

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>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Brea Olinda Unified School District is located in the northeast corridor of Orange County. The city of Brea encompasses 11 square miles and is home to approximately 45,606 residents. Currently, there are 401 cases of COVID-19 with an overall total of 979 reported since the inception of the pandemic. On March 13th, the BOUSD school Board met and took emergency action to address the pandemic and enact a school closure. BOUSD halted live in person learning on Friday March 13th and switched to Distance Learning effective March 19th. All teachers were given 3 days to plan and prepare for the switch to Distance Learning. BOUSD continued to evaluate the impact of the pandemic and ultimately remained in Distance Learning until the end of the school year on June 13, 2020. The City of Brea responded to the pandemic by requiring residents to shelter in place, closing access to all public facilities. Students were required to remain home during this time. Orange County was placed on the state watch list in August 2020 requiring BOUSD schools to open on August 17th in Distance Learning. At this time, BOUSD continues to maintain the Distance Learning Program. The District is working to prepare for the Reopening of Schools when the County of Orange allows us to transition back to hybrid and eventually to return full time. As of the date of the document, BOUSD is monitoring public health and is targeting an October date to reopen.

Stakeholder Engagement

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

The BOUSD has made stakeholder engagement a priority. The District engaged staff, teachers, parents and the community to gather information and feedback regarding the impact the pandemic has created for the schools. BOUSD hosted a variety of online parent forums and surveys in an effort to hear directly from parents. Thought Exchange was also used in early spring to collect information on the teaching and learning experiences of students for the 2019-2020 school year to inform the LCAP even though it was postponed. Executive cabinet

met with a focus group of students from each school site to gather ideas directly from students. BOUSD also hosted site-based meetings for teachers and staff to share their input. Multiple online survey tools went out to the greater BOUSD community to address the school closure and student needs. In addition, BOUSD surveyed families for the reopening of schools for the fall of 2020 and also conducted a technology survey to identify technology needs. Finally, we created a work-group that was made up of various stakeholders to address the reopening of schools. This work group was made up of over 40 participants that represented multiple positions in the District to ensure a variety of opinions and ideas were represented. Both bargaining associations were engaged through multiple meetings and will continue to occur as BOUSD transitions from one phase of education to the next. BOUSD will also continue to collect parent feedback on the instructional program as the District moves through each phase. This will be done using survey tools and Thought Exchange. For stakeholders without internet access, in-person stakeholder engagement meetings were held at each school site. Executive Cabinet made themselves available to the public to meet in person through a variety of meetings held in the City Conference rooms. Additionally, for families who were non-English speakers, there was a Spanish survey published. BOUSD also had translators present as needed to address our Chinese, Korean and Spanish population (as requested).

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

The BOUSD enacted digital online board meetings to ensure the public had the ability to stay engaged. As of March 2020, all school Board meetings were conducted via ZOOM and open to the public. Attendance at these meetings increase by 400% and BOUSD ensured that the public had the ability to share public comments. BOUSD received multiple public comments addressing the reopening of schools and other comments also. Moving forward, BOUSD is committed to ensuring that the public can continue to view Board meetings digitally to maximize community participation.

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

The community responded to the surveys by sharing very specific information on how they were experiencing the pandemic and distance learning. The first survey sent out in June regarding the reopening of schools had 3800 responses which is approximately a 53% participation rate. Parents from all school sites and all demographic groups participated. The results of this survey resulted in parents stating they were concerned about enhanced cleaning at the school sites, social distancing and classroom seating and staggering unstructured time for students. Additionally, parents highly preferred their students returning to school as many days as possible in either a 5 day-a-week model or hybrid model. In addition, parents stated they wanted more live synchronous teaching and learning opportunities for their students, established routines and schedules, collaborative group work and flexibility. The second survey conducted in July provided additional information from families regarding Distance Learning. Parents showed an interest in maintaining Distance Learning and having flexible options such as an online academy and independent studies. In addition, the parents responded by sharing the following priorities:

1. Enhanced cleaning and safety protocols
2. Social Distancing
3. Staggered drop-off and pick-up times
4. Staggered recess and lunch times
5. Preferred more in-person instruction and less in Distance Learning
6. Expressed the need for flexibility
7. 69.5% stated they would require childcare in a hybrid setting

A staff survey was also created to gather feedback from all staff. The staff included all BOUSD employees and collected information on working conditions and return-to-work expectations.

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

BOUSD ensured that the Learning Continuity Plan reflected the community input in an effort to represent the needs of the community. The portions of the Learning Continuity Plan that reflects community influence are: Continuity of Learning, in-person instructional offerings, access to devices and connectivity, pupil participation and progress, professional development, support for students with unique needs, learning loss strategies and the mental health and social emotional well-being of the students. The Executive Cabinet met with 10 school site staffs, the special education teachers, elective teachers, combo teachers, TK/K teachers and science teachers to discuss resources for teaching and learning. The collective feedback from the staff was used to inform this document. Survey results from the parents and collective information from student focus groups also contributed to the LCP. Comments shared regarding intervention, supports and supplemental programs were incorporated into this LCP document.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The BOUSD has taken action to provide services to students in-person when possible to provide academic support. Students in grades 7-12 had access to summer school and could have in-person check ins with teachers as desired. Childcare services are being offered to interested families where students in grades preschool-8 can attend and receive in person-academic support. In addition, BOUSD is exercising the option to bring back small numbers of students who are unique learners and require a different level of instruction. These groups include special education, English Learners, Foster Youth, Homeless and at-risk learners.

BOUSD's re-opening plans and Instructional models have been developed in collaboration with teacher groups and our leadership team. With current re-opening plans in motion, students will return to school and participate in a hybrid instructional model. Each teacher will have their classroom split into two cohorts of students. One student cohort will report for live instruction, while the other student cohort will participate in real-time instruction by live streaming from home. Students will rotate through both learning modalities throughout the week.

Through this model, students will participate in a seamless learning experience, with the same curriculum delivered to both groups of students daily. This model will ensure that student learning and competency development is maximized with consistency, with specific focus on implementing strategies and interventions that mitigate learning loss. Additionally, BOUSD has placed intentional focus on mitigating learning loss by identifying students who are at a greater risk of experiencing learning loss by administering the iReady Diagnostic Test on a districtwide level. iReady results are being leveraged to help identify students who are in the greatest need of intervention and support. Support in this area will be provided to students during the hybrid model in the form of intervention support provided by LCFF Paraprofessionals, Reading Specialists, and classroom teachers.

Our students' social-emotional well-being is extremely important to our organization as a whole. BOUSD has created a team that focuses on Social and Emotional Learning (SEL) and how to grow organizational capacity in this area to provide comprehensive SEL support to our students. Our SEL Team is currently in the process of developing a Professional Development series for our teachers to participate in, to best support the SEL needs of our students. Components of this training will involve classroom-based instruction and/or strategies that support our students' social and emotional health. Please see the learning loss table of actions that will address learning loss. Actions were carefully selected to provide additional opportunities for students who are at-risk of not accessing the instructional program or in danger of not making progress.

Much attention has been paid to the procurement of personal protective equipment (PPE) and cleaning protocols. BOUSD has purchased new cleaning machines (electrostatic) for nightly use by the custodial staff along with cleaning chemicals to be used to clean all spaces utilized. Mask, face shields, aprons, gloves, surgical hats and booties have been purchased for staff. All district buildings have signage to call attention to COVID protocols, remind individuals about social distancing and symptomology. Additionally, Infographics were created to remind students and families about healthy hygiene practices, daily screenings and what to do when ill. Additionally, information has been communicated on how to access campus. Students and families will be given guidelines for site-specific access once the hybrid model begins.

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

Description	Total Funds	Contributing
Secondary Summer school program. Summer school allowed students to continue their coursework, improve grades, recover credits and accelerate learning. Students completed over 450 courses this summer.	\$53,000.00	Yes
Childcare program . This allowed students to receive on-going academic support while students are in Distance Learning. Program was opened at Country Hills, Arovista and Olinda.	\$600,000.00	Yes

Description	Total Funds	Contributing
Coyote Den (BCHS) - Students who are at-risk or disengaged are invited to participate in this academic support program. This allows students to maintain learning and seek emotions and academic support from identified staff.	\$20,000.00	Yes
Small group instruction for students with special needs. Students with unique needs were identified and invited to return to campus in small cohorts to support their learning and increase access to instruction. Currently, highly specialized populations and SDC are participating.	\$500,000.00	Yes
Small group instruction for English Learners- Students are invited to participate in small cohort groups led by LCFF aides under the direct supervision of a certificated teacher to increase access to the instructional program and support academic language development.	\$500,000.00	Yes
Preschool- BOUSD opened to state preschool students at Arovista and special education preschool.	\$100,000.00	Yes
Personal protective equipment: Purchased to support the health and wellness of staff and students. Includes mask, gloves, shields, aprons, disinfectants, equipment, etc. to support a clean and healthy environment.	\$245,863.00	Yes
Total investment	\$2,018,863.00	

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.]

Continuity of instruction will be provided by ensuring that students have access to academic standards based instructional materials that can be accessed either in person or online. Teaching will continued to be provided by highly qualified credentialed teachers that represent excellence in their respective grade levels and subject areas. BOUSD will ensure that all students achieve proficiency in essential areas of skill and knowledge through engagement in rigorous and relevant educational experiences that develop their ability to collaborate, create, communicate and think critically, with specialized focus on closing the achievement gap for target populations (English Learner, Foster Youth, Socioeconomically Disadvantaged and/or Special Ed). Regular elementary core instructional resources such as the English Language Arts Benchmark Advance and Go Math program will be maintained. Digital access to each of these programs will provide teachers the ability to maintain continuity for instruction and unilateral access to all elements of the curriculum. Social science, math, art and PE programs will be maintained for all students. Secondary students will also have continued access to the previous instructional materials, course schedule and electives that existed prior to COVID-19. Additional resources in the form of technology platforms have been purchase to enhance instructional delivery and increase engagement. Additionally, support programs have been added to increase access to Next Generation Science Standards, math skills and early literacy. BOUSD created academic instructional schedules that maximized the instructional day.

Grade TK/K- Live synchronous minutes 180 with additional asynchronous time to maximize instructional minutes

Grades 1-3 - Live synchronous minutes 230 with additional synchronous time to maximize instructional minutes

Grades 4-6 - Live synchronous minutes 240 with additional synchronous time to maximize instructional minutes

Transition to an A/B/C hybrid model will maintain the above minutes and provide access to in-person learning as soon as possible determined by public health.

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.]

In Early March when BOUSD began the process to shut down, parent were contacted to inquire about their technology needs. A District Survey and site-based principal contact ensured that families had the ability to notify schools of their needs for technology. Students were able to check out student devices in the spring and 1017 devices were issued at that time. As of the start of the 2020-2021 school year, BOUSD has issued 3620 devices to students (60% of our population) to be used for instruction. BOUSD has made home visits to students and families who did not "connect" on time or were missing from their classroom settings. In addition, BOUSD has issued internet hotspots to families in need, prioritizing student who are low-income, foster youth, homeless, in special education or have multiple siblings in their homes. We have also offered limited in-person opportunities for students to come to campus and access wifi when necessary in common areas appropriate for student wellness and safety. The information techs are also supporting students and families by offering assistance through a "helpline." Families can email or call and get assistance. The network infrastructure was also enhanced and additional band with

was added as needed over the summer months. Currently, BOUSD continues to monitor the internet activity and makes adjustments as needed.

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.]

BOUSD will monitor student attendance, engagement and progress to ensure that students are participating in their learning. The District formed a Workforce Group over the summer of 2020 to establish the learning priorities for students with the new state instructional minutes formula. Instructional blocks were created to structure synchronous learning: TK/K =180, 1-3 grade=230 and grades 4-12=330 minutes. An asynchronous schedule was also created for grades 1-6 to maximize learning and add to the time value for student work to create a schedule as close to a traditional model as possible. An additional 60-120 minutes were included in the afternoon for asynchronous learning where teachers provide small group instruction and options for intervention. Through this process, BOUSD will monitor daily, live student contact by requiring students to be participate for a minimum of 60% of the class instructional time. Teachers will complete a daily live instruction and engagement log that will be used to measure the value of student work completed and provide follow-up and intervention to all students who are not logging-in regularly or are not fully participatory. Students will be monitored via Aeries attendance and the engagement log. Students in the online academy and in independent study will complete weekly time-value engagement logs to demonstrate student progress. A tiered intervention plan was put into place to support students who struggle with participation. School counselors and support staff and following up with these students.

Distance Learning Professional Development

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

A series of professional development opportunities were created for teachers and staff to prepare for Distance Learning. Initially, BOUSD had an immediate response, creating trainings for ZOOM, GOOGLE, GOOGLE Meets and Seesaw to launch our teachers into Distance Learning. This was followed up by the creation of 42 webinars with topics identified by teachers as important and necessary to their work. Over the summer, there were opportunities for grade level planning teams to come together and address needs and ask for trainings. The professional development launch of the 2020-2021 school year included trainings of device integration to support teachers who were taking their instruction to the next level. Classified staff was trained on how to take attendance under the new model and how to use the engagement logs to follow-up with students. Surveys continue to go out and collect information on the needs of teachers and staff. Resources provided include access to 5 instructional coaches, technology based instructional platforms, technology equipment and outside professional development. BOUSD secured 14 new programs for teachers to access for their use in the classroom. Technology support will be provided by the site-based media techs and teacher tech reps as the first level. The second level is through the informational technology techs, Technology Director and instructional coaches.

Staff Roles and Responsibilities

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

BOUSD has taken an all-hands-on-deck approach to supporting Distance Learning and student need. The management team met to go over the list of available positions throughout the district and how Distance Learning has impacted their ability to perform work. Each position was evaluated to address how everyone's position could be modified to help support the needs of our students and families. The work and responsibilities of certificated staff stayed the same but all other positions were slightly impacted to help students. Some classified staff has been reassigned to facilitate small group instruction alongside teachers, others have been assigned to call home or collaborate on home visits for students who are not logging in. Counselors are meeting virtually and in-person with students to maintain academic planning but to also build relationships. School bus drivers have supported the delivery of instructional materials and home visits. Food services continues to provide outstanding service to the community. Many of the paraprofessionals were reassigned to general education teachers to provide support for students. School security officers are being asked to provide a combination of campus security, teacher support and student connectivity. This work is on-going and will continue to be re-evaluated.

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.]

BOUSD is committed to providing support to students who are in special populations such as English Learners, Special Education , Foster youth or homeless. Students who are English learners are receiving both designated and integrated ELD instruction. In K-6, ELD is integrated throughout the student instructional block and built into their ELA program. In addition, students are provided time with an instructional para professional that provides designated ELD instruction under the direct supervision of a certificated teacher. Rosetta Stone foundations was purchased this year as a support program for students to access asynchronously while away from their teacher. Grades 7-12 have a designated ELD course as necessary with a certificated teacher and English 3D instructional materials was purchased for this group of students.

BOUSD Foster Youth Students are receiving individualized services as needed. Staff has been in contact with guardians to address student needs and determine supports that would allow students to maintain access and thrive in Distance Learning. Personal phone calls and visits occur along with regular check-ins. Students have access to devices and internet connectivity and meal service. At this time, BOUSD does not have a significant FY population but provides excellent support to those in need.

Homeless students (identified by the family) have the same supports as Foster Youth. In addition, we provide a significant amount of external resources for families such as connections to health care, food banks, housing and transportation.

Special Education Students: Students will have access to additional supports to support learning. They may be assigned in home- in person intervention for students who are not benefitting from zoom. In person instruction for majority of the mod/sev population. All mod/sev students Preschool-Adult Transition will have some form of in person instruction by October 5, 2020. Break out groups with paraprofessionals to supports all levels of students; some are receiving individual paraprofessional support. Targeted individualized interventions for students who are not logging in or engaging in instructions; interventions include: coming into campus for instruction;

paraprofessional-1:1 support; working with general education teachers for accommodations and modifications; etc. Each student has a covid intervention plan that clearly delineates all services a student is receiving and allows the IEP team to address additional concerns. There will be on-going monitoring and intervention meetings for students who are struggling with engaging.

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

Description	Total Funds	Contributing
ZOOM subscription: This subscription provides teachers the ability to continue virtual instruction.	\$14,070.00	Yes
ZOOM for G Suite: Program allows for seamless integration of the Google G suite and virtual engagement for teachers and students.	\$9,912.00	Yes
5 instructional coaches: The coaches will provide professional development to provide a seamless transition to Distance Learning. The team supports the professional development of all teachers and staff that are responsible for instruction and supporting students. Each coach specializes in a particular area such as English Learners, Special Education, At-Risk students, low SES, Elementary and Secondary students. Each coach connects resources, programs and teachers for the teaching and learning.	\$305,000.00	Yes
Online Academy Teachers (8): Teachers hired to support the continued instruction of students who do not want to return to school and would like to remain on Distance Learning for the 2020-21 school year. These teachers serve students in grades TK-12 and have ensured Distance Learning will be maintained after the hybrid model is implemented and students return full-time. (salary only)	\$340,240.00	Yes
2 Independent Study Teachers: Teachers were added to the independent study program to support students in grades 7-12 that did not want to return to campus during the 2020-21 school year. Program enhancement provided the opportunity to seamless access to instruction. (1 new FTE)	\$46,250.00	Yes

Description	Total Funds	Contributing
2 PD days: Teachers were given two professional development days to be trained and prepare for Distance Learning. Teachers planned and learned how to use their new ZOOM accounts and created GOOGLE classrooms or SeeSaw learning management systems.	\$291,600.00	Yes
Voluntary PD time: Teachers were offered additional PD time to learn other new online programs. Special Education, ELL teachers and para professionals were given additional time to learn how to best support their teacher and students.	\$40,000.00	Yes
Coordinator of Educational Services: Administrator that supports the coordination of training and professional learning for all staff. Special attention is paid to English Learners and Special Education. This work includes the use of small group instruction, ELPAC testing and intervention for Special Education, At-Risk, Foster Youth and Low socio-economic students. Monitors the progress and engagement of students. (50%)	\$38,750.00	Yes
Tech Director and Computer Technicians and Network Tech: The technology team ensures the seamless transition to Distance Learning. Staff monitors the infrastructure and network to support the implementation of ZOOM, GOOGLE, SeeSaw and all of the other online program utilized to drive Distance Learning.	\$158,750.00	Yes
Site-Based Media Techs: Classified staff that supports the implementation of instructional technology at the school sites.	\$69,125.00	Yes
Chromebook purchase: Completed the purchase of Chromebooks to support Distance Learning for students. To date, BOUSD has checked out 3620 Chromebooks for student use.	\$203,358.00	Yes
Purchase of personal hotspots to ensure connectivity for families that do not have internet	\$23,719.00	Yes
Kajeet internet connectivity plans to support devices	\$219.00	Yes

Description	Total Funds	Contributing
Chromebook purchase for fall 2020: Purchase of Chromebooks to support the transition to Distance Learning to Hybrid Learning. 1600 new chromebooks.	\$400,000.00	Yes
Teacher monitors: Provides teachers with access to dual monitor system to run programs and ZOOM simultaneously for synchronous instruction	28,200.00	Yes
External web cameras: Provide teachers with the option to maximize the student vision fields on ZOOM during Distance learning and synchronous teaching	\$16,597.75	Yes
External voice amplification systems: To provide teachers with tools to amplify their voice so students can hear teachers in a more clear and loud manner.	\$50,000.00	Yes
Total investment	\$2,035,790.75	Yes

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.]

BOUSD is invested in measuring student progress and mitigating the amount of learning loss that takes place during COVID-19. One way to achieve this is to accurately measure students at the onset of the school year in an effort to identify strengths and weaknesses. Each of the assessments for student progress that are listed below will be given three times a year: one for baseline data, second for progress and third for progress and planning for next steps. All assessments both formative and summative provide information on how teachers can adjust instruction to meet students where they are and apply intervention strategies to grow them.

For ELA in K students will be given the foundations skills assessments that measures the most essential skills for early learners. This will be used to modify instruction and build on student capacity in math, reading and phonics.

For ELA in grades 1-6 students will take the iReady diagnostic to establish a baseline performance score. This information will be used to adjust the instructional needs of all students and provide intervention.

For ELA in grades 7-12 teachers will monitor early formative assessments to gather baseline data on students. Additional digital resources were purchased in social science and science to address opportunities for enrichment.

For Math in K students will be given the foundations skills assessments that measures the most essential skills for early learners. This will be used to modify instruction and build on student capacity.

For Math in grades 1-6 students will take the iReady diagnostic to establish a baseline performance score. This information will be used to adjust the instructional needs of all students and provide intervention.

For Math in grades 7-12 teachers will monitor early formative assessments to gather baseline data on students. APEX learning tutorials were purchased to help support students who are struggling and need alternative methods of instruction or who are interested in practice for mastery or acceleration.

For ELD students, their progress will be monitored using the same formats above. In addition, students will be given the ELPAC assessment as a summative measure of student performance. Formative instructional activities and assessments will be given in the areas of reading, writing, speaking and listening to identify what areas students may need intervention and support in order to reclassify.

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.]

BOUSD has identified pupil learning loss as an essential priority during these times. The District has invested a significant amount of additional financial resources allotted to support student learning. The Educational Services team evaluated and identified instructional resources that would assist students and teachers during Distance Learning. These resources include learning management systems to effectively deliver instruction, online learning platforms in the core content areas (K-12 ELA, math, SS, and NGSS) that go beyond the regular core content and support the instructional program. Additional personnel was redirected and assigned to support a tiered intervention model inclusive of supports to help engage students. The descriptions added to each action below describe how learning loss will be addressed with each tool.

English Learners, Special Education, Foster Youth, At-Risk and Homeless student actions were added to address their particular needs. Some are listed below and others are listed under the final section of the LCP.

BOUSD will address learning loss and accelerate learning progress for students in the following student groups:

English Learners - Students who identify as English Learners (EL) will qualify for additional academic support provided by LCFF paraprofessionals, Reading Specialists and teachers. Strategies leveraged will directly address Academic Language Development and align with ELPAC domains, with reclassification goals in mind.

Low-Income Students - Low-income students will receive tiered and focused additional academic support that address their specific areas of academic need, provided by teachers and Reading Specialists. Additionally, Low-Income students will be provided with hotspots and the devices needed to ensure accessibility to curriculum.

Foster Youth - Foster Youth students are monitored via weekly team meetings with Social Services. Foster Youth students also receive additional academic support provided by paraprofessionals and SEL services provided through coordinated efforts with district office teams, teachers, site-based teams and social services. We understand that this student group needs additional support beyond academic support in order to mitigate potential learning loss.

Pupils with Exceptional Needs - In a direct response to mitigate learning loss, students in this group have been called back to school sites to receive instruction and interventions via small groups since September 2020. Additionally, we understand that site-based learning is not feasible for all students in this group, so we have leveraged our resources and personnel to provide in-home programs and specialized instructional support via paraprofessionals and teaching staff in order to ensure a seamless transition in services provided as outlined in student IEPs.

Pupils Experiencing Homelessness - Students who are experiencing Homelessness have been monitored directly via check-ins and small group cohorts. Hotspots and devices have been provided in order to ensure access to curriculum, and social emotional supports and referrals for health and social services have been provided in order to support the entire well-being of students in this group. Academic support has been provided with flexibility and has been tailored based on specific areas of growth, as indicated by multiple measures (iReady, benchmarks, teacher observations). Social emotional support has been deployed and leveraged with this student group as well, in order to provide the best support possible in order to ensure engagement with curriculum and overall well-being.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports will be measured by collecting various forms of data and different points throughout the year. Below is a list of metrics that will be collected and analyzed to inform the instructional program and supports:

1. The number of students logged-in and engaged on learning management systems.
2. The number of minutes spent on support instructional programs
3. Student EL reclassification rates
4. iReady diagnostic scores (3 data sets)
5. Number of courses completed and credits recovered at the secondary level
6. Utilization rates of NGSS and SS programs for students
7. Formative and summative teacher data
8. Formative skills assessment data
9. Reading intervention data

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

Description	Total Funds	Contributing
<p>Software subscription SEESAW: This tool was selected to reduce Learning Loss at the early primary grades. This will be used to support students is TK-2, allowing teachers to use this as their learning management system. This will reduce learning loss by increasing student engagement.</p>	<p>\$6,886.55</p>	<p>Yes</p>
<p>Software subscription for Rosetta Stone: This program was purchased to reduce the learning loss for the Spanish Dual Immersion program. Using Rosetta Stone will help students have access to Spanish for the extended school day beyond the 180/230 minutes that is being offered for K and 1st. It is also being used for the English Learners in the District. Provides synchronous and asynchronous learning for students. This will reduce learning loss for Dual Immersion students and English Learners and increase access to language and fluency.</p>	<p>\$39,250.00</p>	<p>Yes</p>
<p>Accelerate Learning: This program will support students in the elementary grades through the use of NGSS activities. Teachers can use this as a supplemental tool for science and ensure students have access to NGSS standards-based lessons. This will support asynchronous learning and reduce learning loss in science. Builds on the needs of special education, English learners and at-risk learners.</p>	<p>\$5,772.00</p>	<p>Yes</p>
<p>English 3D- Secondary students in grades 7-12 will have additional support for English Learners. This program will be used to support students who are emergent ELL's. This will support synchronous learning and reduce learning loss for English Learners.</p>	<p>\$12,135.00</p>	<p>Yes</p>
<p>APEX Learning: Program will be available to students in grades 7-12 that need to have access to curriculum to recover credit or for original credit. Students have access to the entire catalog of courses so they do not fall behind if they need to recover credits. The tutorials are used for students in grades 7-9 to assist with filling academic gaps for at-risk students. This will support asynchronous learning and reduce learning loss or loss of access to coursework. Builds on the needs of special education, English learners and at-risk learners.</p>	<p>\$58,068.00</p>	<p>Yes</p>

Description	Total Funds	Contributing
<p>Peardeck: Purchased for students in grades 7-12 to assist teachers with creating lessons that are rich in technology and engaging for students. This is also a complementary program to our Google Suite that is currently in use. This will reduce learning loss by supporting engaging activities. Builds on the needs of special education, English learners and at-risk learners.</p>	\$15,000.00	Yes
<p>Discovery Education Science: Program purchased to provide additional science resources to support NGSS standards. Teachers now have access to the entire database of digital media to support instruction and provide opportunity for asynchronous science-based lessons. Builds on the needs of special education, English learners and at-risk learners.</p>	\$36,000.00	Yes
<p>Discovery Education Social Science: Program purchased to provide additional science resources to support NGSS standards. Teachers now have access to the entire database of digital media to support instruction and provide opportunity for asynchronous science-based lessons. This will reduce learning loss in social science. Builds on the needs of special education, English learners and at-risk learners.</p>	\$26,085.00	Yes
<p>GIZMOS: Program purchased to support science labs for students in grades 7-12. Teachers can create synchronous learning opportunities and simulate science labs. This will help reduce learning loss in science and builds on the needs of special education, English learners and at-risk learners.</p>	\$6,995.00	Yes
<p>SMART Music: Digital music program that will assist music teachers K-12 deliver music instruction. Use of this program will maintain access to music and reduce learning loss for those who have been part of the music program.</p>	\$4,380.00	Yes
<p>Summer School Program: BOUSD implemented an online summer school program for students in grades 7-12. Students were able to participate in the program if they were in need of credit recovery and grade improvement. In addition, students that needed to ensure they had room in the academic schedule for more rigorous coursework were enrolled for acceleration opportunities. Addressed the needs of English Learners and students with special needs that may need alternative content delivery.</p>	\$53,795.00	Yes

Description	Total Funds	Contributing
Sunday Reading system: Leveled reading intervention program to support students who are below grade level in reading. Will increase reading development.	\$36,568.49	Yes
Total investment	\$300,935.00	Yes

Mental Health and Social and Emotional Well-Being

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

BOUSD recognized the needs to address the mental health and emotional well-being of the students. Staff came together and arrived at these actions to move us forward this school year:

Elementary mental health interventions- MFT intern 2 days per week and school psychologist 2.5 days per week. Targeted small group counseling is beginning to support students identified as having difficulty engaging in distant learning or have been identified as having social emotional needs. Project Kinship is also providing 1 counselor to support at-risk students at Arovista and Laurel.

Junior High Mental Health- clinical Psy. D inter; full time school psychologist; Full-time AP/Counselor. Part time counselor and Project Kinship(support are risk youth) Have conducted survey check in with all 900 students and had 56 requesting support. Small groups and individual counseling will begin within next two weeks based on students needs. Virtual Wellness center for students to access resources to support a myriad of mental health needs that is supported by the school counseling team. Project Kinship counselor support 1 day a week for at-risk students.

High School Mental Health- 4 fte counselors who support academic and social emotional needs. 2 school psychologist; 1 full time MFT and 1 Psy. D intern. Project Kinship counselor support 2 days a week. Targeted groups to address lack of engagement or school refusal. Interventions as needed.

K-8 PE teachers are supporting the SEL needs of students by providing regular PE lessons and incorporating mental health components to improve wellness.

Professional Development is offered to teachers and staff to help build awareness. Teachers can attend trainings established by the Orange County Department of Education (OCDE) centered around wellness, building relationships and teen suicide. Additionally, BOUSD has brought in experts in the field to train teachers on how to best build relationships and how to recognize the signs of students who are disengaged and in need of emotional support.

BOUSD also uses Securly and Go Guardian to monitor all of our students online content and searches while on our network to identify students who may be looking at ways to self harm. This system allows a professional to follow-up with the parent and student and offer support. At times, we engage the police department to do wellness checks and assist the families.

BOUSD will monitor the health and wellness of staff by providing the Go 365 app and EAP program for all employees. Regular staff check-ins will occur via survey to determine the needs of the District.

BOUSD Be Well Program will support the emotional well being of staff by providing fun and engaging activities for employees to socialize. Digital resource page is housed on the Be Well website.

Professional development will be provided to staff to help staff identify students who are in need of emotional support or resources. Training will be provided by our in-house staff and OCDE.

Student and families will have access to a variety of resources to support their trauma or any negative impacts due to the pandemic. This will be housed on the District webpages and through school sites.

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.]

Students who are absent from Distance Learning are an immediate priority for the District. Schools have created a tiered intervention system to ensure that students are being contacted and supported if they are showing signs of disengagement. Currently, the tiered intervention system includes monitoring students in the following areas:

1. Academics
2. Attendance
3. Behavior
4. Social Emotional and Mental Health

Tier 1: Teachers will provide a parent contact and student phone call. Case carriers for special education students will be following up with students on their caseloads. Office assistants will be sending daily robocall, emails and run daily reports for administration. PE teachers will be supporting this effort also by following up with wellness check-ins for grades K-8.

Tier 2: Assistant principals will identify troubling behavior and connect students with necessary resources to modify behavior. PBIS programs will help support positive behavior and reward students for re-engaging.

Tier 3: Counselors will follow-up and reach out as needed and will focus the work of the MFT's and Project Kinship staff to support students who need EL support. All communication sent from the District will be in Spanish and English with Korean and Chinese available. Families for chronically absent or disengaged students will be asked to come in and meet with administrative staff to create a personal action plan and receive referrals for outside support agencies.

Students will be engaged daily through class lessons and live synchronous learning. When students are not participating, the above actions will fall into place and students will be contacted. Home visits will occur when necessary and welfare checks will also be conducted with administrators and counselors. Those who are chronically absent or disengaged will be offered the opportunity to return to campus in small group cohorts to receive direct contact and instruction with teacher(s) and support staff.

Elementary schools will hold one week of parent-teacher conferences to inform students of student progress during the month of October. Parents in grades 7-12 can expect to receive progress reports and staff contact for students who were at risk.

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.]

BOUSD has been working tirelessly since the spring to ensure that food service to all of students was uninterrupted by COVID-19 and that all students needing a meal had access. The District opened up 5 school sites in an effort to provide food service at different locations in the community. Meals were available at Country Hills, Arovista, Laurel, Brea Junior High School and Brea Olinda High School. While food service workers remained actively employed, there were numerous volunteers who supported serving food to students. Administrators, District Office Personnel and support staff from around the District signed up and volunteered their time. The Food Services Director filed for

a federal waiver so BOUSD could feed any student who was in need of a meal, not just our free and reduced lunch students. This waiver allowed BOUSD to serve over 170,737 meals between March 16 and June 30th. BOUSD set up a food service station in one of our remote locations where students who did not have transportation. The Food Service Director had food delivered to "The Canyon" and used the community center there to feed approximately 60 students in need. The opening of the 2020-21 school was very similar with food service available throughout the District. BOUSD once again filed for the federal waiver to be able to serve all students.

Students who qualify for free and reduced lunch will be provided lunch at their respective school sites. Flyers were created for distribution to ensure that families are aware of meal availability. A social media campaign was launched to remind community members of the gran and go program for all students, Principals sent out message and attached information to their newsletters to invite low-income, free and reduced lunch students to participate.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Be Well Website and Resources for staff to improve mental health and wellness	\$5000.00	Yes
Mental Health and Social and Emotional Well-Being	BJHS Bobcat Wellness Center Website with resources for students (school counselor) to address student needs	\$20,000.00	Yes
Mental Health and Social and Emotional Well-Being	Base Education online Social Emotional Learning Program to support wellness for students in grades 7-12	\$20,000.00	Yes
Pupil Engagement and Outreach	Thought Exchange - online engagement program for community and family engagement to collect go-going information to inform the instructional program	\$23,000.00	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Multi-Media Technician to support community communication related to COVID-19 and the reopening of schools	\$20,000.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Project Kinship program for at-risk students. Re-engagement program at the school sites that serve larger populations of low-income students	\$125,500.00	Yes
Distance Learning Program (Continuity of Instruction)	Private School Contribution to education and maintain Distance Learning for private school students that reside in BOUSD boundaries.	\$60,712.00	Yes
Distance Learning Program (Continuity of Instruction)	Cleaning materials and safety materials to ensure clean learning environments	\$202,478.00	Yes
School Nutrition	Food service staff to ensure the regular feeding of all students in need of school nutrition program	\$20,052.00	Yes
Distance Learning Program (Continuity of Instruction)	Custodial support and personal protective equipment for staff to create a positive learning environment	\$31,529.00	Yes
Distance Learning Program (Continuity of Instruction)	Additional custodial cleaning for school safety to create a positive learning environment	\$11,856.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional occupational therapy for students with special needs to maintain or increase services	\$64,550.00	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Building Blocks residential services for student and continuity of learning	\$39,690.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Behavioral therapy for continuity of learning and to support unique learners	\$56,445.00	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional support for students with autism to maintain continuity of learning.	\$85,600.00	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Reading specialist (4 for 6 school sites) to support reading and ELA	\$320,000	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Saturday School program: Provide access for students to participate in Saturday school to recapture student engagement and provide a work environment for students to make up missed work or receive intervention.	\$25,000.00	Yes
N/A	Total investment	\$1,131,412.00	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	\$1,646,100.22

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.]

1. The needs of Foster Youth, English Learners and Low Income Students were prioritized. BOUSD formed a COVID ReOpening of Schools Taskforce that identified the essential priorities needed to educate students in a pandemic. Within this group representatives who work directly with specialized populations listed here in this section. Teachers, counselors and support staff weighed in on what was important to provide to students who have particular needs that exceed the standard. In these discussions, the teams arrived at very specific actions that would support students and increase their access to learning and mitigate learning loss. In BOUSD 15% of the students are identified with special needs, less than 1% are identified Foster Youth, 9.6% are English Learners and 30.6% are low income students.

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

Special Education- Professionals gathered to discuss they best way to serve the 15% of the students who received specialized services. The following actions were decided as immediate services to support students:

1. Set up in home- in person intervention for students who are not benefitting from zoom.
2. In person instruction for majority of the mod/sev population. All mod/sev students Preschool-Adult Transition will have some form of in person instruction by October 1, 2020
3. Break out groups with paraprofessionals to supports all levels of students; some even are receiving paraprofessional support on 1;1
4. Targeted individualized interventions for students who are not logging in or engaging in instructions; interventions include: coming into campus for instruction; paraprofessional-1:1 support; working with gen ed teachers for accommodations and modifications; etc.
5. Covid intervention plans- each student has a covid intervention plan that clearly delineates all services a student is receiving and allows the IEP team to address additional concerns.

6. On-going monitoring and intervention meetings for students who are struggling with engaging.

English Learners:

1. Launching a monthly Technical Assistance Training for all LCFF Paras.
2. PD will focus directly on implementing strategies that are geared specifically towards English Language Learners as they pertain to the four ELPAC domains.
3. Reading Specialists will meet regularly with LCFF Paras to teach strategies and basic concepts of English Language Development, Speaking activities and strategies, and building phonemic awareness for our new arrivals from different countries.
4. Bi-monthly meetings with English Language Coordinators to share best practices and ELD strategies that they can then share with other teachers to support EL's in the classroom.
5. Sharing of best practices to get EL students engaged via Zoom, facilitated by LCFF Para/EL Coordinator teams that have demonstrated success in this area.
6. Purchase of English 3D for the secondary sites. Stronger adherence to the utilization of iReady data to better support ELs; leveraging iReady lessons to support Academic English Language Development this has been a shift in how we are leveraging the staff that we have to provide more targeted support to our EL's. Reassignment of an Instructional Coach to support EL Programs on a districtwide level

Low Income and Foster Youth: Student who are low income or Foster Youth will receive targeted services to increase student engagement and reduce learning loss.

1. Reading specialists have been hired to serve students who are reading below grade-level and need additional assistance through small groups.
2. Instructional assistants (LCFF aides) under the direct supervision of certificated teachers will support students who need academic support in ELA, math and ELD.
3. Tutoring for students is also available to all school sites. Food services will continue to support students who are in need of meals.

