

Agenda Item #:10.3

Presented by: Michael Bowen, Director of Curriculum & Instruction

Description: Learning Continuity Plan

Background Information: The Board is asked to consider approval of the district Learning Continuity Plan.

Staff Recommendation: N/A

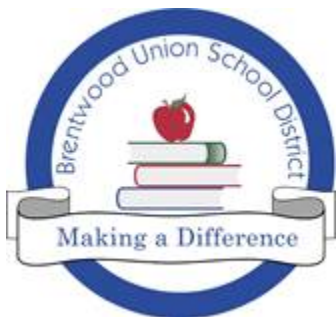
Funding Source: N/A

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: September 16, 2020

Information to be placed in packet: Yes



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The safety and well-being of the students and staff of the Brentwood Union School District (BUSD) are the District's highest priority. In response to a novel (new) coronavirus, called COVID-19, that is causing an outbreak of pneumonia illness, the District is committed to keeping our community informed with the latest developments as they relate to our schools.

The COVID-19 outbreak began in December, 2019 in Hubei Province, China, but outbreaks are now occurring in other countries around the world. There have been a number of confirmed cases of novel coronavirus reported in California, including here in Contra Costa County, where the Brentwood Union School District is located.

The Centers for Disease Control and Prevention (CDC), California Department of Public Health (CDPH) and other public health agencies are monitoring this new disease. Contra Costa Health Services is working closely with its partners and other health systems to track the situation locally and has sent information about coronavirus to local medical providers, emergency medical services providers, and schools.

Brentwood Union School District is partnering closely with our County Office of Education as well as with local health agencies to monitor new developments with the illness and to ensure that we are following the most up-to-date guidelines set forth for schools in order to prevent and postpone the spread of the disease.

In June of 2020, BUSD formed a Schools Reopening Task force. The purpose of the Task Force was to provide input to the Board of Education on multiple school reopening scenarios. On July 6th, 2020, The Board of Education decided to start the school year with 100% Distance Learning. The Governor mandated that action two weeks later.

Stakeholder Engagement

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

Surveys were sent out to parents and staff. 2,770 parent surveys and 608 Staff surveys were completed. A Task Force was convened with over 60 staff members, parents and Board members. The first Task Force Meeting took place on June 5th. Superintendent Dana Eaton gave a slide show presentation that gave an overview of the anticipated guidance, general possibilities for how to reopen and areas of focus for the district. Task force members broke into smaller groups to provide feedback on the opportunities and barriers for each of the pieces of anticipated guidance. The whole task force came back together and shared key points from their discussions.

The second Task Force Meeting took place on June 9th. Superintendent Dana Eaton gave a slide show presentation that shared an overview of the guidance received by the California Department of Public Health and the California Department of Education. Task force members broke into smaller groups to provide feedback on several types of hybrid models that could be implemented. The whole task force came back together and shared key points from their discussions. The feedback and information was shared with the Board of Education on June 10th.

The third Task Force Meeting took place on June 11th. Superintendent Dana Eaton gave a slide show presentation that shared feedback from the June 10th School Board Meeting and updated information from the state. Task force members gave feedback on an AM/PM hybrid model that was suggested to look at last time. The whole task then made individual recommendations for the best path forward based on their perspective so far. The feedback and information was shared with the Board of Education on June 17th. Following the Board meeting, members of the Task Force were broken into breakout groups to focus on Curriculum and Instruction, Health and Safety, Special Education, Pragmatics and Instructional Schedules and At-Risk Students and Supporting Mental Health Needs.

A presentation was made to the Board on July 6th, 2020. Following that meeting, BUSD focused on Distance Learning. Aspects of the planning, surveys and task force input were incorporated into planning for the start of 2020-21. Members of the Parent Leadership Council will review the continuity plan on September 3rd, 2020 and members of the DELAC will review the plan on August 27th, 2020.

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

BUSD utilized Zoom video conferencing for participation in public meetings and hearings. In order to support attendance for all who wanted to participate BUSD purchased a license for up to 1,000 participants. At no time did BUSD exceed this number. All who wished to participate were able to do so.

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

The feedback of the Task Force and public is captured in its' entirety at:

https://brentwood-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1535349787328&vdid=i17nf2f5mkuaf8

The feedback of the Parent Leadership Council and DELAC are as follows:

- Low Income families with more than one student need technology support.
- Hot spots are needed.
- Students are having tech issues with Zoom.
- Plan should support teachers with their tech issues.
- Some homes do not have strong internet and need technology support.
- ELD is going well.
- Attendance for online Zoom and participation is appreciated.
- Some emails are getting lost in Spam.
- Please remind parents monthly of parent resources available on the BUSD web page.

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

The plan was influenced largely by the Task Force planning, surveys and feedback from other committees within the district. Direct instruction minutes, health and safety of students and staff. Supports for intervention services and small group instruction, special education supports, Social-Emotional Learning and counseling supports are some of the many aspects of our plan that were impacted by the process that took place and continues. In addition, personnel and resources to support students and families were prioritized based on stakeholder input, as was an emphasis on more Synchronous learning through Zoom.

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 has already developed significant plans for implementing a hybrid plan. BUSD continues to work on these plans while in full distance learning. Once Contra Costa County has been removed from the state's COVID watch list BUSD will be poised to transition to a hybrid model. BUSD's hybrid plans place emphasis on students who are at greater risk of experiencing learning loss and include the idea of a Learning Lab. BUSD maintains significant assessment data on student learning and will place emphasis and focus through tiered intervention for students who are falling behind in their learning due to school closures. This includes our Multi Tiered System of Supports focused on the use of multiple measures (FAST progress monitoring assessments, grades, reports on student progress, etc) to identify students, and groups of students, in need and utilize diagnostic assessments to target needs and instruction in order to reduce instructional gaps. In addition, BUSD allocates resources and money for staffing and programs to support gaps in student learning. These same supports will also be available should we be able to return to full in-person learning.

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

Description	Total Funds	Contributing
Expenditures for PPE supply needs planning for student return: Masks, Shields, gloves, smocks, etc.	135,000	Yes

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.]

BUSD has developed a comprehensive online learning plan that addresses all aspects of curriculum and instruction in distance learning, The plan aligns with the states 'Five Key Principles'. The plan addresses student/teacher connection, learning structure and sequence, content and presentation, feedback, collaboration, professional learning, and technology access and support. Within each of these areas is a

framework detailing the expectations for supporting and meeting the needs of all students. The plan includes the use of a Learning Management System and a system for drop off and pick up of paper/pencil materials in order to deliver the curriculum through both online and paper/pencil means. In addition, BUSD has adopted curriculum that all teachers are using to deliver instruction to students both online and through paper/pencil. The district has supported the delivery of online instruction through the purchase of a video conferencing system and has provided guidance and best practices for it's use so that all students have full access. BUSD has also invested in online programs for distance learning. Programs were purchased to support identified online areas of needs (both because of the difficulty of teaching this area online or as a result of a weakness in program).

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Brentwood Union School District has loaned out over 3,000 devices to it's 9,000 students. Additional devices are available for families who need them. In addition, BUSD has acquired Hotspots for any family who needs internet access. Through these two methods BUSD has assured online access for all families.

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.]

In order to assess pupil progress and participation BUSD has put in place the following monitoring and record keeping systems:

- Attendance record keeping in our Student Information System
- Reports on student progress based on learning goals (to be given to parents and used for formative purposes)
- A detailed description, providing guidance for teachers, on required minutes and synchronous/asynchronous learning expectations.
- Online analytics for measuring student progress and participation.
- BUSD developed tools for measuring participation and the time value of student work.

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.]

BUSD provided staff with PD on distance learning and the BUSD plan. In addition BUSD has a robust set of asynchronous resources (help docs and videos) to support all staff with the implementation and use of online tools and resources. The areas covered in these asynchronous resources run the gamut from PD on how to use our video conferencing tool, our Learning Management System, how to get technology support for staff and parents, how to access and use our online curricular programs, and helps docs for parents, etc.. In addition BUSD has provided teachers with additional planning and collaboration time to support the successful implementation of distance learning. Resources and supports were built and provided based on feedback from teachers and staff.

Staff Roles and Responsibilities

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

Certificated Staff:

In general certificated staff, particularly teachers, continue to complete their regular duties; however, there are changes in the methods of providing instruction from before COVID-19. Teachers are providing instruction entirely online at this time due to the Governing Board's decision to open in Distance Learning and subsequent State guidelines which prohibit in-person instruction because of our County's status on the Watch List. Speech Language Pathologists, School Psychologists and Counselors are providing services through a teletherapy format.

Classified Staff:

Custodial and Maintenance staff continue to work within their usual roles and responsibilities with increased attention to sanitizing during their shifts when employees are on campus.

Food Service employees continue to work within their usual roles and responsibilities.

Clerical staff continue to work within their usual roles and responsibilities.

Instructional Aides continue to work within their usual roles and responsibilities; however, the format in which they work has changed.

Instructional Aides provide student support through online interaction and instruction. They also continue to provide support to teachers based upon the needs of the teacher including but not limited to direct work with students, assistance with preparation of materials for lessons.

Occupational Therapists and Behaviorist continue to provide the same services to students through a teletherapy format with a great emphasis on support for families.

Campus Supervisors' roles and responsibilities have changed. They are assisting the food distribution to families and well as working directly to support students during instruction.

Management:

Management staff and administrators continue to work within their regular roles and responsibilities.

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 has created clear guidance and direction for designated and integrated English language development instruction during distance learning. BUSD has also developed tools and strategies and professional learning to support our English learners. In addition, BUSD has purchased online software to shore up any gaps in our adopted online curriculums so that English learners experience a rich and robust ELD program while in distance learning. BUSD has maintained its Gifted and Talented Program to support GATE students in distance learning.

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

Description	Total Funds	Contributing
Additional On-Line tools to increase instructional and learning effectiveness. Tools include: Zoom, ScreenCastify, IXL math, Quavered, Nearpod, SZoom, Imagine Learning, MakeMusic, Zoom, Reflex Math, and Razkids.	243,697	Yes
Staff Development and Curriculum/instructional planning time: Additional planning time, additional dedicated planning time, allocation of time to develop student contact and engagement.	2,312,885	Yes
Additional WIFI hotspots have been acquired and provided to students in need to ensure internet access to live synchronous learning. Additional technology equipment including Chromebooks, laptops, webcams, document cameras have been acquired for distribution and use by staff and students.	\$85,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

BUSD will continue its use of the Fastbridge Assessment System to monitor student progress in English Language Arts. In addition, BUSD has curriculum embedded math assessments that will be able to be administered online in order to monitor progress. These assessments will allow us to monitor student progress and provide parents with reports on student progress. Lastly, BUSD is in the process of developing 'I can' statements based on priority standards at the elementary level. These will form the basis for our elementary report of progress and will allow us to best report out on progress for parents and to monitor learning over time. In addition, BUSD has a robust set of multiple measures that will be used to measure learning in all content areas. These include district developed and curriculum embedded assessments. Lastly BUSD will continue to administer and use results of the ELPAC and BUSD assessments to monitor student learning in English 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.]

BUSD will evaluate learning loss through multiple measures and will address student learning by meeting the needs of all students through a Multi-tiered System of Support. This system will incorporate RtI methodology and will address learning gaps based student needs and then employ grouping strategies to address similar areas of needs. Classroom teachers will provide intervention and sites will utilize additional intervention staff (certificated and classified staff).

Effectiveness of Implemented Pupil Learning Loss Strategies

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

BUSD's multiple measures including the use of district developed, curriculum embedded, and purchased skill based assessments (including the FASTbridge system for monitoring progress in reading fundamentals), will be used to monitor program effectiveness and evaluate student learning. Calculations using an Effect Size formula will be monitored to make sure student learning is greater than a year's growth in a year's time and that overall effectiveness of programs are closing the achievement gap. Programs not meeting this criteria will be evaluated to determine if duration, frequency, or time can be adjusted to improve effectiveness. If these changes cannot be made to programs to improve effectiveness then they will no longer be funded and other programs will be investigated for implementation.

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

Description	Total Funds	Contributing
Additional online tools described in previous section also provides resources for students and intervention.		Yes

Mental Health and Social and Emotional Well-Being

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

The first eight days of schools and once a week Social Emotional Lessons have been taught to all grades levels. Counselors have introduced themselves to all students via classroom lessons and videos. Contact information has been provided to all students through their electronic

backpacks. Mental Health resources have been shared with students, staff and parents. A variety of video lessons have been accessed for all teachers to use to support their students. Counselor and admin teams have reached to families with past challenges.

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.]

Initial contact for absent students is made by classroom teachers. Further absence results in office and administration contact families. Home Visits and health and safety checks are also implemented as needed. Meetings with parents live, home visits, or online have been held to work through issues and provide support. Translators throughout the district are used to communicate with families in addition to the use of translation service.

Teachers and Administrators have reached out to homeless and foster youth families to ensure access and support. Hot spots, chrome books, and additional supports have been provided. Where and when possible student enrollment and access to instruction has been maintained regardless of location. In addition families have been connected with non-profits for further supports.

School Nutrition

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

The Districts Food Service program continues to provide meals to students following required nutritional guidelines. Meals are planned and prepped in a manner to meet Federal nutritional guidelines.

Communication via, direct letters, emails, school fliers, school newsletters, auto dialers, social media, and news paper advertisements and stories advertise the opportunity and availability of meals for all students specifically those that do and may be eligible for free or reduced-priced meals.

Food Service staff arrange and advertise schedules of locations and processes to pick up meals. During distance learning meals are available for pick-up during the day and in the early evening at specified sites. Arrangements are being considered for meal delivery to specified areas. Meals will also be made available during pick-up and drop-off times when in-person instruction returns.

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
6.35%	\$45,945

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 Supplemental funds will provide additional strategies and services that will specifically target at risk students (counseling, targeted intervention, on-line resources,) , provide services that targeted students have access to (targeted intervention, after school intervention), or services that will provide staff the necessary capacity to provide appropriate instruction and intervention that meets the needs of targeted students while also meeting the needs of all students during first instruction as well as practice, and intervention work.

These services are principally directed and the most effective use of funds for unduplicated students based on research, based on the Districts experience as measured through goal implementation and LCAP advisory input process.

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

1. Additional staff development and release time for staff specific to behavior intervention and response to intervention,
2. Expanding the focus on addressing the needs of a diverse student population through focused professional development and support to site initiatives.
3. Activities that are continuing services but also continue to add support to Unduplicated students.
4. The 19/20 supplemental funds will provide additional strategies and services that will specifically target at risk students (counseling, targeted intervention) , provide services that targeted students have access to (targeted intervention, after school intervention), or services that will provide staff the necessary capacity to provide appropriate instruction and intervention that meets the needs of targeted students while also meeting the needs of all students during first instruction as well as practice, and intervention work.
5. Site allocations of LCFF and intervention funds will be allocated based on need to address and or improve services for unduplicated services. (LCAP Goal 2)
6. Increased focus on middle school and elementary counseling with current staff.
7. Coordinators of Intervention, Elementary, and Middle school will continue to identify and coordinate improved services, as first instruction as well as intervention for unduplicated students (LCAP Goal 2)
8. Additional coordination for middle school coaching, implementation of standards, intervention, NGSS, and PLC planning with specific attention to addressing the needs of at risk students goal 1 and 2.
9. Resources to ensure unduplicated students have access to transportation to get to school safely and efficiently on a daily basis.
10. Additionally the District participates in state, regional, and county trainings specific to the needs of at risk and unduplicated student and relative to implementing the most current instructional practices regarding improving the performance of unduplicated students.
11. Focus on the use of data to identify at risk students to develop intervention plans (LCAP Goal 2)

