

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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General Information

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

The COVID-19 pandemic has affected the entire Bonita Unified School District community and has significantly altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational landscape of students. Students, their families, and staff have been affected by higher levels of stress associated with the uncertainty of the pandemic.

On Friday, March 13, the Los Angeles County Office of Education (LACOE) advised the closure of schools throughout Los Angeles County. Bonita USD followed that advisement and sent communication to all parents, guardians and staff members that our schools would be closed beginning Monday, March 16, 2020. The initial closure was scheduled through Friday, April 3. On March 20, a communication was sent extending the closure of our schools through May 5. And finally, on April 1, communication was sent to all stakeholders announcing that we would be closed for the remainder of the year. This closure of schools impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

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 our continuation of our mental health counseling program as our students who were in need of 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 spring 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 pay of employees. One 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.

To ascertain the impact of the pandemic on our students, we sent surveys to our families on topics such as the need for food, technology services, daycare needs, etc. As a result of this information, our plan addressed the stated needs of our communities. As an illustration, BUSD has distributed approximately 10,000 Chromebooks to our students, 200 hotspots, and thousands of meals to assist our community.

Stakeholder Engagement

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

Bonita Unified values feedback from all stakeholders. Feedback was solicited throughout the spring and summer to ensure stakeholder input was incorporated into our plan for the 2020-2021 school year. The following is a comprehensive accounting of the times feedback was generated from stakeholder groups.

Surveys were given to parents on a variety of topics and were issued on the following dates:

- 3/15/20 - Technology Survey regarding the need for devices and wifi access
- 6/5/20 - Re-opening of Schools Survey regarding distance and hybrid options
- 8/10/20 - School Age Care Survey regarding daycare needs
- 8/13/20 - Food Services Survey regarding use of service and distribution centers

Administration met with the Bonita Unified Teachers Association (BUTA) on 5/15, 6/9, 6/10, 7/20, 7/27, 7/30, and 8/10.

Administration met with the Bonita Chapter of CSEA on 5/1, 6/10, 6/11, 6/16, 6/17, 6/24, 7/7, 8/11, 8/14 and 8/17.

Administration met with groups of teachers and site administration to discuss reopening of school models and protocols on 6/16 and 6/18.

During closure, high schools met with ASB students and class councils to discuss distance learning and the associated needs of students.

Executive Administration met with the District PTA Council on 6/12 and 9/22.

Executive Administration met with the Superintendent's Parent Advisory Group on 6/12 and 9/23. The Superintendent presented the draft at the 9/23 meeting and provided written feedback to the group's comments and questions.

The District English Language Advisory Council (DELAC) met on 5/26 and 9/22. The Superintendent presented the draft at the 9/22 meeting and provided written feedback to the group's comments and questions.

The District's Extended Cabinet Leadership Team met on 6/1, 6/9, 6/15, 7/13 and 7/14.

At the June 24, 2020 Board of Education meeting, the written Report to the Community was approved.

The draft of the LCP was sent to the Board of Education on September 18, 2020.

A public hearing on the LCP was held at the September 29, 2020 Board of Education Meeting.

The LCP was adopted at the September 30, 2020 Board of Education Meeting.

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

To encourage community involvement in the schools, Board meetings provide opportunities for questions and comments by members of the public. All meetings are conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

At least 72 hours prior to a regular meeting, the agenda is posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code [54954.2](#))

With CA Executive Order N-29-20 issued on March 17, 2020, Bonita Unified began to live stream meetings and post the link on the District website on how to access and view meetings. Bonita Unified alerts the public on how to address the Board by including the following statement on each agenda. The statement is also posted on the District website and sent out by email to individuals who have requested to receive copies of BUSD agendas:

Pursuant to California Governor's Executive Order, the Bonita Unified School District is authorized to hold public meetings via teleconference and to make meetings accessible electronically to all members of the public seeking to observe and to address the Board of Education.

HOW TO ADDRESS THE BOARD: If you would like to make a public comment related to an agenda item or a public comment not related to an item listed on the agenda, please submit your comment by email to: droe@bonita.k12.ca.us. Requests to address the Board should contain: "Request to Address the Board" in the email subject line. In the body of the email, include your name, association to the District, and the agenda item or topic to be addressed.

Comments will be read aloud when the agenda item specified on the request is considered. Copies of the Board agenda materials are available upon request. Please email your request to droe@bonita.k12.ca.us.

The following statement is included in each agenda:

Any individual with a disability who requires reasonable accommodation to view the Bonita Unified School District Board of Education meetings via the internet, please email: droe@bonita.k12.ca.us.

For individuals speaking a language other than English, translated documents are provided upon request. Additionally, for individuals without internet access, communications are sent via text message through cell phone communication.

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

Overall, the feedback that stakeholders provided included valuable insights, recommendations. Listed below are the key ideas that emerged across most or all of the stakeholder groups.

Feedback from all stakeholder groups centered around the following themes (parentheses notate feedback by specific stakeholders):

- Safety/welfare of staff and students (Students, BUTA, CSEA, PAC, DELAC)
- Maintain the high level of the BUSD educational program (Parents, BUTA)
- Providing ways for students to connect with each other (Parents)
- Offering mental health services (Parents, Students, CSEA, PAC)
- Ensuring equity with respect to technology (both devices and wifi access) (BUTA, PAC)
- We need to focus on our most vulnerable students in our planning and implementation. (BUTA, PAC)
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed. (BUTA)
- Parental choice - Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person resumes (PAC, DELAC)

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

The Learning Continuity and Attendance Plan was significantly influenced by the feedback and input provided by the various stakeholder groups (parentheses indicate influence by specific groups). Highlights of this influence include:

- Providing daycare for students during the school day for families in need (PAC, BUTA, CSEA)
- Providing program choice to parents upon the eventual return of students to an in-person model (PAC, DELAC, Students)
- Continuing our robust counseling program through teletherapy counseling sessions (PAC, BUTA, CSEA)
- Purchasing 3500 Chromebooks and 300 wifi hotspots for student use (PAC, BUTA, CSEA)
- Continuing our intervention program for students in need of remediation (BUTA, PAC, DELAC)
- Providing a myriad of professional development opportunities for staff (BUTA, CSEA)

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.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. This is especially important for those groups of students who are disproportionately impacted by school closures. On July 15, 2020, our district announced that we would begin with full distance learning. This decision was later affirmed by state guidance provided to schools by Governor Newsom on July 17, 2020. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan hybrid learning models so it will be prepared to bring students back once it is safe to do so. BUSD will continue to align decision-making to public health guidance at the state and county level.

The information in this section is a draft of the district’s potential in-person instructional plan. It is important to note that aspects of this plan will go through formal negotiations with our bargaining units, and may change significantly.

When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction between a 100% distance learning model and a hybrid learning model (i.e. part in-person, and part distance). Students engaging in the blended learning model would receive part of their instruction each week at their school site. Possible methods of delivery could include:

- Use of our Canvas Learning Management System, in conjunction with Zoom, to allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- Lessons occurring in the classroom could be recorded, allowing for the cohort of students engaging in distance learning to access instruction. This method would also provide a record of direct instruction and an explanation of the concepts and assignments presented.
- When the district moves to the hybrid format, students enrolled will return to their school sites for limited in-person instruction. The general model will consist of one-half of students attending in-person instruction and one-half attending distance instruction per day. Importantly, all students will engage in daily live interaction and will attend both synchronous and asynchronous sessions to ensure minimum daily instructional minutes. Possible formats include: an A/B alternating schedule in which groups would attend on campus for two days per week and distance learn for the remaining days and an AM/PM model in which students would attend on campus each day of the week in either the morning or afternoon.

The district will continue with the many tiers of our mental health program for students upon return to in-person instruction. This includes our robust mental health counseling program, as well as, the myriad of in-class socio-emotional learning activities provided by our teachers.

Upon the return of students on campus, the district will continue to provide meals at the designated locations for students who are on the “distance track” of the hybrid model.

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

Description	Total Funds	Contributing
Provide personal protective equipment (PPE) and items to help with social distancing: Gloves, Stickers (for concrete), Sneeze guards for reception areas, Sneeze guards for offices, Dividers for students, Sandwich Boards, Bathroom signs (laminated), EZ- ups, Megaphones	\$335,660	N
Disinfectant Guns (Wands, Electrostatic guns) to clean classrooms and school areas	\$35,820	N
Campus / Noon Supervisors will assist with the Health Services isolation room when a students present with symptoms indicating a “presumed positive” case of coronavirus	\$65,000	N
School Age Care Encroachment due to increase in hours provided during distance learning and student to adult ratio required.	\$600,000	N
Budgeted Indirect cost-reduction to General Fund	\$148,216	N

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.]

Given the complexities of implementing a distance learning program, Bonita Unified moved the first day of the 2020-2021 instructional calendar by two (2) days. Teachers used the additional two days to collaborate and engage in professional development. Parents were informed of the change in schedule and were provided with the Distance Learning Schedules for instruction. BUSD worked to ensure that all students receive live daily instruction. The daily schedules include a balance of whole group, small group, intervention, independent instruction, prep and professional development for teachers, etc. Additionally, knowing that some students will require additional support beyond the daily schedule, BUSD staff developed plans for an after-school and weekend tutoring program to begin one month into the school year.

OTHER SUPPORTING PROGRAMS:

1. Meals: During the Distance Learning Program BUSD Food Services continues to provide meals that can be picked up at several locations and times slots.
2. Mental Health: School sites are ready and prepared to provide services for those in need of mental health support. Parents were notified to contact their child’s school site if services are needed.
3. “Preparing Every Student To Live Their Purpose” Daycare: BUSD offers a fee-based daycare program with as many as 36 students at each school site. Parents were also given information on how to explore outside daycare options.
4. Technology Support: All students were issued a Chromebook before the school start date to access instruction if needed. Wifi hotspots were also provided to families in need. Information on how to get support for technology while students were remote was sent home i.e. “If your household requires assistance with internet services, please call (909) 971-8377 x8880 or email at HelpDesk@bonita.k12.ca.us.”

DISTANCE LEARNING SCHEDULES

Elementary: Separate schedules were developed for transitional kindergarten (TK)/kindergarten and grades 1-5.

- TK and Kindergarten teachers provide virtual instruction from 8:00 a.m. to 11:00 a.m. using both whole group and small group instruction. A 15 minute recess is built into the morning learning block. Lunch is provided from 11:00 a.m. to 11:45 a.m. From 11:45 a.m. to 1:30 p.m. additional small group instruction and 1:1 assessments are provided. From 1:30 to 3:00 p.m. teachers are engaged in planning, Student Study Teams, IEP meetings, and 504 meetings to address student needs.
- Grade 1-5 teachers provide virtual instruction from 8:00 a.m. to 12:00 p.m. using both whole group and small group instruction. A 15 minute recess is built into the morning learning block. Lunch is provided from 12:00 to 12:45 p.m. Additional instructional time, both whole and small group, is provided from 12:45 p.m. until 1:30 p.m. From 1:30 to 3:00 p.m. teachers are engaged in planning, Student Study Teams, IEP meetings, and 504 meetings to address student needs.

Secondary:

- For grades 6-12 teachers will provide virtual instruction using a “block schedule”. Teachers will provide virtual instruction for 85 minutes for each class period. Each class period will meet on alternate days, with the exception of Wednesdays. On Wednesdays, teachers will provide virtual instruction for 20 minutes for each course. On Mondays, Tuesdays, Thursdays, and Fridays, teachers will provide differentiated instruction for 55 minutes. This will include small group instruction that will be required on various days for students identified as in need and voluntary for others. The lunch break is provisioned for 45 minutes daily, with the exception of Wednesdays, where a 12 minute break is provided. Afternoons on Wednesdays will be used for teacher planning, department meetings, and IEP and 504 meetings.
- Secondary teachers who teach “Zero Period” courses will provide virtual instruction daily for 45 minutes prior to the start of first period.

In preparation for Distance Learning, BUSD staff piloted and adopted a Learning Management System (LMS) which would allow the best remote access to all BUSD curriculum. The LMS selected was Canvas. The Canvas Learning Management Platform allows schools to build the digital learning environment that meets the unique challenge of providing all curriculum in one localized location for ease of use and access by students. BUSD has found some of the benefits Canvas Instructure promotes as follows:

“From learning to read to reading to learn, Canvas supports teachers in improving student achievement for everyone, from the littlest learners to college-bound seniors and beyond. Canvas provides familiar, consistent learning tools during the entire student experience—no learning management system has a greater K–20 impact than the Canvas LMS. Canvas is committed to providing the right learning environment at the right time, offering a virtual classroom that grows and adapts along with each school (Canvas Instructure website).”

Canvas allowed a significant number of curriculum programs to be integrated seamlessly. For example, at the elementary level the adopted ELA program, Benchmark Advanced, was fully integrated into Canvas so that teachers could access the curriculum within the Canvas LMS. Significant staff development for teachers on Canvas was made available throughout the summer and on the first days teachers returned to their schools. Additionally, teacher curriculum leaders and TOSAs worked during the summer to create matrices of curriculum links to support core instruction in all curricular areas that teachers could access to pull into their Canvas courses.

Another significant support for students was the provision of Chromebooks and instructional materials before the first day of school. Each school created a schedule (following safety protocols) which provided students a pick up time for the resources they needed. At the elementary level, schools will continue with regularly scheduled materials exchange dates. Students will be able to turn in work they could not submit digitally and collect any upcoming assignments and supports that teachers cannot provide digitally.

The curriculum delivery for ELD students will remain the same during distance learning. Staff evaluated the support systems we used before distance learning and found that all could be delivered during distance learning through integrated lesson delivery and small group instruction for designated services. Specific ELD classes in secondary schools continue with the same curriculum and Imagine Learning licenses to support newcomers and students not improving their English language skills were also maintained. ELD staff at the secondary level met during the summer or further professional development and to review material use for the distance learning program. It was their recommendation to continue with the materials successfully used in the 19-20 school year. Additional supports for families with ELD students were also posted on our website where parents may easily access the information.

The district ensures consistency of the distance learning program by frequent, informal check-ins with teachers regarding instruction. These discussions are centered around the instruction, and eventual student mastery, of our district-adopted essential standards. While specific instructional practices may vary from teacher to teacher, adherence to the essential standards is vital in BUSD and is consistently discussed by our staff. Additionally, our non-classroom certificated staff will assist with our distance learning program in a number of ways. These staff members will provide one layer of daily instructional and technological support for both teachers and students. Additionally, these staff members will be key players in our tiered engagement plan to ensure that all BUSD students are actively attending and participating in the distance learning program.

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.]

Bonita sent a technology survey to all students/parents regarding the need for devices and wifi access. Based on the results of that survey, Bonita Unified purchased 3500 new Chromebooks and 300 wifi hotspots prior to the beginning of the school year. Accordingly, each Bonita Unified student was issued a Chromebook prior to the start of the school year. These Chromebooks were equipped with the ability to access all of the curricular programs being implemented, as well as, with video cameras to enhance the daily live interaction with teachers and fellow students. BUSD also solicited, on numerous occasions, information on families that did not have access to the internet. Wifi hotspots have been provided to each family that stated a need. BUSD will continue to monitor needs throughout the term of distance learning to ensure that every student has connectivity to the daily instruction.

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.]

BUSD will assess pupil progress in grade TK-5 following a yearly assessment calendar that has been modified to best fit a distance learning or hybrid learning system. While in distance learning intervention teachers, instructional aides, or classroom teachers will complete the assessments via Zoom meetings where teachers provide instruction or independent learning while students are assessed individually or in small groups within break out rooms. An example of modifications of some assessments include moving to paper pencil DIBELS reading foundational skills assessment instead of the online assessment so that students could be given direction and monitored in a way that would validate the assessment results. Additionally, teachers have been trained on how to give quizzes and assessments through Canvas, Renaissance Place, Think Central - Go Math, Interim state assessments, and foundational reading skills for TK and K through online Zoom or one or one assessment results entered into Illuminate.

During Summer training, teachers were also provided with recommendations on how best to do Checks for Understanding during Distance Learning as well as given Best Practices for Distance Learning - for example the use of Flipped Classroom strategies.

The progress of students in middle school and high school will remain much the same as previous years. Previous benchmarks were given online, and formative assessments can be created within Canvas in order to monitor student progress. Additional opportunities for assessment were provided during the trainings outlined previously. Additionally, many secondary curricula provide online assessments as an option for secondary teachers to use.

Participation in synchronous instruction through Zoom meetings and additional asynchronous work will be measured through the use of Canvas as it keeps track of all student activity both within the system and when students go out to access other instructional programs through Clever. All teachers will follow the daily schedules adopted by the board, and will provide additional individualized instruction and independent work daily through assignments/materials picked up by students at their schools or accessed through adaptive online programs such as IXL or Renaissance Reading and Freckle Math. Instruction through synchronous Zoom meetings and eventually live contact for Students with Disabilities or ELD students will be monitored through regular checks for understanding and more in depth formative and summative assessments.

A four tiered plan for reengagement of students receiving specialized services was created to ensure all safety measures are to be followed. For example, Phase 1 allows for 1:1 in-person assessments in controlled environments following protocols including one management staff + 1 student, while phase 3 calls for self contained classes for specialized services to return utilizing a hybrid model and no more than 12 student per class.

It will be the teachers' responsibility to measure and assign the pupil assignments to cover all essential standards. Teachers will work in grade level teams and departments collaboratively to discuss the time value assigned to asynchronous assignments across classrooms, schools and programs. Completed assignments will be recorded whenever possible through AERIES gradebook or Canvas as well as any other gradebook kept for record keeping purposes. Additionally any assignments given that are not well documented through Canvas will be recorded in planning documents.

Distance Learning Professional Development

[A of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

BUSD teachers have worked with publishers to provide training on accessing digital resources and materials of current adopted materials. The district has provided multiple trainings for staff to support distance learning and necessary technology. The following list includes training to date and some planned for the fall 2020.

- *Canvas Training for secondary teachers and special education teachers to pilot Canvas for summer school 2020
- *Essential Standards project training - 2 hours per grade level grades K-5
- *Use of Cameras for instruction - BUSD administrative negotiation team and the teacher's association negotiation team
- *Canvas for Beginners - both secondary and elementary training
- *Use of Canvas Studio and other video creation services
- *Ziggy science - online science program training and science focus group planning for inclusion on the Science Matrix for instruction
- *BUSD Best Practices for Distance Learning - as presented through Canvas
- * 8 weeks of Biweekly Invitational meetings for Canvas collaboration
- *Best Practices for teaching Mathematics through remote instruction - Creative Mathematics
- *Renaissance Learning - New platform use and using STAR tests in Remote Instruction
- * Technology support is offered all staff with access through Computer Information Services with staff answering phones calls and work orders for support.
- *Professional Development: The role of the Intervention Teacher in supporting online instruction
- *Professional Development: The role of the Elementary Physical Education teacher in distance learning
- *Professional Development: The role of classroom music and chorus during distance learning and hybrid instruction
- * Social Emotional Learning and Quaver - Planning for Implementation in the BUSD classroom

*Implementation of the Engagement Support Plan - administration training, counselor training, teacher training

Beyond formal trainings, professional time has been built into schedules to provide for teacher collaboration and the sharing of resources and best practices throughout the 2020-2021 school year.

Staff Roles and Responsibilities

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

Many of the roles and responsibilities of Bonita USD staff members have remained largely unchanged. However, to fully implement the distance learning program, a number of staff have added responsibilities to ensure student success. These new responsibilities include:

Teachers - Our teachers have added responsibility with both synchronous and asynchronous instruction. Teachers have engaged in learning our new learning management system (Canvas), virtual meeting protocols (through Zoom) and various other digital tools.

Instructional Aides – Our aides were trained to help with students in small group instruction via breakout rooms in Zoom meetings.

School Age Care Employees - BUSD is offering a daycare program during the distance learning program. School Age Care employees have a number of new duties and responsibilities in this format. Foremost, the SAC Assistants serve as the primary facilitator to ensure that students are accessing their synchronous learning sessions. This is a significant shift in the expectations of these employees as they have assumed many of the duties normally assigned to instructional aides. For the students in our daycare program, the monitoring of their engagement in our distance learning program is the responsibility of these SAC employees.

Health Clerks - Although the duties of our health clerks are not significantly altered, the protocols by which they engage in their jobs has changed dramatically. Our Health Clerks adhere stringently to the health protocols provided by the Los Angeles Department of Public Health. They engage with children in our daycare program daily while following the requirements put forth by the County.

Bonita Center for the Performing Arts Manager - With the closure of our schools to students, our performing arts center has not hosted any events since March. To fully utilize the individual who manages this center, we have temporarily transitioned his position to the lead in tracking COVID cases in the district. He has undergone extensive training in the contact tracing and leads our BUSD team in this regard.

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.]

After distance learning began in March 2020, BUSD has sought to provide additional support to assist pupils with unique needs as outlined below.

TECHNOLOGY: BUSD has sought to provide technology devices and internet connection to all students with special attention given to all foster youth and any homeless students. There are several hotels in the district community that serve homeless families and the district has made sure these locations have internet access. The provision of technology and hot spots will continue through the 20-21 school year.

ENGAGEMENT INTERVENTION: Additionally, BUSD's 3-tiered Engagement Intervention Process was developed in the summer of 2020 to address needs of any students not participating actively in the distance learning program. Interventions include staff such as teachers, principals and guidance counselors making contact with families and asking the questions outlined below and providing any necessary follow up support. ***Does the student have all necessary instructional materials and supplies to complete all required assignments? Do you have access to transportation that allows you to get to the district sites where textbooks and materials are distributed and where meals are available? Does the student have reliable access to a device capable of accessing all elements of online instruction required by their teacher(s)? Is there reliable access to internet connectivity in the environment where the student is engaging in educational activities and accessing other services provided by the district? Do you believe the student may be struggling with any mental health issues that may be hindering their ability to engage in educational activities? Do you believe the student may be struggling with any physical health issues that may be hindering their ability to engage in educational activities?*** Additional hours were also provided for school counseling in order to meet the needs of students and families when schools moved to remote instruction in March and through the summer of 2020.

ACADEMIC SUPPORT

During the summer of 2020, English learners in grades 1-8 were invited to participate in a four-week virtual summer learning program. Over 80 students participated. The four-week Extended School Year Program for students with IEPs serviced just over 200 students. BUSD also provided meal delivery service for many families experiencing homelessness. Free on-line reading programs were promoted to all district families and provided through links on the district's website. Two foster and homeless youth liaisons and four social work interns work closely with site staff to support families and provide direct support for foster and homeless youth to support education and basic needs. District foster youth liaisons also meet regularly with STRTP staff to coordinate support and address issues with programs or resources.

Additional academic supports implemented for the 2020-2021 school year include the use of one to two additional fulltime substitute credentialed teachers placed at each school site (through at least trimester 1) to support absent teachers or to lower class size and provide help with instruction within small group ZOOM breakout sessions. Additionally instructional aides provided through site or district funds, as well as special education instructional aides were provided training on supporting students using the Canvas management system and supporting distance learning through scheduled Zoom meetings.

Other academic supports continuing in the 2020-21 school year include synchronous small group instruction for students with unique needs, including daily integrated and designated ELD instruction, instruction mandated by students' IEPs, and multi-tiered systems of support in academics and social emotional learning provided by both intervention teachers and school counselors. At the elementary level, there is a dedicated block of time in the afternoon that will be used for extra support for students who need intervention or designated ELD. Additionally, planning has occurred at all sites to ensure students with disabilities will receive appropriate support during small group instruction time in both the mornings and afternoon distance learning blocks. At the secondary level, students with disabilities will receive support during small group intervention time and in through their special education courses or during small group time in their Core courses. Lastly, additional learning resources such as Imagine Learning and IXL learning will supplement core curriculum to ELD students and students with disabilities.

STUDENTS WITH DISABILITIES:

Instructional time and schedules for students with an IEP follows the same schedule as all classes to maximize access. In addition to the teacher in each virtual classroom, one or more instructional aides are assigned to support students during core instructional time and during differentiated instruction each day, providing an additional level of support for students with an IEP. Service providers have been equipped to provide remote support and tele-therapy sessions in order to fully meet the minutes established in each IEP even while in-person services are not available. Each family received a prior written notice outlining the distance program for their child at the beginning of the semester. Teachers have been equipped with new online systems for delivering content and providing practice for students in a virtual environment. The district has also worked with families to provide in-home support through NPA

contracts and is developing a system to provide a phased return to some in-person services and support for small groups of students. The special education team is also considering ways in which compensatory services may be proactively utilized to counteract any identified learning loss during distance learning.

COMMUNITY SUPPORT

In order to start the year successfully, BUSD will participate with the San Dimas/La Verne Soroptimist group who will provide school supplies and clothing for 48 at risk students including our foster youth students or our most at risk students experiencing homelessness. Additionally, the cities of La Verne and San Dimas are working to coordinate support for families in need of childcare and food supplies within the two communities which send students to BUSD. The University of La Verne has also reached out to provide online tutoring services to students in need of remedial reading instruction.

Description	Total Funds	Contributing
Chromebooks for Food Services were purchased to assist in the scanning of children's ID's to verify our low-income student's Free/Reduced status	\$6375	N
Purchase 450 Cameras for all classroom teachers to provide distance learning	\$45,000	N
Purchase 300 Wifi hot spots for low-income families to access distance learning	\$109,200	N
Document Cameras were provided to further support teachers in distance learning/instruction	\$4,000	N
Purchase 3500 Chromebooks for all students to use to access distance learning	\$892,815	N
ZOOM Accounts for all BUSD staff to facilitate distance learning synchronous instruction	\$36,000	N
Purchase of the LMS Canvas program for all BUSD teachers and academic support staff to deliver an effective distance learning program.	\$52,990.00	N
Laptops for staff to support BUSD teachers, students and families from remote locations (Admin, Counselors) to allow groups to work from home during pandemic	\$9,700	N
Increased the hours for School Services Coordinators to provide support for students and families related to academic and college/career readiness (Low-Income, Foster Youth, EL)	\$17,134	Y
Hourly pay to a select group of teachers for curriculum development from March 2020 through the beginning of school to prepare a matrix of links and curriculum to help teachers provide the best distance learning programs possible. Differentiated learning opportunities were a focus to meet the needs of Low-Income and EL students.	\$19,500	Y
Summer Negotiations teacher participants hourly pay to consolidate district plans for the 20-21 school year	\$2,775	N
Hourly pay per school for teacher support distance learning training through the 20-21 school year	\$2,500	N
Reimbursement to all employees for supplies needed for distance learning program 400-500 teachers @ \$300	\$120,000	N
Laptops for Elementary Physical Education Teachers to assist in the providing of distance learning physical education opportunities.	\$7,555	N
Professional Development to all teachers on the Canvas LMS	\$50,000	N
Additional CIS Personnel to provide technology support in delivering chromebooks to students and tech support to teachers	\$42,000	N

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.]

BUSD teachers were aware that there would be student learning loss at all levels at the end of the 19-20 school year. Before the end of the year, teachers in grade TK through 5 collaborated on lists of skills/standards that they believed would need to be reinforced in the 20-21 school year and these lists were shared to the next grade level at each site. Discussions were also held within departments at the secondary level and plans made for assessment of skills in the fall as well as appropriate intervention.

BUSD Elementary students are assessed on norm referenced tests on English Language Arts foundational reading skills and ELA standards with the DIBELS suite of assessments 3 times a year (K-5) and STAR reading at least 4 times a year (Grades 1-5). Additional formative assessments on ELA standards are given through the adopted ELA curriculum, Benchmark Advanced. BUSD will assess students in grade TK-5 following a yearly assessment calendar that has been modified to best fit a distance learning or hybrid learning system. While in distance learning Intervention teachers, instructional aides, or classroom teachers will complete the assessments via Zoom meetings where teachers provide instruction or independent learning while students are assessed individually or in small group within break out rooms. An example of modifications of some assessments include moving to paper pencil DIBELS reading foundational skills assessment instead of the online assessment so that students could be given direction and monitored in a way that would validate the assessment results.

BUSD Elementary students are also assessed on norm referenced Mathematics assessments through STAR mathematics (Grades 1-5), *Reflex Mathematics* (Grades 1-5) and *Freckle* assessments. Additional formative and summative assessments on Mathematics standards are used with the Houghton Mifflin Go Math program.

Teachers were provided guidance on how to give assessments remotely during Distance Learning. All elementary schools have reading and math intervention teachers who were given direction to support teachers to make sure assessments were completed by the times posted in the Elementary Assessment Calendar. Teachers use the norm-referenced assessment listed above in addition to teacher created standards-based assessments (comprehensive in kindergarten) in the beginning of the year (BOY), and at the end of each Trimester (middle of year -MOY, and end of year EOY).

Secondary teachers will use a variety of methods to assess student learning in English and Math. For Math this includes the MDTP (Mathematics Diagnostic Testing Platform), *CPM* online assessment system and *Illuminate* tests and district created standards mastery assessments. Additionally, English teachers will use both the STAR reading assessment and *Illuminate* benchmark assessments.

BUSD teachers use the results of norm referenced tests on English Language Arts foundational reading skills (DIBELS suite of assessments and STAR reading) to measure pupil learning status of English Language Learners. Assessment results allow teachers to focus on skills during leveled, small group reading instruction in grades K-2. The foundational English skills of ELD students in grades 3-5 are addressed through both integrated instruction and designated instruction in small group with their teacher or the reading intervention teacher.

Results of assessments are analyzed by teachers and grade level teams and recommendations for RTI intervention programs occur at all school through regular data collaboration meetings such as grade level meetings, department meetings, principal data meetings, rti meetings and sst meetings.

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.]

All eight BUSD Elementary Schools are provided with Intervention Reading and Math Teachers who help classroom teachers address learning loss through small group instruction targeting deficit skills. Classrooms with higher numbers of EL students, low-income struggling students, and pupils with exceptional needs are often given the support of extra site based instructional aides- to help lower class size and enable support for more differentiated instructions. Make-up growth for students who are behind is a key school goal for all elementary schools. For students that need accelerated learning, the elementary schools offer a variety of online self-paced programs for students who want additional challenges. Additionally all adopted curriculum programs have built in recommendations for students who need accelerated learning challenges. All secondary schools provide multiple intervention courses including Reading Support and Math Lab courses for students to receive both core content instruction in their primary course and additional support in the additional course. For accelerated students in secondary schools, course offerings including accelerated, honors and Advanced Placement courses are offered.

Equity is promoted in BUSD. The Core Values of the District are: Equity, Mastery, and a Focus on Results. As equity is addressed in many staff development programs within the district, teachers are always encouraged to look for ways to help struggling students succeed. BUSD teachers are challenged to hold expectations high and work to support students to achieve at high levels. Teachers communicate frequently with the families of unduplicated youth and provide students with supports including tutoring and intervention both inside and outside of the school day. Additionally, the district has added 8 Mental health counselors in the last year. These counselors are tremendously helpful in addressing the needs for social skill training, identifying health/behavioral concerns, and promoting inclusion throughout BUSD sites.

BUSD uses the Response to Intervention (RtI) process, IEP process, or a 504 process to meet the needs of students with exceptional needs. A team approach is used to identify all supports necessary to close learning gaps. These students have their highly qualified teachers, instructional aides and utilize schools' intervention teachers' programs as well. BUSD has also worked with families to provide in-home support through NPA contracts. IEP and 504 teams also consider ways in which compensatory services may be proactively utilized to counteract any identified learning loss. Additionally, student placement planning is utilized when students with exceptional needs are mainstreamed. Whenever appropriate, class size is kept down in classrooms where there is much mainstreaming. Aides are added as appropriate. On-going push in support or collaboration from a specialized academic instructor is often utilized until a student can function successfully with differentiated instruction within a core classroom. Targeted remedial curriculum is also utilized, for example Imagine Learning and SIPPS, in secondary programs to support any learning gaps that exist with foundational skills.

BUSD teachers utilize STAR reading/math assessment results, Illuminate data reports, and AERIES CIS student data to monitor the progress of ELD students. Teachers at all grade levels are given planning time to access data and create plans to address ELD student needs. Parents are also given information on additional resources that benefit their children. At the elementary level, schools decide how to cluster students across grade levels so that their specific needs can be more easily addressed through both designated and integrated lessons. Bilingual paraprofessionals provide supplemental support to English learners at all school sites. Teachers utilize the bilingual paraprofessionals in break-out rooms to support small group instruction. The paraprofessionals also communicate with students during breaks in the school day to reinforce objectives of designated and integrated ELD lessons. In

addition to communicating directly with students, the paraprofessionals contact parents of students who need additional supports that cannot be addressed directly in the classroom. i.e.: challenges with technology, navigating instructional programs, and providing translation when possible.

BUSD employs two full-time foster/homeless youth liaisons and four social work interns. Liaisons and interns connect regularly with students to assist with education, counseling, and support needs. The liaisons and interns also implement systems to assist STRTP staff with monitoring student requirements, such as a shared Google Doc that shows assignments for each student for easier tracking by STRTP staff. STRTP staff will also have access to training on the BUSD learning management system (Canvas) to better support students. During distance learning, the BUSD foster youth support team will meet at least monthly with teams from each STRTP to identify issues and design solutions. The team also directly coordinates with other departments such as transportation and technology to ensure that needed supplies and equipment get to every student.

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.]

BUSD teachers utilize an array of formative assessments to collect data on pupil progress. After identifying pupil learning loss, Rtl intervention plans are instituted and regular reassessments are performed to look for progress. Renaissance STAR Reading and Math at the elementary level, and benchmarks and teacher created assessments at the secondary level will be primarily used and results analysed. Make-up growth will require in many cases extra time and instruction. Plans are being made for additional tutoring, Saturday school opportunities and a broad summer school program in the summer of 2021 for students with continued learning losses.

For Students with disabilities additional assessments may be utilized including sample student work and other norm-referenced tests in order to measure progress on IEP goals. After evaluating progress, IEP teams will make further recommendations for differentiation, modifications or accommodations as well as consider proactive compensatory programs when sufficient progress is not seen.

The results of the summative ELPAC to be given for EL students in January-March 2021 will provide supplemental data on the effectiveness of differentiated instruction and intervention given to those students in the fall of 2020.

District and site personnel (eg. principals and teachers) will analyze student achievement data consistently to ensure effectiveness of strategies. Personnel will engage in in-depth conversations regarding the effectiveness of specific actions/strategies.

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

Description	Total Funds	Contributing
Summer Planning with Intervention Teachers to address student learning losses in 20-21. The focus of this planning was to create curriculum to mitigate the loss of learning from spring and summer specifically of	\$1,200	Y

students who did not have access to learning materials (i.e. connectivity, devices) over that period of time. (Low-income)		
Elementary Intervention Teachers will provide direct intervention services to students that have experienced loss of learning, specifically to unduplicated students. Intervention teachers will provide SIPPS, Spire, Secret Story, and Heggerty reading lessons to support regular classroom instruction and Tier 2 Rtl support. (Low-income, EL, FY)	\$2,100,000	Y
Substitute Teachers trained to support all online courses through reducing class size or teaching in the absence of classroom teacher	\$114,258	N
MyOn Reading Program to provide online access to fiction and nonfiction reading material to all students	\$46,000	N
Purchase Online Learning Programs that provide adaptive instruction (e.g. IXL, Heggerty Phonemic Awareness, Imagine Learning). Lessons, reading materials, pacing can be differentiated for learners of all levels, and thus, are a significant assistance to new learners of the English language and to families not able to place students into individual tutoring. (Low Income, EL)	\$46,500	Y
After-school Tutoring for students needing remediation. This tutoring will be a free service provided to students. This action is for all students, but primarily directed to low-income students who would otherwise not have access to extra instruction. (Low Income)	\$50,000	Y
Bi-Lingual Instructional Aides and Primary Language Assistants to provide academic support for English learners with learning losses (EL)	\$242,000	Y
Instructional Aides (Site Specific) to provide small group instruction and targeted instruction for students needing intervention. All schools will provide intervention support to struggling students, with a principal focus being on the needs of English learners, low income, and foster students. (EL, Low Income, FY)	\$80,000	Y
Summer School Program 20-21 to provide broad support for any students with learning losses (secondary schools). Although open to all students, this action is a significant avenue to recover credits for low income and foster students. (Low Income, FY)	\$135,000	Y
Summer ELD Program to provide support for any EL student with learning losses	\$27,000	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The BUSD mental health support team consists of 8 Mental Health Support Specialists (licensed therapists), 3 DIS/ERMHS counselors (credentialed and/or licensed), 12 school psychologists (credentialed), 16 guidance counselors (credentialed), 4 social work interns, and 3 school psychologist interns. In addition, the district partners with local community mental health providers (Tri-City Mental Health and McKinley Health Services) to supplement school-based counseling and to provide staff development opportunities. Each school site is assigned dedicated mental health support with staff who can provide therapy, education and support for students. Teletherapy options have been identified to allow for remote therapy during school closures. In addition, the district maintains a Wellness Resources website that is available to the public, and a number of individual counselors also maintain websites

that contain additional resources. All of these resources and information can be accessed by families on a central information hub website created by the district to facilitate access and communication.

To monitor and support our mental health program, we identified the need for a screening tool to identify students for services. Panorama Education provides services for screening students between grades 3-12 and a teacher rating for kindergarten through grade 2. The survey covers student-specific areas including grit, growth mindset, self-efficacy, engagement, sense of belonging, and many more. Each grade-span has identified 4-6 areas that will be surveyed 3 times a year. The surveys will be used to both identify areas of focus for school sites and identify individual students that might need intervention with the mental health support staff.

In addition to our normal system of support, we have introduced teletherapy into our counseling program. Teletherapy services involves the use of electronic communications to enable school-based counselors employed by the Bonita Unified School District to provide therapeutic sessions using live two-way audio and video. The information obtained in these sessions may be used for diagnosis, therapy, follow-up and/or education. Electronic systems used will incorporate network and software security protocols to protect the confidentiality of patient identification and will include measures to safeguard the data and to ensure its integrity against intentional or unintentional corruption. Expected Benefits of teletherapy services:

- * Improved access to school-based counseling by allowing the student and counselor to remain in separate locations during restrictions that limit availability for in-person services.
- * More efficient evaluation and management of goals, treatment, and objectives.

Programs provided to students by teachers and counselors include Second Step curriculum and Quaver SEL, an online music program. In addition, the district maintains a Wellness Resources page and several counselors maintain resources pages unique to their schools.

The district will also consistently engage in measures to monitor the mental health and emotional well being of BUSD staff. The district will publicize resources that staff can use to access mental health services (eg. EASE Program), as well as, provide wellness opportunities throughout the year.

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.]

Bonita USD attendance procedures for students during distance instruction will be as follows. These procedures apply to

- all students during full distance instruction
- If in-person instruction is operating:
 - students on distance days in hybrid model
 - individual students who are absent due to COVID quarantine

Daily Attendance By Teacher

- Attendance is marked daily in Aeries by each teacher as would be done under regular operations.
- A student is marked absent if the student does not log in at all for the daily live interaction (DLI) session for that period.

Absence Verification From Family

- Families are expected to notify the school each time a student does not log in at all for the DLI for the period.
- This would be done primarily via email or phone to the secretary or attendance clerk following procedures similar to regular operations.

Communication With Family If Absence Is Not Verified

- Family is contacted by the site office per normal procedures for unverified absences.

Engagement Intervention Process:

1. LEVEL 1 Interventions: Singular or Short-Term Issues with Attendance, Participation, or Assignment Completion

- a. If a student is absent from the daily live interaction (DLI) session for the day/period, the student's family is contacted by the site office to determine the reason for the absence.
- b. If a student is not actively participating in DLI activities, the teacher may contact the family to discuss the issue.
- c. If a student is not logging in to online activities and/or not submitting assignments, the teacher may contact the family to discuss the issue.

1. LEVEL 2 Interventions: Would begin when a student has three (3) absences, or if issues with participation or assignment completion persist after Level 1 interventions have been attempted (note: Level 1 interventions continue while Level 2 interventions are being implemented).

a. Within one week of a student reaching the third occurrence being marked absent from a DLI, the following occur:

- i. The family and student (if appropriate based on age) are contacted by a site administrator or guidance counselor to discuss any issues associated with the absences. This conversation should address all possible issues on the checklist * as well as address issues specific to the student of which staff are aware. Based on this conversation, the family may be referred to a community-based resource or a district-based resource (counseling, special education, etc) may be contacted for additional follow-up with the family.
- ii. Each week, the Student Services Office will generate a list of all students who have reached their third absence and will send communication to those families notifying them of the absences and providing a reminder of services offered through the district that can support families.

NOTE: Level 2 interventions re-occur at intervals of every three absences (6th absence, 9th absence, etc) and would reoccur if issues with participation or assignment completion persist following an initial Level 2 intervention effort.

1. LEVEL 3 Interventions: Would begin when a student has accumulated at least 9 absences or if issues with participation or assignment completion persist after Level 2 interventions have been attempted (note: Level 1 and Level 2 interventions continue while Level 3 interventions are being implemented).

- a. The student is assigned to Level 3 intervention staff
- b. Level 3 intervention staff contacts the family and establishes a plan for regular contact with the family and the student to discuss the checklist and other issues specific to the student.
- c. Level 3 intervention staff establishes a communication system with teacher(s) and service providers for this student to monitor ongoing progress.
- d. Level 3 intervention staff maintains these systems until issues with attendance, participation, and assignment completion have been resolved.

Other items associated with engagement:

- These procedures are not designed to replace other monitoring, assessment, and intervention efforts such as SSTs or other forms of parent contact. Those procedures would still operate according to the protocols established by each site, in addition to the extra steps listed in this document taken specifically for engagement intervention.

- Formal attendance procedures such as SART and SARB will remain in operation and can be used in situations where families are not responsive to or cooperative with engagement intervention efforts. The checklist shown below above should be added to the agenda for all meetings of this type.
- If a family or student is consistently unresponsive to forms of communication such as calls, texts, or emails, consideration should be given to a home visit to speak directly with a family (using appropriate physical distancing protocols). A School Resource Officer may be available for this purpose. Regular U.S. mail should also be considered.

Upon request, the district will provide translated copies of documents and/or a translator to individuals needing a language other than English.

School Nutrition

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

The District provides curbside pick-up (of a breakfast and a lunch) at 5 locations within the district: from 11:30 am to 1:30 pm Monday through Thursday (with double meals going out for Fridays with the Thursday delivery). Delivery sites are Central Kitchen, Roynon Elementary, Ekstrand Elementary, La Verne Heights Elementary, and Lone Hill Middle School. Site locations were determined based on the following criteria:

- Geographic distribution throughout the District
- Parent request (based on survey)
- Sites located in area of higher free/reduced lunch count
- Ease of transportation of food from central kitchen to delivery area
- Availability at site of a safe area where we could control traffic flow

We provide a drive-through service where meals (both breakfast and lunch) are delivered curbside – driver does not need to leave car. Appropriate warming and cooling equipment is used to keep food at safe temperatures.

We utilize all safety procedures as required by the Los Angeles County Department of Health in their COVID-19 rules. We also follow all rules set forth in the CDE Nutrition Services Division *COVID-19 health and Safety Considerations During Food Service Preparation and Delivery*. We provide a strict separation between servers and kitchen workers, and between sites. A back-up team is available in case of a worst case scenario where a site team has to be sent home and quarantined.

The waiver have made it easier to prepare meals with relaxed restriction of the USDA guidelines. The provision extending the Seamless Summer Feeding program has allowed the District to provide a financially viable program.

When in-person instruction begins, the district will provide nutritional meals to all on-campus students in the same manner as prior to the pandemic. This includes having meal distribution centers at each school site.

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

Section	Description	Total Funds	Contributing
Nutrition Services	Nutrition Service Encroachment Budgeted Indirect cost-reduction to General Fund	\$ 550,000 \$ 133,591	N
Mental Health	Mental Health Support Specialists Salaries - Understanding that the effects of the pandemic have disproportionately affected low income students, outreach and services will be focused on these students. (Low Income)	\$1,600,000	Y
Mental Health	Provide Quaver Socio-Emotional Learning curriculum to K-5 students. Understanding that the effects of the pandemic have disproportionately affected low income students, implementation of this curriculum is principally beneficial to these students. (Low Income)	\$490	Y
Pupil Engagement	Foster Liaisons will continue to provide academic, social and emotional support to Bonita USD foster students (FY)	\$605,000	Y
Mental Health	Panorama and West Ed surveys will be given to support the identification of students in need of mental health services. Identification for the need of services will be focused on students that would otherwise not have access. (Low Income)	\$29,500	Y

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
7.99%	\$6,688,662

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 actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

Mental Health - Mental Health Support Specialists Salaries / Quaver Social Emotional Learning curriculum for K-5 students / Surveys to address Social Emotional and other needs of BUSD students - Panorama

Based on school climate survey data, Bonita USD understands the importance of providing a comprehensive system for social-emotional learning (SEL) in our schools. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). The specific benefits of implementation of a comprehensive program are as follows (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012):

- Increased positive attitudes toward oneself, others
- Increase in positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

Children and youth from low-income households and youth in the foster system are at an increased risk for mental health problems (Zlotnick, Tam, & Soman, 2012). BUSD will increase services provided to students by professionals such as counselors, social workers, and psychologists. These services will align with universal efforts in the classroom. Often through small-group work, student support professionals reinforce and supplement classroom-based instruction for students who need early intervention or more intensive treatment. Supporting youth from low income households and foster youth with counseling services will prepare students to access instruction. For these reasons, Bonita Unified has decided that this is the most effective way of utilizing these funds.

Intervention Support - Summer Planning with Intervention Teachers / Summer Curriculum planning and development to bests meet the needs of unduplicated students and others in a distance learning environment / Elementary Intervention teachers and secondary intervention

sections to remediate learning loss / Online adaptive learning programs to support foundational skills for EL and other at-risk students who exhibit learning losses / BIAs and PLA salaries to provide differentiated support for English learners for learning losses/ Summer ELD program to provide support and remediation for EL students with learning losses / After School Tutoring for students who exhibit learning losses in the distance learning environment put in place with the needs of unduplicated students foremost in BUSD staff planning / Site specific instructional aides hired to help provide help to unduplicated students and others who exhibit learning losses of need extra help / Summer School programs to provide support for unduplicated students and others with learning losses

Bonita USD continues to strive to improve first time teaching in order to reduce the number of students needing intervention support. However, the need for intervention support currently remains high. All schools will provide intervention support to struggling students, especially English learners, low income, and foster students. Research shows early intervention and support for students will close the achievement gap. The focus will be on identifying struggling student populations for these interventions. There will be an emphasis on growing effective instructional strategies, evaluating appropriate support materials and purchasing materials to provide interventions that will benefit students struggling with academic content. Research shows systemic use of small groups, additional time working with content, and co-teaching in classrooms promotes consistent structure for students to engage in critical thinking, collaboration, and communication. In addition, explicit instruction in academic language has shown to provide the English Learner the necessary supports to access the curriculum. Specific efforts will be made to engage low income, EL, and Foster Youth students in other school programs such as music, arts and career technical education. Much of the available research shows that supportive schools and participation in the arts foster positive outcomes by promoting students' sense of "connectedness" (Resnick et al. 1997), "belongingness" (Baumeister & Leary 1995), or "community" (Schaps, Battistich, & Solomon 1997) during the school day. Unduplicated students in high school and EL elementary and middle school students will have the opportunity to participate in summer school to reduce the summer learning loss (Aumaugher, 2014). To ensure success of our students, support staff is provided to allow for closer monitoring of student progress, including positions such as the foster liaisons, student service coordinators (counselors), and an additional dean of students. For these reasons, Bonita Unified has decided that this is the most effective way of utilizing these funds.

Foster Youth - Foster Youth Liaisons to provide support for Foster Youth and coordinate programs to best support their learning needs

Our two foster youth liaisons will continue in their typical role of supporting individual foster youth students in making academic progress and completing high school graduation requirements. They are intricately involved with students entering and leaving foster homes within the District, which has continued at a normal rate during closures. Liaisons monitor students moving in and out of the District and advocate strongly to allow students to remain in the distance-learning program of their school of origin – this has happened considerably more frequently during closures.

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

BUSD staff and community/stakeholder engagement feedback confirms that school closures in March and on-going distance learning have most impacted our most at risk students who will start the year with significant learning losses. Therefore, the funds expended at the district-wide or school-wide levels in the 20-21 school year will be principally directed to and are most effective in meeting the needs and related goals for our unduplicated students: foster youth, English learners, and low-income students. These actions include:

Devices and Connectivity The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The financial hardships of the pandemic have hit low-income families particularly hard. The American Academy of Pediatrics reported that approximately 43% of parents living with school-aged children report that a family member has lost a job or work hours due to the pandemic. Significantly, more than half of low-income families reported job losses. To ameliorate the effects of the pandemic and to ensure low-income students would be able to access the necessary resources to connect to instruction the district purchased 3500 chromebooks and 300 Wi-Fi hotspots and distributed computers to every student in BUSD and, on a case-by-case basis, provided Wi-Fi hotspots to families in need.

Instructional Materials Several new online instructional programs are being implemented district-wide for all students. Although these programs are for all students, the adaptive nature of the programs allows for a particular benefit for students at-risk. Lessons, reading materials, pacing can be differentiated for learners of all levels, and thus, are a significant assistance to new learners of the English language and to families not able to place students into individual tutoring. The specific learning needs of UDP students were taken into consideration for these expenses.

Nutrition Services and Supplies This action was implemented during school closures and throughout the summer across the entire district, but was primarily intended to provide food access to students and families facing food insecurity. Food service will continue throughout the 2020-2021 school year. Research indicates that nationally one-quarter of families have experienced food insecurity due to the pandemic. Many BUSD students and families already faced food insecurity prior to COVID. The pandemic's impact on employment and the resulting loss of income has made this an issue for many more BUSD community members. This action is intended to assist in providing food security for our students.

Increase in School Service Coordinator (School Counselor) time The implementation of academic counseling services is intended to provide all students, and in particular unduplicated students, guidance to support their successful navigation of high school and assist in their college and/or career pathway. Particularly for students who will be the first in their family to go to college, many of whom are unduplicated students, consistent access to counseling is a critical support for their success. Stakeholders have consistently identified school counseling programs and services as a priority in our district. Achievement gaps between unduplicated students and other students have consistently been identified. These achievement gaps include the indicators on the college and career readiness Dashboard. A large body of research has shown that access to academic counseling is significantly correlated with positive college-going rates. In summation, the above district-wide services are undertaken to ensure that children's home environments remain as stable as possible and that the student needs are met to minimize adverse long-term effects of the pandemic.