

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/lmgcntntyatndncpln-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 Big Oak Flat-Groveland Unified School District is a small rural district that operates two necessary small high schools and a K-8 Elementary School. Total district enrollment is approximately 300 students of which 200 attend Tenaya Elementary School and approximately 50 attend each of the high schools. The district follows the Tuolumne River from the Northern entrance to Yosemite National Park down to the Lake Don Pedro area, a distance of over 60 miles and encompassing 678 square miles. Tenaya Elementary School is located in the southern part of Tuolumne County. The schools serve the communities of Groveland, Big Oak Flat, Moccasin, and part of the Don Pedro area. Approximately 57% of our student population qualify for free and reduced lunches. Groveland is the 120 entrance to Yosemite National Park, and our small community relies heavily on tourism for economic support. The biggest impact that COVID-19 has had on the community has been a huge hit to the economy. Many of the parents and guardians of students in our district were released from their employment. The district saw a huge increase in meal requests due to loss of income. Prior to COVID-19, the cafeteria served an average of 300 breakfasts and 500 lunches per week district wide. Once the USDA authorized the "Seamless Summer Program" for meals, that average increased to 1000 breakfasts and 1000 lunches per week. We served over 20,000 meals in the period of March 16-June 7th. In addition to meals, we had many community members donate non-perishable food and hygiene items that were distributed to families in need.

It quickly became evident that lack of devices and connectivity were huge obstacles for our families to participate in extended learning opportunities. In order to make it equitable to students, paper packets were made available to all students, with supplemental instruction using technology. Our district is on-to-one for devices in high school, but we did not have enough devices to expand that to the Elementary School. Tenaya Elementary received 115 chrome books from the CDE (Staples Technology) in May, which have enabled the district to provide devices for all students in August of 2020.

Finally, the last but maybe greatest impact on this small rural community has been social-emotional. Although we provided social emotional support for students or families who reached out to our counselor, not all of our families utilized this resource. The stress levels for some of our families were very high, as they were coping with unemployment, isolation, and educational needs of their children. Oftentimes the school

provides a safety net for students who have a difficult home life. Within a month off school closure, Child Welfare Services removed five children from their homes.

Stakeholder Engagement

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

Google survey forms were distributed through our website www.bofg.org, our Facebook pages (Tioga High, Tenaya Parent Club and Don Pedro High). Stakeholders were also notified via Blackboard Connect and the Remind AP, about opportunities for input. There were two surveys distributed to our families, one was titled "Re-opening Plan" which was posted in July, 2020 and the other "Distance Learning" survey was posted the first week of August 2020. Additionally, the Distance Learning survey was mailed to every family in the BOFGUSD.

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

There were seven virtual Board Meetings between March and August which discussed COVID-19 and the school plan. These meetings were open to the public and agendas were post 72 hours in advance. District wide staff meetings were held regularly from March to August to allow classified and certificated staff an opportunity to provide input on the Learning Continuity Plan. Weekly District Re-opening Task Force Meetings were held virtually, and representatives from all stakeholder groups assisted with development of the re-opening plan. The Google Meet and Zoom links were posted for the public and staff to join in our meetings. In addition, a District Town Hall Meeting was held on August 10th via Zoom, this was publicized on our website, Facebook pages, and Blackboard Connect.

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

We had a wide variety of input from our families on our re-opening plan. One question asked "Will your child return to our district in August with the current guidelines?" Here are some of the highlights from those parents who said no or were unsure, these echoed what other parents had voiced regarding the CDPH Guidelines and our Reopening Plan.

Those who felt guidelines were too restrictive:

- We are interested in the homeschooling options. Though guidelines are for safety some of them are not going to be effectively social for our children. The outcome of the Covid school rules will be more institutionally constricting than we'd like our children to endure.
- He will return to school if he is not required to wear a mask, outside activity is provided, and he is allowed to have interaction with friends. (62.5% voiced concerns about students having to wear a mask).
- I am concerned about how social distancing will happen with kids

Those who were concerned for the healthy and safety of their child:

- Saw photos of children/families going to large gatherings and not following safe distance protocols. Cant trust that students will all be able to follow rules. I would like to be able to have him still be part of the class by doing distance learning.
- As the coronavirus re-surges in the United States the federal, state and local level governments have not implemented proper protocols or guidelines that every citizen will adhere to therefore I plan to have my kids in independent study
- I don't think it's possible for elementary aged students to properly wear masks, hand wash and socially distance. I don't trust parents to keep their kids home if they are sick.
- Public Health Regulations not being Followed 36.3%
- Going Back to school too early-35%
- The site not being properly disinfected 33.3%

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

The district "re-opening" plan was directly influenced by stakeholder input. Parents expressed that they wanted students to attend in-person back to back days instead of back to back weeks for hybrid learning. The BOFGUSD re-opening plan was developed following the CDPH Guidelines and CAL/Osha COVID-19 General Checklist, and stakeholder concerns regarding cleaning, disinfecting, social distancing, masking, transportation ventilation, screening and training were addressed. Stakeholders who objected to the CDPH restrictions or had medically fragile students were given the option of distance learning when the district switches to hybrid or in-person learning.

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 district will return to in-person learning when it is deemed safe under state and local health orders. Our re-opening plan utilizes a hybrid model, with small cohort groups. Tenaya Elementary will create two cohorts A & B to maintain social distance and for the better implementation of safety measures. All five days will have specific scheduled daily instruction with two days a week in person instruction, two days a week at home instruction and one day where all students would be at home on distance learning. Wednesday will be used for distance learning, and to allow time for campuses to be deep cleaned in-between cohorts. We will work to schedule families with multiple children and siblings in various grade levels on the same days. Tioga High School and Don Pedro High are both small necessary high schools with approximately 50 students each. All students will attend A day classes on Monday/Tuesday and B day classes on Thursday/Friday. Wednesday will be used to deep clean in between cohorts,

students will have distance learning. Class enrollment will be limited to no more than 15 students, to ensure social distancing of six feet between desks.
 Afternoons at all campuses will have designated tutoring times for teachers and paraprofessionals to provide targeted support to prevent learning loss due to school closures

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

Description	Total Funds	Contributing
PPE for student and staff safety as required by CDPH guidelines for reopening schools.	1323.60	Yes
Foggers for disinfecting, cleaning supplies and social distancing signage, part of the re-opening plan and necessary for in-person learning.	4923.40	Yes
Outdoor fans to allow for outside teaching to assist with social distancing as encouraged by the CDPH.	450.33	Yes
TV and mobile stand for outdoor teaching to ensure social distancing as encouraged by the CDPH.	603.63	Yes
The district will install Plexiglas barriers in the school offices, and purchase tri-fold barriers for SPED and primary classrooms to ensure safety of students and staff.	2000.00	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.]

A structured rigorous online distance learning plan with clear expectations and schedules will be provided to all students at registration. Virtual instruction will begin at 8:30 am, for all students in the district, attendance will be taken at this time. Teaching and learning will have accountability with tracking and monitoring daily, record-keeping weekly, and regular communication with parents and guardians on academic progress. The Big Oak Flat-Groveland Unified School District teachers will provide continuity of instruction during the school year to each of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Learning opportunities will be provided through a combination of virtual learning, pencil/paper work packets, Google classroom, See-Saw, Google Meet, Zoom, and Face Book. Our teachers are prepared to adapt the method of instruction, based on the needs of the individual student to ensure instructional continuity for pupils, if a transition between in-person instruction and distance learning is necessary. Curriculum is available both as a hard copy and digitally.

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 district provided IPADS or Chrome Books and accessories at no cost, to all students who needed them. In addition, hotspots were provided to students without 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.]

Pupils are required to participate daily in distance learning. Attendance is taken every morning at 8:30, and students receive participation points when they are present for the lesson. Completed paper/pencil work, participation, projects and on-line activities will be assessed to determine the pupils progress. The district is utilizing a modified schedule, meeting the minimum state instructional minutes. High school students have live contact with their instructor a minimum of 204 minutes per day, with additional individualized assistance as needed. Elementary school students are also on a modified schedule which meets or exceed the state minimum requirements of instructional minutes through live contacts and synchronous instruction. Kindergarten is a minimum of 180 minutes, grades 1-3 230 minutes and grades 4-12 240 minutes.

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.]

District staff have participated in professional development opportunities provided through Tuolumne County Office of Education, California Department of Education, Fresno Pacific and other universities, on Google Classroom, Near Pod, Flip Grid, Smarter Balance Digital Library and numerous other technology to assist in offering relevant, rigorous and robust instruction. Additionally, staff has attended virtual wellness conferences, Pro-Act training, and training on social-emotional curriculum.

Staff Roles and Responsibilities

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

Transportation employees have been assisting with meal prep, meal/work delivery, cleaning and disinfecting. Paraprofessionals have also been helping in the cafeteria with meal prep, cleaning, and student instruction. Our computer lab technician spent the summer preparing devices, accessories and hotspots for students. She also provides tech support for families. Our IT person configured our new chrome books this summer, and has established a help desk for students staff and parents. He has also worked additional time to set up distance learning equipment for teachers. Several of our certificated teachers have provided professional development to their colleagues on Google Classroom, See Saw and other technology.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

One-on-one or small group support is provided by Title 1 staff, credentialed teachers, or instructional aides to assist pupils with unique needs. This would include English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. The district Crisis Counselor is our Homeless/Foster Youth Liaison and maintains weekly contact with students. Utilizing a district vehicle, she provides transportation for these students to social services, counseling sessions, food bank, clothes closet and appointments as needed.

The District will examine all existing student health plans to identify students who may need additional accommodations. All families that have any concerns or need accommodations for their child are encouraged to contact school administration. The district will cooperate with all families to identify additional preparations for classroom and non-classroom environments as needed.

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

Description	Total Funds	Contributing
The district purchased 70 hotspots for students without connectivity to allow them to participate in distance learning and activated the subscription for three months.	19,900	Yes

Description	Total Funds	Contributing
See-Saw Digital Subscription for primary students	500.00	Yes
Near Pod subscription to provide digital lessons that are robust, relevant and rigorous for all students.	2000.00	Yes
Additional tech time for new devices, hotspots, help desk.	1368.73	Yes
IPAD chargers, headphones and misc technology.	833.50	Yes
Extra time for professional development and added administrative days for distance learning/re-opening plan.	6762.20	No
Chrome Book Licenses for 115 additional device for distancing learning.	3083.44	Yes
Art supplies for student art kits to allow them to participate in art virtually.	188.12	Yes
Stipend for Homeless-Foster Youth Liaison	500.00	Yes
Document camera's to enhance distance learning for special education teacher and second grade class.	1200	Yes
The district will need to purchase additional devices, to sustain distance learning, We currently have 40 IPADS that are outdated and unable to hold the necessary APPS for distance learning.	11200	Yes

Description	Total Funds	Contributing

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.]

All students grades K-8 will complete a Star Reading and Star Math assessment to diagnose potential learning loss from the school closure in March 2020. High school students will take the "NoRedInk" diagnostic test for English language arts, and a math assessment through Big Ideas curriculum. Learning loss will be addressed by the current teacher through review of the previous year's curriculum and communication with previous grade level teachers regarding areas not previously covered. Small group targeted instruction will be provided by Title 1 personnel, general education teacher, special education teacher and paraprofessionals. Formative assessments will be conducted regularly to measure students learning status. The ELPAC test will be administered to English Language Learners to measure learning loss as compared with the previous years score.

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.]

The Freckle program will diagnose student skill level and group them appropriately in math and English Language Arts. Teachers, instructional aides, and Title 1 staff will provide additional support through one-on-one or small group instruction with pupils who are English language learners, foster youth, homeless or low-income. This is approximately 60% of our student population and teachers have dedicated time in their afternoons schedules to provide this targeted support. Students with exceptional needs will be provided one-on-one instruction at their appropriate grade level by a credentialed special education teacher or intensive need paraprofessional.

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.]

K-8 students progress will be measured by their scores on the Freckle Program. Teachers are able to print weekly summaries which measure the growth of their students in the areas of English language arts and math. They will also administer the Star Reading and Star

Math assessments once per trimester. High school students will be measured by their No Red Ink scores in English Language Arts, Smarter Balance interim assessments, and Big Ideas assessments.

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

Description	Total Funds	Contributing
No Red Ink Diagnostic Tool	1500.00	Yes
Renaissance Learning- Star Reading, Star Math and Early Literacy	9925.00	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.]

Our crisis counselor will present Social Emotional Learning (SEL) activities using Second Step once weekly in grades K-8. At the high schools, she will also be providing SEL curriculum during advisory classes. She also has office hours daily to support mental health and emotional well being of students and staff. The SELPA psychologist assigned to BOFGUSD will also offer virtual sessions and make referrals to Tuolumne County Behavioral Health as needed. There is a "student wellness" tab on our district website www.bofg.org, which lists self-care resources for students and education resources for parents. Additionally, a link to county resources is included as well as a "Counselor Check-In" form to make an appointment with the counselor. Our School Resource Officer will educate our junior high and high school students on the dangerous effects of tobacco, vaping, drugs and alcohol.

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.]

Attendance is taken daily at 8:30 am, if a student is not in attendance, personal contact is attempted by the teacher, counselor, instructional aide, secretary or principal. Attendance policies are followed regardless of the instructional model, distance learning, hybrid or in-person. On the first absence, contact is made as stated above to verify the reason and check to see if the student is having difficulty with their technology. Personal contact with students will be made for every absence. After three absences a letter will be sent home in the primary language of the family outlining attendance policies and chronic absenteeism. An attendance meeting will be held when the student is not meeting compulsory education requirements or determines the pupil is not engaging in instruction and is at risk of learning loss. After five unexcused absences the school resource officer will do a home visit to check on the student. The district will refer students to the School Attendance Review Board for chronic absenteeism.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During distance learning, the LEA provides "grab and go" meals to students once a week on Fridays. These include 5 nutritionally adequate breakfasts and 5 lunches. The "seamless summer meal option" has been extended through December 31, 2020. This option enables the district to provide meals for all students under 18, residing in our district, including foster youth and homeless students. We served over 20,000 meals from March-June 2020, for a small district of 300 ADA this demonstrates that we were meeting the nutritional needs of our students.

When school resumes using a hybrid model, students will receive breakfast and lunch at school when they attend in-person classes 2 days per week. The district will also provide 3 days of additional "grab and go" breakfasts and lunches for the days students are virtual learning. If students remain in distance learning due to health concerns or other issues, the district will provide 5 days worth of meals once per week. All children under 18 who reside in the boundaries of the BOFGUSD can receive these meals if they desire.

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

Section	Description	Total Funds	Contributing
School Nutrition	Due to the dramatic increase of meals served, the district purchased a refrigerator to store the perishable items.	2024.03	No
Mental Health and Social and Emotional Well-Being	The district purchased a digital version of second step curriculum for social-emotional learning.	438.00	Yes
In-Person Instructional Offerings	The district purchased a UV sanitizing machine for art materials, to allow multiple cohorts to participate in art..	637.12	Yes
In-Person Instructional Offerings	Chrome Book charging carts were purchased to ensure that all students in grades 3-8 had their own device in their classroom at the elementary school. An additional charging cart was purchased for Don Pedro High, so that students had their own device with a keyboard in the English classroom.	4087.81	Yes
Distance Learning Program	A new switch was installed to upgrade the server for distance learning.	3449.61	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.11%	304,315

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.]

Our Low-Income population for the district is 57%, when combined with English Language Learners, foster youth and homeless students this is approximately 65% of our student body. As a small rural school district, with only one teacher per grade level most improvements in technology and curriculum will benefit all students across the entire school. First consideration for distribution of devices and connectivity was given to our low-income, English Language Learners, foster youth and homeless students. To ensure these students received school nutrition, the district delivers meals to these families as needed. Academic work packets are also exchanged with meal delivery each week to ensure this population of students do not fall behind due to unreliable transportation. School supplies, art kits, and culinary materials are provided to students to ensure that all pupils regardless of income, language or housing situation have the same resources to complete their assignments.

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

The district has increased the expenditures by 100% for the purchase of hotspots principally directed for unduplicated students, who are unable to afford internet or do not have permanent housing. Meal preparation has increased by 50% due to COVID-19 waivers by the USDA. Before school closure we were preparing approximately 300 breakfast per week and 500 lunches per week, that has increased to an average of 1000 breakfast and 1000 lunches per week. The district contacted all of our low income, foster youth and homeless families to see if they would require meals, and delivered as necessary. The district has ordered plexiglass and tri-fold barriers. to allow for in-person learning as soon as possible for our unduplicated students.