



# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The Black Oak Mine Unified School District ADA (1286), joins with the Georgetown Divide Community to provide a high quality education in a healthy and safe environment. We are pleased to provide information and resources to the parents and communities we serve, and to those considering moving to the Georgetown Divide. The “Divide” is a landmass dividing the north and south forks of the American River and covers 412 square miles. Currently, B.O.M.U.S.D. is home to six schools, which serve a diverse economic background, Golden Sierra Junior Senior High School (7-12), Northside School and Georgetown School, two elementary schools (TK-6), American River Charter (TK-12), and Otter Creek, the district’s necessary small school (TK-5th). The educational outreach of the Black Oak Mine Unified School District continues to be compromised by Covid-19, Pacific Gas and Electric Safety Shut Downs, severe weather related closures B.O.M.U.S.D. has been fortunate that its membership is comprised of staff who continually think outside the box in regards to meeting the diverse needs of an economically challenged population through creative pairings with services in partnering districts and the El Dorado County Office of Education.

In response to school closures in March of 2020, Black Oak Mine Unified established protocols to address and communicate program changes for it’s learning community. The following concerns were identified by our stakeholders as challenges for our school community including; differing economic circumstances, lack of access to resources (food and counseling services), poor connectivity, and lack of direct teacher contact. To alleviate these stressors BOMUSD made the following changes in program offerings and protocols in response to COVID 19 and launched them in distinct phases: Phase 1--Immediate development and launch of a mixed media hybrid of paper and pencil/virtual platform of continued instruction for students. Phase 2-- Delivering online access for students through rapid deployment of existing technology. Phase 3-- Ongoing Support by systematically connecting families and students without internet access to the digital

platform, with in person school services and resources. Finally, determining the needs of our school community in regards to food service, IDEA and mental health were of primary focus throughout the Spring and Summer after school closure. BOMUSD continues to distribute breakfast and lunch meals at each site daily. Additionally, county food banks are providing fresh produce and canned goods, food is delivered to displaced families as well. Working with CDE and our local SELPA BOMUSD immediately issued prior written notice informing parents of our intent to provide the following supports and activities to all students, including students with disabilities: Teachers/Education Specialists and paraprofessionals provided ongoing support through online and paper/pencil support, continued to hold annual, transition and initial IEP's where appropriate within the timeline. Additional service providers were notified of district expectations of service and each student was eligible to receive service or compensatory time if service was unable to be completed.

May of 2020, brought a renewed effort of stakeholder involvement with the launch of an online "BOMUSD Parent Survey" to reveal hidden barriers to connectivity and engagement experienced during the Spring as well as invite renewed support and suggestions from our stakeholders to provide vision and input in the development of our Learning Continuity and Attendance Plan (LCP). Additionally, we developed two new stakeholder groups the Covid Budget Advisory Committee and the BOMUSD Re-Opening Committee which were tasked with reviewing the impending financial impact of Covid on BOMUSD as well as a to identify and advise our school community on the challenges and needs for Distance Learning and Hybrid models.

Summer task force committees examined our prior performance and current status by reviewing the progress of our California Dashboard up to closing in March. It was observed that the district was making incremental progress in attendance and discipline issues as exhibited by performance indicators as well as an uptick in our student/school engagement as evidenced by the 2019 California Healthy Kids Survey. Concerns expressed were the gains BOMUSD made would be lost and the achievement gap would widen exacerbated by the burden of poor connectivity in our school community. Research suggested, students could lose roughly 70% of gains from a typical year in reading and 50% in math. Younger learners would fare worse falling nearly a full year behind. Chronic absenteeism data from prior studies corroborated these suggestions. Leaving stakeholders with the question: What is the effect on learning losses in relation to a shortened school year combined with a Distance Learning opening.

Simultaneously, leadership and bargaining units examined and discussed Public Health, California Department of Education and El Dorado County Office of Education's guidelines and recommendations on reopening. Obstacles to reopening in August were rising positivity rates and case numbers, along with an inability to conduct regular testing regimes for exposed staff and students. Finally, testing results were not immediate and the delays in results could cause further spread. As a result the BOMUSD Re-opening Task Force developed two plans: Our Distance Learning Plan and our Blended Plan (Re-opening and Distance Learning Plan) to present to the Board which included a delayed start, Distance Learning for a period of 4 to 6 weeks and examination of opening for hybrid face to face along side Distance Learning instruction if the county rates reduced and El Dorado was able to consistently meet the state guidelines. Finally, the district established a memorandum of understanding to outline safety, distance learning and re-opening guidelines with bargaining units which included a change to our 20/21 student Calendar. This change facilitated district professional development in online instruction and safety procedures, a plan to disseminate technology and hotspots to students as well as an opportunity to frame the CARES Act Funding with our stakeholders.

# Stakeholder Engagement

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

## Communicate

Throughout the Spring and Summer of 2020 Black Oak Mine Unified School District met and communicated with stakeholders to collect feedback regarding the effects of Covid on the school community, In 2019, Black Oak Mine Unified School District student population included students identified as .7% English Learners, 45.6 % Socioeconomically Disadvantaged and .4% Foster Youth. These under-served populations, already struggling, were further compromised from lack of access to income, services and other resources as county agencies and access closed during the pandemic. As a provider of resources and liaison to county support and public health agencies BOMUSD recognized a need to provide immediate social and academic support, and outreach. The district identified a goal of "Communicate & Connect" to bridge challenges created by Covid 19 in planning for the 20/21 school year with our school community. In June our district and community gathered communication resources to ensure clear and frequent communication regarding safety and school from and to families through social media, school website/parentlink, the local radio station KFOK, email, direct mail, and classroom platforms. Staff (General Ed Teachers, Special Ed. Case Managers, Administrators) at all sites were tasked with contacting each enrolled family/student to determine immediate needs and identify future challenges that might shape our Learning Continuity and Attendance Plan (LCP) including: food distribution, medical/counseling access, Spanish/English Translators, technological access, familiarity with virtual platforms, time/availability for working parents, childcare, and housing and enlisting stakeholder feedback on their experience for the use of our District Re-entry Task Force and Covid Budget Committee.

BOMUSD retains a media officer who routinely submits to a regular column in the Georgetown Gazette, KFOK, our local radio station, and the district's websites and Facebook pages. Additionally, teachers solicit stakeholder feedback through media apps such as Class Dojo and Remind. Our superintendent posted weekly emails soliciting and updating our stakeholders on district events and communication from County Public Health and El Dorado County Office of Education including our Covid Budget Task Force and Re-Opening Task Force as well as special board meetings. Finally, outreach included meeting families face to face at our Summer Meals distribution program, through our daily breakfast and lunch site based program, distance delivery for our unduplicated pupils, and at monthly Food Bank gatherings held on our sites.

## Connect

Using the relational trust built between our staff and families weekly reviews and connections were made using Media Apps such as Facebook, Class Dojo and Remind to spread the word about services and stakeholder input. Staff at each site made efforts to connect through video, in person drop off and drive through celebration to continue to solicit feedback throughout summer months. This feedback was gathered through our Distance Learning Survey as well as social media posts and attendance at virtual board meetings. This feedback was used to focus our District Re-entry Task Force, Covid Budget Committee comprised of parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units who in turn informed our LCP.

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

All BOMUSD board, District Task Forces, (Re-Entry and Budget) used both in person ( with social distancing) and virtual (Google Meets) to provide feedback and solicit participation in our ongoing efforts to design current policy in response to the pandemic and our 20/21 plan. The district established and maintained a public shared drive to reexamine results from our Spring Distance Learning Survey of stakeholders, State documents and recommendations such as the California Department of Education's - Stronger Together Guidebook (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>) and California Department of Public Health (<https://www.cdph.ca.gov/>) documents related to the pandemic for easy access. Repeated invitations and information encouraging feedback was solicited through BOMUSD parentlink/Blackboard (phone and email), as well as Class Dojo, social media on Facebook and through our Media Officer in the local paper. Additionally, printed copies of all materials were available on request at the district office for stakeholders who did not have digital access.

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

Stakeholder feedback which included our families and community, bargaining unit members, and unduplicated populations identified three main areas of concern: Safety, Equity of Access, and improvements in instructional practice as related to Distance Learning. Results from our Spring Survey, Task Force participation, and board meetings revealed our community mirrored the nation in its concerns and desire for BOMUSD to develop and maintain the highest safety protocols in its response to COVID 19 which included frequent training on the latest sanitation protocols, capacity for COVID testing for staff and students, and availability of Personal Protective Equipment (PPE).

Specific concerns identified "connectivity issues" for those members of our community who lived in areas where geography or income prohibited "online" access.

Additional challenges included platform performance and variability among platforms such as Zoom, Google Classroom and Face Time in regards to the effectiveness of the platform as a learning tool. Professional development and user education were also identified as both educators and families were not always clear on how to use online applications or which applications would be most effective in online learning scenarios. A call for evaluation of online learning applications and providing more variety or access to learning applications was desired as well. Finally, stakeholders called for coherence and alignment of distance learning instructional practice, expectations for student progress and engagement.

There was a strong preference for a return to site based instruction to circumvent learning loss and an expression of deep concern about the social emotional effects of prolonged isolation for students.

The summary of stakeholder feedback indicated three main areas of concern for our staff and students: safety, access, and improved instructional practice. Analysis of stakeholder feedback informed the development of the BOMUSD Learning Continuity and Attendance Plan (LCP ) in the following aspects:

#### Safety

- Provisions for a safe return to site based instruction including proper sanitation, supplies (PPE) and mental health/social emotional support for staff and students.

#### Access

- Improved access to devices and connectivity for all learners including improved online practice and curriculum.
- Development of Staff Roles and Responsibilities to further support the academic and social emotional needs of students from learning loss or who have unique needs.

#### Instructional Practice

- Development and funding of in-person instructional offerings for our unduplicated students and those students with unique educational needs on all sites.
- Improved pupil engagement and outreach through essential planning of distance learning models and re-entry models that maintain relationships and connectedness through pivots due to closures and re-opening.
- -Provision for a robust curriculum during Distance Learning (DL) and potential pivots from DL to site based, whose content is representative of the full curriculum and quality as defined by the state.
- Professional Development for teachers and users of equipment, connectivity devices and online platforms as well as specific pedagogy related to Distance Learning and student engagement.

#### Learning Loss and Social Emotional Well Being

- Implementation of universal screening, protocols and procedures in partnership with local Mental Health agencies and SELPA to support the Social/Emotional well being of students and families throughout the school year.

- Supports for pupils with unique needs including access to connectivity, food programs, and academic support as well as counseling services and creating connections with county agencies such as our FAST (Family and Schools Together Coordinator)

charged with tracking attendance and connecting families with essential services (see Pupil and Family Engagement and Outreach) .

- Development of evaluations and assessments protocols through Distance Learning and small group face to face to measure and remediate pupil learning loss suffered due to school closure and lack of access. BOMUSD uses multiple measures to identify learning gaps and losses, track progress over time, intervene and reassess in a continuous inquiry or Tiered Response Model. This data is communicated across grade levels for articulation between teachers. Staff work together in 4 to 6 week cycles to determine student needs, address those needs and then re-evaluate (See Pupil Learning Loss).
- -Continuation of our school nutrition model and summer meals program to provide food for families and our school community as well as partnerships with the local food bank.
- - Development of protocols and procedures that specifically target services for unduplicated populations and provide increased services aimed at learning loss, access, and safety.

## 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.]

In August 2020, two weeks prior to opening for site based instruction Black Oak Mine Unified School District pivoted to Distance Learning in response to County Public Health Recommendations, bargaining unit concerns and poor availability of rapid result Covid testing. BOMUSD initially offered a five day a week program as well as Distance Learning to stakeholders based on the response and recommendations from it's board, COVID/Re-opening Task Force, and community input over the summer months as evidenced by the 2020 BOMUSD Re-opening Handbook.

This rapid pivot required the learning community to develop a strong Distance Learning Program as well as procedures and protocols for In-Person Instructional Offerings.

In-Person Instructional offerings that are specific only to students with disabilities, 504 plans, English Learners, and other at-risk groups as listed in: Students with Unique Learning Needs

For populations the following actions took place and are ongoing:

- 1) The summer of 2020 provided the opportunity to develop a classroom based instructional schedule and model with plans and protocol to ensure safety of students with Individualized Education Plans (IEPS) and staff consistent with public health guidance, addressing campus access, hygiene practices, PPE, physical distancing, sanitizing for sites and transportation for our on site Extended School Year ( ESY) students and staff. (Re-entry shared drive)
- 2) Using adopted online platforms such as Google Classroom, ECHO and Aeries teachers and site administration monitor student performance, engagement and attendance.
- 3) Utilize ELD, and unassigned teachers/para support staff to provide designated instruction to small targeted groups of EL identified students.
- 4) Students with IEP's and English Language Learners attend on site instruction in small groups with Education Specialists and support personnel.
- 5) Education Specialists, Para-Professionals and educators diagnose learning loss as part of our district Response to Intervention including formative and summative assessments in six week cycles to determine baseline performance for students in grades TK - 8 (See Pupil Learning Loss).
- 6) Database of collected assessments compiled at each site to identify next steps in targeted learning.
- 7) Identified students in need of intervention are grouped for instruction in small groups online or in person for face to face intervention with para-professionals and educational specialists. Staff roles were modified to provide additional support for small and individual groups to receive face to face and online intervention.
- 8) Additional online learning platforms and programs such as Unique were purchased to support specific academic modification for students diagnosed as in need of intervention or with IEP's, 504's and ELL designation to reduce the learning gap.
- 9) Family and School Together Coordinator (see Pupil and Family Engagement and Outreach) Team, Education Related Mental Health Providers, Education Specialists Service Providers and the district psychologist developed in person protocols to provide students with the necessary services and evaluations needed as prescribed by their Individualized Education Plans or 504's.
- 10) Docusign online document system was purchased to facilitate parent and staff for related documents requiring multiple signatures when on site meetings could not be conducted for safety reasons.
- 11) The New Teacher Project: Learning Acceleration Guide linked here: [https://tntp.org/assets/set-resources/TNTP\\_Learning\\_Acceleration\\_Guide.pdf](https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide.pdf) to guide and support teachers in their understanding of learning loss and how to address it effectively. Teachers are revising their scope and



sequence in reading and math to include the essential skills and standards that were not taught or mastered due to emergency school closures during the first two months of this year.

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

Description	Total Funds	Contributing
Purchase of personal protective equipment including disposable masks and face shields, hand sanitizer, sanitizing stations for classrooms, plexiglass dividers for classrooms, offices, and high-traffic areas, replacing existing filters with MERV-13 filters, purchase of touchless sanitizing sprayers, and placement of Covid-19 related signs throughout District campuses. Additional purchases of sanitation equipment and materials for all sites throughout the District.	\$186,972	No

## **Distance Learning Program**

### **Continuity of Instruction**

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

As stated in General Information:

May of 2020, brought a renewed effort of stakeholder involvement with the launch of an online "BOMUSD Parent Survey" to reveal hidden barriers to connectivity, continuity and engagement experienced during the Spring as well as invite renewed support and suggestions from our stakeholders to provide vision and input in the development of our Learning Continuity and Attendance Plan (LCP). In response the district developed two new stakeholder groups the Covid Budget Advisory Committee and the BOMUSD Re-Opening Committee which were tasked with reviewing the impending financial impact of Covid on BOMUSD as well as a to identify and advise our school community on the challenges and needs for Distance Learning and Hybrid models.

Concerns expressed were the gains BOMUSD made in the Fall of 2019 would be lost and the achievement gap would widen exacerbated by the burden of poor connectivity in our school community. Leaving stakeholders with the question: What is the effect on learning losses in relation to a shortened school year combined with a Distance Learning opening.

As a result the BOMUSD Re-opening Task Force developed two plans: Our Distance Learning Plan and our Blended Plan (Re-opening and Distance Learning Plan) Additionally, these plans facilitated district professional development in online instruction and safety procedures, a plan to disseminate technology and hotspots to students as well as an opportunity to frame the CARES Act Funding with our stakeholders.



### Continuity vs Connectivity

Providing continuity in addition to connectivity is another matter. Instruction while in Distance Learning must be as effective in the same area as the face to face instructional model. Adaptation to individual needs, well designed lessons and assessment must still take place and yet physical distance between teacher and student directly interferes with several of those components. In addition, ensuring equity for students in unduplicated populations is another confounding factor.

### Eyes in the Back of the Head

There is an old adage about the teacher who could see everything even when she was not looking. This teacher had the respect of his/her students because they knew from their core that they were not invisible in the classroom. They were seen, heard, listened to and expected of. There is research that supports the most important thing we can do to establish continuity is to ensure "teaching presence". Even though the with Distance Learning we are at a distinct disadvantage in the physicality of virtual world we can deliberately strive to remedy this through engagement and to this end BOMUSD repeated its mantra to teachers to invest in online contact by promoting Social Emotional Learning first. Staff used new techniques and tools from the EDCOE CUE training such as Flipgrid to engage learners in positive exchanges that were active and not passive to begin their synchronous time together.

Moving forward our plan focuses on the idea that effective teaching presence involves the provision of a well-structured sequence of intellectually engaging learning activities and frequent diagnostic feedback. In short providing opportunity for depth of knowledge through repetition.

Finally-- our plan recommends that we follow some simple guidelines when preparing for distance learning.

- 1) Promote safeguarding- provide training in understanding our systems and ensuring safe use.
- 2) Make our unduplicated students our top priority. For example we trained in and use Unique for our eligible students and we add additional online support (para-professionals) during group meetings to help guide those learners who are struggling with online discourse (See Pupil Learning Loss).
- 3) Ensure "teacher presence"- train teachers in techniques that establish rapport.
- 4) Design engaging lessons- train teachers on how to restructure pacing, and sequence of lessons to suit the online environment.
- 5) Understand the difference of needs in student learning online in pacing and self directed learning.
- 6) Support the transition back to site based instruction. - Use platforms that can continue to be implemented after student's return.

Implementation of a system that could hold rigorous, quality curriculum that was standards based meant the purchase of Learning Management Systems: ECHO, Google Classroom, etc.

Professional Development: Hypara, Google Classroom, ECHO, CUE, etc.

Applications: Screen Castify, google extensions etc.

Professional support: Technology Mentors

Equipment: Chromebooks, hot-spots, etc.

## 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.]

In March of 2020:

As advocates interested in preventing the achievement gaps caused by unprecedented interruptions in classroom learning BOMUSD recognized that the more rapidly we could mobilize distance learning opportunities the better chance our students would have with academic and social recovery. This meant a steep learning curve and a step by step action plan that included two phases:

Phase 1--Immediate development and launch of a mixed media hybrid of paper and pencil/virtual platform of continued instruction for students.

Action Steps:

Student Resource Assessment: All sites were tasked with conducting a resource assessment (Electronic/Cell/ US Mail/ Internet Access). This information was recorded in our site contact logs and reviewed weekly with site and local agencies.

Teacher Curriculum Development:

Determine level/sequence of instruction in February.

Identify the MOST important content that students need before next year.

Break that content standard down into "bite" sized chunks over a 3 week period

Use Google Classroom/packets to implement instruction.

Add any additional support online supplementary tools - e.g. Lexia, ALEKS, AVID

Consider Enrichment Activities

Phase 2-- Delivering online access for students through rapid deployment of existing technology.

Action Steps:

Deploying chromebooks, distributing and opening "access points" and free access for families when and where possible.

Stakeholder Re-entry Survey Component Distance Learning- District data review of families able to digitally connect and efficacy of distance learning programs.

Ongoing -- Systematically connecting families and students who did not have internet access to the digital platform.

Each phase was further defined by participation in and alignment with county led Continuous Learning Task Force which distributed resources and policy for distance learning including: professional development, preparation of work packets for families without internet, virtual expanded learning focusing on innovation and collaborative learning, outreach to Foster Youth, virtual mentoring/tutoring, virtual credit recovery and IEP support, policies on grading during pandemic periods, which were adopted and supported county wide.

## Connectivity

In July of 2020, the BOMUSD Re-entry Task Force survey on Distance Learning and the subsequent analysis established that approximately twenty percent of our students (those who lived in low connectivity geography or who struggle economically) might need support with connectivity and/or Distance Learning. At that point the district solicited family interest in obtaining a hot spot. Additionally, teachers at primary sites interviewed parents to determine specific connectivity issues.

Students were sorted into the following groups:

- -those who had connectivity
- -those who could establish connectivity with an additional hot spot those who had no connectivity due to geographic barriers.

This master list for each site was presented to the district office who distributed hot spots to identified families. Finally, if there was no connectivity due to geography families were presented with the opportunity to meet with teachers for paper and pencil and hard copy materials along with additional adult tutoring support.

BOMUSD broadcast that free wifi was available at all sites for students and families who chose to work online and struggled with connectivity. EDCOE's WOW Vans- Wireless on Wheels were parked at various spots on the Divide and State provided Verizon Hot Spots to facilitate 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.]

Senate Bill 98 defines the parameters in which our distance learning platform delivers both synchronous and asynchronous instruction, the required instructional minutes and how the LEA measures participation. The refinement of these parameters are outlined in our district MOU with bargaining units and BOMUSD Distance Learning Framework with both certificated and classified support. Finally, parents were informed through our media resources and in person face to face meetings regarding participation and time value.

1) As defined by our stakeholders and bargaining unit and in our Distance Learning Framework, Distance Learning Attendance Procedures and MOU: All students will receive synchronous or asynchronous instruction and content five days per week either in-person (small

group/hybrid), or through distance learning. Although the teacher workday remains the same as set forth in the Collective Bargaining Agreement, for attendance and funding purposes, according to Education Code 43501 as amended by SB98 the minimum daily instructional minutes for students to be considered in attendance for ADA purposes for grades TK-K (180 daily minutes), 1-3 (230 daily minutes), 4-12 (240 daily minutes), and Continuation High School (180 daily minutes) are in effect for the 2020-2021 school year.

2) All students will receive daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

3) In order to ensure equitable access to the educational program and academic and other supports for special education students or students with other special needs, the District may choose to provide in-person learning in order to provide FAPE opportunities five (5) days per week so long as they are part of a stable classroom cohort for all five days.

4) The BOMUSD Distance Learning Plan makes the following points: California Education Code makes clear specific requirements for the 2020-2021 school year which shall be included in the Learning Continuity and Attendance Plan, Senate Bill 98 provides significant changes in instructional minute requirements: For the 2020–21 school year, the minimum school day for a local educational agency is as follows:

(a) 180 instructional minutes in kindergarten.

(b) 230 instructional minutes in grades 1 to 3, inclusive.

(c) 240 instructional minutes in grades 4 to 12, inclusive.

(d) 180 instructional minutes for pupils in grades 11 and 12 that are also enrolled part time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.

5) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.

6) The BOMUSD Distance Learning Attendance Procedures makes the following points:

Daily attendance is still required during Distance Learning. SB 98 has added additional record-keeping requirements to verify student attendance based on both engagement in learning sessions and completion of assigned work. Site teachers are required to track daily attendance in Aeries and daily engagement using the CDE provided form.

7) BOMUSD recognizes Distance Learning present unique challenges, particularly with internet connectivity and student supervision. Black Oak Mine USD is committed to working with families and students to solve issues that interfere with attending current classes.

8) Absences

During Distance Learning, a student will be marked absent for the day if there is no evidence of one or more of the following:

- participation in online activities;
- participation in synchronous (live via online connection) classroom activities;
- completion of asynchronous (work assigned for individual completion) activities/assignments;

contact between employees of the school and students or parents/guardians regarding instruction or participation in daily activities

#### Aeries Attendance

Daily attendance in Aeries is still required.

LEAs must document daily participation for each student on each instructional day, in whole or in part, for which distance learning is provided. Daily participation is used to track attendance, and may include, but is not limited to any of the following:

Evidence of participation in online activities

Completion of regular assignments

Completion of assessments

Contacts between employees of the LEA and the student or parents/guardians

Other methods of verification determined by LEAs

Students and parents have been instructed to contact the classroom teacher directly if a verified absence occurs during Distance Learning. Teachers should forward any supporting documentation of the verified absence to the site secretaries.

Limited verified absences should occur, as students should have asynchronous work to complete even on days they cannot attend in person classes.

## 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.]

Per the recommendations of Senate Bill 98, our district MOU with bargaining units and the BOMUSD Distance Learning Framework with both certificated and classified support defined our professional development program as a part of the planning, the District is shifted 3-4 of the Staff Development Days to the start of the school year.

- -Teachers to prepared for online instruction with training provided on Google Classroom, Unique, ECHO Learning Management System and associated software. Staff attended additional trainings at the El Dorado County Office of Education in Distance Learning applications, preparation and best practices listed here: CCEE Distance and Hybrid - Continuity of Learning Playbooks, CUE Eduprotocol trainings, as well as a wealth of Distance Learning Trainings specific to adopted curriculum such as Benchmark Advanced training for both General Education and ELD students.
- -The district continued the Tech Mentor Program, a teacher at each site to provide on site mentoring to staff who needed assistance in learning or using technology and applications.

## Staff Roles and Responsibilities

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

The following modifications have been made to staff roles and responsibilities to meet the academic and social-emotional needs of students:

- -BOMUSD utilizes teachers assigned to preparatory roles as Intervention Specialists to facilitate student assessments and establish baselines per Step 5 of In-Person Instructional Offerings.
- -Spanish speaking para professionals work daily with students designated as ELD.

## 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.]

See Steps 1-8 in Pupil Participation and Progress above.

See Steps 1- 10 in Pupil Learning Loss

Pupil Engagement and Outreach in its Entirety

BOMUSD Special Service Department Practice:

BOMUSD Education Specialist shall complete Emergency Contingency Plans for each student with an Individualized Education Plan per SELPA guidelines. This plan records how accommodations, specific academic instruction and related services, required by a student's IEP will be executed in a distance learning environment.

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

Description	Total Funds	Contributing
Technology mentors for each site to assist with implementation and training of distance-learning programs and trouble-shoot technology issues for students and site staff.	\$27,000	No

Description	Total Funds	Contributing
Distant learning technology including 585 Chromebooks for students and teachers, 250 iPads for TK-2 students, installation of additional access points throughout the District, 150 Verizon Wireless Jetpacks with monthly subscription for students without access to the internet at home,	\$400,000	Yes
Additional software licenses, including but not limited to Unique, Screencastify, and Echo.	\$10,000	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.]

Most certainly the extended nature of the pandemic created an unprecedented challenges for our most vulnerable learners. The resulting learning loss as a result calls for an innovative approach to recovering learning, specifically in the subject areas of Math and English Language Arts.

### Acceleration vs Remediation

Schools standard practice is to address learning gaps in content knowledge or proficiency through remediation focusing on skills from previous years. Unfortunately, using this technique students who fall behind may be unable to experience grade level work.

To accelerate student learning it is important to diagnose specifically what learning was unfinished, when it occurs in the scope and sequence and how it needs to be addressed. It is recommended to fill the gap in learning when it falls in the current year's content knowledge. Additionally, teachers should identify the key concepts for each content area. For example, if you're a seventh-grade teacher who knows your sixth-graders missed their Statistics and Probability Unit, look to the seventh-grade Statistics and Probability Unit as a mechanism for recovering missed learning.

The New Teacher Project: Learning Acceleration Guide linked here: [https://tntp.org/assets/set-resources/TNTP\\_Learning\\_Acceleration\\_Guide.pdf](https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide.pdf)

BOMUSD uses multiple measures to identify learning gaps and losses, track progress over time, intervene and reassess in a continuous inquiry or Tiered Response Model. This data is communicated across grade levels for articulation between teachers. Staff work together in 4 to 6 week cycles to determine student needs, address those needs and then re-evaluate. This year we are adding the practice of Accelerated Learning to our tiered response. (see Learning Acceleration Link above) In August of 2020, we began our Tiered Response Model



(Instruction and Intervention) during the Distance Learning portion of our year by paying particular attention to creating personalized learning plans for students who were identified as more than one-year behind academically. These 4 to 6 week cycles, began with a focus on small group instruction for identified students, Students with Disabilities and English Language Learners using baseline assessments from the STAR 360 program, ALEKS, Lexia, and Study Sync. Younger learners (K-6) were brought in for face to face diagnostic assessments with specialists including the Basic Reading Inventory, BEARS Spelling, San Diego Quick and ESGI progress monitoring as well. These assessments promote summary and diagnostic ( formative and summative) portraits of learners and learning loss that may have occurred during COVID. The rapid identification and intervention in English Language Arts and Mathematical skills would support student growth in identified subgroups for small group instruction in synchronous and asynchronous instructional opportunities with teacher and computer assisted instructional programs such as Moby Max, Lexia, Accelus, ALEKS and others.

## **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.]

Assessment of current performance is the first line of defense. As outlined in Step 2 of In-Person Instructional Offerings. Education Specialists, Para-Professionals and educators diagnose learning loss as part of our district Response to Intervention including formative and summative assessments in six week cycles to determine baseline performance for students in grades TK - 8.

1) The summer of 2020 provided the opportunity to develop a classroom based instructional schedule and model with plans and protocol to ensure safety of students and staff consistent with public health guidance, addressing campus access, hygiene practices, PPE, physical distancing, sanitizing for sites and transportation for our on site

Extended School Year ( ESY) students and staff. (Re-entry shared drive)

2)Using adopted online platforms such as Google Classroom, ECHO and Aeries teachers and site administration monitor student performance, engagement and attendance.

3) Utilize ELD, and unassigned para support staff to provide designated instruction to small targeted groups of EL identified students.

4) Students with IEP's and English Language Learners attend on site instruction in small groups with Education Specialists and support personnel.

5) Education Specialists, Para-Professionals and educators diagnose learning loss as part of our district Response to Intervention including formative and summative assessments in six week cycles to determine baseline performance for students in grades TK - 8. As part of the recursive cycle student intervention assignments will be adjusted to reflect progress after each six week period new targets will be identified.

6) Database of collected assessments compiled at each site to identify next steps in targeted learning.

- 7) Identified students in need of intervention are grouped for instruction in small groups online or in person for face to face intervention with para-professionals and educational specialists. Staff roles were modified to provide additional support for small and individual groups to receive face to face and online intervention.
- 8) Additional online learning platforms and programs such as Unique were purchased to support specific academic modification for students diagnosed as in need of intervention or with IEP's, 504's and ELL designation to reduce the learning gap.
- 9) Family and School Together Coordinator (see Pupil and Family Engagement and Outreach) Team, Education Related Mental Health Providers, Education Specialists Service Providers and the district psychologist developed in person protocols to provide students with the necessary services and evaluations needed as prescribed by their Individualized Education Plans or 504's.
- 10) Docusign online document system was purchased to facilitate parent and staff for related documents requiring multiple signatures when on site meetings could not be conducted for safety reasons.
- 11) The New Teacher Project: Learning Acceleration Guide linked here: [https://tntp.org/assets/set-resources/TNTP\\_Learning\\_Acceleration\\_Guide.pdf](https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide.pdf) to guide and support teachers in their understanding of learning loss and how to address it effectively. Teachers are revising their scope and sequence in reading and math to include the essential skills and standards that were not taught or mastered due to emergency school closures during the first two months of this year.

## 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.]

As outlined in Step 5 of In-Person Instructional Offerings- Education Specialists, Para-Professionals and educators diagnose learning loss as part of our district Response to Intervention including formative and summative assessments in six week cycles to determine baseline performance for students in grades TK - 8. As part of the recursive cycle student intervention assignments will be adjusted to reflect progress after each six week period new targets will be identified.

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

Description	Total Funds	Contributing
Family and School Together (FAST) Coordinator salary and benefits.	\$175,660	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.]

As a fundamental concern of the LEA and its stakeholders student and staff mental health during the pandemic was identified as a barrier to reducing learning loss and the act of learning itself. As such in July of 2020, a part of the Covid Re-entry Task Force was dedicated to district Social/Emotional Health and well being. This subgroup of the task force was comprised of our BOMUSD FASST Team (Family and School Support/Adverse Childhood Experience) part of our multi-tiered support system (MTSS) which is focused on evaluating and prescribing district social emotional health and learning programs such as: our ERMHS counseling, Primary Intervention and Play programs, School Counseling and new Morning Mental Health Services. The FASST team most recently adopted district wide Positive Intervention and Supports which included (Toolbox) Social Emotional Learning (SEL) program at a primary sites and LiveSchool both of which are designed to help foster skills in students of resiliency and self regulation. The group presented the following mission/goals/resources and action items for inclusion in the 20/21 Learning Continuity and Attendance Plan.

Our mission: To provide research, consultation, and support for students, families, staff, and teachers as we return to school year 20/21 from being closed during the initial phases of the COVID-19 pandemic.

Goals:

Acknowledge the shared trauma across our community and larger state/nation.

Institutionalize trauma informed resiliency practices/language.

Institutionalize matrix of support for students, families, staff, teachers, and administration.

Develop formal staff community building prior to re-entry and a standing agenda item at all staff meetings.

Formalize teacher/staff peer support at all sites (maybe inter-site?) outside or in addition to the current professional development cohorts.

Embed continuing education in trauma informed resiliency practices.

Research and implement Universal Screening tools to be used for all students and staff that will ultimately trigger referrals to appropriate service levels (MTSS)

Build a structure to monitor and address DL students social emotional behavior.

Resources

<https://educationpost.org/our-students-have-strong-emotions-right-now-and-thats-not-a-disability>

<https://www.edweek.org/ew/articles/2020/05/01/schools-struggle-to-meet-students-mounting-mental-health.html>

<https://www.edweek.org/ew/articles/2020/06/19/a-punch-to-the-gut-dealing-with.html>

UCLA School Mental Health Project <http://smhp.psych.ucla.edu>

Collaborative for Academic, Social, and Emotional Learning <https://casel.org>

Actions

1) District Universal Screening for Staff administered. Analysis of results and recommendations including services and resources for staff; monthly wellness checks as part of staff meetings; referrals; District (Anonymous) Suggestion Box

2) District Universal Screening for Students administered. Analysis of results and recommendations.

3) Counselors and Service Providers at all sites are tasked with conducting a resource assessment with families for services (Face to

Face/Online ). This information was is recorded in our site contact logs. Services begin and contact is recorded. Contact log records:  
Service: Indicate the service type (e.g., Daily Live, Direct SAI, Consult/Collab SAI, Career Awareness, College Awareness, etc., ERMHS)  
Platform: How was the service provided (Google Meets, Unique, phone call, etc.)  
Collaboration/consult: If it involved collaboration/consultation, who did you consult with? Gen Ed Teacher, Speech,  
Subject: What was the curricular content?  
4) Development and launch of District FAST Coordinator (see Pupil and Family Engagement and Outreach) and Team Resource and Referral Process online for students and families with the mission of assisting families with academic, social and emotional concerns and to connect families on the Divide.  
5) Extension of Human Resource offerings through District Office and Schools Insurance Group.

## 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.]

Education Code Section 43504(f) requires each LEA to develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three schooldays or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection line with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction. In BOMUSD many of our families do not have connectivity making online instruction and Distance Learning a challenge unique to the LEA. Tiered re-engagement ( a protocol to ensure contact is established) then must include a way to determine the types of support all families need.

Our Family and Schools Together (FAST) Coordinator has become pivotal in the leadership and outreach of the district wide attendance and connection team in providing critically needed services to families; especially with regard to social emotional learning, attendance, student discipline, and healthy living. As a member of our Multi- Tiered system of support our FAST Coordinator who is also a district liaison to

county wide services was instrumental in ensuring our families had access to essential services (food, medical, counseling) during this pandemic period.

As an LEA we are mandated to ensure that all students have access to education and provisions according to Education Code Section 43504(f) and IDEA. These mandates were not waived by the Federal government during Covid-19 as they applied to students with disabilities and were reinstated for all learners this Fall. Students in BOMUSD without connectivity and are participants unduplicated populations are uniquely challenged as they may need direct contact or paper and pencil materials to move forward. Black Oak Mine recognized the need for immediate academic and social support, and outreach and responded with the following steps to address both the legal necessity and practical aspects of these students as well as our unduplicated population.

One-- Teachers and Case Managers at all sites are tasked with conducting a resource assessment (Electronic/Cell/ US Mail/ Internet Access). This information was recorded in our site contact logs.

Two--Teachers are providing ongoing consultation and support and are pushing out learning opportunities in a variety of ways ranging from using YouTube Channels, Zoom, pre-recorded videos, and/or packets. Teachers are exploring various digital/online platforms to build capacity in this area. All teachers have sent out work packets to students, either electronically or via US mail and will continue to do so during this period.

In addition to the above, the District will provide the following supports and services to all students to ensure they have equal access to the same opportunities: Teachers and Educational Specialists will reach out to families regarding resources, support and services.

Related services (speech, etc.) will be offered via phone or Zoom or in person.

Three--Teachers, educational specialists and parents will continue to hold assessment conferences, annual, transition and initial IEP's where appropriate within the timeline.

Four-- Para- professionals will be available to conduct one on one support and intervention for identified students along with staff whose role was modified to provide additional support.

Five-- Additional service providers will be notified of district expectations of service and each student may receive service or compensatory time if service is unable to be completed.

## 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.]

With almost 50 percent of Black Oak Mine students qualifying for free and reduced food services, meal provision is an important aspect of daily school life for our students. Furthermore, due to COVID many of our rural families are currently without the capacity to purchase food or travel to get food. Determining the needs of our stakeholders in regards to food service was first on the agenda in March after school closure.

Staff at all sites were tasked with contacting each enrolled family to determine immediate needs and identify future challenges including: food distribution.

Food Services were deployed daily between 11 a.m. and 1 p.m. at all sites including the necessary small school located in Volcanoville. Families were provided complete food sources including dairy and juice through our “Grab n Go” both breakfast and lunch meal service which permits convenient food pick up while maintaining social distance. Staff trained in Public Health and Safety practices for food preparation and wearing PPE distributed over 100 meals at some sites each day to families driving through in cars. Additionally, county food banks are deployed at all sites bi-monthly, providing fresh produce and canned goods. Finally, our site administrators and Family and Schools Together Coordinator (see Pupil and Family Engagement and Outreach) work with county services to deliver food to those families who were displaced, qualified for McKinney Vento or homeless services. In April, the BOMUSD Food Services Dept applied and received disposition to continue to distribute food daily for Divide students without interruption through the federally funded “Summer Meals” program and is extended during the Fall of 2020.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.11%	783,589

## 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.]

For several years our greatest area of need as identified by the California State Dashboard is continued attention toward improving academic outcomes for our overall student body and unduplicated students. In particular BOMUSD engaged in both Performance Indicator Review (PIR) process and Differentiated Assistance (DA) whereby the El Dorado County Office of Education and our local SELPA, were our partners in examining the Annual Performance Report and School Dashboard where data revealed concerns for unduplicated students in the areas of absenteeism, academics ( ELA and Math) and school connectedness. Although there were some improvement in the Fall of 2019 current identified needs and concerns expressed by our stakeholders during the BOMUSD Covid Task Force groups were the gains BOMUSD made would be lost and the achievement gap would widen. Additionally, this gap would be exacerbated by the burden of poor connectivity in our school community. Research suggested, students could lose roughly 70% of gains from a typical year in reading and 50% in math. Younger learners would fare worse falling nearly a full year behind. Chronic absenteeism data from prior studies corroborated these suggestions. Leaving stakeholders with the question: What is the effect on learning losses in relation to a shortened school year combined with a Distance Learning opening?

The actions indicated in LCP Distance Learning and LCP Pupil Learning Loss are based on the considerations of an increased learning gap in these unduplicated groups which are already disadvantaged and these challenges have been exacerbated through the pandemic period.

Services include:

FAST Coordinator

Distribution of technology including Chromebooks and hotspots

Technology licenses

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

In March of 2020, BOMUSD did not hesitate to enlist families of unduplicated students in engaging with school as soon as possible. See Pupil and Family Engagement and Pupil Learning Loss sections. Our quick action in providing unduplicated students with access to devices and materials and placing their needs topmost in our Distance Learning process (see Step 2 in Continuity of Instruction under Distance



Learning) has been part of our strategies in improved services. Increasing access and equity for these students by prioritizing their needs for connectivity and connection is directly linked to improved performance.