

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
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Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On Friday, March 13, 2020, the Los Angeles County Office of Education (LACOE) advised the closure of schools throughout Los Angeles County. Bonita USD followed that advisement and sent a communication to all parents, guardians, and staff members that our schools would be closed beginning Monday, March 16. The initial closure was scheduled through Friday, April 3. On March 20, a communication was sent extending the closing of our schools through May 5. Then, on April 1, a communication was sent to all stakeholders announcing that we would be closed for the remainder of the year.

On March 17, all BUSD schools communicated with parents/guardians on how to access our remote instructional offerings. These plans included both online resources and paper/pencil materials.

The closure of our campuses necessitated several changes to our existing programs/policies. BUSD worked hard to transition applicable program offerings to remote platforms. This was exemplified with the continuation of our mental health counseling program as our students who required services continued to receive the help they needed. Our staff continued with the existing referral process and procedures to ensure continuity of the program. Further, our advisory councils (e.g., District Advisory Committee, District English Language Advisory Committee) continued their meetings and consultations remotely through online platforms.

Our policy regarding the grading of our students changed significantly as a result of the closure. As of March 13, our students were held harmless with respect to their grades. After that date, grades could only go up, not down. This decision was made through the lens of equity for all of our students during this unprecedented time. Further, for our secondary schools, a policy was implemented that allowed student grades to increase by one full letter grade if 80% of assigned work was completed demonstrating mastery of standards.

Our Board of Education meetings also were adjusted during this time. Meetings were held both virtually and in person, with times changed to the morning. BUSD also passed an emergency declaration providing the superintendent the authority to take action without Board support for items such as entering into contracts and deciding the pay of employees. An example is the 150% pay for the CSEA employees who physically came into work during the pandemic. With the declaration, this was passed without Board approval. However, this item still had to be negotiated with CSEA.

Bonita USD's core curriculum was delivered remotely. Teachers were given guidelines as to frequency and form of interaction with students during the closure. Teachers were provided access to professional development for the use of Google Classroom, as this was our primary delivery platform. Our administrative teams met with teachers (remotely) each week to ensure support for the delivery of instructional program.

Concerning our Special Education program, all elements were continued in some form during the closures. Teachers in self-contained classrooms delivered distance-learning programs similar to what all teachers provided. Educational specialists worked with teachers, students, and families to identify accommodations that could be used at home. District service providers such as speech/language pathologists and counselors connected regularly with the students on their caseloads and providers such as occupational therapists and adaptive P.E. teachers delivered adjusted online programs through approaches such as pre-made videos. The District also continued to coordinate services with vendors and non-public schools to ensure that students receiving programs and services through them had the option of access to teletherapy and distance-learning options. Most IEPs scheduled during the closures were conducted remotely, except for meetings that required in-person assessment. Meetings were held in Google Meet, and signatures were collected using DocuSign and the new signature feature in SEIS.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

BUSD took several proactive steps to ensure that low-income students, English Learners (EL), and foster youth were provided high-quality services that addressed their needs.

For our EL students,

- Teachers delivered both designated and integrated English Language Development (ELD) lessons to ELs throughout the closure
- District leadership attended numerous ELD focused webinars provided by CDE, LACOE, etc. Various tools and supports were shared and implemented by teachers (distance-learning, troubleshooting digital challenges, supporting parents, etc.)
- BUSD created a troubleshooting team to provide support to families facing challenges with digital learning programs
- BUSD created a distance-learning hub to support distance-learning with numerous ELD supports for both EL students and families
- The District provided Chromebooks to any students in need
- BUSD created and offered Distance ELD Summer Program for both EL students and parents
- The District provided teachers with LACOE created ELD links to support EL students and families and provided numerous teacher and aide training sessions with Imagine Learning and English 3-D (digital English language proficiency programs)
- The District provided families with links to ELD supports for distance learning and with CDE EL COVID newsletter link

During school closures, the two foster youth liaisons continued in their typical role of supporting individual foster youth students in making academic progress and completing high school graduation requirements. They continued to be involved in students entering and leaving foster homes within the District, which continued at a normal rate during closures. One change related to students moving in or out of the District was increased advocacy to allow students to remain in the distance-learning program of their school of origin – this happened considerably more frequently during closures. In addition, the liaisons spent significantly more time working with STRTP staff to ensure that students had the technology, access to the internet, and awareness of the assigned work. This coordination was significantly more labor intensive than under normal conditions.

A survey was provided asking about access to Wi-Fi and devices to ensure continuity of instruction and services for low-income students. As a result, 2500 devices were distributed to students in need to ensure access to our remote learning platform. Further, our elementary schools provided paper-pencil tasks at the beginning of our closure to offer learning opportunities outside the technology constraints. Our intervention teachers continued meeting in small groups with students who were identified as needing help with our essential standards. This focus on identified students helped continue progress toward mastery of the essential standards and skills. Additionally, our teachers and administrative teams identified students who were not participating in distance-learning opportunities and made good faith attempts to connect with students who were not engaged. In several instances, if there was no communication from parents/guardians, schools performed welfare checks on students.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

To ensure high-quality instruction, BUSD engaged in a combination of both synchronous and asynchronous learning models for our students across grade-spans. A number of different curricula and resources were used during the closure, including:

Accelerated Reader
Freckles
MyOn
Epic!
Brain Pop
Benchmark Advanced ELA
SIPPS reading intervention
Heggarty Phonemic Awareness
Go Math
Mystery Science
Generation Genius Science
Studies Weekly Social Studies
McGraw Hill Social Studies
ALEKS
Imagine Learning

This model and the associated resources were sent to parents in the communication sent by individual schools on March 17.

To assist and quickly utilize these resources at the elementary level, we built teacher teams to help create lessons and resource documents for all teachers. This structure allowed for the efficient implementation of our learning model and greatly increased teacher-efficacy with the transition.

The predominant form of access for students was Google Classroom, but it was not the sole entry point (Clever was also used heavily). Teachers were provided access to professional development for the use of Google Classroom.

A survey was sent to all parents on March 25 to assess student access to devices and the internet. The survey responses indicated that about 2500 students (about one-quarter of BUSD total enrollment) needed a device, and about 200 did not have adequate access to the internet. Beginning the week of April 6, our Computer Information Services and Educational Technology teams began the device distribution to those students in need. To assist with families needing Wi-Fi access, our Computer Information Services (CIS) team worked with individual families to utilize community resources to help gain access. The CIS Help Desk fielded calls from the parents and students regarding connectivity issues and helped troubleshoot problems with the devices. When needed, replacement devices were given to students to ensure continuity of instruction.

A survey was given to help ascertain parent thoughts about our distance-learning platform. We had an extraordinary response rate to this survey and used it to guide future programming options.

To be responsive to the needs of our students, our policy regarding the grading of students changed significantly as a result of the closure. As of March 13, our students were held harmless with respect to their grades. After that date, grades could only go up, not down. This decision was made through the lens of equity for all of our students during this unprecedented time. Further, for our secondary schools, a policy was implemented that allowed student grades to increase by one full letter grade if 80% of assigned work was completed demonstrating mastery of standards.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

BUSD began free curbside meal service the first Monday after schools were closed (March 16) and have continued without breaks since then. We served all of spring break, including a local holiday. We plan to continue throughout the summer. Breakfast and lunch were served 10-noon five days a week at two sites, at Roynon Elementary School in La Verne, and our Central Kitchen in San Dimas. Sites were determined on the following criteria:

- One site for each city in which we operate
- Site located in an area of higher free/reduced lunch count
- Ease of transportation of food from the Central Kitchen to the delivery area
- Availability at the site of a safe space where traffic flow could be controlled

During the summer months, we will serve 9-11, Monday through Thursday, with extra meals served on Thursday. Meal service is free to all children 0-18. No paperwork, sign-ups, or ID required. The child does not need to be a student of BUSD, nor does the child need to be in the car. We provided a drive-through service where meals were delivered curbside – the driver did not need to leave the vehicle. Appropriate warming and cooling equipment were used to keep food at safe temperatures. The District is serving approximately 14,000 meals each week.

Service was publicized through the District website, Twitter (@bonitausd), and the District Facebook page. Information was also provided multiple times in all-District communication from the Superintendent (this comes through emails, all-calls, and text messages.) The information has also been distributed through multiple local social media accounts, including our cities.

We utilized all safety procedures as required by the Los Angeles County Department of Health in their COVID-19 rules. We also followed all regulations outlined in the CDE Nutrition Services Division *COVID-19 Health and Safety Considerations During Food Service Preparation and Delivery*. We provided a strict separation between servers and kitchen workers, and between the employees at the two serving sites. A back-up team was available if a site team had to be sent home and quarantined.

Our community has been incredibly supportive of our efforts. Our La Verne Police Department and LA County Sheriff's (San Dimas division) helped us monitor traffic and pass out meals. Our City governments were also supportive of our efforts and have helped us with publicity. Numerous local businesses and charities have donated food and other items for students to be distributed.

Although the program ran at a financial loss, our Board of Education strongly supports the feeding of children, and we will continue to serve as long as needed.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

BUSD's communication to families regarding the closure began the week of March 9, 2020. A Coronavirus resource hub was added to the District's website the week of March 16. This hub was initially shared with our families through email and text communications from District leadership. The hub includes resources to alternative daycare centers, California Department of Health, Center for Disease Control and Prevention, and the website *Talking to Children About COVID-19 (Coronavirus)*, etc. The resource of alternative daycare centers lists several local daycare facilities along with contact information. Reference to these Coronavirus resources has been included in all communications to families by the District.