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/fe/lo/documents/lrncntntyatndncppln-instructions.docx](https://www.cde.ca.gov/fe/lo/documents/lrncntntyatndncppln-instructions.docx).

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buellton Union School District</td>
<td>Dr. Randal Haggard</td>
<td><a href="mailto:rhaggard@buelltonusd.org">rhaggard@buelltonusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>(805) 686-2767, option 1</td>
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</tbody>
</table>

General Information

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

Buellton Union School District (BUSD), like other schools and districts throughout the state, has been disrupted by the COVID-19 pandemic. BUSD schools were already preparing for closure on March 16, 2020 when Governor Newsom’s Executive Order for “Shelter in Place” led to closure throughout spring 2020. In the period since the school closure in the spring, BUSD has worked on a three-phase plan to deal with these impacts of the pandemic. The phases of this plan include distance learning, a hybrid AM/PM model for in-person instruction in cohorts, and a full re-opening of campuses for in person learning. Due to increases in infection in Santa Barbara County, the district was already leaning toward a distance learning model prior to the Governor’s July announcement regarding distance learning based on counties on the CDPH “watch list.” Working through its BUSD Re-Opening Task Force, and in collaboration with all stakeholders, the district has worked to gather information to understand the impacts of COVID-19 and reduce negative impacts to the extent possible. Due to disruptions to employment and operations throughout the community of Buellton and Santa Barbara County, during closure the district continued food service, and partnered with the YMCA for child-care for essential workers.
Stakeholder Engagement

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

When BUSD made the decision to close campuses, there was not much time to solicit stakeholder feedback. This has been a priority in the ensuing months as the district has worked to engage stakeholders in on-going conversations about staff and student safety, and learning models designed to meet student needs. Students have engaged with teachers and support staff utilizing technology and through meetings with support staff to solicit their input and concerns. Resources, news, and periodic updates have been shared via ParentSquare to keep the community apprised of new developments. In addition to an extensive parent survey in May 2020, two well-attended “Town Hall” meetings were held virtually in July and early August 2020. Virtual “Back-to-School Nights” included the usual grade-level and classroom presentations as well as an opportunity for parents to provide feedback on distance learning and the Virtual Academy. These public forums have included translation services for Spanish speakers in order to facilitate access to participation and input for all families. An additional survey of parents was administered to solicit feedback on the distance learning model in order to refine these efforts on behalf of families. A "Re-Opening Task Force" comprised of Classified and Certificated staff representatives from each grade level, administration and Board representatives, special services, and parent representatives met seven times in May-September 2020. This task force assisted in providing varied stakeholder perspectives as the district has considered appropriate responses to an ever-changing situation. Consultation with employee associations (local bargaining units) led to agreement on Memorandum of Understanding related to working conditions during the pandemic. This engagement throughout has resulted in revised plans and responses to staff concerns.

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

Extensive use was made of the Zoom webinar platform to promote and encourage participation by enabling remote access and participation in public meetings. In addition to allowing question and answer interaction live, public comment has been facilitated through written submission of comments. Translation services are being used as more is learned about this improved functionality. Use of these easily-accessible tools has actually increased community participation in these events. Board Meetings and “Town Hall” meetings have benefitted from this format in increased attendance and participation by families. Stakeholders without internet access may request access to facilitate participation.

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

The surveys sent to parents/guardians in May reflected a high rate of participation with special efforts made to engage members of the community who speak Spanish primarily. The summary of feedback is found below.

Parent/Guardians Survey (May 2020):
- Limited ability for parents/guardians to help support students in remote learning was a major concern
- In-person instruction seemed to be the preferred method for instruction for 2020-21, though there was a wide range of responses related to the instructional models presented as options. There was no clear direction reflected in the diverse parent responses at the time.

Parent/Guardians Survey (August 2020):

2020-21 Learning Continuity and Attendance Plan for Buellton Union School District
* A follow-up survey was provided in late August 2020 to solicit input on the effectiveness of distance learning and areas for improvement.

* Survey indicated overall satisfaction with communication (over 95% felt communication met or exceeded their expectations).

* Parents also indicated the support provided by teachers and school staff in a distance learning model was appreciated.

* Concerns included the scheduling challenges families are facing with work/school, the amount of screen time (especially for young students), and the challenges with socialization

Staff input:
- An am/pm hybrid model was selected as the top choice for staff for in-person instruction
- Staff expressed mixed concerns about having students on campus due to concerns about safety
- Staff shared a desire for training and additional technology-based instruction resources for remote learning.

* A staff survey regarding approaches to in-person learning will be administered in September 2020.

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

This Learning Continuity and Attendance Plan reflects the input from the Re-Opening Task Force, surveys, and the direct input of staff and families. All aspects of the Re-Opening plans were the result of the work of the Re-Opening Task Force in light of direction and guidance from CDPH and SBCPHD.

**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.]

At this point, the district is not allowed to re-open for in-person instructional offerings. BUSD is continuing to develop plans for classroom-based instruction for students who have experienced significant learning loss to to school closures in alignment with guidance from CDPH and SBCPHD. BUSD is exploring individual and small group instruction while Santa Barbara County remains on the "watch-list." This situation is dynamic, and we continue to engage with stakeholders in evaluating appropriate next steps. In an initial in-person phase,
instruction would be provided in a hybrid model with cohorts meeting on an alternating AM/PM block with deep cleaning between groups. Students would enter campuses through multiple ingress points of health screening and would remain in fixed cohorts. Deep cleaning and disinfection would take place regularly. Extensive use of PPE by staff would be mirrored by student’s use of masks and increased hygiene in the context of physical distancing (all according to CDPH guidelines)

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Personal Protective Equipment (PPE)—masks, gloves, IR thermometers, face shields, gowns, plexi-glass barriers, etc)</td>
<td>$11,299.07</td>
<td>Yes</td>
</tr>
<tr>
<td>Training of Custodial staff (certification)</td>
<td>$2,100.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Training of all staff on COVID-19/Safety Protocols</td>
<td>$36,092.48</td>
<td>No</td>
</tr>
<tr>
<td>Purchase of hand-washing stations (5)</td>
<td>$3,113.96</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase of disinfectant foggers (2)</td>
<td>$11,569.57</td>
<td>Yes</td>
</tr>
<tr>
<td>Hiring of additional Health Aide</td>
<td>$24,480.20</td>
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</table>
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.]

Instruction for the 2020-2021 academic year will begin in a distance learning mode. BUSD has planned for three phases for instruction depending on the course of the pandemic. The phase will depend on the state and local public health guidance for in-person capacity. In all phases, students have at least the minimum amount of instructional minutes per grade level. Social/Emotional Learning Supports (SEL), Designated English Language Development (ELD), Specialized Academic Instruction (SAI), and Targeted Intervention are offered in all three phases: 1) Distance learning instruction, 2) Hybrid instruction, 3) Full in-person instruction. Any movement between phases will be supported by instructional staff to ensure continuity of instruction in each model. Formative assessments for progress monitoring will inform instructional decisions in each phase to ensure support for learning for all students.

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.]

Each student is provided a device and other learning resources to ensure support during distance learning. Connectivity is supplemented for those families who need instructional access via Kajeet hot-spots. The area of connectivity remains challenging due to limited service in rural areas in the district. BUSD has taken a multi-pronged approach to ensure access to devices and connectivity for all pupils. In August 2020, BUSD began providing devices again to support distance learning. All students were able to check out an iPad (TK-1st grades), MacBook (2nd-4th grades) or a Chromebook (5th-8th grades). Kajeet hotspots were also distributed to households with multiple children, or where internet access was a challenge. The district is increasing outdoor wi-fi on campuses to greatly increase our wi-fi capacity to ensure the students have the support and access they need for success in distance learning.

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.]

The instructional staff collaboratively designed schedules to support the academic, social and emotional learning needs of students. These schedules are accessible at www.buelltonusd.org, and were shared with parents shortly after the Governor’s announcement regarding counties on the “watch list.” BUSD is tracking attendance by using our SIS, PowerSchool, and a daily engagement record (accessible at www.buelltonusd.org). Additionally, teachers fill out a log for tracking instructional minutes daily and weekly assignments. Office staff contacts parents/guardians of students who are absent on a daily basis. Parents/guardians of students who are absent or not engaged for 3 or more days (does not have to be consecutive) are contacted by the teacher to see why the student is not engaging with instruction. Each site has a designated Student Engagement Team (SET) including intervention, a lead teacher, and our district counselor. The district has made SEL a priority in working with students in distance learning, and personal engagement is a priority for the SET team. Home visits are a key component of this approach, and personal attention to meeting any unmet needs is part of the strategy. Connectivity is essential as
students need both the digital and the personal connection to succeed. When a parent/guardian is contacted, district staff attempts to find out why the student is not engaging and explores supports to help the family in a process modeled on our Student Study Team approach.

**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.]

Professional development (PD) is being offered in multiple ways. All teachers and instructional support staff participated in training related to the learning platforms for distance learning. Many staff participated in PD related to Google Classroom provided by district teachers. Additional hours for learning online resources were provided over the summer, and included in the rest of the three days of pre-service in August. The district hired additional computer tech support hours to support staff, parents/guardians, and students with tech support issues. All teachers also offer office hours to students and parent/guardians daily to help support the distance learning program, including tech support. Professional development will continue to address areas of need identified by staff in implementing distance learning.

**Staff Roles and Responsibilities**

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

Roles and responsibilities have shifted or changed due to COVID-19. In all cases, positions were enhanced rather than being reduced. Custodial roles have shifted during COVID-19 as these responsibilities for staff and student safety have become pre-eminent. All district custodians and one substitute were trained and obtained national certification in late July to ensure staff were prepared for these challenges. During remote learning, custodians are supporting the frequent cleaning of rooms being used by teachers and staff, common areas, and bathrooms.

Roles have also changed in our school offices. Office managers and Health Aides have been specifically trained in COVID-19 safety protocols by the district nurse. These roles will support students and staff showing symptoms when they are on a campus until they can be picked up. We have added a Health Aide to expand to full day coverage at each site when students are present for in-person instruction. During remote learning, the Health Aides are conducting health screenings and updating student health information.

**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.]

Special Education and English Language Development (ELD) services are still being offered through remote instruction. Both designated and integrated ELD is offered as well as specialized academic instruction (SAI). ELD and Special Education teachers worked closely with general
education teachers and administration to create schedules which allowed students to not miss general education academic instruction in order to receive services. Homeless and foster youth will be supported by our Student Engagement Team (SET) and have access to additional supports through the foster/homeless district liaison as needed. ALL students have access to borrow tech devices to ensure access, including hotspots for those who do not have adequate wifi access.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of additional devices for student use (I-Pads, Chromebooks)</td>
<td>$65,538.93</td>
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</tr>
<tr>
<td>Purchase of Kajeet hot-spots</td>
<td>$15,450.87</td>
<td>Yes</td>
</tr>
<tr>
<td>Addition of software for on-line safety, management of Apple devices</td>
<td>$19,722.80</td>
<td>Yes</td>
</tr>
<tr>
<td>Purchase of software/apps to support distance learning</td>
<td>$3,536.54</td>
<td>Yes</td>
</tr>
<tr>
<td>Upgrades to digital infrastructure to improve access for teachers and students (WAPs, Switch upgrades in progress)</td>
<td>$89,315.74</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional time for device support and management</td>
<td>$4,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

Teachers are using a variety of assessment tools to assess learning status. These include DIBELS, Lexia, Reading Plus, Zearn, and assessments from core curriculum. Teachers will be using an accelerated student learning approach to ensure students attain grade level expectations. Instructional staff identified key standards to ensure that our scope and sequence can progress in an appropriate manner so students are prepared for the following year. Teachers used these essential standards in working with grade level colleagues to plan for instruction. As deficiencies are noted in assessments, teachers identify those skills as ones they need to address. Assessments of student learning will continue to identify any learning loss. Data will be analyzed to assess student’s status and growth over time to inform instructional supports needed to mitigate learning loss. CAASPP Interim assessments, along with local assessment tools listed above, will provide the basis of this data on student progress. Progress monitoring will continue in distance learning to ensure the provision of appropriate intervention in any instructional model.

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.]

Teachers are using key standards to ensure that our scope and sequence can progress in an appropriate manner so students are prepared for the following year. Teachers developed grade level guides to appropriate ELA and math essential standards and are working with grade level colleagues to plan for instruction. Staff are analyzing the data from formative assessments to guide instructional decisions. Special Education teachers are working on essential standards support by working collaboratively with general education teachers. Additionally, the Reading Intervention team through Club Read are working with all students who have been identified through assessments, the SST process, and progress monitoring to support students in increasing reading success. These supports will be made available to all students including those in foster care and homeless students.

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.]

District staff will measure the effectiveness of learning loss strategies by reviewing assessment data (progress monitoring), as well as by close review of data from state assessments (CAASPP, ELPAC, Smarter Balanced Interim Assessments).

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>&quot;Club Read&quot; Intervention (Intervention Specialist and Instructional Aide support)</td>
<td>$134,715.60</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

The district continues to employ a full-time counselor to support students. A Student Engagement Team (SET), including this counseling support, has been deployed to ensure engagement. A Student Study Team model will be utilized by this team to identify needed supports and interventions for students experiencing difficulties during distance learning and any future instructional models. SEL is a priority in our distance learning model, and is an important component of the daily schedule at each grade level. All instructional staff were certified in mental health "first aid" in October 2019, and strategies are used by all staff to support and engage students in appropriate services. Second Step is adopted district-wide, and lessons are used in each grade level.

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.]

The Student Engagement Team (SET) at each site includes the counselor, intervention specialist, and a lead teacher. The SET team will utilize progressive strategies to re-engage students in learning:

1. Teacher or family identify that a student is struggling with participation in the Virtual Academy. This may result from student absence.

2. The SET Lead at school site is contacted with preliminary concern.
3. SET Lead determines next course of action which may include setting up an SET/SST meeting. This process will follow a model home-based academic support plan as described by Jim Wright in RTI/MTSS: Home-Based Academic Support Plan (2020): a) Set Agenda, b) identify problem(s), c) develop a plan, d) decide how to stay in touch, e) share the plan with the parent(s).

4. Depending on results of SET/SST meeting follow-up meetings will be arranged and data collected from interventions or strategies put in place to support the student. Continued disengagement may also trigger SARB processes.

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.]

Throughout school closure and distance learning in spring of 2020, food services were available on-site for pick-up as well as delivered to homes for those families that needed this service. As the district enters the 2020-2021 academic year in distance learning, Food Services will be made available for students participating in the NSLP, as well as any family who needs access to nutrition via our fee-based program. Significant increases in families qualified for the NSLP indicate continued need for support for food provision for families experiencing food insecurity. As the district prepares for potential in-person instruction, new Point-of-Service systems and procedures for safe distribution to student cohorts is part of the plan. Mobile devices will ensure student safety in accessing Food Services on campus.

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

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<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.58%</td>
<td>$462,232</td>
</tr>
</tbody>
</table>

**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.]

Services for unduplicated pupils are improved through a number of actions being taken by the district. In the 2020-2021 school year, staffing to serve unduplicated pupils includes a fully-credentialed counselor to provide social/emotional learning support and crisis support, services will continue to be coordinated with other system-wide improvements. These services are being further examined by all staff as the district continues implementation of the MTSS/SUMS statewide initiative to improve and expand intervention supports for all students, even in the current conditions during the pandemic. Starting two years ago, the district implemented a TK-8 curriculum in social-emotional/behavioral learning to support the development of pro-social and "learn-to-learn" behaviors. The enhancements to academic interventions for unduplicated pupils include additional classified staff to progress monitor and provide interventions for all students. In the 2020-2021 school year, staffing to serve unduplicated pupils included a fully-credentialed Coordinator of Intervention to provide academic interventions, and services will continue to be coordinated system-wide, including the implementation of a Student Engagement Team (SET) for "at promise" students. Learners are provided bilingual support staff, as well as individualized support to increase English proficiency while maintaining appropriate academic progress in content areas. Despite these resources for language learners, the district will be providing additional primary language support materials, especially for newcomers. Additional family support services are provided through an agreement for the provision of services by a community partner organization (People Helping People) that includes family counseling, food and housing support, and legal services as needed. Access to the life of the school is further enhanced through the provision of interpretation/translation services at school events including parent conferences, and this will be improved by the purchase of radio-controlled personal audio transmission devices to be used at school events and Board meetings to improve parent access and engagement. The increased use of ParentSquare for school community communication will continue to improve parent and community access to information and participation in the life of the district's schools.
Services for unduplicated pupils were improved through a number of actions taken by the district. In the 2020-2021 school year, staffing to serve unduplicated pupils includes a fully-credentialed counselor to provide social/emotional learning support and crisis support. Additional school-wide services were examined by all staff as the district participated in the MTSS/SUMS statewide initiative to improve and expand intervention supports with a systems approach to ensure the best services can be provided to all students in a consistent, comprehensive manner. Two years ago, the district implemented a TK-8 curriculum (Second Step) in social-emotional/behavioral learning to support the development of pro-social and "learn-to-learn" behaviors. The enhancements to academic interventions for unduplicated pupils included additional classified staff to progress monitor and provide interventions for all students. In the 2020-2021 school year, staffing to serve unduplicated pupils includes a fully-credentialed Coordinator of Intervention to provide academic interventions. English Learners were provided bilingual support staff, as well as individualized support to increase English proficiency while maintaining appropriate academic progress in content areas. Additional family support services were provided through an agreement for the provision of services by a community partner organization (People Helping People) that includes family counseling, food and housing support, and legal services as needed. Access to the life of the school was further enhanced through the provision of interpretation/translation services at school events including parent conferences. The implementation of ParentSquare for school community communication improved parent and community access to information and participation in the life of the district's schools.