

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
Buena Park School District	Michelle Centeno, Director, Educational Programs	mcenteno@bpsd.us

General Information

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

Buena Park School District consists of five TK-5th grade elementary sites, two 6th-8th middle schools, and one K-8th online academy. In addition, we have a state preschool program that is offered at four of our sites. BPSD serves a diverse ethnic and socio-economic student population. We serve approximately 4,500 students who speak several languages other than English, including Spanish, and Korean. Our children live in the diverse cities of Buena Park, Fullerton, La Mirada, Anaheim, and La Palma. Approximately 35% of our students are English learners, 80% are low-income, 10% receive Special Education services, and 6% are foster youth/McKinney Vento.

The Buena Park District acknowledges the stress and anxiety felt by our students, staff, families and community during this period of Distance Learning due to the COVID-19 pandemic. BPSD remains committed to providing a responsive Distance Learning program that provides students with a robust learning experience. The systems and guidelines outlined in this Learning Continuity and Attendance Plan (LCAP) encompass the critical elements necessary to keep our students connected and engaged as they learn from home.

As we open for the 2020-2021 school year, Distance Learning will fulfill required instructional practices, minutes and protocols as mandated by the California Department of Education (CDE). It is important to note that the legislative criteria outlined by Senate Bill 98, will serve as the district’s guiding document, along with Center for Disease Control, California Department of Education, California Division of Occupational Safety and Health, California Department of Public Health, Orange County Department of Public Health and Orange County Department of Public Education’s safety guidelines.

Our learning models enable teachers to focus their efforts on strong instruction and support, student engagement and motivation, and social-emotional well-being. All are necessary to support students especially during these unique and challenging times. Many families have shared their struggles during school dismissal with site and district staff. Families are under pressure due to multiple reasons including balancing their children’s Distance Learning, their work

schedules, and financial difficulties due to effects of the pandemic. During the Covid-19 crisis, our district has seen an increase in the number of at-risk families. In addition, families that were already in crisis continue to experience difficulties during COVID-19. Creating a strong sense of connection with our students and families continues to be a primary focus for our district.

Stakeholder Engagement

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

The COVID-19 Transitional Task Force meeting made tentative recommendations on the reopening of schools' plan and supports for all students, including our most vulnerable youth. The BPSD Health and Safety Guidebook is informed by our district and site leadership team composed of elementary and secondary principals, assistant principals, directors, members of the executive cabinet and our Superintendent. This guidance is also informed by our technical support consultant, and the advice of many health and safety organizations including the Center for Disease Control, California Department of Education, California Division of Occupational Safety and Health, California Department of Public Health, Orange County Department of Public Health and Orange County Department of Public Education. Below is a summary of the BPSD timelines of important actions that led to the reopening plan.

In response to the stakeholder engagement, BPSD convened a 20-person COVID-19 Transitional Task Force (CTTF) team comprised of administrators, parents, students, staff, union leaders, community leaders and advocates for enrichment and support. The task force provided their input in the areas of Health and Safety, Curriculum and Instruction, Educational Technology, Special Education, English Language Learners, Facilities, enrichment programs like ASES and childcare, Transportation, Nutrition, and Maintenance and Operations. In the span of six months, BPSD surveyed parents, students, staff, and community members to understand stakeholder needs and gather feedback for continual improvement in teaching and learning. All of the information gleaned from our partners in learning, coupled with the work of our task force group informed our academic models that were proposed to our parents and local unions on multiple occasions to provide insight and feedback.

To ensure continual connectivity with our parent groups for those with limited and/or no access to the internet, BPSD provided multiple modes of communication. This includes website information, paper information, letters, mailers and flyers. To support families who speak languages other than English, the District Educational Programs department provided communications that were translated to Spanish and Korean.

BPSD continues to ensure the outreach efforts and engagement activities that are inclusive of all noted stakeholders mentioned above in the advisory on instructional programs and services within our organization. These include, but are not limited to:

- Clear and on-going communication, including the use of surveys, videos, images, webinars, and community pages translated in multiple languages
- Clear and on-going communication, with parents and families in multiple languages, providing translations to families
- Provide clear and on-going communication with parents and families in multiple languages, providing technology support and clarification of expectations for student participation in each of the BPSD Phases for Distance Learning.
- Provide assistance to families who need help with access to technology hardware, connectivity devices, such as hotspots, and the internet for online learning and communication
- Provide advisory committees with a make-up of diverse representation of staff and parents.

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

In order to maintain the goal of transparent communication with all stakeholders of all public meetings and public hearings, BPSD utilized a number of options to ensure stakeholder participation. A variety of communication methods, translation services, and scheduling contusive to the participants' needs were carefully addressed. A list of the most effective options is listed below:

- Focus groups for parents, students, Certificated/Classified staff, administration were held prior to Covid-19 closure in preparation for the Local Control and Accountability Plan
- Surveys sent to stakeholders via use of BPSD's communication system through Parent Square, text, and email
- Stakeholder meetings were held virtually via Zoom in English, Spanish, and Korean
- Board of Education meetings held virtually due to Covid-19 dismissal and shared via YouTube, translation offered in English, Spanish, and Korean
- Communication to stakeholders offered in English, Spanish, and Korean

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

- February, 2020: LCAP Stakeholder meetings for parents, staff, students, administration feedback focused on supporting students with academic needs, social-emotional needs, and professional development especially in the content area of math, ELD, tiered intervention support focused on tiers 2 and 3 for general ed and students with unique needs.
- May, 2020: Distance Learning Parent Survey provided to all families in their respective language (English, Spanish and Korean). Approximately 690 families completed the survey providing input on Distance Learning and support, programs and services related to serving students under the school closure Executive Order and input for the reopening of school.
- April - September, 2020:
 - English Learner Parent Check-in Meeting via Zoom to check in with parents regarding how their children were adjusting to Distance Learning
 - DELAC Meeting via Zoom where needs assessment was given, including feedback on issues around Distance Learning. The predominant opinion at these meetings was the need for devices and access to Wi-Fi for Distance Learning.
 - Sept. 11, 2020: DELAC Meeting via Zoom to discuss the Learning Continuity and Attendance Plan
- Additional feedback was provided in the form of input questionnaire specific to the Learning Continuity and Attendance Plan from all stakeholder groups.

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

The following key areas of the Learning Continuity Plan have been influenced by stakeholder input:

- Staff and student safety: First and foremost, most stakeholders expressed great interest in measures put in place to help mitigate the spread of Covid-19 when staff and students return.
- Connectivity for devices: Many of our stakeholder groups reported needing access to connectivity for students to be able to access Distance Learning.
- Parents expressed a need for continued support with technology.
- Professional Development for staff: Additional staff development was needed to support staff in being able to utilize technology and learning platforms effectively. In addition, support for meeting the needs of students with unique needs was indicated as a need for staff.

- Support for students with unique needs: Stakeholder feedback indicated a concern for support for students with special or unique needs including students with Individualized Learning Plans (IEPs), students from low socio-economic families who are having difficulty accessing Distance Learning, and English Language Learners and the need to continue to develop academic language during Distance Learning. Input was gathered from district staff including case carriers, school psychologists, and nurses to ensure that services are in place to support students with unique populations.
- Professional development in identifying Essential Standards in ELA and Math across the grade levels to develop competencies in all content areas.
- Development of multiple options for instructional delivery models: The result was BPSD's creation of the Accelerated Academy for Learning (AAL) and continued Distance Learning when students return to traditional, in-person instruction to meet this need. The AAL is an online virtual school for students across the district in grades K-8th grades. All instruction is provided by credentialed staff. Curriculum is course-driven with personalized pacing and learning plan for students. Parents voiced an interest in continuing Distance Learning even as the district begins to provide in-person instruction.
- Many parents expressed positive experiences with instruction for their children during Distance Learning and on-going communication with staff regarding student progress.

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.]

BPSD has created a learning continuity plan that captures three key areas necessary for students to feel connected to school, strengthen their social and emotional competencies, and heighten academic progress through personalized tiered systems of support. The three key areas all related to high expectations, rigorous instruction, and mastery learning will be visible in each reopening phase and across all instructional delivery models, creating a continuity of learning.

Relationships and connectedness are the first key focus area of instruction for they are central to all learning. The strong relationships are essential for students to grow as learners. Binding relationships between staff, students and families are the foundation which strong student connectedness to the school community is built. Improving student relationships with their peers increases connection to each other that assists in learning to value diverse perspectives and enhances the development of compassionate individuals. To this end, classrooms, school sites, and the District will continue to plan events and experiences that promote school, district, and community spirit and pride. Students will be recognized and honored for accomplishments, efforts, and resiliency among other admirable character traits. Content instruction will be strengthened through the use of critical thinking and academic language outlined in the District #Voice & Choice set of expectations and instructional practices. These practices emphasize and promote the sharing of ideas as students reflect on issues and subject content. These conversational practices help to establish trusting and respectful relationships. The use of culturally responsive teaching strategies along with meaningful content presented in ways reflective of our community will serve to link caring relationships to student participation, family engagement, and high levels of student achievement.

The second key focus area is mental health and wellness. Monitoring the mental health and wellness of our students will be paramount whether they are attending on campus or through distance learning. Providing a social and emotional screener/needs-assessment will assist in identifying the needs of our students. Parents and staff will also be surveyed to gather data on school climate and identify family issues and unique needs. Students will have access to the level of support needed to develop and maintain strong social-emotional development and to survive trauma associated with the COVID-19 situation. Classroom teachers will have curriculum and strategies for Tier 1 instruction that all students experience daily. District counselors will provide direct intervention at the Tier 2 level. The District has contracted with a health care agency to provide Tier 3 intervention and crisis-response. Supporting and securing the mental health of our students will strengthen the foundation for their academics and learning.

The third key focus area is Academic Teaching and Learning. There are various components in creating a strong instructional program that include utilizing a Multi-Tiered System of Support (MTSS) framework (to ensure first, best instruction and intervention supports), implementing state standards, and incorporating effective culturally responsive instructional strategies. Throughout the instructional process, professional learning communities will engage in the continuous cycle of inquiry (essential standards, common assessments, research-based strategies, MTSS levels of supports) for the implementation and monitoring of real-time targeted intervention.

To ensure mastery of standards and combat learning lost during COVID-19, teaching and learning will be focused during 2020-21. The District is engaged in identifying essential ELA, math, and ELD standards. These essential standards are critical to developing grade-level proficiency and have a direct connection to the learning for the next year. The process begins with identifying district learning focus and the essential standards that match essential standards meet the criteria of endurance (life beyond school walls), leverage (transferable to content areas), and contingent (building block to future learning). Within the first few months of the start of school, each site determines the level of teaching and learning necessary for every student to reach mastery.

The District's response to learning loss or unfinished learning due to COVID-19 is systematic in its use of the MTSS framework and PLC practices. Tiered targeted academic intervention is built into the daily schedule. Teachers will be provided with additional training and curriculum for addressing student needs. Universal screening and progress monitoring measures will inform instruction and be used to adjust teaching. Intervention needs will first be addressed at the department or grade level. Next, the Site Intervention Team will provide ongoing evaluation of student progress and advisement of next steps. Particular care will be given to students with unique needs, such as English Learners, students with disabilities, students experiencing homelessness, and in foster care. In addition to in-person instruction, schools will schedule communication with parents/ guardians or caregivers to identify needs and respond to issues that may be impeding learning. These efforts along with the systematic response to teaching and learning will ensure that all students reach the level of proficiency of the identified essential grade-level standards.

Safety protocols will be in place to ensure the safety of students, staff, and parents as they arrive on campus. Measures include:

- Daily health screenings including temperature checks
- Use of face masks or shields and other personal protective equipment
- Physical distancing in classrooms
- Frequent handwashing and disinfecting
- Daily cleaning and sanitizing of classrooms, restrooms and other common use spaces
- Grab and Go meal services

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

For each action related to in-person instructional offerings, please enter the following information in the table:

- A description of what the action is. This may include a succinct description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Please add additional rows, as necessary.

Description	Total Funds	Contributing
Personal Protective Equipment for staff and students including, but not limited to, masks, face shields, gloves no-touch thermometers, sanitizer, clear barriers, etc.	\$300,000	N
Sanitizing and Safety Equipment and Supplies	\$200,000	N
Professional Development and Instructional Planning	\$150,000	Y
Technology hardware and software to enhance and improve instruction	\$1,092,600	Y
Additional Support Staff (Nutrition, Child Care- KC, Boys & Girls Club, Teachers, Media Clerks)	\$1,850,000	Y
Accelerated Academy for Learning	\$500,000	Y
Educational Services/Special Services Contracts	\$500,000	Y
Parent Training	\$50,000	Y

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.]

The phases of the BPSD Reopening Plan are flexible and pivot with ease from one phase to another as conditions change. Whether in-person, distance learning, or a blend of the two, the weekly schedules are designed to maximize teaching and learning of essential standards of academic content subjects. Time for learning gained, instruction designed to address learning loss, and other specialized instruction such as ELD are scheduled each day. In keeping with the District’s commitment to high levels of student participation and family engagement, Social-emotional development (SEL) and regular

parent/guardian communication are built into the weekly schedule. The District has made a firm commitment to the quality and accessibility of instruction to all students during distance learning.

Daily Live Interaction: BPSD teachers plan and deliver engaging live instruction daily through Zoom or Google Meets. Teachers also provide personalized instruction in phone check-ins during daily office hours. Teachers are encouraged to provide continued access to instruction via video lessons, recordings, PowerPoints, and screencast. To ensure that all students have equity of access and learning is gained, daily student participation is monitored, and evidence documented for each student.

Student Attendance: In keeping with the District responsibilities of accurate attendance monitoring to ensure that students maintain a daily rate of at least 60% of the days instruction and a weekly attendance rate of 60% or more. Distance learning attendance is the recording and reporting documentation of students present or absent from class sessions or who have not access remote instruction. Daily attendance will be taken by teachers in Aeries for all students. Knowing that a high rate of attendance is related to a high rate of learning, the District is working towards perfect attendance for all students. To ensure that all students have equity of access and learning is gained, daily student participation is monitored, and evidence documented for each student. SeeSaw, Zoom, Google Meets, and Canvas are instructional platforms that will aide in the delivery and access of instruction as well as provide documentation the level of participation.

Instruction, Feedback, and Assessment: Ongoing use of diagnostic measures, critical feedback, formative, and summative assessments will be used regularly monitor student learning and adjust instruction. Digital materials designed to enhance teaching and maximize learning during the Distance Learning and blended learning phases had been identified. Such tools and resources as iReady assessment and instruction, Zearn math, Lucy Calkins video mini lessons, Mathspace, and Panorama will all lend support to Tier 1 first best-practices for all students.

Learning Gained Opportunities: Attention to learning loss, unfinished learning, and the need to accelerate learning for students will be accomplished through the Learning Hierarchy of Needs model. All students will have opportunities for academic intervention at the Tier 2 and 3 for reading, math, ELD, and SEL.

Minimum Instruction: Students will receive at or above the minimum amount of daily instruction noted in Senate Bill-98 (SB-98) of 240 minutes. Instruction will promote a high level of student interest, attentiveness, and flexible participation during live instruction and or during independent (asynchronous teaching and learning) as evident by engagement during live instruction, completion of assignments, and assessments.

Serving the Needs of Students: Students with unique needs and circumstances will have the benefit of accommodations and services during distance learning that reflects in-person supports related to IEPs, 504 Plans, and interventions. Additional supports that arise due to Distance Learning will also be addressed, connectivity, engagement, social-emotional wellness and mental health. Community agencies and resources will be utilized to provide basic health and welfare needs for our students.

Family Connectivity and Stakeholder Engagement: Connect with families to ensure that students and families with unique circumstances have devices and connectivity to participate during DL. With a goal of 100% connectivity, the district has purchased hotspots and devices for students with unique circumstances. Teachers scheduled time for daily parent contact along with home visits by the Director of Child Welfare and Attendance, there has been increased connectivity and involvement over last spring. The district will seek all stakeholder input and feedback when planning and evaluation instructional programs when planning for Distance Learning. The District is working to increase and strengthen parent and community communications by bi- monthly Superintendent update letters, information and training videos. Other forms of communication include principal videos and newsletters, teacher communication through digital platforms.

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.]

As of August, 2020, BPSD is providing computing devices to all students from TK through eighth grade and is providing updated laptops to all teachers to assist with providing Distance Learning classes. The District also has contracted with a cellular service provider to acquire 430 hotspot devices to support families that do not have Internet access at home. As of September 8, BPSD has been able to support 31 families with a hotspot device to access the Internet. 400 more hotspot devices are expected by the end of September. The District identified families with connectivity needs through surveys, and referrals by school site personal.

School sites will monitor student connectivity daily through student attendance and engagement logs. The district's Educational Technology department offers support with technology for staff, students, and families via designated email addresses and phone help.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The 2020-2021 accountability for Distance Learning calls for daily, live interaction between teachers and students, as well as a minimum of 240 minutes for synchronous and asynchronous instruction, high levels of participation from students and parent engagement. In order to fulfill these requirements, the Buena Park School District will provide live contacts and synchronous instruction from certificated staff, as well as, asynchronous instruction within the 240 minutes of instruction provided daily. Participation will be measured using student attendance and engagement logs, which will record student attendance and participation during the day. Certificated staff will assess pupil progress through submitted student work, common formative assessments, writing assessments, and assessments in ELA and math using our iReady diagnostic system. In addition, student work will be graded, and feedback will be provided to each student. Based on data, students who need additional assistance will be offered support through small group instruction, intervention time, 1:1 conferencing with staff, and independent computer adaptive work based on their independent levels of instruction. Student work during synchronous and asynchronous will be aligned to grade level essential standards and be comparable in time and rigor to lessons delivered in traditional in person instruction. Time value of pupil work will be measure on grade level content, standards, complexity of task and the average amount of time for student to complete assignments. Teachers will keep gradebooks to document students' progress on assigned work and provide students with feedback for academic growth. Data from assessments will be monitored and regularly analyzed for student growth.

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.]

BPSD revised the multi-year professional learning plan based on 2020 LCAP data to include the training related to the specific needs of COVID-19. High leverage strategies and methods for engaging students during distance learning became priority. In addition, learning loss strategies designed to support students with diverse needs took center stage of the District's professional learning plan.

BPSD Technology classified and credentialed staff have been providing distance learning support through professional development online training, how-to videos, and how-to handouts to teachers on using technology to teach remotely, how to use new technology tools, using Learning Management Systems to support remote learning, using video tools to create distance learning materials, and providing direct technical support to teachers and the students that are in their classes.

To deepen knowledge and increase instructional skills teachers and site administrators will participate in ongoing professional learning focused on systems of support, subject content matter, and instructional leadership. Using the leaders of leaders' model, site teams will have training on Designated English Language Development (D-ELD). For the development of mathematical concepts, training in Cognitive Guided Instruction (CGI) and digital math resources will be offered. To best respond to learning loss using a MTSS framework of support, teachers and site administrators will participate in ongoing training of Professional Learning Communities focusing on data protocols, essential standards, and tiered interventions. To continue our efforts to increase culturally relevant instruction, principals will have coaching in leading both CGI math and the workshop literacy approaches. After training on SEL and trauma informed instruction, school staff will have facilitated time to analyze data from universal diagnostic screeners for academic and social-emotional (SEL) needs and planning time for intervention.

Staff Roles and Responsibilities

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

Distance Learning will impact the roles and responsibilities of BPSD staff:

Certificated teachers:

- Virtual classroom instruction, including Zoom meetings and increased use of ParentSquare, Seesaw, and Canvas
- Preparation of synchronous and asynchronous learning activities
- Frequent maintenance of student attendance and engagement logs
- Communication and intervention to address the needs of students who are not engaged during a minimum of 60% of the instructional time
- Collaboration with site and district to ensure that students have all necessary materials, devices, and connectivity for Distance Learning

Resource Specialists/Speech and Language Pathologists:

- Implement Individualized Education Plans for students virtually or through phone check-ins

Principals/Assistant Principals:

- Providing new forms of professional development for distance learning lessons
- Formal and informal evaluations through observing Zoom lessons
- Coordinating staff support for increased parent inquiries
- Outreach to parents of students not attending class or completing assignments

School Psychologists/Counselors:

- Crisis intervention for students, families, and staff
- Social-emotional learning and supports for students virtually
- Additional referrals, as needed

District Nurses:

- Guidance with procedures and reporting of COVID-19 cases
- Assistance with daily health screenings
- COVID-19 health protocols and training for staff and parents

Instructional Assistants:

- May provide instructional support under the supervision of the classroom teacher via phone or through Zoom break-out groups
- Assist teacher with phone calls to parents
- Assist with preparation and/or distribution of materials

Family Services Specialist:

- Parent education and outreach related to COVID-19 and virtual learning
- Assist with virtual meetings at sites and district, including ELAC/DELAC
- Identify barriers for student attendance and communicate with site staff
- Additional referrals, as needed

Health Clerks:

- Maintain health records
- Assist with phone calls home for absent students
- Health reports
- Assist with daily screening of staff and visitors

Secretaries:

- Fielding and directing increased volume of parent phone calls
- Verifying continued student enrollment for truant students

Custodial and Maintenance/Transportation Staff:

- Modified and enhanced cleaning and sanitation of all sites
- Installation of sanitizing stations, as needed
- Assistance with delivery and distribution of learning materials, as needed
- Assistance with delivery and distribution of PPE, as needed

Food Services:

- Daily meal preparation, packaging, and distribution of breakfast and lunch for students that follow all nutritional guidelines
- Modified work hours to prep the “grab-n-go” breakfasts and lunches

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.]

BPSD will continue to ensure access and equity for students including English language learners, students with exceptional needs, Foster/McKinney-Vento, and low-income students who require additional support. For English language learners support will be provided through designated and integrated ELD, intervention programs, scaffolds, language supports, and priority access to Expanded Learning Programs available throughout the district. Staff will receive on-going professional development around best practices to support English language learners. In addition, training for parents of English language learners will be provided to help meet the academic and social emotional needs.

BPSD’s Special Services department continues to support students with disabilities during distance learning. For the current school year, special education services are being delivered to match the current IEP to the fullest extent possible. Special Education case managers worked with parents and stakeholders to discuss any necessary changes to the delivery time, duration, and mode. All changes are being documented at the first IEP of the school year. Data on progress towards goals is being maintained and reported at statutory intervals. IEP teams are also able to meet to address any new concerns for both special education parents and general education parents.

Case managers of pupils with exceptional needs will have regular check-ins with the family and IEP team to ensure the level of service implemented during closure continue to meet the unique need of the students and families. The IEP teams continue to analyze baseline data prior to closure, at the end of the 2019-2020 school year and beginning of the year data to look for evidence of educational benefit as evidenced on progress towards their individual goals over time. Students who appear to be making less than expected progress will have the IEP team convene a meeting to offered additional support to mitigate the impact of school closure.

While services continue to be delivered virtually, BPSD has received clearance from Dr. Clayton Chau, the Orange County Health Officer, to proceed with in-person initial assessments and triennial assessments for students with disabilities. This is a major step for the Special Services Department as assessments have been on hold since the COVID-19 dismissal precautions were put in place in March 2020. Site teams continue to work with our students and families to ensure the assessments are conducted in a safe environment for all parties. Personal Protective Equipment (PPE) has been delivered to all school sites in the Buena Park School District. Equipment includes, but is not limited to, traveling plexiglass barriers, gloves, spray cleaner, sanitizer, face masks and face shields.

Assessment teams continue to work with site administrators to secure testing room where social distancing can be maintained. Site screening procedures are in place for students, parents, and staff. Special education assessment teams are working together to coordinate assessments together to the greatest extent possible to minimize the numbers of visits to the schools.

Self-contained classes will open prior to the school opening utilizing the small cohort guidance. Classes will need to be examined on an individual basis to ensure the proper ratio of staff and students considering students in this population may have adult support staff as part of their IEPs. Class support may need to be temporarily modified to accommodate the maximum gathering number until schools are given clearance to open.

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

For each action related to the Distance Learning Program, please enter the following information in the table:

- *A description of what the action is. This may include a description of how the action contributes to meeting the increased or improved services requirement for foster youth, English learners, or low-income students, as applicable. Enter the total amount of expenditures associated with this action; and*
- *Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.*

Please add additional rows, as necessary.

Description	Total Funds	Contributing
Purchased additional devices to support all students in grades TK through grade eight	\$430,000.00	Y
Purchased updated computers or laptops for teachers so that they can meet the technical needs of Distance Learning.	\$260,000.00	Y
Purchased Learning Management System licenses, video conferencing software, distance learning software tools to accommodate all teachers and students in grades TK through grade eight	\$75,000.00	Y
Purchasing hotspot devices to support families that lack Internet connectivity at their home	\$125,000.00	Y
Increased the number of cell phones to support counselors and support staff to reach out to families that need support.	\$43,000.00	Y
Increased the ability to provide technical support to families and teachers working remotely	\$9,600.00	Y
Purchased online diagnostic testing services, online curriculum, and online supplemental curriculum to support distance learning	\$150,000.00	Y

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.]

Working within the MTSS Framework and the PLC cycle of continuous improvement, teachers will collaborate during weekly planning time to analyze data and prescribe intervention for English language arts, mathematics, and the progress of English language development. Students will take fall diagnostics to measure critical core standards from prior grades and courses to determine the status of individual students learning. These assessments will inform both core instruction and interventions. Formative assessments will be given both informally and formal progress monitoring practices (PM). Based on PM, teachers will adjust daily lessons and the determine the

effectiveness of daily and intervention instruction. After a full cycle of tiered intervention linked to Tier 1 differentiated instruction, the team will analyze student progress and determine next steps for continued progress. Materials and strategies designed for targeted instruction for ELA, ELD, and math will be utilized across all Tiers of support.

Special education teachers and related service providers will examine the goal progress of students with IEPs to determine any learning loss that may have occurred during Emergency DL. Once any learning loss has been identified; school site teams will determine the level of support necessary to reach current goals. The IEP team will work together to create a DL Plan for each student so that learning remains at maximum level as students move through DL and in-person learning phases during the school year.

Teachers will develop and use local formative and summative assessments to measure and monitor academic language development.

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.]

The strategies used across BPSD to address learning loss and accelerate learning progress of all students, including English language learners, low-income students, students with special needs, foster youth/McKinney-Vento. Materials and strategies designed for targeted instruction for ELA, ELD, and math will be utilized across all Tiers of support. To diminish effects of learning loss, students will have access to effective strategies and programs such as the one listed below:

- Workshop reading and writing approaches
- Culturally relevant strategies and materials
- High interest/ appropriate instructional level material
- Digital reading materials related to content instruction
- Daily small strategy group instruction-Tier 1
- Universal intervention time within the instructional day-Tier 2 and 3
- 30 minutes of systematic ELD daily
- AVID/AVID EXCEL for English language learners
- ASES afterschool program

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.]

In order to measure effectiveness of services and supports provided to address learning loss due to Covid-19, BPSD will utilize the following:

DIAGNOSTIC MEASURES: Having a strong assessment system, allows teachers to monitor and adjust the pacing of instruction to meet the needs of students. Due to interrupted instruction caused by COVID-19, the District will schedule universal screening three times during the school year, as suggested by the CDE. At the start of the school year, the i-Ready diagnostic tool for ELA and math will be administered to all K-8th grade students. To monitor learning progress, i-Ready will be given again in winter and spring. Student writing will be assessed three times during the school year. Early literacy diagnostic tools will be given to primary students. Tools that support content understanding such as unit test, teacher generated common assessment are effective in gathering evidence of mastery. Other assessment tools, such as the DRA, will be administered as part of the Tiered Intervention support system.

FORMATIVE ASSESSMENTS/PROGRESS MONITORING: Using formative and progress monitoring strategies provide actionable information about students' learning status relative to the learning target. Using formative assessment techniques such as exit tickets, conferring, flipgrid, padlets, and quick writes, teachers can adjust short term plans to better meet the needs of students.

STANDARDS-BASED GRADING: Teachers will provide students with feedback on assignments that both informs and moves the student toward or beyond grade level proficiency through:

- Assignments
- Teachers will monitor progress and document assignments completed by the students to demonstrate mastery of the standards.
- Teachers will provide timely feedback that identifies strengths and next steps toward progress of standards to students and parents.
- Teachers will monitor and adjust instruction in response to student progress
- Standards-Based Grading and Report Cards
- Teachers will complete progress reports and report cards on student progress on grade level standards.
- Progress reports and report cards will be modified to align with rigorous distance learning guidelines and curriculum.
- Teachers will use standards-based assessments and assignments to assign grades.
- Working within the MTSS Framework and the PLC cycle of continuous improvement, teachers will collaborate during weekly planning time to analyze data.

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

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.

Description	Total Funds	Contributing
Accelerated Academy for Learning (AAL)	\$ 500,000	Y
Supplemental Materials for Instruction/Intervention	\$ 412,000	Y

Mental Health and Social and Emotional Well-Being

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

The district will create a system with collaboration from our counselors and staff to design a multi-tiered system of support in prevention, intervention, postvention/follow up to ensure the mental health, safety and emotional well-being of our students. Site specific mental health training may include:

- Mental Health training to all teachers, administrators, psychologists and counselors
- Universal Screening and Progress Monitoring of Panorama, to focus on data-driven needs based on the social-emotional needs of all students
- Provided targeted instruction based on Panorama screening tool and used as a part of the data driven CAST team collaboration
- Trauma informed instruction
- Suicide risk assessment protocol and procedures training
- Professional development which is required under ESSA to heighten their understanding and sensitivity to the needs of homeless children and foster youth students
- School counselors provide resources and surveys, including training on SEL and universal screening
- District and website information that will have links to mental health resources
- FAQ document that will provide parents/families insight on school based mental health services and community resources
- Specific SEL support, intervention prioritized for McKinney Vento and Foster Youth

The role of the district in supporting Mental Health has increased and valued as an essential support for our community. This is especially true during our COVID-19 pandemic where BPSD students have experienced an increase in disengagement, isolation and anxiety. The district anticipates a great need of support in the 2020-2021 school year. The district recognizes that caseloads of district mental health staff may become taxed and overloaded with case load numbers. To assist in the management of support, the district had contracted with a community partner, Services to students directly that will provide the basic necessities for students to engage in learning and ensure equal access to the learning platform for each student experiencing homelessness and foster youth. Students will continue to have access to school counselors, psychologists and support staff as needed for mental health and counseling support services.

Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

For students experiencing homelessness and Foster Youth Students:

- Referral services for homeless child and youth for medical, dental, mental and other health services

- Motel vouchers and bus passes to defray the excess cost of transportation for homeless children and youth to attend school when not otherwise provided through other federal, state or local funds
- Services and assistance to attract, engage and retain homeless youth such as programs that provide tutoring, homework assistance, and supervision of educational activities of homeless children and youth
- The adaptation of space and purchase of supplies for any non-school facilities to provide services

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 is not engaging in instruction and is at risk of learning loss.]

DAILY ATTENDANCE: The District is responsible for accurate attendance monitoring to ensure that students maintain a daily rate of at least 60% of the days instruction and a weekly attendance rate of 60% or more. Attendance is the recording and reporting documentation of students present or absent from class sessions or who have not access remote instruction. Daily attendance will be taken by teachers in Aeries for all students.

DAILY PARTICIPATION: The District also has the responsibility of documenting the daily participation of each student. Student participation reflects the level of attentiveness during class sessions or during other modes of instruction. Daily participation rate will also be documented in Aeries. Defining daily attendance, absence and participation is related to DL (SB-98). District staff will reach out to all families in their preferred language English, Spanish or Korean.

STUDENT ENGAGEMENT: The District, schools, and teachers are committed to creating a positive learning environment that nurtures and inspires students to be fully engaged, as evident by being present daily and showing high levels of participation. BPSD has implemented a tiered system of support designed to encourage and maintain a high percentage of daily attendance along with high levels of student participation. With one hundred percent engagement for all students and families as the District’s goal, the reengagement plan will support and strengthen the learning community.

REENGAGEMENT CONTINUUM OF TIERED SUPPORT

<p>0-3 ABSENCES</p> <p>ALL STUDENTS RECEIVE</p>	<p>UNIVERSAL SUPPORT</p> <ul style="list-style-type: none"> • Parent communication will be conducted in the language preferred by each family using Bilingual Service Providers, Bilingual Instructional Assistants, and other bilingual staff at district and site level • Technology communication systems such as Aeries, Parent Square, district/site websites will provide additional communiqués in preferred languages • Families will be informed of the importance of school attendance and how to access instruction during DL • Parent receive daily notification of absences • Parent contact at point of 60% loss of daily instruction
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	<ul style="list-style-type: none"> · Weekly participation and engagement reports will be reviewed and responded to when a pattern of disengagement is noted · Schools will use BPIS strategies of rewards and recognition to encourage and maintain strong attendance · Schools will identify stakeholder needs and address them · Schools will create an inclusive and equitable learning environment for DL and in-person instruction · Students have access to evidence-based practices that support the academic, behavioral, and social-emotional development · Differentiate supports for students who have 3 absences such as flexible learning times and varied modes and access of instruction
<p>6 ABSENCES SUPPORT AS NEEDED</p>	<p>SUPPLEMENTAL SUPPORT</p> <ul style="list-style-type: none"> · For a student with more than 6 absences the school will initiate School Attendance Review Team and create a personalized intervention plan to address barriers to absences and connect families to community resources · When appropriate, sign an Attendance Contract with parents/guardians committing to adhere to an attendance improvement plan. · SART member follows-up with family every 3-4 weeks · Inform parent/guardian that the 10th absence can lead to SARB.
<p>10 ABSENCES ADDITIONAL SUPPORT AS NEEDED</p>	<p>INTENSIFIED SUPPORT</p> <ul style="list-style-type: none"> · Parent/guardian and student will meet with a multi-agency team that will include a representative from the school, district, child welfare and attendance, and community representatives. · SARB will review case and determine next level of interventions, including Truancy Response Team support, as needed.

BPSD will continue to implement educational programs and purchases that will support positive and safe school learning environments to support the learning for students. Supplemental funding will be allocated to sites and academic models based on the unduplicated student counts to target prevention, intervention and follow-up for students including, at-risk populations such as English language learners, students with special needs, low-socio economic, and foster youth/McKinney-Vento.

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.]

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

During distance learning, Buena Park School District (BPSD) will continue to provide daily meals service with drive-through pick up locations at five (5) elementary school sites, Arthur F. Corey, Charles G. Emery, Carl E. Gilbert, Mabel L. Pendleton, and James A. Whitaker.

Meals, breakfast and lunch, will be offered to all our students at no cost under the Community Eligibility Provision (CEP). Every participating child will receive a single bag containing a breakfast and lunch meal. Menu items are prepared and individually wrapped by Child Nutrition Staff at each of our five (5) elementary school locations. Drive-thru distribution areas have been established in front of each elementary school. While serving meals, parents will drive up, signaling with their fingers how many meals are needed per family. Staff will verify that the student(s) are enrolled at BPSD and staff will place the requested meal(s) on a designated cart. Each car will pull up and pick up the meal(s) that have been set out for them. For walk-ups, a separate cart is set up on a walkway at least 10 feet away from the staging area of the meals. Children/parents indicate how many meal(s) they need. Staff will verify that the student(s) are enrolled at BPSD and staff will place the requested meal(s) on a cart for pick-up.

Once school resume for in-person learning, a similar secure pickup process will take place to ensure that families and staff remain safe during meal distribution until it is safe to resume normal operations.

- Personal Protective Equipment (PPE) and safety protocols will be followed in accordance with CDC, CDPH, CDE, and OCHCA guidelines
- All food service workers will be equipped with adequate disposable/reusable PPE’s (face masks, face shields, gloves, and aprons)
- Touchless identification through the use of scanners and student ID cards will be used to verify the student is enrolled at BPSD
- Signage/posters/decals with safety measures and protocols for both staff and students will be displayed (e.g. six-feet apart, washing of hands, COVID-19 symptoms)

Section	Description	Total Funds	Contributing
School Nutrition	To provide students with nutritionally balanced meals, staff is hired to prep meals, distribute meals to students, follow all health and safety guidelines for food preparation.	\$300,000	Y
Mental Health and Emotional Well Being (Counselors, Tier 3 Support, Panorama)	To provide students with social/emotional learning support to mitigate the effects of Covid-19 dismissal through additional staff intervention	\$315,000	Y

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

EC Section 43509 maintains the requirement for LEAs to describe how they are increasing or improving services for unduplicated pupils pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496. In developing the Learning Continuity Plan, LEAs are to consider the unique needs of foster youth, English learners, and low-income students.

The responses to the prompts in the Increased or Improved Services section of the Learning Continuity Plan provide stakeholders and the LEA community with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as compared to all students.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input.

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the Learning Continuity Plan year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the Learning Continuity Plan.

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.27 %	\$9,512,997

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.]

BPSD has a large populations of English language learners, low-income students, and foster youth/McKinney-Vento students, known as unduplicated pupils. This leads us to provide many services described in this plan on a district-wide basis. The following actions are primarily directed and designed to increase and improve services to our students with unique needs to provide access to instruction and additional support:

- Devices and hotspots for students to provide access to engaging Distance Learning
- Use of Aeries parent portal and Parent Square, our communication system to support on-going district/site parent communication
- Panorama system for administering diagnostic behavior screeners and progress monitoring assessments to identify needs of and monitor the progress of unduplicated pupils
- iReady diagnostic assessments and instructional components to provide ELA and Math support for students at their instructional level
- Canvas, Illuminate, Seesaw, Zoom, Google Classroom platforms to support online learning and make lessons accessible to students with additional support
- Designated and integrated ELD time for all English language learners
- Support through additional intervention time

- Enrichment through Expanded Learning Programs (ASES)
- Boys and Girls Club

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

BPSD is committed to serving the needs of all students, especially our students that are at most risk which includes English language learners, low-income students, and foster youth/McKinney-Vento. When we develop actions to support students, our at-risk populations are considered a priority to ensure that we are providing access and equity. Academic needs as well as, social-emotional needs are considered for our at-risk populations.

BPSD will ensure that English Language Learners receive support through Designated and Integrated English Language Development in order to access core curriculum. The responsibilities listed below will be followed:

- BPSD will continue to meet the requirements of Federal Title III by identifying and providing educational services for qualifying English Learner students.
- BPSD will continue to evaluate new students who, through the enrollment process, are identified as potential English Learner students.
- BPSD will continue to provide guidance and instruction for English Learners from highly qualified teachers.

Teachers of English Learners will provide support to students through:

- **Integrated English Language Development (I-ELD)** throughout the school day and across content areas:
 - ELA
 - Math
 - Academic vocabulary development
 - Academic discourse in each lesson
- **Designated English Language Development (D-ELD)**
 - Daily 30-minute time block designated for students by their proficiency level of Emerging, Expanding, or Bridging.

The district will continue to make every effort to prioritize the needs of students with unique circumstances to better serve English language learners, low-income students, and foster youth/McKinney-Vento by:

- Ensure student and family connectivity with devices and hotspots
- Ensure oral and written communication is offered in the family's language of choice
- Provide direct intervention for stress and anxiety related to COVID-19
- Increase opportunities for parent education in support of DL and mental health
- Teach to culturally relevant and meaningful content using highly engaging strategies
- Address unfinished learning, learning loss, and other academic needs through the MTSS Tiered Intervention Matrix
- Provide bilingual aides to support Tier 1 instructions and support class during teacher-directed Tier 2 intervention
- Family Services Specialist conducts family outreach by supporting DLAC, ELAC,
- Bilingual Support Provider (BSP) service as liaison to increase access to district and community services

- Priority enrollment for childcare and expanded learning opportunities
- Access to universal preschool and early learning classes

Students will be provided scaffolding support for students to be successful with the rigorous distance learning curriculum being provided within general education. BPSD will provide staff development for sites that focus on instructional strategies to help English Learners develop language skills and access essential standards in content areas. Additional intervention time for English learners may be provided.