



# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

Benicia Unified School District is a PreK-12 District that serves approximately 4,800 students. Benicia student population has about 55% ethnic diversity and 25% of students who are Foster Youth, Homeless, Socio-economically Disadvantaged and/or English Learner (Unduplicated population.) Approximately 2.8% of students are English Learners.

There are four PreK-Fifth grade elementary schools, one 6-8 grade middle school, one 9-12 grade comprehensive high school, one continuation high school, and one community day school. Approximately 300 teachers and classified staff work with the students to provide them with an outstanding education.

The Benicia parents and community are involved in the schools and take an active role in participating at the sites, by providing feedback and through stakeholder meetings and workshops.

In 2015-16, the Superintendent facilitated a process where the staff and community engaged in a process to create a dynamic vision statement, a belief statement and outline the characteristics they strive for each Benicia graduate.

**BUSD Vision:** Where all students achieve at their highest potential in an engaging, inspiring and challenging learning environment.

### We Believe:

- Students reach their potential when they are engaged, encouraged, challenged and supported in the pursuit of their interests, passions, and talents.
- All students are creative, unique and can learn.
- Education is a collaborative effort among students, staff, parents, guardians and the community.
- In valuing the diversity of students, staff and the community.
- Every student has a voice that deserves to be heard.
- Safe and welcoming schools help students and staff reach their potential.
- Educational experiences for students and staff are continually improved through systems of accountability.
- Education must be purposeful, challenging and innovative.

### Characteristics of a BUSD Graduate:

- Inquisitive with a desire to be lifelong learners.
- Self-sufficient, self-motivated and socially responsible individuals.
- Fully prepared and equipped for college or career in the 21st Century.
- Collaborative, creative, critical thinkers with strong communication skills.
- Compassionate, respectful and possess a high degree of integrity.
- Resilient with the willingness to persevere.
- Innovative, entrepreneurial and adaptable.
- Globally aware and environmentally responsible citizens.
- Capable of recognizing the talents in themselves so they can be fulfilled, compassionate and engaged individuals.

In keeping with the BUSD vision, the priorities identified through our data, and stakeholder feedback, three overarching areas of focus have guided the work of the District. These continue to underscore the work during COVID-19 and the current educational structures of Virtual, Hybrid and In-person learning.

### BUSD strives to ensure that:

- All students will feel a sense of belonging and connection
- All students will be successful readers and writers
- All students will be successful essential math concepts and numeracy skills

In March 2020, BUSD began distance learning. In the time span of 48 hours, our staff overhauled their educational structure to deliver instruction online to all of our TK-12 students. Because of the abrupt change in our society and community, synchronous lessons were not mandatory. Teachers did host daily support sessions and office hours. Over the spring and throughout the entire summer staff worked feverishly to plan for and learn how to implement a robust virtual learning environment. The decision was made in late July that BUSD, along with the rest of Solano County, would start 100% virtually due to being on the COVID-19 Watch List. Our families, like those around the county, have experienced job loss, home loss, and the struggle to plan for supporting their children at home and the need to work. We hosted weekly board meetings throughout the summer where we heard from families and presented updates on our planning process. All of the feedback and requests were considered as details of Virtual Learning were put into place.

Follow this link [https://docs.google.com/document/d/1rccQKr3XAQi-JMp4\\_gKk92\\_2W30FNgMzItZtzSk1o0/edit?usp=sharing](https://docs.google.com/document/d/1rccQKr3XAQi-JMp4_gKk92_2W30FNgMzItZtzSk1o0/edit?usp=sharing) to read the comprehensive BUSD Return to School Plan. This plan will be continually updated as new information is made available. The plan can also be found on the District website.

## Stakeholder Engagement

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

### Summary of Stakeholder Engagement

A strong collaboration between administrators and the classified and certificated unions resulted in the formation of the "LCAPitans." This team was joined by the Parent LCAP Advisory Committee (PLAC.) During non-COVID years, the teams met monthly throughout the year to understand the LCAP process, plan the stakeholder engagement sessions, facilitate the stakeholder engagement sessions, review the feedback received and provide final input and recommendation into the LCAP before it went to the BUSD Board of Trustees for final approval. This year, the LCAPitans and the the Parent LCAP Advisory Committee met in the late summer and through the early part of the school year to help consult with the Learning Continuity and Attendance Plan (LCP.)

Benicia Unified staff held 34 meetings or input structures in consultation with all stakeholder groups including parents, community members, local bargaining units, district, and school personnel, students, management and the Board of Trustees in the development of our 2020-2021 Learning Continuity and Attendance Plan (LCP).

This year, key parent group meetings were held via Zoom to solicit specific feedback regarding learnign supports and mental well being for students. Parents from the District English Learner Advisory Committee (DELAC), our African American parent group and our Special Education parents participated in these group meetings.

BUSD also used an electronic survey to ensure that the stakeholder engagement process was inclusive for parents, staff and students. The surveys for all groups solicited feedback on learning supports, mental well being and for staff included questions regarding professional learning needs. Throughout the summer, surveys were sent to parents soliciting feedback on the Hybrid model, Virutal learning and technology and connectivity needs.

The following is a detail of the meetings held with each stakeholder group.

7.6.20: Superintendent's Cabinet: Discussed reopening schools plans  
7.8.20: Superintendent's Cabinet: Discussed reopening schools plans  
7.9.20: BUSD Board Meeting: Discussed plans for reopening schools  
7.15.20: Administrative Council: Discussed reopening school plans and needs for staff and students  
7. 20.20: Superintendent's Cabinet: Discussed the Learning Loss Mitigation Federal funds and conducted a draft list of immediate needs based on feedback received informally and formally from parents and staff  
7.21.20: Superintendent's Cabinet: Discussed the Learning Loss Mitigation Federal funds and reopening schools plan and needs of students and staff  
7.22.20: BUSD/BTA Negotiations: Discussed the plans and details for virtual learning  
7.23.20: BUSD/BTA Negotiations: Discussed the plans and details for virtual learning  
7.23.20: BUSD Board Meeting: Discussed plans for reopening schools  
7.23.20: Administrative Council: Discussed reopening schools and needs for sites, teachers and students  
7.23.20: BUSD Board Meeting: Discussed plans for reopening schools  
7.27.20: Superintendent's Cabinet: Continued discussion on reopening schools and details for safety  
7.27.20: District Curriculum Council: Discussed plans for reopening schools  
7.28.20: BUSD/BTA Negotiations: Discussed the plans and details for virtual learning  
8.3.20: Superintendent's Cabinet: Discussed final details of opening virtually and Learning Loss Mitigation planning  
8.5.20: Principals' Meeting: Discussed plans for attendance and participation as well as initial brainstorming for Learning Loss Mitigation  
8.6.20: BUSD Board Meeting: Discussed plans for reopening schools  
8.7.20: Intervention Specialists Meeting: Discussed ideas for supporting learning loss  
8.6.20: BUSD Board Meeting: Discussed plans for reopening schools  
8.10.20: Superintendent's Cabinet: Discussed plans for reopening schools  
8.11.20: Administrative Council: Discussed attendance and participation process  
8.11.20: LCAPitans and Parent LCAP Advisory Committee: Discussed the requirements of Learning Continuity and Attendance Plan (LCP) and brainstormed supports for learning loss and social-emotional wellness  
8.12.20: Intervention Specialists: Discussed plans to support learning loss  
8.13.20: BUSD Board Meeting: Discussed plans for reopening schools  
8.18.20: Superintendent's Cabinet: Discussed safety protocols and lunch during virtual learning  
8.18.20: African American Parent Group Meeting: Discussed the requirements of Learning Continuity and Attendance Plan (LCP) and brainstormed supports for learning loss and social-emotional wellness  
8.19.20: Administrative Council: Reviewed and clarified processes for attendance and participation  
8.24.20: Superintendent's Cabinet: Reviewed feedback from stakeholder groups and surveys  
8.25.20: LCAPitans and Parent LCAP Advisory Committee: Reviewed feedback from stakeholder groups and surveys and the draft Learning Continuity and Attendance Plan (LCP)  
8.25.20: Special Education Parent Group Meeting: Discussed the requirements of Learning Continuity and Attendance Plan (LCP) and brainstormed supports for learning loss and social-emotional wellness  
8.26.20: District English Language Advisory Committee: Discussed the requirements of Learning Continuity and Attendance Plan (LCP) and brainstormed supports for learning loss and social-emotional wellness

8.26.20: District Curriculum Council: Discussed the requirements of Learning Continuity and Attendance Plan (LCP) and brainstormed supports for learning loss and social-emotional wellness

8.31.20: Superintendent's Cabinet: Reviewed the draft Learning Continuity and Attendance Plan (LCP)

9.3.20: BUSD Board Meeting: Learning Continuity and Attendance Plan (LCP) during a public hearing

9.13.20: BUSD Board Meeting: Learning Continuity and Attendance Plan (LCP) adopted by Board

School Reopening Design Team: A team of parents, administrators and teachers met regularly through the spring and summer to create models for reopening school in the Fall. Throughout that process the needs of students was at the forefront of the conversation. Staff made decision about the various models to ensure that student connectivity, intervention support and essential content were at the core of each design. The information from this team guided the development of the LCP.

Parent Groups: Districtwide parent groups, Benicia African American Parent Group, District English Learner Advisory Committee (DELAC,) and Special Education parents met to provide feedback regarding the success and needs of District programs and services. These groups have been invaluable in helping the District's intentional focus on equity and relationships/culture. The feedback received this fall as it relates to the LCP was instrumental in developing systems of support for academics and well-being of our students.

District Curriculum Council (DCC): This Districtwide team of teachers and administrators serves as an advisory body that helps with implementation and facilitation of district-wide initiatives in the areas of curriculum, instruction, assessment, and professional development. They are responsible for communicating information to/from sites, engaging in TK-12 planning and visioning, and being ambassadors of the work. Areas of focus for the DCC include rigorous CCSS, instructional practice, data, effective interventions, course offerings, LCAP/Learning Continuity and Attendance Plan (LCP), educational technology materials and curriculum, MTSS, culturally responsive practices, UDL, and parent/community stakeholder involvement.

LCAP Work Group (LCAPitans) and Parent LCAP Advisory Committee (PLAC): The LCAPitans was a team of Union leaders and administrators. The LCAPitans met collaboratively with the PLAC team. Together these two teams provided invaluable insight, feedback, consultation and content for the 2020-201 Learning Continuity and Attendance Plan (LCP.)

SCOE Support Meetings: Marnie Lynch, SCOE Director, District, and School Support (LCAP Director) met with BUSD to review, provide feedback, provide examples and ensure that deadlines were met.

SCOE School Support Team: SCOE has built a robust and very talented school support team that includes experts in mathematics, English Learner practices, MTSS, UDL, assessment and data. This team has worked closely with BUSD in several capacities including providing professional learning to our teachers, training our administrators in best practices and data analysis, equity, and Virtual Learning Classroom Development This support team has been responsive to our needs and provided BUSD a level of service that has been invaluable in moving us forward.

Survey Feedback: Parent, staff and student (grades 4-12) surveys were sent. Questions on these survey reflected the tenets of the LCP, especially in the area of Learning Loss Mitigation and Pupil Engagement. The results of the surveys were very aligned from all stakeholder groups. All of the information culled was included in the development of the LCP actions. The categories and feedback of priority for all

groups included: Social-emotional learning/mental health support, intervention, professional learning, and technology. Surveys were sent in both English and Spanish to families. In addition, hard copies of the surveys were available at the school sites and District Office. Information about how to obtain hard copies of these surveys was sent via text message to all families.

All of the common feedback and themes derived from our surveys and meetings contributed to the actions contained in the 2020-2021 LCP.

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

All BUSD board meeting were held remotely via Zoom that was live-streamed on the BUSD YouTube Channel. All stakeholders were able to provide feedback via public comment using a Google Form. Reopening of Schools updates, including information on curriculum, assessment, safety measures, childcare, instruction, attendance, grading, technology and more were discussed throughout the Board meetings. All information and presentations from Board meetings is also posted on the BUSD website.

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

The results of the data analysis indicated that the following were priorities for all stakeholder groups. These priority directly influenced actions of the 2020-2021 LCP.

Priorities:

- Social-emotional learning and support for students.
- Mental health supports
- Academic Intervention

Data from the parent surveys indicated the following supports would be beneficial in supporting increases in academic success:

- Drop-in support offered by teachers after the school day
- Acquiring extra practice materials
- Participating in scheduled small group interventions
- Tutoring/mentoring with peers or community volunteers
- 1:1 check in times with teachers
- Having a weekly calendar of assignments
- Ability for students to stay online for independent work time
- Progress updates
- Additional communication
- College interest groups
- Touchscreen devices available for students in special education struggling with keyboard/mouse
- Support collaboration and communication between general education and special education
- Behavior curriculum and hands-on materials and lessons for home use

Data from the student surveys and feedback indicated the following supports would be beneficial in supporting increases in academic success:

- Drop-in support offered by teachers after the school day
- Acquiring extra practice materials
- Participating in scheduled small group interventions
- 1:1 check in times with teachers
- Study groups
- Ability to ask questions anonymously

Data from the parent and student surveys and feedback indicated the following supports would be beneficial in supporting increases in social-emotional well-being:

- Peer-peer mentors/buddies
- Social “hangout” opportunities
- Interest clubs
- Mindfulness lessons
- Clubs & Spirit Days
- Social-Emotional class lessons
- Interest-based classes after school
- Explore providing virtual social groups for students with unique needs

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

All aspects of the LCP were influenced by stakeholder input. Stakeholders gave input on actions for all sections of the LCP through surveys, parent group meetings, conversations and public hearing meetings. Specific information was solicited and given regarding mitigating learning loss and supporting Social-Emotional wellness.

Feedback regarding actions related to supporting students academically were raised by all parent and staff groups. These included the request for intervention supports in addition to the synchronous learning schedule, as well as ELA and Math labs at the secondary site. Parents of students with unique needs requested more hands-on materials and devices with less accessibility issues such as touchscreens. Students requested a system of study groups be created to support student learning at the secondary level.

Feedback regarding actions related to supporting students' social and emotional wellness were raised by all parent, student and staff groups. These included requests for interest-based classes, networking peer to peer, continuing of spirit clubs, and wellness room or counseling support. Students requested a system for social gatherings or chat rooms at the secondary level.

# 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.]

BUSD created several models to approach school during the COVID-19 Pandemic. The models range from fully Virtual to Virtual with small group in-person instruction (Virtual Plus), to 50% Hybrid instruction to fully return in person. BUSD continues to work with local health officials on criteria to move from one model to the next.

The first in-person Model (1-Virtual Plus) will be when most students continue virtual learning and small groups of students return for intervention or additional support. Priority for these groups will be students in special education, foster youth, English learners, low-income families and youth experiencing homelessness. The data from NWEA Map assessments will also provide information about students who are in need of this first return intervention and support. Another group of students who will be given priority will be those who have minimally participated in virtual learning.

BUSD has a commitment to offer a variety of learning opportunities and experiences for students using best practice instructional methodologies that include:

Learning focused primarily on essential standards:

- K-2: ELA, Math, Social-Emotional Learning
  - 3-5: ELA, Math, Social Studies or Science & Social-emotional Learning
  - 6-8: Core, Electives and Social-Emotional Learning
  - 9-12: Core Electives and Social-Emotional Learning
- 
- Small group instruction in school for a portion of the week for students in Special Education, English learners, students who are in Foster Care or experience Homelessness and for students who are struggling in core academic areas
  - Virtual instruction at elementary and middle that includes daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b))
  - Intervention and Special Education services may occur in small groups or 1:1
  - Utilizing strategies such as Flipped Learning to deliver instruction when students are together
  - Providing engaging high-quality review of learning and preview of what is to come
  - Providing authentic learning opportunities
  - Providing opportunities for student voice and choice in their learning (i.e. assignments, materials, products)
  - Individual, specific feedback
  - Utilizing Universal Design for Learning & Differentiated Instruction strategies
  - Using assessment to drive instruction and make necessary accommodations



- Incorporating English Language Development (ELD) instruction and utilize ELD standards and strategies

The next Model (2-50% Hybrid) for returning to school will be the 50% hybrid. At the elementary school, Benicia Middle School and Liberty High School, students will be in AM/PM cohorts and attend in person four days a week and engage in virtual and asynchronous opportunities on the fifth day. Students at Benicia Middle and Liberty High will be primarily in cohorts that travel together to limit mixing of students. Benicia High School will continue with two days a week of virtual learning for all students in all classes. Another two days will be small group instruction for students. These small groups will be offered in each class and students or teachers can determine which of these groups students attend based on need. Students will engage in virtual and asynchronous opportunities on the fifth day.

The best practice pedagogy and instructional methodologies that will be employed during Model 2-50% Hybrid include:

Learning focused primarily on essential standards:

- K-2: ELA, Math, Social-Emotional Learning
  - 3-5: ELA, Math, Social Studies or Science & Social-Emotional Learning
  - 6-8: Core, Electives and Social-Emotional Learning
  - 9-12: Core Electives and Social-Emotional Learning
- 
- Small group instruction in school for a portion of the week (depends on which phase of reopening we are in) for elementary and middle school
  - Independent work for practice, reinforcement and stretch at elementary and BMS on non-in person days
  - Virtual instruction 2x/week per class at BHS and LHS only and Small group instruction 2x/week per class for students who sign up (BHS model)
  - Office hours weekly for support at all levels
  - Intervention and Special Education services may occur in small groups or 1:1 and may be in addition to student's scheduled in person
  - Utilizing strategies such as Flipped Learning to deliver instruction when students are together
  - Providing engaging high-quality review of learning and preview of what is to come
  - Providing authentic learning opportunities
  - Providing opportunities for student voice and choice in their learning (i.e. assignments, materials, products)
  - Individual, specific feedback
  - Utilizing Universal Design for Learning and Differentiated Instruction strategies
  - Using assessment to drive instruction and make necessary accommodations
  - Incorporating English Language Development (ELD) instruction and utilize ELD standards and strategies

BUSD will follow the guidance of the Governor and Solano Public Health to determine when it is safe to move between instructional models.

BUSD will offer a Virtual Learning option for students who cannot return to school once the District moves into an in-person instructional model.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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.]

Regardless of the instructional model, providing a high-quality instructional program continues to be a top priority for BUSD. Educators will provide high-quality instruction by following best practices in the areas of:

Curriculum selection and instructional delivery models: Every effort has been made to ensure that high-quality core and supplementary materials are available for teachers to use both in the classroom and virtually. All of BUSD adopted materials will be utilized, however, several additional instructional materials were added to ensure that students could access the tools and resources they needed from home. These materials will be used in all models and in the Virtual Academy, (available during Hybrid Model). The BUSD TK-5 Curriculum for 2020-2021 <https://docs.google.com/document/d/1rSHM6OsEWhel-vPrhIcupJDTbabk4ozw1NWqdQ9UAW4/edit?usp=sharing> and the BUSD 6-8 Curriculum for 2020-2021 [https://docs.google.com/document/d/18bwh5OEw5US7VqBV\\_Jclj\\_GORDHbIKzGN4Rfl-zo3to/edit?usp=sharing](https://docs.google.com/document/d/18bwh5OEw5US7VqBV_Jclj_GORDHbIKzGN4Rfl-zo3to/edit?usp=sharing) are linked here. BUSD 9-12 will utilize their adopted curriculum, though many digital versions have been purchased to support Virtual learning. In addition, a variety of tools to support engaging virtual learning have been purchased for staff at different levels. Examples of these tools include Pear Deck and Ed Puzzle.

Assessment practices and policies, including local and statewide assessments: BUSD will be using an assessment system called NWEA MAP for all students in grades K-12 in English and Math. Kindergarten may use ESGI, at least at the beginning of the school year to do an initial assessment of their students. This assessment platform allows for ongoing benchmark and monitoring of student progress in identified skill areas as well as the broad content areas. Data from this assessment will be used to identify the direction for instructional practices for the classroom as well as students in need of additional intervention support. NWEA Map is a high-quality tool that is aligned with the statewide assessments and has been proven to be predictive of how students will fare on those assessments. This is important because teachers will be able to identify areas of concern and address those areas specifically early on.

Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, youth experiencing homelessness and foster youth: BUSD will be providing support intervention services and Special Education services to students who qualify in a myriad of ways. Students who require these support to be successful and continue to grow on their learning journey may receive extra support in-person (when safe to do so) and virtually in small groups more frequently than their regularly scheduled in-person school days. Additional support curriculum has been identified to aid students in this ongoing work. See the Special Education and learning loss and additional support sections below for more information. BUSD will partner with its Adult Education program to investigate offering a series of classes to support parents and other adults who are supporting students through virtual learning.

Access and use of instructional technology: BUSD will be providing all students with a Chromebook and supporting families to ensure they have access so they are fully able to engage in their learning opportunities. In addition, several documents complete with resources and videos have been made available for families to support their child's access to the technology and platforms used in BUSD. See the technology section below for additional information.

#### BUSD Commitment to Student Success

- Robust virtual learning through rigorous and expanded curricula and essential standards including student mental health and connectedness
- Synchronous and asynchronous live interaction and learning daily, including attendance and accountability
- Ensuring all students have device, internet access, and a common virtual platform
- Ongoing assessments and progress monitoring to support learning
- Intervention and supports
- Expanded communication with families
- Professional Learning focused on creating virtual learning environments

During Virtual Learning, BUSD teachers will engage students using a variety of best practices that include:

#### Learning focused primarily on essential standards

- K-2: ELA, Math, Social-Emotional Learning
- 3-5: ELA, Math, Social Studies or Science and Social-Emotional Learning
- 6-8: Core, Electives and Social-Emotional Learning
- 9-12: Core Electives and Social-Emotional Learning
  
- Live instruction daily and interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b))
- Synchronous and Asynchronous learning opportunities offered daily/weekly
- Small group and large group instruction-Intervention and special education services may occur in small groups or 1:1
- Organize course assignments in a manner that is easy for students to navigate
- Individual, specific feedback
- Utilize Universal Design for Learning & Differentiated Instruction
- Use assessment to drive instruction and incorporate necessary modifications

- Provide authentic learning opportunities
- Provide opportunities for student voice and choice in their learning (i.e. assignments, materials, products)
- Incorporate English Language Development (ELD) instruction and utilize ELD standards and strategies

## 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.]

BUSD will be providing every student TK-12 with a Chromebook for use during Virtual and Hybrid Learning Environments. BUSD ordered 1500 Chromebooks to support this initiative. Based on feedback from families with students with unique needs, the District ordered touchscreen devices to support accessibility. However, the devices have not yet arrived. BUSD hosted device pick-up drive throughs the week before school started to ensure that every student had access to a device, either District provided or personal. Device pick up continued at each site as needed. School site staff made phone calls to individual families to ensure that they had access to technology.

Any student that was not made present and participating on the first couple days of school was called by school site staff to ensure that the absence wasn't due to lack of technology. Once the order of Chromebooks arrives from the vendor, BUSD will provide a new device to each student.

As of August 26, 2020 BUSD has:

- 2940 devices checked out
- 1500 devices on order
- 2 requests for connectivity support
- 305 requests for device that did not receive one because of the technology shortage
- Touchscreen devices to be provided to students with disabilities who struggle with using a mouse or trackpad

In addition, BUSD will work with families to ensure they have access to reliable internet. For families that need support, BUSD will offer sponsor families with short term internet through a local provider.

## 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.]

All students in BUSD will be assessed using NWEA-MAP universal benchmarks. All K-12 students will take the reading and math assessments 3-4 times per year. Results of these assessments will be used to drive instruction and small group or individual intervention support. The interventions will occur outside of and in addition to the synchronous learning time for students. Results and progress monitoring will happen at the classroom level, grade/department level, site level and District level. Each site has at least one Tech Mentor that will assist teachers with navigating the digital platform for these assessments.

Students are expected to attend all mandatory classes and check-ins as required by their teachers. Attendance/Participation will be taken during both in-person and in virtual learning environments. The state requirement (Ed. Code, § 43503(b) for attendance/participation and student engagement states:

“Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.”

BUSD will be using an electronic document to document the Weekly Student Engagement Record Process outlined below.

1. Teachers will complete and certify a Weekly Student Engagement Record using the electronic document provided by BUSD (modeled after the CDE template).
2. Teachers will create their schedule in the BUSD Weekly Student Engagement Record with the following information:
  - Class period or Instructional Time Block
  - A general description of the activity during that time block
  - The estimated time value (i.e. how long that assignment/activity should take)
  - The total time each day is equal to the required minimum instructional minutes
    - - TK-K: 180 minutes
    - - 1-3: 230 minutes
    - - 4-12: 240 minutes
3. Teachers will then be provided with hard copies of the schedule for each week of the year
4. Each week the teacher will log and/or update the information for each day that week in the BUSD Weekly Student Engagement Record
5. Teachers will sign the form and return to the school site at least month

## **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.]

All staff will have access to high-quality professional learning in areas of focus throughout the summer and the school year. In coordination and cooperation with the Benicia Teachers Association, BUSD created a Virtual Learning Platform with a variety of topics including: creating robust online learning classrooms; equity and culturally responsive practices; curriculum and instruction; data and technology; special education; and Social-Emotional Learning. In addition, the Virtual Learning Platform includes all mandatory yearly training for staff. BUSD contracted with EPOCH Education to offer the equity modules and ISTE and Solano County Office Of Education for the Virtual Learning modules. Solano County Office of Education also supported BUSD teachers by providing an optional virtual training in Universal Design for Learning (UDL.)

Resources and additional optional learning opportunities will also be available through this BUSD Virtual Learning Platform throughout the year. Administrators will use these modules to continue and deepen learning through staff meetings and additional professional learning opportunities. In addition, teachers have access to a document with links to tutorials, videos, instructions for support under the following topics: Clever, Chromebooks, Drive, Slides, Sheets, Docs, Drawings, Forms, Classroom, Calendar, Jamboard, Meet, Zoom, Digital Libraries. This document will be updated continually.

Mental health for students and staff through Trauma-Informed Practices will be provided. Professional learning, resources and support will be provided to all teachers and administrators to support students and families with trauma and other impacts of COVID-19. These include webinars, videos, articles, and classroom tools. In addition, information and activities will be provided to all staff regarding the importance of self-wellness and care. All of these tools can be accessed either in school or through virtual learning. Support staff will use these resources with families as needed.

A survey was sent to all staff following the Virtual Professional Learning that occurred prior to the start of school. The survey inquired about satisfaction with the professional development offered and what other needs staff had. This data will be used to plan and offer additional professional learning opportunities for staff throughout the year. Feedback from the staff survey indicated that approximately 50% of the respondents requested additional training the use of online technology, virtual teaching and online assessments. In addition, staff indicated a need for support in mindfulness and well-being for educators.

Each teacher will have the ability to complete up to 8 hours, paid at the student rate on a timecard, for additional professional learning opportunities they develop through a work plan with their site administrators.

Each school site also has a technology mentor teacher who will support teachers individually as well as host optional professional development sessions based on site specific needs.

## **Staff Roles and Responsibilities**

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

Our amazing BUSD staff stepped up to do whatever needed to be done to continue to serve our students through school closure this year and will continue to do so through the 2020-2021 school year. Listed below are examples of how roles and responsibilities were modified:

- All teachers committed to reaching all students and engaging in a new learning environment that included community building and virtual feedback
- Administrators creatively finding ways to offer graduation and promotion events
- Staff ran virtual spirit events
- Clerical and maintenance staff supported breakfast and lunch distribution
- Clerical, maintenance, administrators and IT staff worked together to distribute technology to students
- Administrators and teachers did "porch drops" of technology and materials and supplies to students

- Counselors, teachers, administrators and other school site staff conducted parent outreach to ensure students were participating
- Librarians and teachers posting read alouds or hosting Zoom read alouds for students
- Food service providers creating and facilitating remote lunch pick up

## 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.]

BUSD will be providing support intervention services and Special Education services to students who qualify in a myriad of ways. Students who require these supports to be successful and continue to grow on their learning journey may receive extra support in-person (when safe to do so) and virtually in small groups more frequently than their regularly scheduled in person school days. Additional support curriculum has been identified to aid students in this ongoing work.

Special Education teachers will continue to meet the needs of students with disabilities. Specialized Academic Instruction (SAI) and related services may be offered through this phased-in model of instruction in-person, virtually, online, or telephonically. All services may not be provided in the same manner as they would typically be provided due to social distancing requirements. However, modifications and services may be effectively provided in a robust virtual learning implementing synchronous and asynchronous instruction on a daily basis. Modifications and/or accommodations may include, extension of time for assignments, shortened assignments, videos with accurate captioning, accessible reading materials, modified curriculum, re-teaching of material in a small group and/or 1:1 setting. Related services such as speech and language services, adaptive P.E. and occupational therapy may be provided through video conferencing according to the student's Individual Education Plan (IEP). Additional services such as counseling to address behavior goals, social skills and coping skills may be provided in small and/or 1:1 basis according to the student's IEP. Paraeducators will provide student support and/or assistive/adaptive technology access.

To promote continuity of instruction and support for families and students, attention and effort will be given to create collaborative communication between general education teachers and special education teachers. In addition, the District will explore a behavior curriculum to support students and create materials and lessons for families to implement at home, including templates for visual schedules.

BUSD will offer touchscreen devices for students in special education who are struggling with a keyboard and mouse.

Additionally, data collection, informal assessments, and progress monitoring of IEP goals may be done by using digital platforms, such as google meet, zoom or telephonically in order to maintain social distancing measures.

All students will participate in local assessments in math and English Language Arts at the beginning of the school year. Teachers will use this data to identify students who meet BUSD criteria and are in need of extra intervention support in math or ELA. Intervention sessions will be offered in addition to the days when they are scheduled for their in-person school during the hybrid.

BUSD staff will work with families to create a consistent schedule for these support sessions. Students who receive extra intervention support will be assessed using a progress monitoring protocol to ensure that they continue to grow as learners and strengthen their skills in the identified areas.

BUSD will conduct deliberate and extensive outreach to families of students who are in foster care or are low-income to ensure that these students are prioritized in the scheduling process for receiving additional intervention support if needed.

In addition, students who are English learners will have additional blocks of support each week. This support will be in addition to their regular classroom embedded English Language instruction.

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

Description	Total Funds	Contributing
Curriculum and Instructional materials including digital subscriptions for adopted curriculum, behavior curriculum, additional textbooks for home use, supplementary curriculum to support online learning, supply kits for specialty and elective classes, support tools to create interactive options for virtual learning, etc.	\$500,000	No
Technology and Connectivity including additional Chromebooks for student use to become a 1:1 district, touchscreen devices for students in special education who struggle with keyboards and mice, replacement computers for staff so they have reliable tools for remote teaching, support for internet connectivity through sponsorship of families, special servers to host programming for the high school CTE classes, document cameras, etc.	1,000,000	No
Staffing/Personnel costs including stipends to support teachers with technology, timesheets for extra work for teachers learning new curriculum support materials, additional teacher at BHS to support the 4x4 block schedule put in place for virtual learning.	179,000	No
Professional learning for staff including work in equity, teaching virtually and instruction in new curriculum support materials. Ongoing professional learning opportunities will be offered throughout the year focused on online technology, virtual teaching, online assessments and staff self-care.	20,000	No



Description	Total Funds	Contributing
Food services to supply breakfast and lunch to students during virtual learning.	1,000,000	No
Mental Wellness supports that include increasing Special Friends groups, interest-based classes, supporting students and families in connecting with services. Staff will explore the ability to provide peer-peer mentors/buddies, the ability to use "chat" with counselors for support, lunchtime clubs and other social opportunities for students. Staff will explore providing virtual social groups for students in special education.	161,000	No

## 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.]

All students will participate in local assessments in math and English Language Arts using the NWEA Map Assessment, as a diagnostic tool, at the beginning of the school year. This assessment will be given 3-4 times per year to ensure students are making progress. In addition, teachers can give skills assessments through NWEA Map to monitor student progress on particular skills that have been identified as needing support.

Students who are English learners will take the ELPAC and their progress will be monitored and assessed through the use of the Imagine Language and Learning at the Elementary Schools and iLit at the Middle and High Schools. Teachers will use this data to identify students who meet BUSD criteria and are in need of extra intervention support in math or ELA.

## 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.]

Teachers will use the data from the NWEA Map assessments, along with classroom assessments and work to identify students who meet BUSD criteria and are in need of extra intervention support in math or ELA. Intervention sessions will be offered in addition to the days when

they are scheduled for their in-person school during the hybrid. Elementary students will receive support through their classroom teacher. Additionally intervention supports will be provided to students who qualify for them by intervention teachers and trained reading tutors. Math and English Labs will be offered at the secondary level to support students outside of their regular synchronous learning day.

Data from the parent surveys indicated the following supports would be beneficial in supporting increases in academic success:

- Drop-in support offered by teachers after the school day
- Acquiring extra practice materials
- Participating in scheduled small group interventions
- Tutoring/mentoring with peers or community volunteers
- 1:1 check-in times with teachers
- Having a weekly calendar of assignments
- Ability for students to stay online for independent work time
- Progress updates
- Additional communication
- College interest groups

Data from the parent surveys indicated the following supports would be beneficial in supporting increases in academic success:

- Drop-in support offered by teachers after the school day
- Acquiring extra practice materials
- Participating in scheduled small group interventions
- 1:1 check-in times with teachers
- Study groups
- Ability to ask questions anonymously

BUSD staff will work with families to create a consistent schedule for these support sessions. Students who receive extra intervention support will be assessed using a progress monitoring protocol to ensure that they continue to grow as learners and strengthen their skills in the identified areas.

BUSD will conduct deliberate and extensive outreach to families of students who are in foster care, experiencing homelessness, special education, English learners or are low-income to ensure that these students are prioritized in the scheduling process for receiving additional intervention support if needed. Groups for these students may occur more frequently or in smaller settings.

## **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.]

School site and District staff will monitor NWEA-Map data, other local assessments and student grades to ensure that the supports provided to mitigate learning loss are effective. This data will be monitored at least quarterly by classroom, site and District teams. Specially trained

reading tutors will be deployed based on need of students across the District. This information will be gleaned through the on-going data analysis. Another strategy for monitoring the effectiveness of learning loss strategies will be to review the list of students attending the ELA and Math Labs at the secondary level and do outreach as necessary and appropriate. In addition, site leaders will conduct virtual walk-throughs to support student engagement in learning.

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

Description	Total Funds	Contributing
Assessment Materials including NWEA-MAP assessment system to provide tools to assess and monitor student progress in ELA and math across the District and online assessments for special education assessments	77,000	No
Staffing for reading tutors to provide intervention at the elementary sites and stipends for math and English labs at the secondary level.	162,000	No

## 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.]

Addressing the Social-Emotional health of students, staff and families is a critical area of focus for BUSD. Supporting wellness will occur in several ways:

- Wellness Centers: Students can access, either in person or virtually, support through school Wellness Centers. Every school site has a Wellness Center made possible by a grant through collaboration with SCOE. This will be done by appointment.
- Counseling groups: Students can access, either in person or virtually, support through school counselors. This can be done individually or by participating in small group sessions. Students will make appointments with the counseling departments to access these services.
- Social-Emotional Learning (SEL): Teachers will incorporate SEL lessons into their weekly agendas as appropriate.
- Activities: Sites may offer spirit days/weeks and other activities to support students and develop school culture,
- Flex Learning Time: At the secondary level, staff will build in time each week for student choice in instruction and/or wellness activities and groups

- Trauma-Informed Practices: Professional learning, resources and support will be provided to all teachers and administrators to support students and families with trauma and other impacts of COVID-19. These include webinars, videos, articles, and classroom tools. In addition, information and activities will be provided to all staff regarding the importance of self-wellness and care.
- Behaviorist Support: BUSD Behaviorist will offer drop in support for families struggling with their child's ability to fully access virtual learning due to behaviors.

Survey data from parents indicated the following supports would be beneficial in supporting increases in students' mental well-being:

- Participating in clubs and spirit days
- Lessons in Social-Emotional Learning-
- Interest-based after school classes
- Peer-peer mentors or buddies
- Social "hangout" opportunities
- Mindfulness lessons

Survey data from students indicated the following supports would be beneficial in supporting increases in students' mental well being:

- Participating in clubs and spirit days
- Lessons in Social-Emotional Learning
- Interest-based after school classes
- On-line chats with counselors
- Lunchtime clubs
- Gay-Straight-Alliance

Based on the feedback, BUSD will create BUSD After Hours, a series of interest-based classes for grades TK-12. The intention of these classes is to provide opportunities for students to connect with each other around a common interest. Another support that BUSD will explore is to set up a peer-to-peer mentoring program where students can support others in both academic and non-academic areas.

## 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.]

BUSD Student Re-Engagement Process

2020-2021

Being engaged and present in school, whether it is in-person, hybrid or virtual is extremely important. For the current 2020/21 school year, the state is requiring three (3) types of Student Reporting:

\*Daily Student Attendance/Participation

\*Weekly Student Engagement

\*Student Re-Engagement Process

Students are expected to attend all mandatory classes and check-ins as required by their teachers. Attendance/Participation will be taken during both in-person and in virtual learning environments. The state requirement (Ed. Code, § 43503(b) for attendance/participation and student engagement states:

LEAs “shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include but are not limited to: verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction.”

BUSD will be using Performance Matters to document the BUSD Student Re-Engagement Process through the process outlined below:

BUSD Student Engagement & Re-Engagement Process

Tier 1: All Students

Step 1: Attendance Expectations

- All families shall be notified by the District and each school site of the expectation for student attendance and engagement in the daily learning process prior to the first day of school.
- The attendance and engagement expectations will be included in the District’s Plan for Reopening School and posted on the District website
- All teachers will review, using developmentally appropriate language, the expectation for student attendance and engagement in the daily learning process with students during the first week of school

Step 2: Communication

- All teachers will communicate with families at least once a month about what is happening in the classroom
- Students and teachers will respond to emails within 48 hours during school days in order to facilitate best communication for learning

### Step 3: Student Progress Monitoring

- Teachers in TK-5 will complete progress reports midway through each trimester. These progress reports will be emailed to the parents.
- Teachers in grades 6-12 will complete 3-week progress reports (3 wk, 6wk, 9wk (midpoint), 12 wk, 15 wk, 18 wk) via PowerSchool
- Teachers in grades 6-12 will grade and give feedback to students on assignments regularly. They will update grades in PowerSchool a minimum of every third Friday for progress reports, with a recommendation of teachers updating grades every Friday as part of communicating student progress

### Tier 2: Individual Students

#### Step 1: 2nd Unexcused Absences or 40% in a week, or at the secondary missed 2 of the same period:

- Teacher to contact parent via email or phone and include the standard “blurb” and the form for the intake questionnaire listed below
- Admin/designee to use the responses to the 4 question intake questionnaire in Performance Matters (or Powerschool Attendance) to find out the reason for absence and offer necessary support
- Parents will continue to be notified daily of absences through PowerSchool for these students
- Documentation of all communication and outreach to families regarding individual students’ attendance and progress regarding will be documented in PowerSchool in log entries, emails or other platforms (i.e. Dojo)

#### Step 2: 3rd Unexcused Absence, or at the secondary missed 3 of the same period, or 60% in a week:

- Truancy letter #1 is sent to the family (Note: The early warning sign in Performance Matters will trigger Truancy letter # 1, but it is okay if you are still working on steps 1-3.)
- Admin, designee or counselor will conduct a record review (in Cumulative file if applicable, Powerschool, Performance Matters) and notify the student’s teachers via email to inquire about any other information that is needed.
- Documentation of all communication and outreach to families regarding individual students’ attendance and progress regarding will be documented in PowerSchool in log entries, emails or other platforms (i.e. Dojo)

#### Step 3: 4th Unexcused Absence, or at the secondary missed 4 of the same period:

- The school shall assemble a Student Success Team (SST)/ Student Attendance Review Team(SART) either virtually or in-person on the, depending on the guidance at the time, to build relationships and determine the need of the student and family to successfully have the student reengage with their learning.
- The SST process and plan (use forms and documentation in Admin Padlet) shall embed a Student Attendance and Review Team (SART) process and plan (if a student receives special education or has a 504 plan, this meeting must be an IEP /504 meeting and will be in lieu of SST)
- The following supports should be considered and discussed at the SST meeting and the admin/designee to report in Performance Matters (Intervention-Attendance)
- Distance Learning accommodations should be discussed and used (i.e. different/flex schedule, extended time, shortened assignments, providing home materials, etc.)
- Attendance options should be discussed, documented, and used (i.e. Zoom participation, or completion of online work, or 2 way communication with parent and teacher)

- The administrator or counselor shall contact the parents/guardians via email, phone or home visit to offer support and determine reasons for absence
- The SST team will contact the Students Services Office to connect the family with available health and social services if needed
- The SST/504/IEP plan shall be distributed to all the appropriate staff and placed in the student's cumulative file.
- Admin, designee, or counselor to make weekly family check in PER SART/SST meeting\*-Documentation of all communication and outreach to families regarding individual students' attendance and progress regarding will be documented in PowerSchool in log entries, emails or other platforms (i.e. Dojo)

Step 4: 6th Unexcused Absence, or at the secondary missed 6 of the same period:

- Truancy letter #2 is sent to the family

(Note: The early warning sign in Performance Matters will trigger Truancy letter #2, but it is okay if you are still working on steps 1-5.)

- If SART contract is not followed, the site administrator, designee, or counselor will continue to contact the family each week to check-in
- Admin to notify Student Services Office regarding continued absences
- If appropriate and feasible, the student may be transitioned to part or full-time in-person instruction or to the maximum extent possible
- BUSD and the Benicia Police Department will do a wellness check with the family if there is no response by the family.
- Documentation of all communication and outreach to families regarding individual students' attendance and progress regarding will be documented in PowerSchool in log entries, emails or other platforms (i.e. Dojo)

Tier 3: Individual Students

Step 1: 7th or more Unexcused Absence, or at the secondary missed 7 of the same period:

- The administrator or counselor will check in weekly with the family.
- If needed the Director of Student Services, or designee, will connect the family with available health and social services as appropriate
- Documentation of all communication and outreach to families regarding individual students' attendance and progress regarding will be documented in PowerSchool in log entries, emails or other platforms (i.e. Dojo)

Step 2: 9th Unexcused Absence, or at the secondary missed 9 of the same period:

- Truancy letter #3 is sent to the family (include SARB date-see SARB Calendar) will follow the calendar for SARB referrals.
- Referral to Student Attendance and Review Board (SARB) will be made; SARB forms will be submitted to the Student Services Offices (following timelines as per SARB calendar)
- Documentation of all communication and outreach to families regarding individual students' attendance and progress regarding will be documented in PowerSchool in log entries, emails or other platforms (i.e. Dojo).

# 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.]

BUSD Food Service department provides nutritionally adequate meals for students, including both cold and hot lunch options. All Federal guidelines for nutrition are followed. In addition, BUSD regularly solicits information from students about what type of meals they prefer and works to cook those meals in accordance with the Federal guidelines.

For Virtual Learning:

- Lunch pick up at all sites
- Lunch pick up time will coincide with student schedule
- Ability for families to sign up to do a “one stop” pick up for families with students at multiple sites
- There will be a roster for each school and a roster for the families pick up (if they pick up for all their students at one school)
- There will be a table with a tent set up at each school

When In-person Learning Can Occur:

- Meals will be served outside when possible
- Limited number of students will be in each designated eating area (6 feet apart)
- Food sharing tables in the cafeteria will not be used
- Students will not share food or drinks
- Meals will be offered/distributed at school sites

As of August 31, 2020, the approval was made to continue to offer free meals to all families.

Families are asked to begin by filling out the Initial Participation Form if they have not already done so. If families are going to participate in “Early Meal Pick-Up” or “Multi-Day Meal Packages” they are asked to please also fill out the form linked in the description of that option.

BUSD is offering three ways to pick up meals:

Daily Meal Pick-Up

- Families may pick-up meals every day Monday-Friday at any of the school sites. Children will receive lunch for that day and breakfast for the next morning



### Early Meal Pick-Up

- Families may pick up meals early in the morning at Benicia High School at 7:00AM-9:00AM. If families are interested in the early meal pick-up, they must complete the Early Meal Pick-Up Form and pick a pick-up time that is convenient for them
- Parents are informed that these meals will have to be reheated/prepared at home. Heating/preparation instructions are provided with those meals

### Multi-Day Meal Packages

- Starting Monday September 14th, multi-day meal packages will be available for pick up at Benicia High School on Mondays and Wednesdays
- For Mondays, BUSD will provide a two day supply of meals (Meals for Tuesday & Wednesday)
- For Wednesdays, BUSD will provide a three-day supply of meals (Meals for Thursday, Friday, & Monday)
- These meals will be available to pick-up early in the morning and in the afternoon
  
- - Early Service Window: 7:00, 7:30, 8:00, 8:30, & 9:00
- - Midday Service Window: 11:00, 11:30, 12:00, & 1:00
  
- To pick-up these meal packages, families are asked to complete the Multi-Day Meal Packages Form.

Families are notified that if those times do not work for them to please contact Tania Courtney at [tcourtney@beniciaunified.org](mailto:tcourtney@beniciaunified.org) so that the Food Service Department can work with them to find a time that is more convenient.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

# 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
5.08%	\$1,951,609

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The following actions and services are principally directed towards supporting the growth and performance of our English Learners, Foster and youth experiencing Homelessness, and Socio-economically Disadvantaged students.

Second Step & Special Friends: Increase Special Friends/Second Step programming by one hour per day to do specific outreach and support for students who are homeless, foster youth, English learners and/or low-income. This action is effective as it provides students unconditional one-on-one attention with a guidance assistant in a carefully arranged and lovingly maintained playroom. Research that supports includes the following:

- Cognitive/Academic Gains: creativity, abstract thinking, imagination, problem-solving, mastering new concepts
- Emotional Gains: Self-confidence, self-esteem, anxiety/stress reduction, working problems out through play, connection to a trusted adult
- Social Gains: Cooperation, perspective-taking, sharing, empathy, turn-taking
- Behavioral Gains: Impulse control, focus, persistence

Special Friends Program Goals:

- To foster resiliency and positive self-concept
- To develop a sense of belonging at school
- To help increase academic participation/progress

School Psychologists: Restructure responsibilities of the equivalent of 2.5 school psychologists and psychologist interns to provide intentional outreach, monitoring, services (i.e. individual or small groups) for students who are homeless, foster youth, English learners and/or low-income. School psychologists have sound training and experiences needed to play a critical role in delivering quality school-

based mental health and counseling services to children. School psychologists have extensive training in assessment, progress monitoring, instruction, child development and psychology, consultation, counseling, crisis response, program evaluation, and data collection and analysis. (NASP 2010a, 2010b). The effectiveness of this action will be measured by the District's REACH data and the ACES Universal Screener results.

**Counseling Services:** Restructure responsibilities of the equivalent of 3.0 school counselors to provide intentional outreach, monitoring, services (i.e. individual or small groups) for students who are homeless, foster youth, English learners and/or low-income. Counselors have the responsibility to ensure that students are well served in their course selection and other opportunities available to them. Students who have greater access to school counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for students in high-poverty schools. (Lapan, R. T., Gysbers, N. C., Bragg, S., & Pierce, M. E., 2012). The effectiveness of this action will be measured by student performance in classes (grades) as well as attendance and behavior.

**BUSD Professional Learning Days:** Every certificated staff member participates in two Districtwide professional learning days each year. The focus of these days will be on supporting the needs of our unduplicated students and other at-risk youth through practices such as UDL, Social-Emotional Learning, cultural responsiveness, equity practices, building relationships with students, project-based learning, technology, etc. Every aspect of school reform depends on highly skilled teachers, says Stanford researcher Linda Darling-Hammond. "To build a useful policy system that encourages excellent instruction and strong student learning, it is important to consider both teacher quality—so that the system recruits the right people and prepares them effectively—and teaching quality so that the most effective practices are encouraged and the most supportive conditions are provided." (From the foreword to Linda Darling-Hammond, et al., *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. National Staff Development Council, February 2009.) The effectiveness of this action will be measured by the professional learning survey and by the District's REACH data.

**Family Outreach:** Staff will have responsibilities to conduct intentional outreach to families of homeless, foster youth, English learners and/or low-income throughout the school year. This outreach can be targeted to soliciting feedback, increasing participation, monitoring student performance, or any other need the school sites determine. This targeted outreach will build positive relationships and trust amongst families and the school site. This home-school partnership will strengthen student performance. "Schools alone cannot address all of a child's developmental needs: The meaningful involvement of parents and support from the community are essential." (The Home-School Team: An Emphasis on Parent Involvement. Students thrive when their parents become part of the classroom. James P. Comer, Norris Haynes. July 1, 1997)

**Elementary Intervention Teachers:** Intervention teachers will provide additional support in academics and English learner development at the primary grades. Our Title 1 Elementary Schools have three intervention teachers (one and a quarter of which are listed here as being paid by Title I funds.) This is above and beyond the base of 0.5 intervention teachers at our non-Title I schools. The effectiveness of this action will be measured by student performance on the ELPAC (for English learners) and the District's local reading assessments (NWEA MAP).

English Learner Development Support: Benicia High School will offer one period a day of designated English learner support. This class is offered to all English learners and a variety of materials are used to help students become English language proficient. The effectiveness of this action will be measured by student performance on the ELPAC.

TK-12 English Learner Coordinator Stipend: This purpose of this action is to have a designated staff member oversee the training and implementation of the ELPAC. The staff member will also provide professional learning opportunities for embedded ELD instruction.

District Office Administrative Support: District Office leadership will have responsibilities to monitor the success of English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students across the District. In addition, the District Office leadership will ensure that high-quality professional learning opportunities are provided and that those strategies are being implemented in classrooms. The staff will work closely with families through Districtwide committees such as DELAC and the African American Parent Advisory Committee to solicit input and feedback on the successes and areas of need of current programming.

Site-based Administrative Support: Site-based leadership will have responsibilities to monitor the success of English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students at their sites. In addition, site-based leadership will ensure that teachers participate in high-quality professional learning opportunities and that those strategies are being implemented in classrooms. The staff will work closely with families and students through school-based committees such as ELAC and the Black Student Union to solicit input and feedback on the successes and areas of need of current programming.

Literacy Lab & ELD Support (BMS): Additional support in reading will be provided through a reading lab. English learner development at the middle school will be offered as course for students who qualify. Priority will be given to students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged for participation in the Literacy Lab. The effectiveness of this action will be measured by student performance on the ELPAC (for English learners) and the District's local reading assessments (NWEA MAP).

Alternative Education: Liberty High School is the District's continuation high school. This program is being reimagined and redesigned to better meet the needs of the students who attend LHS. Each student will have the opportunity to participate in learning through interest programs where they can learn about careers after high school, visit businesses, apprentice and shadow professionals in their interest areas and potentially participate in internships during the school day. This school supports the District's most "at-risk" students and has taken on the challenge of ensuring that all students graduate from high school and have a plan, and in many cases experiences, for after high school. The effectiveness of this action will be measured by student graduation rates, attendance rates, and REACH survey data.

Community Day School: The District provides its own Community Day School. This school serves students who have been expelled from another Benicia School, or have been sent there for other extenuating circumstances. The students who attend this school are predominately low income. By providing this services in Benicia, students do not need to travel to a neighboring District or to the county program. The effectiveness of this action will be measured by student graduation rates, attendance rates, and rates that students are able to return to their home school.

English Language Development Materials: Research-based materials and curricula will be provided for our students who are English learners. These materials will support them in attaining English language proficiency. The effectiveness of this action will be measured by student progress on ELPAC.

Translation Services: Parent participation is an effective tool for supporting student success. The District will provide translation services through an app or in person to support families in home to school communication.

DELAC: Parent participation is an effective tool for supporting student success. The District will continue to build the DELAC team so that we can better meet the needs of our English learners and their families.

Math Lab Support: Intervention will provide additional support in math. Teams are investigating the most effective way to offer intervention support. For instance, at BHS students can take math 1 (required for graduation) as a two-year course. From studying our data, we have determined that a traditional math pull-out support class is not effective. Students are not transferring math skills into their regular math class. The middle school and the two Title I elementary schools will continue to investigate how to use staff (intervention staff) differently to meet the math needs of the students, with priority given to students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged. The effectiveness of this action will be measured by student performance on the SBAC the the District's local reading assessments (NWEA MAP).

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

The actions and services listed above will provide robust opportunities and support principally directed towards our students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students. These actions and services will result in the 5% required proportional increase or improvement for these students in several areas and will be measured by NWEA-Map scores, local academic and survey data, and attendance.

Actions that are principally directed towards our students who are English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students and will result in 5% required proportional increase or improvement, and provide strong and effective services for our students are:

- Increase in Special Friends/Second Step
- Literacy and ELD support at BMS
- Math and Literacy Lab support