

Learning Continuity and Attendance Plan (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.]

For educators, the COVID-19 Pandemic is a quintessential adaptive and transformative challenge, one for which there is no pre-configured playbook that can guide appropriate responses. Education leaders must swiftly design responses – and with specific contexts in mind – as the pandemic runs its course. As the COVID-19 Pandemic runs its course, government agencies are implementing measures that limit the number of people congregating in public places. Such measures have disrupted the normal functioning of schools and universities. Because the duration of such measures has been extensive – and is likely to continue in some counties for a certain time until a vaccine becomes available – leaders of public and private educational institutions have put in place alternative methods for students and teachers to continue with their lessons when physical attendance at school is not possible, and are working on methods that will make schools a safe environment.

Beardsley School District is one of two elementary districts in the Oildale community. All students graduating from BSD feed into North High School.

Beardsley School District serves 2010 students (46% Hispanic or Latino, 45% Caucasian, 5% African American, 4% other) BSD is comprised of 3 elementary schools and 1 junior high school, all located in the Oildale area.

Beardsley continues to provide educational services to all students. The following subgroups are determined to have a higher need:

Socioeconomically disadvantaged - 92%

English Learners - 7.2%

Foster Youth and Homeless - 2.5%

Kern County was added to the state's County Monitoring List on July 21, 2020. On July 17, 2020 Governor Newsom announced that schools located in counties on the watch list may not reopen for in-person services until the county is off the list for 14 consecutive days. In accordance with the Governor's plan the Beardsley School District will be starting the 2020-21 school year with a distance learning model of instruction. On July 27, 2020, eight counties in the central valley, including Kern County, were identified by Governor Newsom as COVID-19 hotspots to receive additional targeted support such as funding to expand disease investigation, contact tracing, and quarantine efforts. United Support teams were deployed to support local efforts to reduce COVID-19 transmission. As of August 3, 2020, Kern County has the

3rd highest seven day average positivity rate of 19.2% and the second highest 14-day average case rate of 428.8 per 100,000. (California Department of Public Health, County Data Chart) As of August 14, 2020, those Californians testing positive include 59% Latino, 17% white, 5% Asian, 4% African American, and 14% other.

Stakeholder Engagement

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

Regular stakeholder engagement remains a high priority for the Beardsley School District, especially during the current pandemic state. Beardsley sought input from its advisory groups during the final District Advisory and English Learner Advisory meetings, held in June 2020. Beardsley held 4 special administrative meetings via Zoom in June and July 2020 to inform all administrators of the situation and seek their input. BSD held several meetings throughout the summer of 2020 with both classified and certificated bargaining groups to determine procedures for reopening school in August. BSD promoted stakeholder engagement and continues to reach out through surveys and remote interaction with all stakeholders. These survey opportunities (in English and Spanish) were both mailed to all Beardsley families through the USPS and provided in an electronic format. The week of August 10-14 was designated parent conference week. Each parent was afforded the opportunity to meet with their child's teacher and provide feedback about the 3 phases of reopening. Translators were available at each conference. Letters were mailed to all Beardsley families seeking input to formulate an improved understanding of current needs and possible solutions through surveys available to parents. Beardsley staff were surveyed twice prior to the July 30 meeting of the board of trustees. These same board meetings sought input from the community using electronic means on our Beardsley web page and social media accounts. Statements received from these media were either read aloud or presented by stakeholders themselves during the open session of meetings on June 15, July 17, July 30, and August 10, 2020. Results of stakeholder surveys were presented and discussed during the July and August board meetings. After plans for reopening were discussed in public hearing during the July 17 Board meeting, stakeholders had the opportunity to submit written comments to be read and take under advisement at the July 30 board meeting. District administration continue to meet with bargaining units and receive direction from the Kern County Superintendent of Schools on health issues and best practices. The district continues its efforts to seek feedback from stakeholders. Stakeholders are invited to send feedback via written letters or email. Links are provided for feedback on the Beardsley.org website as well as our social media sites. The BSD plan for reopening was approved and adopted on July 30, 2020.

On September 14, 2020, a public hearing was held to review and receive comments about Beardsley's Learning Continuity Plan during the regular meeting of the Beardsley Board of Trustees. Public comment was welcome during this hearing.

During a special meeting of the Beardsley Board of Trustees, held on September 28, 2020, the Beardsley LCP was approved and adopted.

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

Beardsley stakeholders provided valuable feedback and counsel on the district's planning for the return to school. The spring District Advisory Council Meetings was held in June via Zoom. A personal invitation was made by phone call to each of the members for both of these groups. Public meeting information is always posted to the district website along with information on how to access the meeting. All public meetings of the Beardsley board of Trustees were held via Zoom since March 2020. If the district's Zoom participant limit was met a link to YouTube was provided for participants to participate. A link was provided for all participants to comment and comments were read during the public comment section of the meeting.

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

Stakeholder groups including teachers, students, families, administrators, DAC, ELAC, and other school personnel have indicated a strong desire to have a safe environment to work. Working parents are concerned about child daycare during the distance learning and hybrid models of reopening. Teachers are concerned about their own children they may be required to leave at home if required to work at school and COVID in general. Administration is concerned about the ability of staff to provide undivided attention to student learning at home when caring for children or other adults.

The following needs were identified by stakeholders as priorities for reopening school:

Health and Safety - the overwhelming majority of our stakeholders expressed the importance of using personal protective equipment (PPE), and the safe practice of social distancing.

There were concerns about disinfecting and the use of disinfectants in the school environment.

Stakeholders expressed the need to provide hand sanitizer and training for use inside the classroom.

School meals were another concern for Beardsley parents. If school were not to reopen, would meals still be available for students?

Several stakeholders expressed concern over the effectiveness of remote instruction. What will student supports look like during distance learning? What if students do not have a internet capable device or access to WiFi?

Working with parents, staff, local and state health agencies, Beardsley has developed a 3 phase plan to reopen that includes:

Approaches to cohorting that fit the needs of Beardsley District and its community (e.g., keeping students in class pods, staggering when students return to school facility, having the same teacher stay with the same group of students)

Beardsley will identify unused or underutilized school spaces, including outdoor spaces and repurposed to increase classroom space and facilitate social distancing.

Concurrently implementing multiple strategies in school to prevent the spread of COVID-19 (e.g., social distancing, cloth face coverings, hand hygiene, and use of cohorting)

Develop practices for each school site to communicate, educate, and reinforce personal protective behaviors to prevent the spread of COVID-19 in school and in the community

Integrate strategies to reduce COVID-19 transmission into co-curricular and extracurricular activities (e.g., limiting participation in activities where social distancing is not feasible)

Planning and preparing for when someone gets sick

Working with state and local health authorities to develop a plan to conduct contact tracing in the event of a positive case

Communicating appropriately to families about home-based symptom screening

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

Kern County was identified and was assigned to Governor Newsom's watch list on Friday, July 17. As per the Governor's order, no students are allowed on campus for instructional purposes. This precludes the district from offering any program requested by stakeholders except the request to remain 100% distance learning.

To address stakeholder concerns and input shared during all meetings described above, Beardsley District has made the following changes or improvements to its physical sites:

Begin school on August 17 in a distance learning phase until Kern County is off the state watch list for 14 days, and health professionals deem it safe for students to return to school sites.

All staff and students (once they return) are required to wear face masks.

Health screening will be required for all staff, students, and visitors prior to entering campus.

Daily sanitation with COVID killing, CDC approved, disinfectant in all rooms on district property.

Teachers trained in the proper and safe use of the same disinfectant.

Upgrade of HVAC systems to provide continuous airflow with a better quality filtration system designed to trap airborne viruses.

Face shields are available upon request for all staff.

All staff meetings held virtually.

CDC approved hand sanitizer in all rooms (provided by the KCSOS)

Restrictions on all visitors to campus.

Sneeze shields/guards installed in all offices and provided in all classrooms.

Sneeze guards on student desks to isolate students from exposure to others.

Staff members must maintain 6ft distance from each other and students. Students should maintain 6ft distance as practicable.

Social gathering areas are closed until further notice (lounges, etc.)

All BSD transportation vehicles will have reduced student capacity in order to maintain physical distancing with students sitting one to a seat in alternating rows. Students will be seated from the rear of the bus forward to minimize passing. Windows will be open when weather permits. Buses will be cleaned and disinfected between runs. Staff and students will be required to wear face masks.

In the event that a staff member or student should feel ill with COVID symptoms, the BSD will take immediate actions to isolate the student until they can be taken home or to a healthcare facility. Each campus is equipped with an isolation room for use in such cases.

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.]

The Beardsley Board of trustees understands the importance of in-person learning. Together, stakeholders want to provide the best education possible for students in the Beardsley community when local officials think it is safe to do so. On July 30, 2020 the board of trustees approved a 3 phase plan for students to return to school. Beardsley's 3 phase plan will implement multiple strategies in each school to prevent the spread of COVID-19 (e.g., social distancing, cloth face coverings, hygiene, and use of cohorting). BSD will begin the 2020-21 school year in the distance learning phase and will reevaluate at the close of the first quarter (October 23, 2020). All instruction provided will be standards based supported by the SBE approved and BSD adopted curricular materials. BSD purchased ELA, history, and science materials in both electronic and hard cover editions for student use. The decision to begin the school year with a distance learning model is aligned with the Governor's guidelines for the safe reopening of schools as Kern County continues to remain on California's County Monitoring List. If conditions permit at the close of the first quarter, BSD will move to the hybrid phase, or phase 2 of our 3 phase plan.

Phase 2 includes using 2 cohorts (A & B) of students. Group A will attend school on Monday and Tuesday and distance learn Wednesday - Friday each week. Group B will attend school on Thursday and Friday and distance learn Monday - Wednesday each week. All protocols approved by the BSD Board of Trustees on July 30, 2020 in the BSD Reopening School Plan will be adhered to. You may inspect the plan on the BSD website @ beardsleyschool.org. In order to provide a safe place to serve meals, all students will eat breakfast in the classroom upon returning to school. Students in the in-person cohort will be dismissed at 12:30 pm to return to home with meals for the appropriate number of days and continue each day in the distance learning process. Students in the distance learning cohort will continue to receive lunches in the drive through at each campus and remote locations from 10:30 - 12 noon.

BSD's goal is to move back to a full, in-person, learning model, or phase 3, as soon as state and local authorities deem it safe to do so. Until then, Beardsley will follow the recommendations of state and local health and educational agencies.

As addressed in the LCP section on "Mental Health and Social and Emotional Well-Being" BSD has hired additional staff to address the social emotional need of its students and staff. These additional certificated and classified staff members, as well as our district nurses, physiologists, community specialist and school social worker work as a team to provide daily contacts to students that may be disengaged or referred by a teacher that may suspect a student needs additional support.

BSD is measuring student learning loss in multiple ways using both formative and summative assessments using DIBELS, CAASPP IBAs, Imagine math. Additional tutors have been hired from the Boys and Girls Club of Kern in order to provide tutoring to students both remotely and in person (when the time comes) in the areas of math and ELA.

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

Description	Total Funds	Contributing
<p>BSD continues to provide services to our English Learner subgroup. BSD will hire two additional English Learner certificated teachers to Assist English Learner students become proficient in the English language. These fully credentialed teachers will work with classroom teachers in a co-teaching model during distance learning to ensure student learning and competency development.</p>	<p>\$158,647</p>	<p>Yes</p>
<p>Bus drivers were hired in order to facilitate social distancing on buses. An additional bus was purchased to provide additional space to distance students. This action allows schools to begin on time for all students. BSD provides transportation to school for students that live more than 1 mile from their school of residence. By adding more drivers and buses, BSD plans to socially distance students during transportation.</p>	<p>\$246,318</p>	<p>No</p>
<p>Retained 10 Technology Mentors to assist colleagues infuse technology into the instructional program. In order to effectively teach in a distance learning or hybrid environment, all Beardsley staff need to be proficient in Google Classroom and the Google suite of apps. These tech mentors will assist our Distance Learning specialist to accomplish this with new teachers (25% of BSD staff are not tenured) and other teachers that may experience difficulties using technology when teaching. This action provides services to teachers in order for them to provide needed services to students in the distance learning or hybrid phase of reopening.</p>	<p>\$35,886</p>	<p>Yes</p>
<p>BSD has determined from stakeholder feedback the need for additional support with transportation when BSD transitions back to in-person instruction. When in-person learning returns, it will require additional bus routes for enrichment and intervention. BSD will make every effort to connect students back to school and address potential learning loss during the pandemic. With the additional support personnel on the bus we will be able to ensure students are safe and be able to offer these additional supports.</p>	<p>\$104,297</p>	<p>Yes</p>
<p>Retained 2 Psychologist interns to assist with staff training in the area of Social Emotional Learning. This action is being provided on an LEA-wide basis and will benefit all students, with emphasis for our low-income, English learners and Foster Youth.</p>	<p>\$35,886</p>	<p>Yes</p>

Description	Total Funds	Contributing
Offer a full range of summer school programs to mitigate learning loss. This action is being provided on an LEA-wide basis and will benefit all students, with emphasis for our low-income, English learners and Foster Youth.	\$45,465	Yes
Offer after school programs like ASES where students can continue to learn and mitigate learning loss. This action is being provided on an LEA-wide basis and will benefit all students, with emphasis for our low-income, English learners and Foster Youth.	\$438,926	Yes
Cafeteria Tables were purchased to increase each school site's ability feed all students during the school day in a physically distant environment. (6 feet apart)	\$111,000	No
Preparation and implementation of health and safety protocols and protective measures, including the procurement of equipment and supplies for a safe transition back to an in-person learning environment. This action includes Cleaning and Disinfecting supplies.	\$125,000	No
Air purification systems in all buildings on BSD property.	\$75,000	No
Preparation and implementation of health and safety protocols and protective measures, including the procurement of equipment and supplies for a safe transition back to an in-person learning environment. This action includes PPE equipment.	\$95,000	No
Carts for meals in the classroom. These carts are needed to transport meals from the cafeteria into the classroom where students will be allowed to eat in a physically distant environment.	\$4,600	No
Shade structures for social distancing during meal times. BSD cafeterias are not large enough to provide eating space for all students while ensuring a physically distant environment. In order to provide accommodations for students to eat meals with 6 feet of	145,000	No

Description	Total Funds	Contributing
<p>space between each other, lunches would extend from 9 am - dismissal and negatively affect the learning process.</p> <p>BSD is located in the southern San Joaquin Valley. August, September, and October mid day temperatures are often over 100 degrees. These shade structures were purchased in order to protect students, eating lunch, and providing them a place where they can be physically distant from other students.</p>		
<p>Additional assessment for student learning loss. BSD uses multiple measures to identify student growth and or learning loss.</p> <p>Many of the assessments used by the district are free of charge, but several are subscription services:</p> <p>DIBELS Illuminate Renaissance Learning Assessments</p>	\$47,867	Yes
<p>Isolation rooms at each campus - In order to meet CDC guidelines for reopening, each campus will develop an isolation room to be used when a student shows signs of COVID 19 symptoms.</p>	\$60,000	No
<p>Sanitizing all student materials that may be contaminated - Band equipment</p>	\$5,000	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.]

Since 2015, the Beardsley District has purchased SBE approved materials in the areas of ELA, math, history, and science. All adopted materials have an electronic media component that mirrors and supplements the physical, hardbound books that were purchased as well. Beardsley's adoption of Smart media in 2008 has provided teachers with needed experience to adapt well to a distance learning environment. The district has also implemented a 1 to 1 ratio of Chromebooks to students in 1st - 8th grade for the past 6 years. This familiarity with Chromebooks using Google Classroom for the past 4 years, along with electronic curriculum, electronic whiteboards, and teacher collaboration will allow the curriculum to be delivered to all students whether it be in-person or remotely.

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.]

The Beardsley School District staff will contact households of pupils within the Beardsley District and arrange a one on one conference with the parent of each child enrolled at Beardsley. During this conference the discussion will include WIFI access in the pupil's home. If WIFI does not exist, BSD has developed a procedure to insure this need is met prior to the first day of instruction (August 17, 2020). In this initial parent meeting, parents are provided with all distance learning educational resources including a Chromebook, charger, headphones and a mouse. During this meeting the parent is guided through the process of logging on to the device to become familiar with what students will need to do. The parent is provided with instructions for using the Chrome device and a technical support information including both email and phone. The BSD technical team has established a phone line that will be answered from 9AM to 9PM M-TH and 9-3 on Friday. The district created a distance learning coordinator position to work with staff and parents on all aspects of the distance learning model. The district has purchased over 900 new Chromebooks, 150 hotpots, and 2000 headphones to ensure every Beardsley student has the electronic media needed to attend class remotely.

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.]

BSD recognizes the importance of student engagement in their learning whether they are in the classroom or in a virtual setting. The 3 phases of reopening, approved by the Beardsley Board of Trustees at its July meeting addresses the requirement for all students to receive synchronous instruction every weekday in the areas of ELA, math, history, and Science. Included in the plan is a daily schedule for both elementary and junior high schools ensuring students receive the required number of minutes of instruction daily. Asking students to demonstrate their understanding of the subject matter is critical to the learning process; it is essential to evaluate whether the educational standards of the lessons are being met. Classroom teachers continuously gather formative assessment data on what students know and are able to do throughout the instruction process. Assessments administered before, during, and after instruction provide data to teachers,

parents, and students on where students are functioning within the learning continuum, and provide stakeholders direction on the next steps for learning. The district uses multiple measures to determine student grades throughout each quarter.

"Elementary Schedule for Distance Learning Focusing on Truly Essential Standards"

Lunch served from 10:30 - 12 noon at all school sites

TK - K

30 min 8:00-8:30 Roll call & SEL Morning Meeting

20 min 8:30 - 8:50 ELA/Writing

20 min 10:00 - 10:20 Math

1 hour 10:20 - 11:20 Lunch

20 min 11:20 - 11:40 History/Science

90 min 12:30 - 2:00" Based on students learning Plan or IEP

Asynchronous learning including PE/Art Activity worksheet pushed out to students

"Total time learning 180 min. daily"

1st - 3rd

30 min 8:00-8:30 Roll call & SEL Morning Meeting

40 min 8:30 - 9:10 ELA/Writing

40 min 10:00 - 10:40 Math

1 hour 11:40 - 12:10 Lunch

30 min 10:40 - 11:40 History/Science

90 min 12:30 - 2:00" Based on students learning Plan or IEP

Asynchronous learning including PE/Art Activity worksheet pushed out to students

"Total time learning 230 min. daily"

4th - 6th

30 min 8:00-8:30 Roll call & SEL Morning Meeting

60 min 8:30 - 9:30 ELA/Writing

60 min 10:00 - 11:00 Math

60 min 11:00 - 12:00 Lunch

60 min 12:00 - 12:30 History/Science

90 min 12:30 - 2:00" Based on students learning Plan or IEP

Asynchronous learning including PE/Art Activity worksheet pushed out to students

"Total time learning 240 min. daily"

"Junior High School Schedule for Distance Learning - Focusing on Truly Essential Standards"

Lunch served from 10:30 - 12 noon at all school sites

15 min	8:15 - 8:30	Period 1 / Check in
60 min	8:30 - 9:30	Period 2 / 5
60 min	9:45 - 10:45	Period 3 / 6
60 min	10:45 - 11:45	Office Hours - Asynchronous Learning
45 min	11:45 - 12:30	Lunch
60 min	12:30 - 1:30	Period 4 / 7
60 min	1:30 - 2:30	Period 8 / 9 - Band, PLTW (Office hour #2)
40 min	2:30 - 3:10	Teacher prep

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.]

Over 95% of Beardsley teachers have completed the Google educator Level 1 training. Beardsley teachers have over 5 years of experience using the Google suite of apps and Google Classroom. The technology department has provided any needed review of technology resources on a case by case basis. Beardsley implemented early outs during the 2017-18 school year in order to stimulate teacher growth in the area of technology in the classroom. Grade level collaboration in Smart technologies, Illuminate, Social Emotional Learning, and Google classroom has been ongoing.

Covid relief funds are begin used to compensate teachers for additional work days to plan, prepare, and conduct 1 on 1 conferences, in a socially distanced environment, with a parent of each student assigned to their class. During this conference parents will receive all instructional materials needed to be successful in the teachers remote classroom. Parents will practice logging in to the student Chromebook and receive specific, written directions describing steps taken during the conference to take home. Parents also receive a troubleshooting paper that includes a direct line phone number to a Beardsley staffed help line where they can receive assistance up until 9 pm each weekday. The district Distance Learning Coordinator is available to assist parents as needed.

Staff Roles and Responsibilities

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

Beardsley SD recognizes the importance of providing professional development, support, and technology tools to allow teachers to successfully implement high-quality distance learning. BSD has used a single sign in (Clever) for all student applications during the past 3 years. Beardsley staff have supported parents and students with additional resources that are shared on its social media pages as well as the district website.

As BSD begins the 2020-21 school year in a distance learning environment, staff roles and responsibilities will adapt to the new learning environment as they support student well-being, academic development, and foster student learning remotely without being able to meet with students face-to-face. As defined in SB98, section 34, distance learning provided by BSD staff will include daily live interaction (synchronous) with students and adaptive lessons for pupils with unique needs including English learners and students receiving special education services.

Beardsley has added a Community Specialist and Parent Coordinator to connect with parents and offer assistance in keeping the student/teacher connection alive and vibrant.

A Technology Specialist position was added to assist teachers with technology needs and instruction.

Each school site will have a technology mentors teacher to provide guidance to teachers on the individual campuses.

The technology department has opened a help line where parents or students can call up until 9 pm each weekday evening for assistance with connectivity issues. The "Help Desk" phone number is 661-391-6507.

Responsibilities for all of the above new positions include assisting students, parents, and teachers to be successful during distance learning & hybrid situations.

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.]

During the parent teacher conferences scheduled for the week of August 10th, teachers will evaluate the needs of all families including the need for WiFi, and students 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.

LCAP Intervention specialists will be used to provide additional services to the above groups via multiple forms of communication including but not limited to:

Phone calls

SMS

Email

Google Meet

Interpreters

Social media

English Learners (EL) will be monitored academically (progress grades, grade checks, teacher outreach, etc.) by site EL Teachers to ensure academic success in a distance learning environment. ELs who are not making progress will be referred to the site administrator for a parent conference to discuss ways to improve academic performance. EL push in teachers, Instructional Aides and Bilingual Aides will be utilized to provide support to ELs while they are participating in asynchronous learning and to check-in on ELs who have disengaged from distance learning.

Time has been built into both the elementary and jr. high schedule when students can participate in additional instruction, small group instruction from certificated teachers, Intervention classes, and online tutoring with LCAP tutors.

The BSD Special Education Department ensures that the health and safety needs of special education students are considered during this time. The unique requirements of students with disabilities requires excellent communication with parents and guardians regarding specific student needs. As students participate in the Distance Learning Plan their teacher will review the options and strategies most appropriate for

the student to address progress on goals and needed supports. Using LEA models and the Individualized Education Program (IEP) process to provide an offer of FAPE under IDEA, students with disabilities will receive services through a distance learning model. All students with IEPs are provided the option of at home devices as an offer of FAPE, including assistive technology. After scheduled school hours, additional support for specialized academic instruction (SAI) and assessments will be available. Additional curriculum has been purchased for the BSD moderate/severe population.

BSD continues to work with local community partners including the Kern County Superintendent of Schools (KCSOS). AmeriCorps team members provide mentoring through regular meetings and check-ins and tutoring to foster youth and students experiencing homelessness. These services continue with students remotely while in a distance learning model. In partnering with KCSOS, training, awareness, the referral process, and resources for McKinney-Vento are provided online for families and staff. BSD staff will continue to conduct targeted outreach to foster youth and students experiencing homelessness throughout the school year to monitor academic progress and refer to Tier II/III services as needed for mental health services.

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

Description	Total Funds	Contributing
<p>There was an indication from several stakeholder groups that there would be a need for support for teachers, students, and parents during the distance learning and hybrid phases of reopening. BSD hired additional certificated and classified support personnel for distance learning. A Distance Learning Coordinator was hired to assist all low income students with connectivity and access issues.</p>	<p>\$131,135</p>	<p>Yes</p>
<p>Staff Professional development</p> <p>BSD will continue to provide professional development for certificated and classified staff, focusing on the California Standards for Teaching Profession and the following six interrelated domains for teaching practices:</p> <ul style="list-style-type: none"> • Engaging and Supporting All Students in Learning • Creating and Maintaining Effective Environments for Student Learning • Understanding and Organizing Subject Matter for Student Learning • Planning Instruction and Designing Learning Experiences for All Students • Assessing Students for Learning • Developing as a Professional Educator 	<p>\$502,753</p>	<p>Yes</p>
<p>There was an indication from several stakeholder groups that there would be a need for support for teachers, students, and parents during the distance learning and hybrid phases of</p>	<p>\$44,519</p>	<p>Yes</p>

Description	Total Funds	Contributing
reopening. BSD hired additional certificated and classified support personnel for distance learning. Hired a Community Specialist to monitor student participation in online courses. In order to effectively ensure students who drop online participation are supported and reached out to, principals, the parent resource person, and the community specialist will make contact with families of struggling students.		
There was an indication from several stakeholder groups that there would be a need for support for teachers, students, and parents during the distance learning and hybrid phases of reopening. BSD hired additional certificated and classified support personnel for distance learning. Hired a Parent Volunteer Coordinator to monitor student participation in online courses and assist parents with helping their child during distance learning.	\$18,213	Yes
BSD purchased over 1300 Chromebooks to provide to students in order to provide instruction during distance learning and hybrid instruction.	\$400,000	Yes
BSD purchased over 300 Hot spots in order to ensure students have the needed connectivity to learn during the distance learning and hybrid phase of reopening school.	\$175,000	Yes
BSD purchased 2000 headphones in order to ensure students have the needed devices to learn during the distance learning and hybrid phase of reopening school.	\$5,000	Yes
Chromebook Licences - this item is needed in order for the purchased Chromebooks to function.	\$62,000	Yes
Coolers for drive through Food Lines and for cooling under shade structures during in-person learning. BSD is located in the southern San Joaquin Valley. August, September, and October mid day temperatures are often over 100 degrees. These coolers were purchased in order to protect staff when serving lunches/breakfasts during the drive through meal times at each campus. Coolers will then be used under shade structures once in person learning continues.	\$15,000	No

Description	Total Funds	Contributing
Postage for mailing additional communication to parents regarding school opening and or closing due to Covid-19.	\$10,000	Yes
Copy costs for producing instructional packets during distance learning .	\$10,000	Yes
Materials and supplies sent home with students during conferences. BSD held conferences with one guardian of every student enrolled in the school. Supplies such as a pencil, pencil sharpener, paper, crayons, were sent home for students to be successful during distance learning.	\$20,000	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.]

The district will use multiple assessments to ascertain learning loss that may have occurred as a result of school outages due to COVID 19 in the areas of ELA, English language development, and math. Teachers will have access to students' results upon completion of the assessments to assist with planning to address student learning loss. Instruction to mitigate learning loss will be driven by the results of these assessments, and as a result of teacher observations.

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.]

Appropriate instructional programs will be implemented, and actions will be taken to provide instruction strategies to mitigate the loss of learning for unique student populations. Certificated and classified intervention specialists will work with student groups (low-income, foster youth, pupils with exceptional needs, and homeless) to mitigate learning loss, and to accelerate student growth in content areas. Staff will provide 15-30 minutes of small group or one on one instruction/intervention to students in the areas of math and ELA.

BSD welcomes a diverse range of English learner (EL) strengths, needs, and identities. Beardsley schools prepare graduates from junior high school with the linguistic, academic, and social skills and competencies they require to further their education in high school. English learners access and participate in an educational experience from early childhood through grade eight that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The district will utilize multiple measure tools to assess student progress including the CAASPP, ELPAC, STAR, and other local assessments. Students are assessed at the beginning of each school year and then 3 additional times per year using local and state assessments in order to determine learning loss and or learning gain that occurs over the course of the school year. Data gained from these assessments is used by staff to drive instruction and determine interventions.

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

Description	Total Funds	Contributing
After School Tutoring - During school and after-school tutoring is provided for all students who are demonstrating learning loss and in need of intervention. Priority will be given to our English Learners, Low-income, and Foster Youth students.	\$50,000	Yes
Additional Period (after school) at Junior High for remediation with priority given to our EL, Low-Income, and Foster Youth students	\$29,390	Yes
Participation in Kern NIC - All Elementary schools will participate in the Network of Improvement Communities of Kern. This group of 3rd - 5th grade teachers will meet (virtually) 4-6 times this year to share and discover additional strategies in order to improve instruction in the area of mathematics. This group is led by KCSOS staff members Cole Sampson and Robin Shive.	\$40,000	Yes

Description	Total Funds	Contributing

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 we begin the 2020-2021 school year with distance learning, our intent will be to bridge gaps related to learning loss and deploy advanced student support structures when applicable. Some of the professional development that we will provide to the school staff (certificated and classified) will be Youth Mental Health First Aid Training, Psychological First Aid (Compassion Fatigue, self-care), Trauma Informed Care training, and Question, Persuade and Refer (Suicide Prevention).

Some resources provided to students and staff- daily check-ins and check-outs with teachers, Suite 360 (Social Emotional Learning Curriculum for students, teachers, staff and parents), classroom circles, follow ups from school staff members regarding attendance and well-being (front office staff, SSW, AmeriCorps Mentors, Community specialist, APP teachers, student intervention specialist, community resources listed on the district website regarding food, [we can add link for the CDE Crisis website;

<https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>]

Parent engagement events to be offered virtually include trauma, suicide prevention, importance of attendance, vaping, etc. Community resources and referrals can be made as needed for mental health services, health, food, etc.

The Student Behavior and Support department consist of Nurses (2) and an additional 3 to be hired, a School Social Worker, administrative staff (7), Teachers on Special Assignment (2), Student Intervention Specialists (2), Alternative Behavior Specialists (2), and support staff working relentlessly with their stakeholders to enhance and support students and staff to provide a comprehensive, multifaceted, and integrated school-community intervention for staff and students.

BSD will monitor the mental health and social-emotional well-being of their students and staff by:

- Working to address possible learning loss and intense social-emotional learning (SEL) /mental health needs that students will have upon return (i.e. anxiety, depression, grief, social-emotional needs, aggression, apathy, substance abuse, coping skills, bio-psycho social needs, etc.)
- Working to deploy/surge assets for relief and support, as needed, working closely with site administration, and teaching/counseling leadership to ascertain student and/or staff needs for intervention and support?so that we can respond in a timely and appropriate fashion.
- Creating hybrid and modified scheduling as needed for “distance supports” and plan for in-person student supports in accordance with CDC and public health guidance for students/families to access as needed.

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.]

In an in-person classroom environment, the teacher is able to visually verify student attendance and engagement in their classroom. In this setting, teachers will mark a student “present” or “absent” following traditional attendance guidelines. In a distance learning environment, BSD staff will take role at the beginning of each day and several times throughout the day. If / when a student is marked absent the following actions will take place in order to reach out and ensure student engagement.

Each school site will place daily phone calls, made by office staff, SIFs, and TOSAs to parents/guardians of students absent from distance learning to determine the reason a student is not participating (illness, refuses, etc) On the third consecutive day of non-attendance, the site principal will attempt to make contact with parent or guardian and follow up on barriers preventing student from participating in distance learning. Translators will be provided to assist in communicating with parents.

Should the barrier be technology related, the student may be referred to the IT Department or Distance Learning Coordinator to help parent/student overcome technology issues.

Should the barrier be lack of motivation or refusal, site principal and teacher will work with student and parent to develop an individual plan to provide incentives for the student to participate.

Should long term absence from Distance Learning continue, student will be referred to the Community Specialist to inform parent about truancy policies and consequences.

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.]

The Beardsley School District Nutrition Services Program operates under the Community Eligibility Provision (CEP). The Community Eligibility Provision is a non-pricing meal service option for schools in low income areas. CEP allows the highest poverty school districts to serve breakfast and lunch at no cost to all enrolled children without collecting household applications.

As a result of the COVID-19 Pandemic, the District made the decision to close their four schools effective March 18, 2020. As per Governor Newsom's Executive Order N-26-20, the District would continue to offer student meals throughout the closure in a non-congregate setting, consistent with the requirements of the California Department of Education and the U.S. Department of Agriculture. The District began providing breakfast and lunch to students from 2-18 years of age from March 18th to June 30th, under the Seamless Summer Program. Meals were provided on a "grab and go" basis at each school site in the District.

On August 17, 2020 the District will start school on a distant learning plan. All schools will have walk-up and drive through breakfast and lunch meal service for enrolled students free of charge due to CEP. Sites will follow the CDE's and CDC's guidance on safe reopening procedures.

In the event the District changes to a limited in-person plan or A&B schedule, the Nutrition Services program will provide breakfast in the classroom, a social distancing lunch on campus and meals to go home for the time when the student is not on campus but still distance learning.

All BSD nutrition employees will continue to prepare food following very strict food and safety procedures required by the United States Department of Agriculture (USDA), Occupational Safety and Health Administration (OSHA), and Kern County Department of Public Health (KCDPH). Some of the standard procedures and new protocols used in our cafeterias include:

- Standard operating procedures for food safety and sanitation
- Nutrition service staff wear face coverings in kitchen and serving line
- Health screening for employees
- Mandatory training for food service workers
- No visitors allowed in kitchen or kitchen office
- Physical distancing for staff and students
- Schools will use at least three lunch periods during in-person learning
- Lunch lines distributed throughout the campus in order to provide physical distancing
- Outdoor spaces will be utilized for serving and eating when possible
- Touchless hand sanitizer stations at each serving line
- Quick serve pre-packaged items
- Hygiene and social distancing signage and decals
- Tables sanitized between lunches
- Handwashing stations placed throughout the campus
- Washing hands and using sanitizer encouraged before and after eating

- In a hybrid learning environment, meals will be sent home with students for the days they are remote learning
- Drive through service provided while in a distance learning environment

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Hired a social worker to address the mental health and social emotional needs of students as well as providing training to staff.	\$100,000	Yes
Distance Learning Program	Administration additional days to prepare for distance learning and CDC recommended health protocols at each site.	\$33,260	No
Distance Learning Program (Access to Devices and Connectivity)	Clerical additional days to prepare class lists early in order for teachers to call each parent to schedule conferences where orientation was presented to each parent along with electronic devices for students to connect.	\$3,912	No
Distance Learning Program (Staff Roles and Responsibilities)	Laptops for teachers to zoom with students. Many teachers only had a desktop unit that would not function when moving around the classroom.	\$25,000	Yes
Distance Learning Program (Pupil Participation and Progress)	Expansion of district WiFi to allow for the connectivity of additional devices. During our hybrid phase of reopening the classrooms will need better WiFi to each student's desktop in order to accommodate both in-person learning and the students working distantly from home.	\$15,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Interpreters for parent meetings. Many of our families do not feel comfortable with their proficiency in the English language. BSD retained interpreters for those families that were identified by the teacher as in need during the conference.	\$19,556	Yes
School Nutrition	Crossing Guards. BSD hired crossing guards during the months of March - the end of the distance learning program to escort students walking to pick up their lunch.	\$1,500	No
Distance Learning Program (Continuity of Instruction)	Temperature scanners to detect body temperature at office entries on all sites. Following the Kern County Health Department's recommendation, BSD purchased body temp scanners to quickly scan staff and students entering campus.	\$10,000	No

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
36.91%	\$5,819,509

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.]

BSD has an economically disadvantaged student rate of over 92%. All services provided have a direct impact on our low income, English learner, and foster youth populations. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional supports are warranted, and actions are designed with those student groups in mind.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context.

Technology:

COVID 19 has created a new educational environment. One with no road map or insights for instruction. BSD has hired several additional employees and purchased \$700,000 worth of electronic devices (Chromebooks, hotspots, Lenovo teacher laptops, MS surface tablets, and headphones) in order to assist teachers and students with access to curriculum and instruction.

Actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to all student and will continue to distribute devices to incoming new students in grades K-8, and any continuing students who still need a device. Targeted outreach is occurring through our Homeless Liaison and the Attendance & Engagement personnel in partnership with the Community Engagement Team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided as needed. Stakeholder surveys/feedback indicated approximately 5% of our students did not have internet access at home. In order to meet this need BSD contracted with AT&T to purchase 100 hotspots for distribution. This did not prove to be anywhere near the number that was needed and BSD has now contracted for approximately 250 hotspots - over 15% of our student population. 60 of these hotspots were purchased through T-Mobile, as AT&T has holes in their service areas that extend to certain areas of the BSD boundaries.

The Beardsley board of Trustees felt that one Distance Learning Specialist would not be enough to service the many areas during phase 1 & 2 of our reopening plan. 10 technology mentors, located on school sites, were then retained in order to assist on-campus staff that may experience technology struggles during phases 1 & 2 of our reopening plan.

Stakeholder feedback requested an upgrade to the district WiFi system which would be needed when the district enters phase 2 of the return to school plan.

Electronic curriculum resources were added in order to assess student learning and learning loss throughout the pandemic. By providing students with access to distance learning materials and devices, students have the opportunity to fully participate in the educational program that will help mitigate their learning loss.

Teacher & Administrator Collaboration/Planning and Staff Development:

Because of COVID19, teachers and administrators are faced with an incredibly difficult task this year with no road map to use as a guide. Teacher Collaboration time is intended primarily for staff to engage in collaborative and planning for instruction that best meets the need of

students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan teachers developed a plan to conference with a parent of each student in the district and supply them with a Chromebook and hot spot if needed. Parents were able to log in at these conferences and gain the knowledge needed in order to ensure their child could successfully log in on August 17, 2020. Moving forward, district stakeholders identified mathematics as an area needing improvement as indicated by local and state assessments. BSD entered into an agreement with the KCSOS and joined the Kern NIC (Network of Improvement Communities). This collaborative, led by Cole Sampson and Robin Shive, will meet several times during the 2020-21 school year and share ideas about how to improve math instruction in several Kern LEAs.

English Learners, Homeless, and Foster Youth:

Beardsley has hired two additional certificated teachers to provide additional services to English learners in the remote settings. These teachers will work as co-teachers in Google Classrooms and provide intervention activities throughout the day. They will also meet with EL students (virtually) in the afternoon in order to provide services that would normally be provided during a pullout program. In August, translators were made available for parent teacher conferences for those parents that speak English as a second language. This was done to effectively communicate goals of our Phase 1 (distance learning) as well as explain precisely how to log in on a Chromebook to meet with the teacher. The BSD homeless and foster youth Liaison has been busy identifying students which have become homeless due to the pandemic. She has worked tirelessly with the engagement team to ensure these students have the equipment needed in order to connect with their teacher in the distance learning portion of returning to school.

Nurses and Social Workers

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the BSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is of critical importance. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. As mentioned throughout this document, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

Personnel:

After receiving input from many stakeholder groups, BSD created a position to assist staff, parents, and students with connectivity and distance learning solutions. BSD sought, and retained a credentialed teacher who was certified Google Educator - level 2. This special position assists the three groups mentioned above in order to provide educational services to all students in the BSD.

The Beardsley Junior High School has provided an additional class, after normal school hours to allow students to participate in classes affected by the pandemic. These class offerings eliminate a student's decision to take an elective over a core course.

Once a decision was made to reopen schools in 3 phases, administrators were called in early to plan for the initial reopening stage of distance learning. Classified office staff were also called back in order to support the site administration by preparing and distributing class lists to teachers. Teachers worked additional days in order to provide one on one conferences for parents of each of their students.

All personnel added, whether to reengage, provide training, or promote social emotional health, prioritize service based on the most vulnerable students first.

School Psychologists

This action represents those school psychologists and interns funded above the amount specified for special education. Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

BSD also retained a school social worker to assist with student trauma during this school year. Student groups including English Learners, Homeless Youth, Foster Youth, and Low-Income students are more likely to experience disproportionate impacts from the pandemic, including trauma. This action has and continues to be a service that is open to all, but is intended to and continues to provide valuable services to unduplicated students.

Engagement Team

BSD is dedicated to reaching out to families that may be experiencing difficulties during this pandemic. Through a coordinated effort between the school counselor, technology specialist and community specialist BSD is providing individual and family counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions, and technology assistance with connecting. A volunteer coordinator was reassigned and asked to assist students in reconnecting when there has been no attendance for 3 days or more.

Transportation:

BSD determined, from stakeholder feedback, the need for additional support with transportation when BSD transitions back to in-person instruction. BSD is an elementary school and many transported students are in grades TK-3. Additional personnel support on the bus will assist the additional bus routes we are doing to get students to school on time while practicing social distancing. This action will provide services to these students and enable all students to ride on district transportation while meeting the CDC standards for physical distancing.

Learning Loss:

BSD will offer a full range of summer school programs to mitigate learning loss on an LEA wide basis.

Other programs like ASES will continue to be provided to schools in an effort to provide tutoring to students with an emphasis on low income, English learners, and homeless and Foster youth students in the district.

BSD will utilize multiple measures to identify student growth and or learning loss. DIBELS, Illuminate, and all Renaissance Learning Assessments have been purchased to be used in distance learning phases 1 and 2.

During school and after school tutors have been retained through the Boys & Girls Club of Kern in order to provide additional intervention to students in the area of math and ELA. Priority will be given to low income, English learners, foster and homeless youth.

Other Expenses:

The cost for postage was significant throughout the COVID 19 pandemic. Although many families have access to electronic social media, BSD wanted to ensure communication with all Beardsley families and mailed home several notices about conferences and reopening of school.

There was over \$10,000 in costs associated with printing of instructional materials requested by teacher and parents in order to provide materials for student learning.

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

For Beardsley School District, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. In order to operate a fully-functional distance learning program, the distribution of devices was of paramount importance. Prior to the start of distance learning, classrooms had sets of internet-capable devices for students to use. However, when distance learning began, BSD purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home.

BSD hired 2 additional certificated teachers to provide services to our English learners. These new staff member will provide additional intervention services to EL students in order to move them to becoming proficient in English. These staff will work as co-teachers in Google classes during distance learning and provide additional assistance during the afternoon, intervention time for all EL students.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. Likewise, the new virtual tutoring rooms are allowing foster youth, and low-income and EL students greater access to teachers and classroom aides who are able to provide targeted, individualized academic assistance. Prior to distance learning, services were scheduled on-site in the classroom for the EL teacher and the student to meet in person. With the new virtual tutoring model, the EL teacher and aides are not restricted by geography and can devote more time to working with students. Our unduplicated pupils are also no longer hindered by geography when seeking tutoring services because the virtual tutoring rooms are accessible from any location with internet capabilities, including a cell phone if a family is traveling.

BSD has used Google Classroom for half a decade and is well versed in the many options available with the Google Suite of Apps. Teachers provide a wealth of lessons designed specifically for our students using our board approved, adopted curriculum, which benefit low-income and ELs by increasing their equity in access to online learning using a rigorous state-adopted curriculum. Online assignments offer these student groups greater opportunities to complete coursework online using digital tools and online resources. Many digital supplements are also used in the BSD and provide lessons that respond to student needs and send student participation data directly back to the teacher, which is particularly beneficial for ELs for whom daily monitoring is essential in order to maintain their progress toward language acquisition.

