comments, including your name, may become public information.

Zoom Video Conferencing. Members of the public can call into the meeting to observe via the Zoom video conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet. The Zoom link is provided on the agenda in accordance with Brown Act posting timelines.

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

In May 2020, 90% of the community expressed interest in sending their child/children to school for Fall 2020-21 if permitted. In July 2020, 95% of families and 75% of staff indicated returning for in-person instruction in Fall 2020-21.

	Families of BSFCS Students (July 2020)			BSFCS Staff (July 2020)		
Self or family member in the home at high risk for COVID-19	20%			63%		
Has household internet access	100%			100%		
In need of a device to access Distance Learning	43%			0%		
Would participate in full time childcare on site	29%			38%		
Preferred schedule for a hybrid (if in-person is permitted)	Plan B1	Plan B2	Distance Learning Only	Plan B1	Plan B2	Distance Learning Only
	36.8%	57.5%	5.7%	12.5%	87.5%	0%
Estimated total hours of student time spent						

per day on Distance Learning in Spring 2020	<table border="1"> <tr> <td>1 hour</td> <td>2 hours</td> <td>3 hours</td> <td>4 hours</td> <td>4+ hours</td> </tr> <tr> <td>10.5%</td> <td>31.6%</td> <td>32.6%</td> <td>15.8%</td> <td>9.5%</td> </tr> </table>	1 hour	2 hours	3 hours	4 hours	4+ hours	10.5%	31.6%	32.6%	15.8%	9.5%	<table border="1"> <tr> <td>1 hour</td> <td>2 hours</td> <td>3 hours</td> <td>4 hours</td> <td>4+ hours</td> </tr> <tr> <td>25%</td> <td>12.5%</td> <td>50%</td> <td>12.5%</td> <td>0</td> </tr> </table>	1 hour	2 hours	3 hours	4 hours	4+ hours	25%	12.5%	50%	12.5%	0
1 hour	2 hours	3 hours	4 hours	4+ hours																		
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1 hour	2 hours	3 hours	4 hours	4+ hours																		
25%	12.5%	50%	12.5%	0																		
Impression of student workload during Distance Learning in Spring 2020	<table border="1"> <tr> <td>Just Right</td> <td>Too Much</td> <td>Too Little</td> </tr> <tr> <td>51.6%</td> <td>24.2%</td> <td>24.2%</td> </tr> </table>	Just Right	Too Much	Too Little	51.6%	24.2%	24.2%	<table border="1"> <tr> <td>Just Right</td> <td>Too Much</td> <td>Too Little</td> </tr> <tr> <td>62.5%</td> <td>12.5%</td> <td>25%</td> </tr> </table>	Just Right	Too Much	Too Little	62.5%	12.5%	25%								
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62.5%	12.5%	25%																				
Identification of greatest Distance Learning challenge for families being EITHER low motivation of child or lack of social interaction	50%	50%																				

General commentary from families indicated desired hard copy work, direct live instruction with classroom teachers, live guidance by teachers for students doing work, small group opportunities, time for parents to communicate with the classroom teacher, fewer logins/digital platforms, consistency for scheduling, reduced screen time, increased training for digital tools, and in-person instruction. Many families acknowledged the efforts of the staff during the pandemic crisis and personalized external societal impacts as challenges over the provision of Distance Learning. General commentary from staff indicated that enhancement for Distance Learning would include increased live instruction, hard copy resources integration, instructional planning for virtual engagement strategies, more time to understand and utilize platforms, and common practices amongst staff. Staff acknowledged positive efforts for an immediate transition to Distance Learning that still provided a rich curriculum with little planning time and the continuous work to communicate with families during shelter at home.

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

BSFCS is currently offering Distance Learning. When San Luis Obispo County is off the state watch list for 14 consecutive days, BSFCS will take action to schedule a Governing Board Meeting to discuss reopening for in-person instruction. Feedback from the surveys and public input will determine the provision of education that BSFCS will make in alignment to the BSFCS Reopening Document in consultation with the Local Public Health Office. The Reopening Document presents three reopening plans and the continuous option of Distance Learning in lieu of in-person instruction for families who elect to remain physically distant:

Plan A: Traditional in-person school structure with incorporated safety precautions and an elected Distance Learning offering.;

Plan B: Combination of part-time in-person instruction with part-time Distance Learning on a set schedule of alternating attendance. This plan addresses physical distancing of 6 feet by reducing cohort grouping numbers.;

Plan C: Full Distance Learning. This plan would require that every student participates solely in Distance Learning. This plan may be implemented for the health and safety of our community as guided by the Public Health Department, state mandates, and local metrics related to COVID-19.

BSFCS students have access to devices for Distance Learning and assistance is available for families in need for the procurement of internet for the student. BSFCS Distance Learning is a blend of synchronistic and asynchronous learning through the use of virtual and hard copy resources for each instructional day during traditional school hours with drop off of completed work and pick up of hard copy work for the upcoming week occurring outside of school hours on Fridays-Sunday evenings. Students have daily live interaction with their teacher, learning opportunities (synchronistic + asynchronistic) to total at least 3-4 hours, and access to content in accordance to the adopted state standards. All classes include teacher instruction, teacher-guided workblocks for the completion of daily tasks, and small group opportunities on a common schedule. Digital components have been purchased to provide differentiated practice for content areas. Specialty teachers for PE and Science are providing synchronistic class in coordination with the classroom teacher. Staff support for social-emotional strategies and building connections are embedded in Distance Learning instruction and activities. Students with identified needs have the option of receiving service onsite in accordance with service agreements. Attendance and participation will be tracked daily through live interaction and the digital platform by the classroom teacher. Lack of attendance/participation will necessitate additional communication and action by the school. Performance will be measured by student work, assessments, and live observation. Assessments are to be done independently by the student with adult support for understanding what is being asked (reading the question aloud/clarifying). Report cards will document student progress towards meeting grade level academic standards, work habits, and behavior. Work completion, feedback, and performance can be tracked under the student account on the digital platform (Google Classroom/SeeSaw) using the student login information.

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.]

BSFCS is offering in-person service for students with needs in accordance with service agreements and CDPH guidance by qualified staff. BSFCS students with needs receive support from specialists in the development of plans and intervention strategies related to classroom engagement and re-integration. Support can also be provided in developing plans and interventions to support independence and engagement with Distance Learning done from home. Professional development related to strategies and interventions for school personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss will be provided. Parent support is

provided by staff on recoupment of skills and/or training/adult education opportunities for parents in effective strategies to support Distance Learning engagement in the home. When San Luis Obispo County is off the state watch list for 14 consecutive days, BSFCS will take action to schedule a Governing Board Meeting to discuss reopening for in-person instruction. Feedback from the surveys and public input will determine the provision of education that BSFCS will make in alignment to the BSFCS Reopening Document in consultation with the Local Public Health Office. BSFCS provided each student with hard copy work, supplies, and information to increase access for all students and foster equitable physical connection with the virtual instruction provided by the teachers.

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

Description	Total Funds	Contributing
Additional Technology, Supplies, and Curriculum for Individual Student Use On Site (B4.3 and B4.8)	\$1,200	N
Technology for Staff for Distance Learning and Maintaining Social Distance On Site (B4.8)	\$500	N
Personal Protective Equipment, General and Medical Supplies, Cleaning On Site (B4.3, B4.9, and B5.18)	\$7,000	N
Additional Staffing to Maintain Mandated Cohort Numbers (B1.5)	\$5,000	N

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.]

BSFCS Distance Learning is scheduled to correlate with the hybrid schedules to allow for transition to in-person and, if necessary, back to Distance Learning. The internal framework for synchronous and asynchronous work will allow students and families fluidity of experience in moving between virtual and in-person. Teaching staff has structured instruction and assignments in preparation to maintain consistency when the county metrics allow for consideration of in-person instruction for all students. When the site is open for in-person instruction, students who necessitate continuing with Distance Learning will be assigned to a specialty teacher for support with daily live instruction, attendance and participation tracking, and connection. BSFCS Distance Learning is a blend of synchronistic and asynchronous learning through the use of virtual and hard copy resources for each instructional day during traditional school hours with drop off of completed work and pick up of hard copy work for the upcoming week occurring outside of school hours on Fridays-Sunday evenings. Students have daily live interaction with their teacher, learning opportunities (synchronistic + asynchronistic) to total at least 3-4 hours, in accordance to CDE direction for grade level instructional daily minutes, and access to content in accordance to the adopted state standards. All classes include teacher instruction, teacher-guided workblocks for the completion of daily tasks, and small group opportunities on a common schedule. Digital components have been purchased to provide differentiated practice for content areas. Specialty teachers for PE and Science are providing synchronistic class in coordination with the classroom teacher. Staff support for social-emotional strategies and building

connections are embedded in Distance Learning instruction and activities. Students with Individual Education Plans and 504 Plans will be provided virtual service in accordance with the service provision agreements.

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.]

BSFCS surveyed families to determine greatest need and implement immediate action for devices and internet access. BSFCS students have the option of checking out an iPad for use during Distance Learning. Families in need without internet access will be provided a hot spot. BSFCS offers financial assistance in the procurement of extenders for families to use during Distance Learning for increased bandwidth. BSFCS provides all families information to expand bandwidth and access community resources for increased access to technology and the internet. BSFCS hosted scheduled pick up days for devices prior to the first instructional day and remains in continuous communication to facilitate device procurement for students. Should there be a need, assistive technology support, including devices and consultation from specialists to students, will be provided by staff and parents/guardians to ensure student access and engagement.

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.]

Site class schedules K-6th allow for 180 minutes of live daily interaction with a credentialed teacher. Small groups are offered for an additional 20 minutes and asynchronous assignments through virtual platforms, independent practice, projects, and skills assignments account for the additional 50 minutes for 1st-3rd and 60 minutes for 4th-6th. Teachers verify their minute provision weekly on the Combined Daily Participation and Weekly Engagement Form. Attendance is tracked daily by the classroom teacher for both asynchronous and synchronous participation in accordance with CDE guidelines. Attendance is recorded in Aeries by the front office.

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.]

BSFCS staff received the book *The Distance Learning Playbook*. Staff professional development was provided for implementation of instructional strategies to promote positive mental health through connection with students. Staff will be provided professional development for identification and support for trauma and the effects of COVID-19. Professional development related to strategies and interventions for school personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss will be provided. Antiracism professional development and inclusive practices will also be held for BSFCS staff. Staff was provided professional development resources for Lesson Planning (templates, etc.), student engagement, establishing virtual classroom culture, assessment, virtual classroom structures, and associated digital interactive options for student practice. Supportive professional development for individual questions were

provided for commonly utilized platforms (Google Classroom, SeeSaw, Zoom, etc.), as well as common practices for utilization of the sites. Professional development was also dedicated to crafting common scheduling, communications, and workload management. Staff submitted requests for supportive curriculum elements for virtual learning from existing programs, technological resources, instructional apps/extensions, skill-based apps/extensions, student supplies/materials, and direct tech support for classroom-based needs. The school has also transitioned the site to fiber internet over the summer break with updated infrastructure. Onsite child care is offered to BSFCS staff to support an equitable working environment to meet the high demand of expectations for quality time dedication for classroom-based Distance Learning.

Staff Roles and Responsibilities

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

BSFCS staff remains committed to their contractual roles and responsibilities. Specialty teachers have taken the additional roles for live daily interaction for students continuing Distance Learning when the site is providing in-person instruction. One credentialed staff member is providing intervention for students who demonstrate significant academic need and additional support for students demonstrating low engagement/participation. The principal is responsible for facilitating the distribution and organization of devices for students. Staff responsibilities have grown to include the mastery and communication of virtual platforms. Every staff member has become a technological support provider for families accessing Distance Learning.

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.]

BSFCS is committed to equity for students. All students were provided with supplies, hard copy work, and access to a device. All families have been provided information for community resources (tech, mental health, nutrition, financial, etc.) and direction to contact the principal of the school for other needs and/or supplies needed to access education. Requests for school provided connectivity (hot spots, extenders, etc.) are prioritized for students with unique needs, households without internet access, and those in need of financial support. Nutritional support for qualified students is established through our authorizing district at no cost to the family. The BSFCS principal serves as the Foster and Homeless Youth Liaison and support for emerging bilingual students shall be provided on an individualized basis in accordance with reclassification criteria and ELPAC protocols. BSFCS has inclusive measures to increase access to grade level content and differentiated practice opportunities using technology through Learning Ally, Learning A-Z (Science, RAZKids, HeadSprout), BuzzMath, and Reflex Math. BSFCS provides students with hard copy materials for curriculum (literature books, journals, textbook, workbooks, handouts, reference guides) and the adopted curriculum includes differentiated and digital components for increased access (Envision Math, Social Studies Weekly). Personalized efforts for communication were made to ensure resources were received and being accessed for families with unique needs. BSFCS works in partnership with SELPA for professional development, accessing services outside of the site, and guidance for increasing access to education for BSFCS students with identified needs.

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

Description	Total Funds	Contributing
Additional Technology, Supplies, and Curriculum for Individual Student Use at Home (B4.2, B4.7, B4.3 and B6.7)	\$10,500	Y
Increased Work Days for Staff Planning, Communication, and Implementation of Distance Learning (B1, B2, B3)	\$16,000	N
Professional Development for Staff Related to Mitigating the Impact of COVID-19 for Students and Improved Practices (B4.11)	\$500	Y
Supplemental and Curricular Digital Applications for Differentiated Practice and Increased Access (B4.1)	\$14,000	Y
Technology Management, Fiber Internet, and Updated Infrastructure (B5.23, B5.26, B5.36)	\$25,600	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.]

BSFCS classroom teachers continually assess, monitor, and record student performance across content in accordance with the adopted state standards. BSFCS is assessing all students to establish 2020-21 common baselines in English Language Arts, Mathematics, and Language. Assessments in English Language Arts are obtained through Learning A-Z. Mathematics baselines are determined via Envision placement tests. Language development for all students is determined through live interaction by the classroom teacher. Assessments will be replicated three times a year (Fall, Winter, Spring) and as needed to determine student progress. BSFCS staff will use data from student records, assessments, and teacher observations for strategic small group instruction and intervention. Teachers will use progress monitoring data to track progress and adjust instruction. BSFCS students struggling to demonstrate significant progress will be referred for a site Student Study Team (SST) meeting to determine appropriate actions and supports. BSFCS staff will follow Special Education and Section 504 referral qualification protocols. Specific attention will be given to performance data for students at high risk for learning loss (English Learners, low-income, foster youth, identified needs, homeless).

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.]

BSFCS staff will use assessment, classroom, attendance, and teacher observation data to inform action towards improving learning outcomes for students. Teachers utilize engagement strategies (acknowledgment, connection with physical environment, positive response,

etc) during virtual instruction. Teachers also present live lessons with guided practice through hardcopy (kinesthetic) classwork. Teachers differentiate feedback and praise practice and effort, as well as celebrate student performance. Teachers provide open office hours for parent communication, concerns, and questions. Class schedules are aligned to allow consistency and predictability for the family. Work is turned in online or dropped off over the weekend. Teachers are providing leveled access to reading materials. Hard copy and digital versions of curriculum are provided for the student. Digital programs(HeadSprout, RAZKids,Reflex, BuzzMath) are provided to be self-leveling for students and provide differentiated, skill-based practice. Students with a reading struggle have access to Learning Ally for texts, literature, and self-selected reading books. Envision math provides supplemental support and virtual instruction based on performance. These programs specifically assist students who are at high risk of learning loss and/or are emerging bilingual. Intervention and/or support small groups for student support will be offered to students demonstrating the need for additional adult support and/or skill practice. Additional efforts for continuous parent contact and prioritization for intervention and support will be dedicated to students at high risk for learning loss (English Learners, low-income, foster youth, identified needs, homeless). Students with identified needs have the option to receive onsite service support from BSFCS staff and an option for the facilitation of access to Speech and Language teletherapy onsite.

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.]

Assessments will be replicated three times a year (Fall, Winter, Spring) and as needed to determine student progress. Teachers will use progress monitoring data to track progress and adjust instruction, as well as document progress towards goals for students with Independent Study Plans. Assessment data will be plotted and graphed for staff analysis three times a year, as reviewed as needed. Progress and performance towards grade level standards are documented on Report Cards twice a year. Family Conferences are held three times a year with the classroom teacher. IEP and 504 meetings are held annually, as needed, and by parent request in accordance to timelines. Student Study Team meetings are held as needed and as requested by staff and parents/guardians. The demonstration of a positive association between performance and time data will demonstrate the degree of effectiveness for addressing learning loss. Report Card documentation and parent input from conferences will also demonstrate effectiveness.

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

Description	Total Funds	Contributing
Professional Development for Staff Related to Mitigating the Impact of COVID-19 for Students and Improved Practices (B5.1)	\$500	Y
Technology for Student Use at Home and Access to Internet (B6.5)	\$3,500	Y
Credentialed Intervention Assignment (B1.1, B3.1-3)	\$19,673	Y
Free Meals (B5.18 and B4.10)	\$1,500	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.]

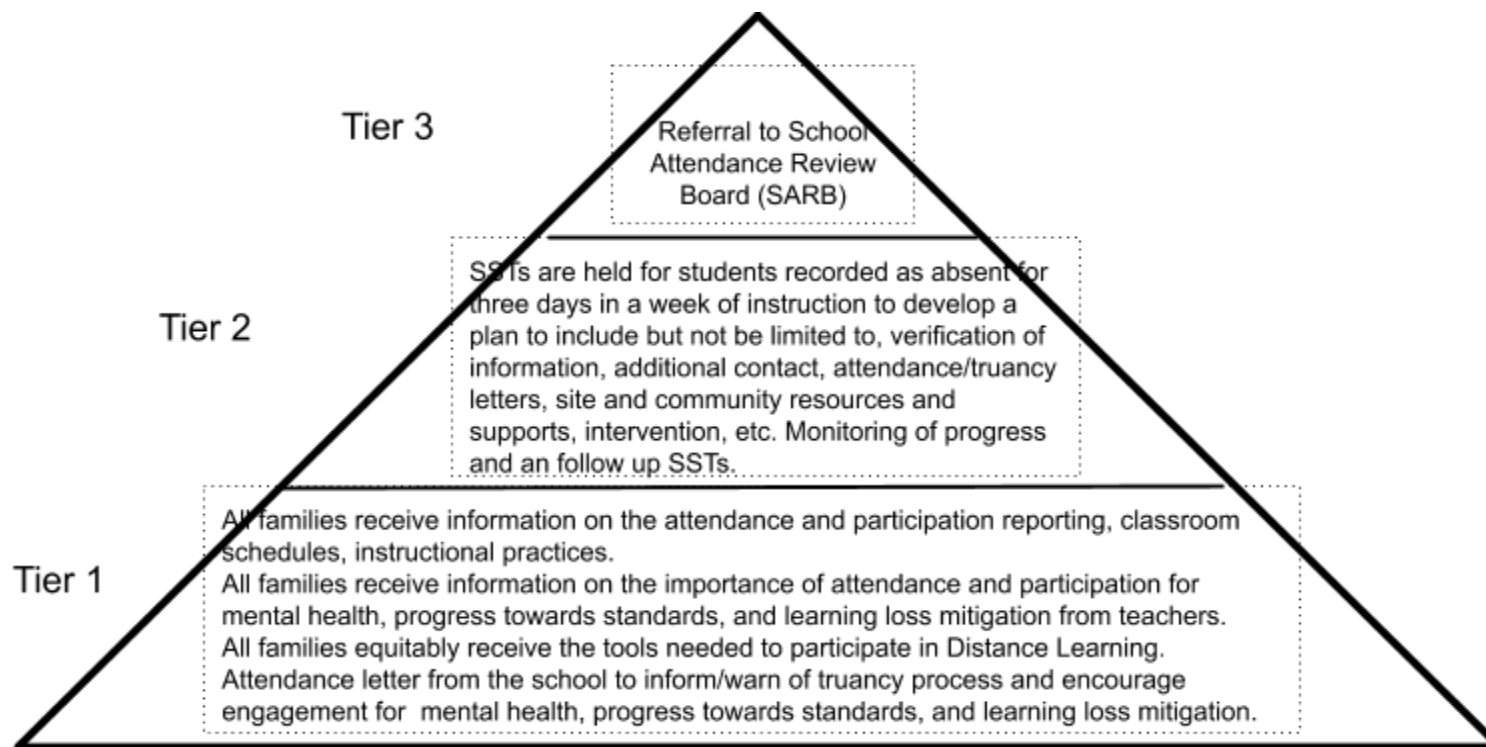
Staff professional development was provided for implementation of instructional strategies to promote positive mental health through connection with students in association with a mental health expert. Staff will be provided professional development for identification and support for trauma and the effects of COVID-19. Anti-racism professional development and inclusive practices will also be held for BSFCS staff. BSFCS has adopted the Stand Up and Speak Out program for social emotional learning, inclusive practices, and building community. BSFCS is working with the SELPA provided Mental Health Therapist for direct student support, as needed, and general social emotional connection for the students. SELPA Behaviorists and/or SELPA Mental Health Clinicians provide support for BSFCS students who require plans and intervention strategies related to classroom engagement and re-integration. Support can also be provided by SELPA in developing plans and interventions to support independence and engagement with distance learning while at home. Behavioral interventions/ plans to address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) are provided by qualified staff as needed and may include guidance from SELPA, as well as access to community agencies, services, resources and information. BSFCS utilizes the Student Study Team meeting process to determine, document, and monitor intervention and uphold the timelines and protocols for students with suspected disabilities. Staff received information for free mental health support. Staff is encouraged to prioritize self-care and maximize their non-instructional/contracted time for themselves and their families. SELPA staff will provide Professional development for staff around compassion fatigue, work/life balance, self care, etc..

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 is not engaging in instruction and is at risk of learning loss.]

BSFCS staff is implementing foundational efforts in common scheduling, communication, and classroom planning for promoting positive engagement. All classes provide base schedules with common expectations for tracking attendance and participation in hard copy and digital form to families in the first week of school. All classroom teachers provided ongoing, weekly communication with specific information regarding the classroom. All classroom teachers provide daily instruction and guided support for work completion. All classroom teachers have participated in professional development focused on increasing engagement through connection and using the virtual classroom to engage the students in feeling as if they are in class with the teacher. All classroom teachers utilize personalized opportunities for connection with students and offer small groups daily to work on individualized skills through direct interaction. BSFCS staff has hosted Back to School Night for families. Families have received instructional and support tutorials for navigating the virtual classroom components. Families also receive information on safety precautions and community resources through the front office. SELPA support is available for community services, agencies, resources, information, professional development, and intervention/behavioral plans. Daily attendance is

tracked and recorded by the classroom teacher and reported to the front office for family contact and documentation. The front office staff verifies current contact information for each student, notifies parent(s)/guardian(s) of daily absence, and facilitates attendance letters. Daily participation and engagement for each student is tracked and recorded daily by the classroom teacher on the California Department of Education adopted Combined Daily Participation and Engagement Form for weekly assignments, nonparticipation/absence, participation in live instruction, student/parent/guardian contact, assigned work submitted/completed, or other in accordance with Ed Code section 43504. Should a student be absent for three or more days or the student is not engaging in instruction at a risk of learning loss, a Student Study Team meeting will be held to create a plan to enact tiered reengagement strategies. Reengagement strategies may include, but are not limited to, the following:



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.]

BSFCS received access to school meals through our authorizer, San Luis Coastal. During in-person instruction, meals are purchased and delivered to the school for all students. During Distance Learning, meal kits are distributed weekly at San Luis Coastal's distribution sites in San Luis Obispo County at no cost to qualified students for free or reduced-price meals through coordination with the Director of Food Service

and the site administrator at BSFCS. All BSFCS families receive information on free or reduced-price meals in the Back to School Paperwork. All BSFCS families receive additional supportive information for community nutrition support resources.

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

Section	Description	Total Funds	Contributing
Continuity of Learning: In-Person Instruction	Legal advisement and review of service provisions during Distance Learning (B5.9)	\$5,000	N
Distance Learning Program	Supplemental Assessment and Support Services (B5.3, B5.8)	\$2,500	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%	29,959

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.]

BSFCS is committed to equity for our students. BSFCS put forth foundational efforts towards equitable considerations in the crafting and offering of the educational program post COVID-19 for the common challenges faced by foster youth, English learners, and students of low-income, to promote inclusion and support. Foster youth, English learners, and low-income students may not have consistent access to support, physical supplies, materials, technological devices, and/or internet. Foster youth, English learners, and low-income students are considered high risk for learning loss and are more likely to be working independently to navigate school work. Access to language and content may be more challenging and routines at home may be more inconsistent than their peers. BSFCS students are provided basic supplies (crayons, markers, scissors, pencils, paper, journals, gluesticks, folders) needed to participate during instruction. Hard copy work is designed and provided weekly to support independence and student engagement during virtual instruction. Small group opportunities are implemented to foster direct instruction for specific skill acquisition and foster supportive connections between students and teachers. Consistent schedules with minimized logins and transitions between virtual platforms have been minimized to create stability, predictability, and student independence in maneuvering the curricular expectations digitally. Students qualified as foster youth, English learners, and low-income have priority access to high demand resources, such as hot spots and devices. BSFCS adopted curriculum with embedded

supportive attributes for students (read aloud, hard and digital copy, leveled access to content, small group lessons). BSFCS purchased differentiated and self-leveling applications to assist students with independent skill development. BSFCS has purchased high interest leveled readers to increase equitable access to literacy resources.

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

BSFCS provides free educational opportunities and provides necessary support and services prioritized for students who are identified as foster youth, English learners, and low-income status. Should the need arise, the administrator of BSFCS shall serve as the Foster Youth Liaison. The administrator will work with public service agencies to establish the needs of the student. The administrator will serve as the point of communication and will facilitate the procurement of necessary items and supports needed to access the educational program at BSFCS. BSFCS students who are English learners participate in language assessment for English language proficiency. Should the need arise, BSFCS will provide students who are emergent English learners with designated and integrated English Language Development (ELD) for both in-person and Distance Learning. Students would receive additional support from a BSFCS staff member during distance learning with access to content and family communication would be provided in the home language. Foster youth, English learners, and students of low-income receive free meals through BSFCS communication, coordination, and payment for San Luis Coastal Food Service Program and meal kit distribution during Distance Learning. Foster Youth, students who are English learners, and students of low-income families are provided free access to extracurricular activities, supplies, technology, and any other accommodation needed to access the educational provision at BSFCS.

Governing Board Adopted 9.21.20