



Bellflower Unified School District

Learning Continuity and Attendance Plan (2020–21)

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.]

COVID-19 has had a profound impact on BUSD and its community. BUSD has had to refocus energy on putting new systems in place to support Distance Learning, safety, and interact with staff and parents in a virtual environment. This has created a new normal that is still evolving as mandates from the state change. Challenges of working in a virtual environment are taxing on everyone: parents, students, teachers, and staff.

To better understand the impact of COVID-19, in the Spring, BUSD surveyed students asking for feedback on both the challenges and what worked well for them in the virtual classroom, and teachers and site staff made contact with all students to determine needs for access to distance learning including devices, connectivity, and challenges to engagement. Parents shared challenges with translation of schoolwork when trying to assist young children. Dual Immersion parents were specifically concerned about their children’s bilingual proficiency. All parents were concerned about getting students back to school safely.

Teachers were given a needs assessment for technology training, the teacher’s union surveyed teachers, and parents were able to participate in a community forum, Board Meetings, and had email access to the Board, Superintendent, and site principals.

Using a combination of guidance from State, local authorities, and stakeholder feedback, BUSD has worked to ensure basic needs are met to support student learning. We have worked to streamline tasks that the State mandates to minimize impact to the teaching staff so that energy and effort are able to be directed to instructional planning, the classroom, and student engagement.

BUSD’s plan is focused primarily on addressing the following components:

- Aligning health and safety protocols with LADPH requirements
- Providing meals to students
- Providing childcare and instructional support to identified students
- Instructional Programs, especially for distance learning models and access and equity to meet needs of all students
- Mental health supports
- Meeting the needs of the most at promise students

Stakeholder Engagement

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

Solicitation of recommendations and comments from stakeholders is an ongoing process. When the pandemic started, the community, teachers, and students were completing the Local Control Accountability Plan (LCAP) survey to provide input regarding the development of BUSD's three-year plan. Instead of closing the survey at the outset of the pandemic, the window remained open in order to gather information about the beginning stages of transitioning to distance learning.

Parent surveys and phone calls were made to members of the District English Learner Advisory Committee (DELAC) to inquire and ensure that they had access to devices and the internet which would allow for them to support their children and participate in stakeholder forums. In Spring, teachers were surveyed to identify their professional development needs and preference in receiving support, and students were surveyed to identify the effectiveness of distance learning and their suggestions for what was most beneficial and engaging for students. The input received from all stakeholders informed decisions and planning for Fall.

As BUSD planned for and transitioned to starting the year in a distance learning format, site administrators led informational virtual meetings with parents to share plans for distance learning, and concerns and feedback were gathered at Board Meetings, a BUSD Virtual Community Forum, District Advisory Group (DAG), DELAC, Parent Advisory Committee (PAC), and Parent Teacher Association (PTA). The Superintendent and two Board Members attended the BUSD Community Forum, hosted by a parent group, with over 200 attendees, invited emails and feedback, and consulted with the Bellflower Teacher Association. Negotiation meetings were held to establish a mutual understanding of what was needed to start the school year with both the certificated and classified employees. Input was received regarding the instructional day, virtual instruction, and accessibility to devices and internet connectivity.

BUSD decisions are based on the Los Angeles County Department of Public Health (LACDPH) and State requirements when it comes to educating our students. Additional meetings will be scheduled to address changes in State and local mandates.

The Board received communication from community members via emails and social media. Additionally, two Board members participated in the BUSD Virtual Community Forum. The Board also held two socially distanced Board meetings during the summer that were open to the public. The bulk of the agenda was comprised of community comment on reopening schools and virtual learning challenges and needs. Additionally, Board members received updates and guidance directly from California School Boards Association (CSBA) and the Superintendent regarding specific District needs, challenges, and plans for meeting the needs of stakeholders.

Information is consistently shared with stakeholders through a variety of venues including, phone calls, email, text messages, social media, the District and school websites and District App. Many schools added social media platforms to communicate with the community as a result of the pandemic and have continued to utilize this platform this year. Information about meetings, questionnaires, and instructions on how to reach staff were shared through a variety of venues. To ensure equity in access to information,

translation/interpretation was provided as needed, meetings were held at different times throughout the day, and presentations were posted to school webpages for parents that were unable to attend.

The Learning Continuity and Attendance Plan was posted to the BUSD website for recommendations from the public. Translation of the document was possible through Google translate as it was embedded on the webpage. The most efficient methods of notifying stakeholders of the opportunity to review the plan and provide comments were utilized including sending a translated Blackboard message district-wide and by site and by posting notification on the District APP. The Superintendent presented the plan to the District Advisory Group on September 3rd, the Parent Advisory Committee on September 10th, and the District English Learner Advisory Committee on September 15th. Meetings were held virtually; however, for those without internet access, telephone access was provided. Translation was also provided as needed. The plan was presented at a public hearing on September 23, 2020 adhering to the agenda and public review requirements, and the plan was adopted by the Bellflower Board of Education on September 24, 2020.

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

The Blackboard notification system, which includes English and Spanish phone calls, emails, texts, and the District App were used to inform stakeholders of opportunities to participate in stakeholder meetings, Board meetings and public hearings. Stakeholder meetings were held virtually with access via phone for those without internet access and translation was provided. Board meetings were moved to a larger location to ensure for adherence to physical distancing requirements, information about meetings was posted 72 hours in advance, the draft LCP was posted on the District Website, stakeholders could provide input that was read into the record, measures to ensure the public was able to speak to agenda and non-agenda items were made available.

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

The LCAP survey revealed a desire from parents for sites to create a welcoming and inclusive environment and for increased communication, including maintaining updated webpages with information on how to contact the principal and how to get involved. Analysis of the data also revealed that the alternate social media platform that parents use is Instagram.

The results of the teacher survey in Spring indicated a wide range of technology needs as well as site desired instructional support in targeted areas such as word study, language objectives, and modifying current instruction to a digital format. The results of the student survey in Spring revealed that 40.4% of the students surveyed shared that they had difficulty completing assignments because they did not understand the material. Some students shared that parents are unable to help them because they have to work and suggested that sending home videos explaining assignments or the lesson would help them with completing assignments. An informal staff survey by the teacher's union in early summer revealed that 85% of teachers were willing to return to in-person instruction; however, following the California Teachers' Association letter to Governor Newsome, 10% of teachers were interested in returning to in-person instruction.

For in-person or hybrid instruction, parents expressed the importance of keeping students separated and wearing masks while at the same time were interested in ensuring students had opportunities to socialize and receive break time. Parents wanted clear guidelines for school site procedures that would be followed if a COVID-case occurred on campus and were also concerned about the disruption of going back and forth between instructional models. They suggested that a consistent platform for communication with teachers be utilized, parent training for platforms be provided, and standardization of schedules with consistent time expectations for students participating in instruction be implemented. For distance learning instruction, parents suggested that instructional minutes include opportunities for special education students to receive services, and that time should be allocated for Dual Immersion students to benefit from resources and supports. Parents also shared challenges with monitoring their child's learning while working, and some challenges with the availability of technology (devices and internet connectivity). DELAC parents shared that they had concerns with their children having to wear facemasks all day and expressed a challenge with Google Classroom because it is not translated.

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

The stakeholder engagement process is an ongoing process and although feedback gathered to date has influenced the development of this plan as described below, additional feedback gathered throughout the year will ensure that this plan continues to be refined to ensure BUSD students receive high quality instruction in safe and supporting environments.

In Spring, a teacher resource site was developed to house resources, strategies, and professional development in one place for teachers and administrators' ease of reference. This site has been maintained and continues to be updated frequently. Based on feedback received from the LCAP survey, the system for communicating with stakeholders was refined and resources to build welcoming and inclusive environments were posted and shared with teachers.

- Resources included ideas for building relationships with students from a distance, building a classroom community, establishing norms for online learning, and social emotional learning activities for all grades.
- Historically, the communication chain flowed directly from district office to school administration for dissemination to teachers, parents, and students. To increase the reach of information, direct communication from District Office to the community, administration and teachers was streamlined to include more frequent Blackboard messages informing of district-wide information and the addition of two new tabs on the District website where parents and the community can find up-to-date information on the impact of COVID-19 and a tab for Technology information for distance learning. School webpages were updated with information regarding how to contact the principal, and more schools started using the District App and Instagram to keep parents informed. School site administration also conducted parent forums to provide site-specific information regarding distance learning and the start of the school year.

Teacher survey results influenced the plan for professional development offerings including providing basic and intermediate G-Suite training to meet the differentiated needs of teachers. These sessions included strategies for meeting the needs of special populations including English learners and students receiving special education services. Primary teachers requested support with developing primary students' word study skills in a distance learning environment, so lessons were modified to include strategies for teaching word study virtually.

Based on input from students and teachers, Screencastify was purchased districtwide so that teachers have the tools to be able to record instructions and lessons to support student learning. Based on teacher feedback, SeeSaw was purchased as a tool for TK-2nd grade teachers as a supplement to Google Classroom. In response to stakeholder feedback regarding the ability to translate Google Classroom, a resource explaining how to activate Google Translate while in Google Classroom was made available. As some teachers were already using Google Classroom and Seesaw, professional development was provided for beginners and for current users.

As stakeholders expressed challenges with devices and connectivity, devices and jetpacks were purchased to ensure that all students and teachers that need a device or connectivity would have access. Staff has also been allowed to provide instruction from their classroom.

Some parents were concerned with the possibility of transitioning back and forth from distance learning to in-person and back and expressed an interest in the opportunity for their children to participate in an independent study learning model. To support this possibility, online learning platforms were purchased and training was provided for teachers to learn how to navigate and use the programs. Development of distance learning instructional schedules were informed by parents' suggestions to develop consistent schedules with allocated time for student support.

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.]

Based on the current guidelines from LADPH, BUSD will adopt a hybrid model which will have designated days for in person and asynchronous learning for cohorts of students, limiting the number of students on campus at any given time. The exact configurations of the in person learning models are still under consideration and are subject to local health requirements and impact bargaining with our labor groups.

The agreed upon model will provide for high quality, standards-based synchronous and asynchronous instruction utilizing the same materials and platforms utilized in distance learning. This will ensure continuity of instruction and that transition is smooth for teachers, students, and parents. Teachers will continue to utilize the Professional Learning Communities (PLC) process which allows for teachers to collaboratively analyze data and plan instruction based on what students' need to know and to develop plans for intervention or acceleration as appropriate.

Upon return to on-campus learning, counselors will be available to assist students in both virtual and in person sessions. Case managers and outside support agencies will continue to support students to address basic needs and the social emotional well being of students. When health and safety allow for the return to in-person instruction, the following plans and protocols will be enacted to ensure safety of students and staff consistent with public health guidance.

Bellflower USD has formed a compliance task force to ensure that all reopening guidelines are followed. The compliance task force is closely monitoring all in-person actions that are currently taking place at the District which include child care for employees, expanded learning services, nutrition services and employees who cannot work remotely to proactively identify areas in which additional safety measures may be needed. Additional programs to bring students back to the greatest extent possible which may involve a hybrid model are being looked at based on community needs.

In an effort to offer classroom-based instruction whenever possible, in particular for students who have experienced significant learning loss due to school closures in 19 – 20 and are at a greater risk of experiencing learning loss due to future school closures, expanded learning opportunities have been implemented and are being provided at ten of our traditional elementary campuses. Under the Department of Public Health Guidance for Early Care and Education Providers and in partnership with the waivers that have been allowed for school-based programs, Foster and Homeless Youth have been given priority, along with children of essential workers to provide in-person support to ensure that these students are accessing instruction daily. Kinder – 6th grade students in Foster care and children of essential workers are able to participate in this program. Instructional aides and other District employees' roles and responsibilities were repurposed to supervise and meet the needs of these students. While participating in expanded learning on campus, students attend distancing learning instruction daily. Through a partnership with one of our school-based programs, Afterschool Education and Safety (ASES), we were able to extend the in-person learning day until 6:00 pm for expanded learning cohorts and adhere with physical distancing requirements for all of our Title 1 schools. To ensure the safety of staff and students, protective personal equipment was purchased and staff were trained in Health and Safety Enhancements in all In-Person and Hybrid Learning Settings.

The systematic cycle of assessments that will be utilized to ensure continuity of instruction and intervention regardless of the model of instruction in which students are learning Described below in the Pupil Learning Loss section of this plan, Measures of Academic Performance (MAP) assessment will be used to identify students experiencing significant learning loss due to school closures in 19 - 20. To support students when returning to in-person instruction, these assessments will be administered remotely during distance learning to ensure that students receive intervention when learning at distance and continue to receive support when in-person learning is possible.

In these two settings, students will return to on-campus instruction with increased health and safety enhancements, which will follow the health guidelines from State and local health departments. The enhancements may include:

- Face covering and personal protective equipment protocols
- Increased cleaning and sanitization protocols
- Social distancing protocols
- Designated supplies and protective equipment for students, staff and facilities
- Modified recess/ lunch schedules
- Student desks physically distanced
- Removal of non-essential classroom furniture
- *COVID-19 testing and screening protocols*

Data from NWEA assessments and classroom observation and assessment will be used to determine necessary interventions. Intervention will be provided at a variety of times, during and outside of the school day. Interventions will be designed to address all student needs, include those of unduplicated students and the language proficiency of Dual Immersion students. Intervention will be provided to those who were in need prior to school closures and newly identified students.

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

Description	Total Funds	Contributing
Districtwide preparations for the in-person instructional offerings that are described above. Specifically, BUSD would need to prepare school campuses and classrooms for safe learning environments that comply with guidance from the California Department of Education, and Los Angeles County Department of Public Health, including appropriate social distancing measures. Expenditures include employee salaries and benefits; additional custodial services; additional storage and maintenance costs; personal protective equipment, and signage among many others.	\$ 56,237,729	N
Provide after-school programs including expanded learning.	\$1,201,445	Y
Budgeted information is based on estimated actuals. Revisions may be made as needed to meet the changing needs.		

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.]

Teachers continue to provide instruction in all content required under California law, including science, arts, social-emotional learning, and comprehensive sexual health education at least once in middle school and once in high school. Currently adopted curricula and bridge materials for the four core subjects have online components that teachers can access for instruction so that students have access to a full curriculum of substantially similar quality regardless of the method of delivery. Utilizing core programs during distance learning will ensure that there will be continuity of instruction when a return to in-person learning is allowed. To meet the expected needs of students experiencing math learning loss due to school closure, digital supplemental math programs, ST Math and iXL, were purchased to support students with accelerating learning. Students had access to ST Math at the end of the 2019-20 school year through June 30 to support successful implementation of the program in 20-21 as well as to potentially decrease the learning loss over the summer.

Two distance learning models were available for families to select from to enroll students for the 2020 – 2021 school year: BUSD Distance Learning or BUSD Independent Study Distance Learning. To meet the needs of students participating in the independent study distance learning model, an in depth study of a wide variety of programs used in independent study programs was conducted and two online learning programs were purchased for students: Accelerate Education (K- 5th) and ASU Prep Digital (6th – 12th). These curricula were found to most align with the instructional practices in Bellflower Unified, meet the California State Standards and the Next Generation Science Standards, and were found to be the most user-friendly for parents and students to ensure that there was no disruption to instruction due to technical difficulties. Teachers outside of the independent study program are also able to use the curricula as their base instruction or to supplement their instruction; thus, students who move from distance learning whether in the independent study model or the distance learning model will have a seamless transition to hybrid or in-person learning.

To support planning and developing distance learning lesson plans, a variety of instructional resources were developed for utilization to ensure instructional continuity if students transition from distance learning to in-person instruction. Instructional specialists worked collaboratively to also develop tutorials and instructional guides to enable teachers to continue utilizing common instructional best practices in a virtual environment.

Critical concepts in English language arts and essential standards in Math were developed to support teachers with planning targeted instruction and assessment. All teachers were provided with an opportunity to attend a four-day G-Suite institute to improve their use of the various tools to increase their effectiveness in online instruction, daily training sessions were archived and include ongoing

support. Last Spring, a BUSD Teacher Resource Site was created to support teachers with distance learning and continues to be updated with current resources. Resources added to the site this summer and fall included “how to” access and use Google tools, Accelerate Education and ASU Prep Digital platforms, and Measures of Academic Progress (MAP) assessments. Strategies for conducting formative assessments in a distance learning environment, tools for teachers to support students in learning about college and financial literacy, CTE, and resources for teachers to access when developing plans for building a community in the classroom from a distance and developing students’ social-emotional well-being were also added to the site.

All grades are required to provide a minimum of 240 minutes of synchronous and asynchronous instruction and have developed instructional schedules that meet that requirement and dedicate time for daily interaction and English language development. Synchronous, two-way daily live interaction includes virtual whole or small group instruction/intervention, phone calls, and virtual office hours. 180 minutes is allocated for live interaction and small group and individual work that mirrors classroom instruction as much as feasibly possible. The remaining scheduled 60 minutes of instruction is available for live interaction as needed, intervention, enrichment, and independent student work. Dual immersion classes will follow the same 240 minutes of synchronous and asynchronous instructional time and will develop schedules that align with our 90/10 model by grade. In order to target instruction to meet the needs of students, BUSD is utilizing critical skills in math and ELA to focus instruction on the most significant content and skills for students to master at each grade K-8. High school departments utilize the PLC process to determine how best to compact content to ensure mastery at each grade level.

BUSD is a Google district and therefore, the majority of our students will access their instruction and assignments using Google Classroom and Google Meet. To support the needs of our youngest learners, students in grades TK – 2nd also have access to Seesaw. Time for teachers to meet in professional learning communities was built into the school day so that grade level/content teachers have opportunities to collaborate on units of instruction, common assessments, and share strategies and effective practices for delivering instruction.

Instructional Teachers on Special Assignment (TOSAs) will build instructional resources that support teachers with planning lessons and will prepare asynchronous and synchronous virtual professional development opportunities, resources, and tutorials for teachers in such areas as use of technology to support small group and whole group instruction, developing English Learners oral language, word study, fluency, and class discussion.

BUSD is committed to the social emotional well being of our students. As such, the teacher resource site includes lessons to address social emotional needs in the classroom setting. Direction was provided to sites for teachers to utilize the first weeks of instruction to make connections with students and to utilize lessons to ensure all students are familiar with how to engage in learning, access learning sites and submit work. Each site also has school counselors who are providing group and individual support and case managers are available for referrals to outside agencies and partners in our Caring Connections Collaborative to address needs that extend beyond the school and classroom, such as food, shelter, or other needs.

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.]

To address potential connectivity issues, BUSD used information gathered in the Spring of 2020 during school closures to determine which families needed devices and/or connectivity to access learning. Information was provided as teachers and school counselors and other staff reached out to parents via email and phone to determine what barriers were preventing their student from participating in the spring enrichment program. BUSD used this information to determine needs for additional devices and connectivity resources.

All students, including students with unique needs are provided a Chromebook and hotspot if needed free of charge and without having to sign liability forms. Students that checked out a Chromebook last Spring were able to keep the device to access online instructional resources to mitigate possible learning loss over the summer. At the beginning of the year, school sites surveyed families to determine their device and hotspot needs and/or scheduled distribution days using Blackboard telephone calls, emails, texts, social media posts and their website.

2500 additional Chromebooks (this is in addition to the Chromebooks already owned by the District) were purchased for students to use at home. These as well as Chromebooks already owned by the District were distributed as students requested them. Extras were given to school sites as needed so they may provide new hardware to students experiencing problems and/or supply any additional student needs for their sites. Malfunctioning Chromebooks are repaired and placed back in the supply to be distributed and used as needed. All teachers were already assigned District purchased laptops.

The District purchased an additional 265 laptops in order to be able to give teachers with malfunctioning or obsolete equipment a laptop to use while their existing equipment was repaired. This was done in order to insure continuity of access to digital learning platforms by teachers. Teachers are allowed to teach from their classroom or from home. Teachers who choose to teach from home may check out all equipment needed to effectively teach from home.

The District partnered with Verizon and Cyberreef in order to provide CIPA compliant jetpacks for WiFi access to our students and staff who were in need of a high speed internet connection at home. Sites distributed and tracked the jetpacks to their students and staff as needed. District hotspots are Verizon Jetpacks that have the ability to support high speed Internet access in addition to the ability to provide network filtering as required by Federal CIPA regulations. Devices and the provider were chosen based on connectivity reports.

All equipment checked out by students and staff have video conferencing hardware capabilities. Teachers use Blackboard Mass Communications, email, Google Classroom, and Google Meets, which are already a part of our existing software licensing, to remain in contact with students and parents. As a safety net, one step in the tiered attendance strategies includes 1-to-1 outreach to parents of students that are not participating in distance learning to identify whether a device, hotspot, or technical support is needed and is causing the barrier to engaging with instruction. Despite availability for all students, some families chose to use their own devices. While not a requirement that students check them out, those who did not initially check out equipment could change their mind and request equipment at any point during distance learning.

All set up and repair of new equipment was handled by internal staff within the technology department. Also, as needed, site staff was temporarily reassigned to help with basic set up of some equipment. Resources for parents including instructions on how to use all equipment checked out to their child is posted to the BUSD website. A paper copy of the instructions may also be requested and will be provided by the school site. Bilingual staff also reach out to parents and provide support with connectivity issues.

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.]

Attendance and engagement are monitored daily and reported in BUSD's student information system (Aeries). This includes information as to how students are participating in instruction: whether only synchronous, only asynchronous, or both. Site attendance teams will use the data entered by teachers in Aeries to pull reports to analyze and identify students not participating in instruction. Analysis of the data will include identifying academic or social-emotional issues that may be impacting participation and engagement. For students not attending or engaging instruction, part of the reengagement system includes bilingual staff will be available to support teachers in reaching out to parents as needed.

Staff and teachers have been trained on how to complete these attendance and weekly engagement records for students including how to note student participation and the time-value of assignments. Daily synchronous and asynchronous assignments are assigned a value of time that equals a minimum of 240 minutes of instruction for students by the classroom teacher and the total minutes of instruction are certified weekly. BUSD has experience with time value of work as we have an Independent Study school that is fully WASC accredited. Teachers were also provided with examples of time values to assist them in accurately determining time value of assignments given. Teachers will utilize electronic platforms or complete a Weekly Engagement Record to certify participation and time value of work.

Formative and summative assessments will be used to track and monitor student progress. Administration of informal and formal assessments is done mainly through live contacts and synchronous instructional minutes to ensure validity of the data. A variety of strategies including exit tickets, polling, whiteboard response, online School City or textbook assessment will be used to assess students and determine needed supports and next steps. Resources for providing feedback and formatively assessing students during distance learning was provided to teachers and posted on the Teacher Resource site including how to use digital rubrics, how to schedule a quiz in Google Classroom and Google Slides, and how to use FlipGrid and peer critiques. Professional development for using digital tools was also embedded in the G-Suite summer institute.

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.]

Each school continues to provide whole group, small group, and individual staff interaction in the virtual environment. Sites continue to meet in PLC to help guide instruction and determine the needs of students and staff in supporting students. The use of the PLC model combined with the essential skills identified in ELA and math, assist teachers in being able to compact curriculum and accelerate learning for students. The instructional schedule developed in collaboration with the teachers union, provides ample time for teachers to plan and adapt lessons to meet the time constraints of distance learning, while meeting the needs of students including those with unique needs. The use of the PLC structure is embedded into the work at school sites and will continue regardless of the instructional delivery model.

Teachers are provided with ongoing professional development that includes live virtual sessions, recorded sessions and on demand coaching.

All teachers had an opportunity to attend a 4-day institute on G-Suite to strengthen their use of the wide variety of tools available to enhance instruction. Follow up synchronous sessions included:

- Running a Google Meet
- Extensions for Google Meet
- Presenting Content & Splitting Your Screen
- Using a Doc Cam & MimioPad with Google Meet, and
- Creating Fillable Worksheets in G Slides were offered and recorded for teachers that were unable to attend.

Training for the newly acquired virtual curriculum (Accelerate and ASU Prep Digital) was also offered to all teachers for their appropriate grade-level and training and support for both programs will be available throughout the year. Technical support for these programs are provided through the vendor and the BUSD data technician.

Training for implementation of the MAP assessments was offered to all administrators and teachers synchronously. Follow-up asynchronous resources were developed, shared with administrators to utilize when supporting teachers with implementation, and posted to the Teacher Resource site for ease of reference by teachers prior to administering the assessment.

Training for elementary teachers on how to use the digital science curriculum (Amplify) in distance learning was provided synchronously and supported by the District Science TOSA.

Instructional specialists will continue to develop training for teachers in best practices for both virtual and face-to-face instruction. All training sessions will be recorded and uploaded to an asynchronous professional development page, so teachers can follow-up, review, or extend their learning at their own pace. Instruction specialists (including a technology TOSA) will continue to provide classroom support and develop lessons for teachers both in class and via distance learning.

The district offers technical support with online curriculum materials through the District Librarian. In addition, technical support for online curriculum, assessment, and supplemental programs is available through the District Data Technician.

Included on the BUSD technology support page posted to the BUSD website was information for parents/guardians to register for the EdTechTeam Remote Learning Survival Guide for Parents webinar series. Instructions and directions for using equipment and helping their children log on to digital platforms was provided through Blackboard phone message and is posted to the BUSD webpage for reference.

Parent classes and workshops will be offered throughout the year at the district and at the school sites. These courses include, our Parent University, PIQUE, Title I parent involvement, Technology, Science, Math and others depending on need.

Staff Roles and Responsibilities

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

The exposure *Management Plan for K-12 Schools* calls for a designated School Compliance Task Force that is responsible for establishing and enforcing all COVID-19 safety and ensuring that staff and students receive education about COVID-19.

There are two tiers of task level support, District and Site/Department. Below is BUSD's structure.

District:

CBO -Facilitates all information to the Management Team which includes Principals and Department Management. Is in charge of Risk Management.

- District Nurse -Liaison to Department of Health in the event of a COVID-19 cluster or outbreak. Works directly with school Health Assistants and provides guidance to implement compliance requirements.
- Operations Lead -Oversees social distancing protocols in regards to facilities which includes working directly with site Lead Custodians to implement the operational needs which include labeling and ensuring the appropriate cleaning and disinfecting under the guidance of other members of the team.
- District Level Custodian - Will oversee the supplies needed and coordinate with team members both at District level and site and work with the Purchasing Department.
- Maintenance and Operation Manager - Will oversee facilities and approve adaptations to meet the needs of the protocol. Works with the maintenance team at District level to implement compliance requirements.

Site/Department:

- Principals/Department Head -Provides the final approval for site needs to ensure safety protocols and education about COVID-19 is being received by all staff assigned under their supervision.
- Health Assistants -Put in place measures required by the protocols and assists in identifying cases by working directly with the site administrator and the District Liaison (District Nurse).
- Site/Department Lead Custodian -Works with their team to ensure the site is in compliance of the facility needs.
- Coordinates directly with District team members who will oversee facilities. Reports all information to the Principal or Designee.

The District team takes the lead in providing up-to-date information including changes to the Los Angeles Department of Health orders and communicating this information to site-level task members. Directives needing all employee compliance will come directly from a member of the District Compliance Task Force. The site principal or department head will oversee the compliance requirements for their areas of supervision. All protocols and information will be kept on file at the District Business Services Office.

All staff may have their responsibilities altered to meet the needs of the students and site. Teachers will have the option to work remotely or may work from their assigned classroom during school hours until it is deemed safe to return to school full time. Both synchronous and asynchronous lessons will be prepared to support students at home. Instructional Support and Improvement Instructional Specialists are transferring strategies and skills once modeled for teachers in person to a virtual environment. Professional development sessions are held virtually as well as coaching and planning support. There is an increased need for technological support so content TOSAs are embedding technological support within their trainings and office hours to alleviate the high volume of requests for the technology TOSA to fulfill. BUSD's Technology department staff transitioned as much as possible to remote assistance through the use of Google Meets and Google Voice. In those instances where in-person assistance was needed, malfunctioning equipment was swapped out temporarily in order to maintain access to digital distance learning platforms for staff and students while ensuring minimal in person contact. Once equipment was repaired for staff, they were then given their original equipment back. If students keep the newer equipment they were given, the repaired equipment is cleaned and sanitized to be put back in the pool of extra devices. New accountability requirements including certifying a student engagement record along with verifying required daily attendance will be completed. All employees will be trained and adhere to health and safety protocols. Other employees may be asked to conduct other job related activities as needed to support the emotional and safety needs of the students. Bilingual staff are available for teachers and administration to assist in communication with teachers during office hours and at other times as needed.

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.]

Protocols to ensure ongoing family outreach with personalized support have been developed. Classroom teachers, special education case carriers, and school administrators contact families to determine students' needs and ascertain if there are any barriers to student participation in the virtual learning environment. Weekly, when teachers collect data on student participation and engagement in

distance learning, they note students who do not complete assignments and/or do not attend virtual, interactive lessons. Teachers, case carriers, and school administrators email and call families of students not participating to determine barriers to student engagement and provide support to remove identified barriers, including but not limited to, motivational discussions with students, providing any needed supplies including technology equipment, and free internet services.

English learners: The elementary online learning platform has tools to support English Learners such as dictionaries, translations, and read loud. Accelerate and ASU Prep Digital both utilize visuals and videos (with transcripts available.) Teachers have access to additional instructional materials that support English Learners for both online and face-to-face instruction, including ELD. The current core ELA Curriculum has ELD lessons and materials that are available online, and choice boards incorporating virtual and technology resources and tools (such as FlipGrid, Commonlit.org, and Google Meet) for ELD enable teachers to ensure that English learners are continuing to effectively practice their language development asynchronously. A virtual ELD curriculum was purchased for our most vulnerable language learners, middle and high school newcomers/beginners, to ensure that these students continue to receive high-quality distance learning while learning from home.

Pupils with Exceptional Needs: Students receive special education and related services receive services in accordance with their Individualized Education Program (IEP). The IEP outlines the instructional supports, accommodations, modifications (as appropriate), consultation, and services, including related services that will be provided to each child allowing for continued access to instruction and instructional materials provided through distance learning. Teachers plan lessons to address what is written in the IEP. Services are provided in the virtual environment to the extent feasible. Special education teachers collaborate and consult with general education teachers and parents to ensure that student needs are met and opportunities for inclusion are supported in the virtual classroom. Planning time built into the schedule allows for collaboration and planning time between General Education teachers and Special Education specialists to meet the needs of Dually Identified students. Through professional learning opportunities, both General Education teachers and Special Education specialists have access to training on specific strategies to support students' specific needs. The Unique Curriculum for our most severe students TK- Adult Transition, is fully online and educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support.

The elementary online learning platform (Accelerate) has tools to support pupils with exceptional needs such as dictionaries, read loud, masking, and line-reader. Both programs utilize visuals and videos (with transcripts available.) Accelerate offers a vast library of lessons from which teachers can select support and/or provide remediation for students. In both programs, students can revisit and review their lessons. ASU Prep Digital lessons have a feedback tool to guide students as they progress through lessons as well support students in answering questions and participating in activities. Students are able to take quizzes more than one time and receive feedback to guide them through the quiz. Parents and teachers were provided tutorials and 'how-to' guides for how to access and use all available accessibility tools built into Google Chromebooks. Additional support with these tools is available as needed through the technology TOSA.

Pupils in Foster Care: All Foster Youth students will complete a needs assessment that reviews students' possible barriers to educational success, educational and school related activities currently received or needed, and outside agency referrals. Referrals may include information on access to homeless shelters; free or reduced-cost health care, vision services, food, clothing, psychologists, and counselors. School supplies and backpacks are also provided to families at no cost. All students in Foster care will meet 1-to-1 with their school counselor, and parents will be contacted by Child Welfare and Attendance to review student needs, address educational barriers, and provide service referrals. In addition, BUSD provides immediate enrollment in school, assistance with school services to maintain educational stability, timely transfer of education records, and assistance with obtaining immunization, medical and school records.

Pupils Who are Experiencing Homelessness: All students experiencing homelessness will complete a needs assessment that reviews possible barriers to educational success, educational and school related activities currently received or needed, and outside agency referrals. Based on the needs assessment results, individual referrals may include information on access to homeless shelters; free or reduced-cost health care, vision services, food, clothing, psychologists, and counselors. School supplies and backpacks are also provided to families at no-cost. All students experiencing Homelessness will meet 1-to-1 with their school counselor and parents will be contacted by Child Welfare and Attendance to review the students documented needs, address educational barriers, and provide service referrals. In addition, BUSD provides immediate enrollment in school, assistance with school services to maintain educational stability, timely transfer of education records, and assistance with obtaining immunization, medical and school records. Students needing accessibility to digital distance learning platforms were given Chromebooks. Information on how to use accessibility on Chromebooks was posted to the District website in order to help parents of students with special needs with using the accessibility tools built into the equipment.

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

Description	Total Funds	Contributing
Purchase Champion of Ideas for our most vulnerable language learners, middle and high school newcomers/beginners to ensure that these students continue to receive high-quality distance learning while learning from home.	\$8,517	Y
Purchase Accelerate online platform. This platform has tools to support English Learners such as dictionaries, translations, and read loud as well as visuals and videos (with transcripts available.)	\$204,151	Y
Purchase Screencastify student and teacher accounts as a tool for teachers to record lessons and instructions for students to access multiple times if needed to access the lesson and support their understanding of the lesson. This tool may also be used by students to support development of their oral language skills.	\$11,250	Y
Purchase Seesaw.	\$14,850	Y

Purchase ASU Prep Digital online platform.	\$735,549	Y
Ensure access to devices, connectivity, and other related technology issues. Expenditures include computers, laptops, and Chromebooks both for distributing to students and for building the capacity of staff to support families; labor costs associated with maintaining, preparing, distributing, and monitoring technology; software licenses; web-based instructional materials; among many others.	\$1,810,020	N
Maintain K-3 small class size to improve conditions of learning, pupil engagement, and learning outcomes for meeting or exceeding the rigor of California standards.	\$3,116,182	Y
Provide high-quality professional development for all staff to support implementation of distance learning and supplemental instruction to meet the needs of unduplicated and at promise students, as well as support for collaborative teams to integrate Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), and Response to Intervention (RTI) processes to expand the PLC process to meet the needs of at promise students.	\$27,764	Y
Increase support for targeted students to meet college and career readiness criteria and achieve post-secondary success	\$162,489	Y
Provide district staffing and resources to support sites with understanding laws and resources for Foster Youth and Homeless.	\$2,919,866	Y
Budgeted information is based on estimated actuals. Revisions may be made as needed to meet the changing needs.		

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.]

To identify students experiencing significant learning loss due to the school closures in 2019 - 2020, a systematic cycle of assessment will be implemented in the Fall. All students will be administered the MAP Growth assessment for reading and math. Third – twelfth grade students will be administered the MAP Language assessment, and TK - 2nd grade students will take the MAP Reading Fluency assessment to identify foundational skill learning gaps. MAP assessments will be administered multiple times throughout the year to monitor student growth regardless of whether students are learning in-person or from a distance. Accordingly, in the Fall, the assessments will be administered remotely in order to collect information on our students' learning status as soon as practicable. MAP Growth and Fluency assessments will provide reliable, baseline learning status norm-referenced data to inform instruction and intervention supports.

MAP Skills assessments provide more detailed information to teachers about the actual skill or standard that students are struggling to master. This assessment platform may be used for pre and post assessment of skills that students need to practice in order to fill a learning gap. Teachers and administrators received training and will receive ongoing support in best practices for utilizing the MAP skills assessments.

Built into the daily schedule are opportunities for students to receive academic support, based on need. Instructional Specialists will support teachers in planning and implementing best practices for Response to Intervention. The District MTSS/SST Instructional Leaders will support training at sites in Universal Design for Learning and effective Rtl instruction. Programs such as ST Math and iXL will aid in mitigating the losses in pupil learning. Instructional Specialists and District English Learner Instructional Leaders will continue to support school sites with the development of targeted language objectives based on the needs of English Learners, but they will also begin to support sites in using language objectives (that support content mastery) to plan and implement aligned ELD lessons to further support English learners in mastery of their English language skills as well as their content objectives.

English Language Development will continue to be monitored throughout the school year for all English language learners via Wonders and Studysync assessments. English progress monitoring forms will be used to track and monitor progress for Long-term English language learners and students who have been reclassified.

The online platform, Accelerate, offers teachers the ability to structure learning such that students are offered personalized lesson pathways to fill in learning gaps through access to a library of lessons on the same topic at varied levels. Students will be able to both remediate and accelerate with this option. Similarly, high school teachers may use ASU Prep Digital lessons to supplement their learning with coursework from ASU as well as Edmentum. Teachers may select lessons from a wide-range of courses as well as resources and classes created by other educators to enable students to bridge learning gaps while continuing with grade-level coursework. Both online programs have assessments built in to enable teachers to target areas of need. Many students struggled in the Spring due to school closures and did not participate in credit recovery opportunities. Additional credit recovery opportunities will be offered during the day and before and after school for high school students who have fallen behind in credits in order to graduate on-time.

When schools resume normal operations, IEP teams will consider the impact of school closure on each child. If there is evidence of a significant decline in student's skills and/or a lack of progress, as measured by ongoing data collected, an IEP team meeting will be scheduled to review/revise the IEP and determine whether additional supports and services are needed. Staff will work closely with site programs to ensure that teachers develop assessment strategies to ascertain the content area and skill proficiency of students. Diagnostic assessments will be given to students to identify current strengths, weaknesses, knowledge and skills prior to instruction. To the greatest extent possible, curricular tools such as Unique Learnings Systems, SANDI, and MAP assessments will be used while maintaining alignment to State standards. All IEPs are being held virtually with ongoing monitoring of student programs through goals, progress monitoring tools, district assessment, alternative assessments, and collaboration between parents and school staff. 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.]

As described in the Pupil Learning Loss section of the plan, all students will be administered the MAP assessment for Reading, Math, Language for grades 3rd - 12th, and Fluency for grades TK - 2nd. Students in the Dual Immersion program will also be administered Spanish MAP assessments. These assessments will be administered at a minimum in the Fall to identify the current learning status of students and in the Spring to identify growth. Data gathered during the Fall will be utilized as part of the PLC process in order for teachers to design instruction to meet the identified needs of students, accelerate their progress, and close learning gaps. In addition to obtaining data from the Fall and Spring assessments, the following describes additional strategies for accelerating the progress of English learners, low-income, foster youth, and pupils with exceptional needs.

English learners:

Teachers develop language objectives that target the function and form necessary to access and respond to content as well as master the standard. Critical skills for ELA will be cross-referenced with the ELD standards to ensure students are receiving instruction in ELD that will support their mastery of the ELA standards while developing language proficiency, and so designated ELD connects directly to the language objectives that support mastery of the content standards. Flipgrid may be used to provide students an opportunity to practice their English asynchronously for feedback from both teachers and peers. Choice boards that offer students activities for developing English in each domain will be utilized for additional ELD asynchronously. Teachers will continue to use visuals, TPR, Thinking Maps, collaborative discussions, and sentence frames to support English learner academic achievement and language development. Middle and high school newcomer students will receive instruction from a digital platform that also supports practice in all four domains and targets function and form. Universal Design for Learning will be employed to ensure that students have options for learning that best meet their needs. English Language Development will continue to be monitored throughout the school year for all English language learners via Wonders and Studysync assessments. English progress monitoring forms will be used to track and monitor progress for Long-term English language learners and students who have been reclassified.

Low Income:

Universal Design for Learning will be employed to ensure that students have options for learning that best meet their needs. Word Study lessons have been revised to align with Orton-Gillingham including increased methods for developing word knowledge, particularly tactile and kinesthetic activities, visualization and repetition. There will be an increased focus on integrated literacy. For example, word study lessons will tie to fluency and writing to enable students to directly apply their word knowledge. Teachers will continue to use strategies such as manipulatives, sentence frames, visuals, and Thinking Maps to support instruction.

Pupils with Exceptional Needs:

Teachers will use Unique Learning System (ULS) to provide differentiated, standards-aligned content designed specifically to help those with unique learning needs access the general education curriculum. This system incorporates many critical soft-skill areas such as cause and effect, problem solving and persistence, attention to detail, task completion, goal setting, creative discovery, gains in memory, digital literacy and navigation, and social awareness. IEP goals will continue to be set based on student need and monitored periodically throughout the year.

Pupils in Foster Care and Pupils Who are Experiencing Homelessness:

The District has designed a tiered engagement plan, intervention supports, and provided Collaborative for Academic and Social Emotional Learning (CASEL) approved social-emotional learning lessons that will allow us to address student connectedness, engagement, participation, and the unique needs of this specialized population. School administrators and counselors will support students who face barriers to academic achievement by monitoring progress, collaborating with colleagues to address barriers to academic success, facilitating intervention supports and referrals to the Student Study Team (SST), and assisting with outreach efforts for families to remove barriers to school participation. This is an increased service for students who are in Foster care as it increases access to instructional programs and services through outreach and mentoring support to meet students' individual needs and ensure growth and increased achievement.

In addition, the District has expanded its offerings of online learning platforms to provide opportunities for students to engage and connect with their teachers, peers, and access the curriculum. The district will continue to offer professional development opportunities in the areas of English language development, course curricular areas, technology, and instructional strategies. BUSD has implemented an Expanded Learning service that is offered to all elementary students experiencing homelessness and in Foster care. This service allows students to participate in distance learning at home or on a BUSD school campus. We have also built-in daily support throughout the school day for students who need additional direct instruction at all schools.

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 effectiveness of the implemented pupil learning loss strategies will be measured through diagnostic and formative assessments throughout the school year and teachers' evaluation of student participation and engagement. Staff will engage in Professional Learning Communities (PLCs) to address students' academic and social-emotional needs. For exceptional students, ongoing data will be collected via teacher/service provider logs including frequent measurement of IEP goals and services as outlined by the student's IEP. Progress monitoring measures used in the general education program including MAP assessments, curriculum based measurements, ST Math reports, etc. will also be utilized with exceptional students.

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

Description	Total Funds	Contributing
Purchase of site licenses for Odysseyware for virtual credit recovery for high school students.	\$80,000	Y
Purchase Unique Learning System and SANDI.	\$35,647	N
Provide professional development to support implementation of MAP assessments, ST Math, and iXL.	\$20,000	Y
Provide supplemental instructional resources and materials to support implementation of a Multi-tiered System of Supports program targeted to unduplicated and at promise students.	\$1,527,366	Y

Provide resources and supports for Professional Learning Community collaboration time engaging in instructional planning and intervention development to support identified student subgroups with closing the achievement gap related to state content standards.	\$11,937,392	Y
Budget information is based on actual and budgeted estimates. Revisions may be made as needed to meet the changing needs.		

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.]

Social and emotional support will be provided first and foremost by the classroom teacher, with teachers being provided social-emotional learning (SEL) practices during distance learning. All classroom teachers have been provided Collaborative for Academic and Social Emotional Learning (CASEL) approved social-emotional learning lessons to facilitate synchronous instruction. Lessons include topics on the importance of sharing and discussing feelings, managing problem solving skills, identifying emotions, strategies to use when feeling unwell, relationships and friends, learning decision making skills, and how to focus on things we can control. Teachers have been encouraged to utilize these lessons, restorative circles or other mindfulness techniques to start the day or week. Teachers, administrators, and counselors monitor the mental health and social and emotional well-being of students and staff through daily synchronous contacts and wellness surveys administered to students. To build capacity with SEL, teachers and counselors will be provided on-going professional learning focused on the SEL core competencies aligned with the taught self-paced lessons for students. To ensure staff wellness, information on self-care and promotion of mindfulness techniques have been provided to staff. We are working in collaboration with the Department of Public Health (DPH) and Community Family Guidance Center (CFGC) to provide resources and support to students and staff.

Additionally, administrators, teachers, and support staff will continue to receive professional learning to increase knowledge in trauma informed practices which involves understanding, recognizing, and responding to the effects of all types of trauma. The District will utilize local agencies to refer students and families having significant mental health impact. There are several pathways for accessing mental health and social and emotional support to address the trauma and other impacts of COVID-19 on the school community. Coordinated services are provided by school counselors, counseling interns, and school psychologists.

In order to monitor and support students and staff with mental health and social and emotional well-being, a Panorama Education survey is being considered for administration and analysis within the first six weeks of the school year, late Fall, and Spring. Lessons, literature, and professional development tools included within the Panorama system may be used to meet the individual needs of the school site.

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 BUSD is committed to two-way communication at the site and district level. The district and sites utilize personalized and automated phone, text, and email communication methods, the district and site websites, parent forums, and social media outlets to communicate information and ongoing updates with families and the community. All schools have an email on their homepage to ensure communication is always available. All emailed messages sent through mass communication systems allow recipients to respond to the announcement to ask clarification or for assistance. BUSD provides communications in English and Spanish to meet the needs of stakeholders. All District announcements are posted directly to the District website and can be translated into any needed language by Google.

Students are required to participate in a minimum of 240 instructional minutes of daily synchronous and asynchronous instruction during distance learning. Teachers monitor whether students are engaged and participating in daily instruction and document engagement using BUSD's student information system (Aeries). New codes were developed to better identify the quality of engagement and comments are entered in Aeries to document the underlying causes for student absences or limited engagement. Written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60% of the instructional days in a school week were developed and shared with staff. Targeted professional development on the tiered reengagement model has and will continue to be provided to staff.

To connect with absent students and their parents, a variety of communication tools are used including phone calls, mail, and text messages delivered in their primary language. Once a connection is made with absent students, case managers (family support staff) at each BUSD school site ensure that families are aware of available community resources including, but not limited to, access to health care, medical and dental services, mental health counseling, tutoring, transportation assistance, food, and clothing. Linking students and families with needed services will increase the likelihood that students will reengage in school. At BUSD Elementary Title 1 schools, the THINK Together program provides a safe and positive environment where students may receive homework assistance and enrichment opportunities. Students participating in this program participate in social emotional learning/Math/ELA/STEM activities. A daily supper is provided and includes full servings of any two of the following foods or food groups: liquid milk; meat or meat alternate; fruits, vegetables, or 100% fruit or vegetable juice; and grains or bread products. A Youth Development approach is incorporated throughout the Think Together Program and students build leadership skills.

Attendance monitoring process:

Tier 1

Daily: Teachers are responsible for taking attendance and the office and school administration are responsible for informing parents of their student's absence. Daily, automated and live calls are made to families of students that are absent or not engaging in instruction.

Tier 2

3 absences within a class: Administration sends a re-engagement letter home to students "absent" three total days and an attendance conference is scheduled.

Tier 3

6 days absent: Students receive a second re-engagement letter and an attendance meeting is scheduled. Students and families may also be invited to a Student Success Team (SST), Individual Education Program (IEP), or 504 meeting to discuss strategies and interventions to re-engage students.

9+absences: Students receive a third re-engagement letter and are referred to the Child Welfare and Attendance (CWA) Coordinator. The CWA coordinator may schedule a School Attendance Review Team (SART), School Attendance Review Board (SARB), or District Attorney meeting to re-engage students with school. Non-contact home visits may also be conducted when the school site is unable to contact the student or their family.

Positive strategies are incorporated into each tier above. Attendance data will be tracked and analyzed weekly including disaggregating the data by student group (English learners, students in special education, low income, foster youth, student experiencing homelessness, and by race), identifying disproportionalities, and assigning strategies for re-engagement.

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.]

Applications to become Community Eligibility Program (CPE) schools were submitted for six (Elementary: Craig Williams, Frank E. Woodruff, Washington, Ramona, and Thomas Jefferson and Somerset High School) of our fourteen schools in order to make meal accessibility more feasible to all students. Due to low turnout during the first couple of weeks of distance learning, the distribution plan was modified and meals are now being delivered to families who are eligible for free and reduced lunch during the school week. To help families with planning, meals are pre-packaged as a five-day supply of heat and serve food. These meals include breakfast and lunch if the school normally serves both meals and lunch only for schools who do not serve breakfast. In order to maintain consistency for families, meals will be delivered on the same day of the week for the duration of distance learning. Meals can be picked up during the day at BUSD's Nutrition Center for families who prefer to pick up meals or work after hours, and working families may pick up food after hours (4 – 7 pm) on Monday, Wednesday and Friday. Families who pay for meals and also would like to take advantage of our services are allowed to prepay for the meals.

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

Section	Description	Total Funds	Contributing
School Nutrition	Provision of meals to students during school closures.	\$54,000	Y
Pupil and Family Outreach	Provide communication to targeted student groups to increase awareness of important workshops, events, and meetings.	\$4,225	Y
Pupil and Family Outreach	Provide community and parent events, workshops, and opportunities for parents to be involved in the education of their children and youth through district events and site-based parent involvement activities.	\$2,435	Y
Pupil and Family Outreach	Ensure two-way parent communication including translation and interpretation services at all sites and districtwide to keep partners informed in a variety of ways including Blackboard telephone announcements, websites, District app, Aeries Parent Portal, flyers, newsletters, social media, etc.	\$662,288	Y
Pupil and Family Outreach	Provide resources for parents to support their child's social-emotional and academic success.	\$10,830	Y
Pupil and Family Outreach	Utilize resources and materials to provide intervention and supports for students identified through an early warning system and analysis of attendance data.	\$621,910	Y
Mental Health	Implement Positive Behavior Interventions and Support practices including providing counseling and guidance support to elementary and secondary sites to support social-emotional learning.	\$624,163	Y
Mental Health and Social and Emotional Well-Being	Counseling, nursing, psychologist, and social work services, including both employee compensation and additional contracted services related to mental health and social-emotional learning. Family Resource Centers are also operated over the summer and throughout the school year.	\$4,170,367	Y
Budget information is based on actual and budgeted estimates. Revisions may be made as needed to meet the changing needs.			

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
[22.09]%	[\$20,972,363]

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.]

The following actions will be provided to an entire school or across the entire school district and are principally directed to low income, English learners, foster youth, and/or students experiencing homelessness.

- California School Dashboard data reflects an increased chronic absenteeism percent for students in foster care which can be exacerbated due to learning from a distance to include a low engagement rate. As such, this population of students was targeted as meeting the criteria to participate in the after school expanded learning program which allows for in-person instruction and social emotional support. Resources and training have also been provided to staff regarding analysis of attendance data and identification of interventions and supports. Providing in-person opportunities and resources to analyze attendance data will improve the target student groups attendance and engagement.
- The California School Dashboard data reflects that low income, English learner, foster youth, and students experiencing homelessness are performing below standard on the State achievement test. To meet the needs, conditions, and circumstances of these students, the following actions were or will be implemented:
 - A review of our programs revealed that students new to the English language (“newcomers”) in middle and high school would benefit from increased access to supplemental digital materials to support them as they learn English. Champion of Ideas was purchased to meet the needs of these students and ensure that they continue to receive high quality distance learning while learning from home. Implementation of this program will increase academic achievement for English learners.
 - Accelerate and ASU online platforms were purchased for our BUSD Independent Study program because these programs support English Learners and will increase their access to online learning as the platforms includes dictionaries, translations, read loud, and visuals and videos (with transcripts available.)
 - Student and teacher accounts were purchased for Screencastify to support target students’ academic achievement as this program will allow for teachers to record lessons and instructions for students to access multiple times if needed to support their understanding of the lesson as well as will allow students to record presentations, comments, and/or reflections which will help to develop their oral language skills.

- Accounts for Seesaw were also purchased for TK - 2nd grade students which will allow our youngest students to more easily access instruction and to provide for English learners the ability to translate information in Seesaw to better understand messages, comments, captions, or announcements.
- Licenses for Odysseyware were purchased in order to allow access for target students to participate in virtual credit recovery courses which will help students graduate on-time.
- Providing a classroom environment with a reduced class size will increase student access to teacher support and opportunities for instruction to be personalized to students' needs. Supporting the target student groups with a decreased student to teacher ratio will help students meet identified achievement targets during the school year.
- High-quality professional development for all staff has and will continue to be provided to support implementation of the distance learning program with an emphasis on learning how to utilize tools and strategies that will increase access for English learners, low income students, and students in foster care and experiencing homelessness, as well as to support collaborative teams to integrate Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL), and Response to Intervention (RTI) to develop differentiated instruction based on data analysis.
- Supplemental instructional resources and materials to support implementation of a Multi-tiered System of Supports including the NWEA assessment platform and supplemental math programs: ST Math, and iXL were purchased. The assessment platform will improve services for the target students as it will allow for norm-referenced, California standards-aligned data analysis that will identify learning gaps and inform instructional planning. As the academic area of most need for the target students is Math, supplemental programs (ST Math and iXL) will provide increased access to standards aligned curriculum. English learners will benefit from ST Math as it is a visual problem solving program that does not rely on language to teach students. iXL will provide middle school students with increased opportunities to practice and mastery of skills that contribute to their learning gaps. Professional development to support implementation of these programs will also be provided and include an emphasis on how to use these programs to support target student academic achievement.
- Resources and supports including the elementary PE program will provide time for teachers during in-person instruction to meet in Professional Learning Communities to analyze data to determine instructional supports, interventions, or advancement needs of the target students. Collaboration time engaging in instructional planning and intervention development will support identified student subgroups with closing the achievement gaps related to state content standards.
- The California School Dashboard data reflects that English learners maintained the percent of students meeting the criteria for prepared for College/Career at graduation. Increased support for targeted students will include access to a college liaison and guidance technicians to support students with navigating the college application process.
- The California School Dashboard data reflects that low income students and students in foster care or experiencing homelessness have a high or very high suspension status. Implementing Positive Behavior Interventions and Support practices, providing counseling, nursing, psychologists, social workers, and guidance support to help teach students social-emotional skills and provide mental health services will increase access for target students to mental health and social emotional learning.
- Resources for parents including access to Family Resource Centers over the summer and throughout the year will ensure students achieve social-emotional and academic success.

- 67% of BUSD students qualified for free or reduced lunch and breakfast. Due to the low turnout of families to school sites to pick up healthy meals, BUSD is delivering five days of meals to families which will ensure students have access to healthy meals.
- To ensure low income, English learners, students in foster care or experiencing homelessness have access and an understanding of instructional programs and teaching practices, BUSD will provide workshops and opportunities for parents to be involved in the education of their children. To ensure two-way communication, translation and interpretation services will be provided and Blackboard mass communication system, the district app, Parent Portal, flyers, newsletter, and social media will be used to increase parental involvement.

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

Bellflower Unified School District expects to receive **\$20,972,363** in Supplemental Concentration Funds. The section above outlines actions and services that augment basic services for all students and are principally-directed to increase or improve services for low income, English learner, and/or foster youth. Providing meals will improve access to nutritional meals. Providing resources to parents, utilizing resources and materials to provide intervention based on attendance, implementation of PBIS and PLC, provide staffing to support sites with Foster Youth and Homeless laws and resources, purchasing Seesaw, maintaining small classes in K - 3rd grades, and providing professional development supporting implementation of distance learning and supplemental instruction emphasizing strategies to support target student groups will improve access to resources to support student academic and social-emotional learning. Offering parent workshops, counseling, access to Family Resources centers, after school programs expanded learning, and providing resources to support college and career readiness will increase student access to resources supporting student social-emotional support. Purchasing Odysseyware, Unique Learning System, SANDI, MAP assessments, Supplemental instructional materials including ST Math, iXL, Champion of Ideas, Accelerate, Screencastify, and ASU Prep Digital online program will increase access to resources to support student academic success. Utilizing mass communication tools including Blackboard, websites, District app, social media, and parent portal will increase awareness of educational services and supports. Targeting communication to identified student groups will increase awareness of parent involvement opportunities.