BUSD Learning Continuity and Attendance Plan (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.]

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The unprecedented COVID-19 pandemic has affected the entire Banning Unified School District Community and has drastically altered the lives of our students, parents, and staff. The unexpected closures of school in March 2020 have impacted the physical, emotional, social, and educational needs of our students, and has impacted the professional and personal lives of our staff, parents, and families.

The closure of schools has impacted many students and families by challenging their ability to access basic services, such as childcare. The broader economic impacts of the pandemic include increased unemployment, increased existing challenges such as food insecurity and access to technology and connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. In addition, curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

The Banning USD, located in Riverside County, California, serves approximately 4,550 students living in a three hundred square mile area, which encompasses the City of Banning, and the communities of Cabazon, Whitewater, Poppet Flats, and the Morongo Indian Reservation (grades Pre-K – 12). BUSD consists of one preschool, one Transitional Kindergarten (TK) school, four elementary schools, one intermediate school, one comprehensive high school, one continuation high school, and one independent study school.

Banning USD students are characterized by many risk factors, comprised of 89.7% of the students are "Free Meal" qualified, 87% of the student population is Socioeconomically Disadvantaged; 31% English Learners; 16.9% Students with Disabilities; 16.5% in Foster Care placements, and 5.5% reside in 24 Group Home placements. Consequently, BUSD's student population had lower rates of graduation and higher rates of chronic

absenteeism and suspensions in comparison to state in national averages. In addition, BUSD has been identified by the state for Differentiated Assistance based upon the performance of specific student groups on the California School Dashboard.

Banning USD's Return to Learn Plan

BUSD Return to Learn Plan is designed to address student, staff, and family needs that have been impacted by the pandemic. BUSD will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." The guiding principles for realizing this vision include:

1. **Health, Safety, and Well-being**: Our actions are based on the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally, and physically safe and nurturing environments for our students in which to thrive.

2. **Academics and Instruction:** High-quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students.

3. **Agility**: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high-quality instruction continues whether we are in a physical or remote learning space.

4. **Needs-based and Care Given**: Human and capital resource allocations will be informed by the academic, social, emotional, and physical needs of our students and employees, as well as school communities.

5. **Engagement & Communication**: Our community will have the information and resources they need to be safe, well, and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

6. **Sharing preliminary plans with the public and the Board of Education**. With the rapid transition to distance learning and all the accompanying challenges, there is an increased need for ensuring the fidelity of implementation of district programs and practices.

As part of Banning USD's Return to Learn plan, BUSD has outlined ten specific expectations that parents/guardians and students should have of the district for distance learning:

1. **Consistent, direct, live instruction for every student.** Access to daily direct live instruction for students, with the option of participating in recorded instruction at alternate times of the day.

2. **Access and availability.** Teacher availability to students outside of direct, live instruction.

3. **Symmetry and Cohesion**. In learning and delivery of Google Classroom, Zoom, and Class Dojo as the learning management system to allow for symmetry and cohesion in instruction and learning.

4. **Collaboration**. Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels and departments to improve outcomes for students based on data and student need.

5. **Professional development and support for educators**. Professional development for all educators on strategies needed to deliver high-quality instruction that ensures students access to learning aligned to essential standards.

6. **Appropriate supports for students receiving Special Education**. Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

7. **Targeted student support and intervention.** Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

8. **Communication and feedback**. Regular communication to students and parents on learning goals and student progress, including teacher-student parent/guardian communication and report of student progress consistent with the Banning USD's grading policies to maintain the home-to-school connection.

9. **Assessments and accountability.** Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and overtime to address learning loss before and after the school closure.

10. **Support for English Learners.** Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access the curriculum.

Providing these expectations to students and families represents one of Banning USD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and the design of robust and flexible modes of instruction during this pandemic has presented a unique opportunity to do things differently.

Stakeholder Engagement

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

Stakeholders in the Banning USD include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote learning continued, Banning USD was afforded the time to more thoroughly engage its full complement of stakeholders.

Weekly virtual Professionals Learning Community between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific support and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to their weekly staff meetings to help inform the resources being made available to staff, students, and families.

To meaningfully engage, as well as better understand the needs of our staff and family partners, electronic surveys were conducted. The survey was available in the family's home language. The survey reached more than 4,500 families and 500 staff members, to discuss distant learning, and areas of need, comprising of access to technology, connectivity, and services required to successfully engage and implement distant learning.

Additionally, a series of staff, parent, and community members Task Force meetings were held in which Ideas were offered for safely reopening schools, improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. A student virtual education forum organized and hosted by the student board representative that provided student feedback on the impact of virtual learning, methods for successfully engaging the distance learner, and methods of ensuring students are provided continuity of learning regardless of the model of delivery.

Feedback received from the community and staff in connection with the Public Hearing where Banning USD's Learning Continuity and Attendance Plan presented will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via an online survey, US mail, or leave a message with the Bilingual Customer Service Lines or with the site principals' contact phone numbers.

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

Participants were able to attend public stakeholder meetings via Zoom or Google Meets. A phone in option is also available for all meetings. Public Hearing is available via Zoom Webinar. Meetings were archived and available for viewing through the district website.

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

On June 16, 2020, Banning Unified School District began hosting a series of virtual Safe Schools Reopening Task Force Public Meetings. These meetings were designed to be a forum where parents and other representatives from across our community could come together to consider the implications of COVID-19 for safely re-opening our schools. Staff members were also encouraged to attend and participate in these meetings.

In addition to considering the guidelines and recommendations from federal, state, and county agencies, the virtual Safe Schools Reopening Task Force Public Meetings also serve as an opportunity for parents and community members to give input, voice concerns, and communicate needs.

Advertising began on June 12th utilizing ParentSqure, email, and postings to our district website. Twenty-four meetings were held prior to the start of school.

The meetings were designed to elicit maximum input from our stakeholders in a short period of time. As a result, the meetings begin with a PowerPoint presentation which helps focus and guide the conversation. The presentation asks participants to examine nine focus areas. This allows the moderators to ensure that we gain input on all aspects of reopening.

608 individuals participated in these meetings, and many of these chose to attend multiple meetings. The majority of the participants were parents. Many members of our certificated and classified staff have also volunteered their time to participate in these meetings. The chart below shows the breakdown of participants into four categories: parents, certificated, classified, and other community members (e.g. city officials or school board trustees). Please note that participants often fell into more than one category (e.g. parent and staff member), and this is noted through the use of stacked bars.

Participants by Category

Legend: Other community member (green), Classified Staff Member (black), Certificated Staff Member (yellow), Parent (green)
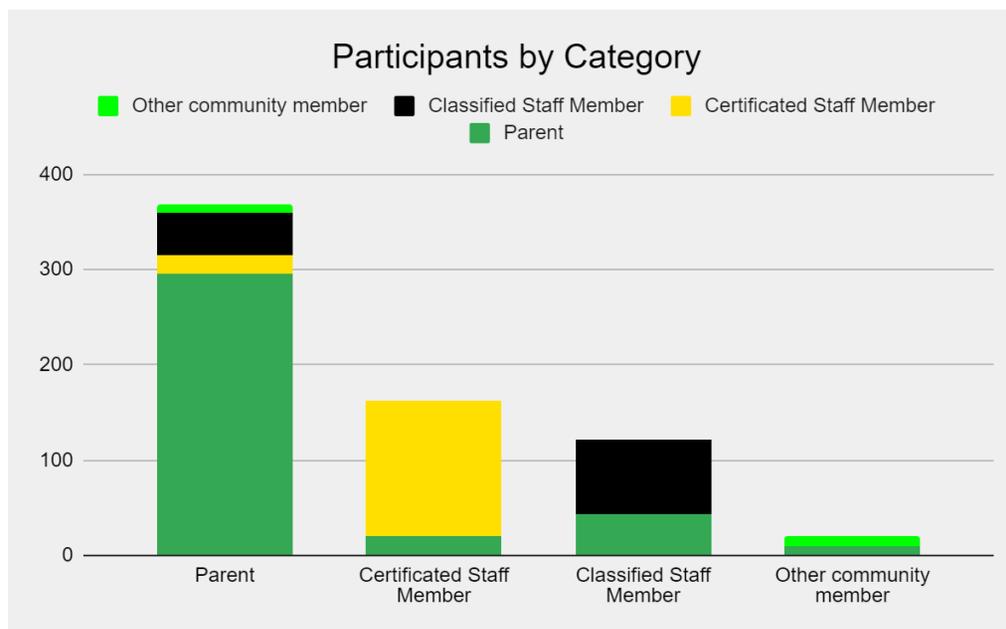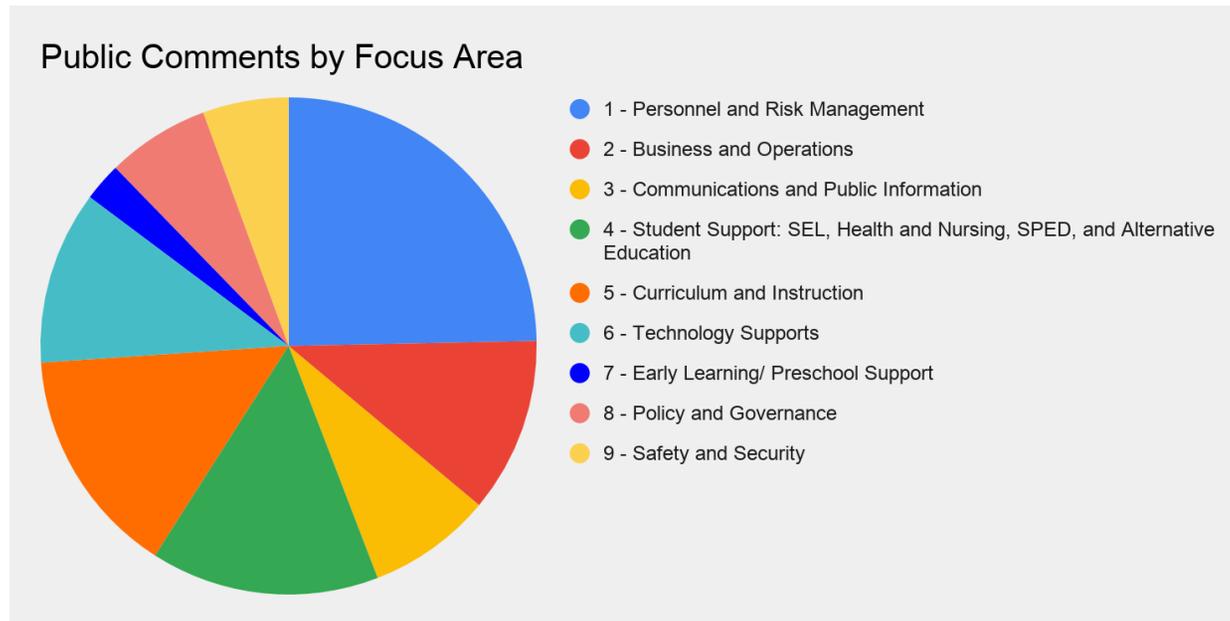
Participants in these meetings covered a wide range of topics. Each of the nine focus areas was addressed at length. Most input, however, fell into the areas of Personnel and Risk Management, Student support, and Curriculum and Instruction.

For example, stakeholders offered input on issues like recess (e.g. the sanitizing of the playground) as well as the broader topic of ensuring social distancing while also meeting the students' social-emotional needs. A recurring theme has been the proper way to strike a balance between safety and allowing children to still have developmentally appropriate social interactions and playtime. Most members of each stakeholder group felt safe of staff and students should drive the method of instruction for the year. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

Key takeaways from these meetings were:

- Families and community members expressed significant concerns about student learning while schools were closed and expressed a desire for more learning materials and/or support during Distance Learning.
- Families and community members were interested in the district providing multiple options for schooling to start the 2020-2021 school year.
- Families and community members expressed desires for and concerns about social distancing, cleaning protocols, and systems to meet public health guidelines as part of returning to campus.
- Families provided many positive comments regarding the district's efforts in technology and food distribution.
- Staff reported low confidence in their ability to provide rigorous distance instruction or their ability to support the students most in need of academic support during Distance Learning.
- Staff reported a lack of confidence in student ability to complete assigned work during Distance Learning.

Public Comments by Focus Area

- 1 - Personnel and Risk Management
- 2 - Business and Operations
- 3 - Communications and Public Information
- 4 - Student Support: SEL, Health and Nursing, SPED, and Alternative Education
- 5 - Curriculum and Instruction
- 6 - Technology Supports
- 7 - Early Learning/ Preschool Support
- 8 - Policy and Governance
- 9 - Safety and Security

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

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the Banning USD Information Technology (IT) department established a troubleshooting tech support call-in or email options for families and staff. IT will follow up by exploring the possibility of creating a series of brief how-to videos for the websites demonstrating solutions to frequently asked technology questions.

To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, principals are working with teachers and paraeducators on setting daily schedules for students, which will include the addition of

fun extracurricular activities spaced throughout the month. A calendar of these monthly events will be sent to parents and distributed among teachers to share with students. By using a virtual platform for these events, students from several school sites will be able to participate by removing transportation barriers.

Additional items influenced by stakeholder input:

- Purchasing of personal protective equipment.
- Staff recommended specific tools adopted for support of distance learning and improving the continuity of instruction between models
  - (Screencastify, SeeSaw, Gizmos, Fipgrid, Paper.co)
- Families and students recommended more consistency in the tools and organization of the distance learning instructional program across schools and the District in general. This led to Google Classroom being adopted as the single learning management system
- The purchase of teachers and classified staff devices were added based on recommendations from staff.
- The purchase of hotspots for families without the internet was added based on recommendations from families and students.
- Support for English Learners in writing and math
- English Learner parent meetings to support their needs in a virtual environment
- Weekly teacher communication with parents so they are aware when their student's progress and can intervene early (Already being offered, added to Continuity of Instruction section).
- Address learning needs when there are technology glitches, blackouts, lack of internet access, and absences. (New, added to Access to Devices and Connectivity section).
- Increased support in the areas of speech/language and occupational therapies.
- In-person on-campus instruction as soon as possible.

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.]

Banning USD will follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies to plan for in-person scenarios as health conditions in Riverside County permit us to return to in-person instruction in the school year ahead. Banning USD began this process several months ago and will continue to refine its plans using the work of task groups and input from all stakeholders. Banning USD understands that even when in-person instruction resumes many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred.

The Hybrid Model would begin as soon as possible for transitional kindergarten and kindergarten students. TK and K classes would be divided in half with half of the class coming in the AM and half in the PM. First-grade through third-grade students would be the next grade levels to return to campus. Once again classes would be divided into two groups with one group coming on Monday and Tuesday and another group coming on Thursday and Friday. All students would be involved in Distance Learning on Wednesdays, as well as on the days that they are not on campus for instruction. Fourth and fifth-grade students would be the last grade levels to return to elementary campuses.

A similar format would be in place at the middle and high school levels. 6th-grade students would be the first-grade level to return to middle school campuses and 9th-grade students would be the first to return to high school campuses. Middle and high schools would also begin in-person instruction with the Hybrid Model where half of the student population is on campus two days a week.

Banning Unified School District assessment and progress monitoring plan for 2020-2021 incorporates multiple levels of student learning evaluation and reporting. During the opening weeks of Distance Learning, students will complete a start of year assessment in both ELA and mathematics. These assessments were selected to provide teachers with identified areas of learning needs in both standards content and skill retention from the prior year. Students in grades K-8 will complete a skills diagnostic assessment, providing significant results regarding performance and aligning with placement in the adaptive Imagine Learning online platform. Students in grades nine and higher will complete the prior grade-level CAASPP Interim Comprehensive Block Assessments (ICAs). The SBAC Interim Assessments are aligned to the key transitional standards from the prior grade to identify academic needs and align to learning acceleration. The results of these assessments provide teachers with standard-specific actionable data, assisting in identifying areas of strength and areas of need for instructional planning and intervention planning during the opening segments of the year.

Additional interim and standards mastery assessments will be conducted throughout the year per the district assessment calendar. All grades will complete assessments in ELA and mathematics designed to measure student progress in current year standards and targets, including the use of the Smarter Balanced Interim Comprehensive Assessments (ICAs), Interim Assessment Block (IAB), and Focused IAB, and tests created in the i-Ready platform. These results will provide teachers with a significant amount of data to align instruction to the group and individual student needs during the second half of the school year. Aligned mid-year assessments allow the summative CAASPP assessments to provide results regarding learning loss recovery and standards mastery in grades 3-8 and 11. Teachers will continue to strategically respond to these mid-year results, adjusting instruction to address needs, and monitoring the effectiveness of intervention systems. Similarly, end of year interim testing will occur in non-CAASPP testing grades to provide another progress marker for students towards standards mastery.

Banning Unified School District began an interim reporting system in 2019-2020 that will continue in 2020-2021. The Interim reports allow schools and teacher teams to identify key findings from formative and interim assessments, share the outcomes of their collaborative analysis, and indicate specific plans for how instruction is being modified in response to the results to address student learning needs. The data analysis protocol includes specific sections to document progress and plans for English Learners, Students with Disabilities, and foster and homeless students. Additional formative assessment resources, training opportunities, and performance tracking templates are supplied by Educational Services to assist teachers in monitoring progress throughout the year.

The return to in-person instruction will begin with small cohorts of students, contingent upon the classroom size and space available. Depending on the number of classrooms at each site, class times will be staggered to prevent a large group of students from entering or exiting the classroom and campus at the same time. Prior to the implementation of the Hybrid Model, specific student populations will be invited back to campus for small group instruction if public health orders and guidance allow for it to occur. The targeted student populations include English learners, specifically newcomer students at the middle and high school level, students with disabilities, foster youth, and

homeless students. Any students exhibiting significant learning gaps and/or learning loss will be targeted for small group in-person intervention support when allowable.

To meet the social-emotional well-being of our students the district funds counselors at all school levels and sites. Counselors collaborate with classroom teachers on the delivery of social-emotional lessons and opportunities for students to effectively engage in these lessons and activities with their peers. Counselors will also provide small groups and 1:1 supports. The Counselors, MFTs, and Associate MFTs all have a website, google classrooms on different SEL topics, and self-referral forms on the school websites. Starting the in-person instruction with small cohorts of students will enable teachers, paraeducators, tutors, counselors, clinicians, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Office hours were also provided for students to gain access to additional assistance, beyond the regular work hours.

The schedule in each grade span includes time blocks specifically designated to support learners in small groups, intervention systems, and mentoring opportunities. These time blocks are designed to provide contact points for students in need of additional support in a flexible way that can respond to formative assessment results rapidly and effectively. Specific services, such as designated ELD or special education service time, may also occur during these small group blocks, providing support for students without removing time from the main content-delivery instructional blocks. Additional support staff including paraprofessionals and intervention time provided by teachers have a specific focus placed on monitoring the data and providing small groups and 1:1 support for English Learners, low-income students, foster youth, students with disabilities, and students experiencing homelessness.

Student participation in adaptive online platforms further allows for differentiated instruction and supports students in addressing learning loss and accelerating individual student progress. The i-Ready Teacher Toolbox in ELA and math has been purchased for all elementary and middle school teachers. Additionally, the IXL platform in ELA and math was purchased for the middle and high school students to enhance the intervention support program. Reporting data from both systems show progress in recovering learning loss and accelerating learning to meet current year standards. Teachers will use the reports to adjust student pacing in the system and to support lesson design in responding to student needs.

Students selected for Tier II interventions will participate in a variety of personalized learning experiences including; iReady@Home online program, Social-Emotional curriculum (elementary schools; Second Step; middle school: Character Strong: and high school; Haiku), virtual small group instruction by a credential teacher, and teacher-directed tutoring. Additionally, FEV online tutoring platform is being considered to further enhance the intensive intervention strategies. English Learners, low-income students, foster youth, students with exceptional needs, and pupils experiencing homelessness who have significant learning loss as identified by district assessments will be the first group of students targeted for the intensive interventions program. These programs, along with our Boys and Girls Club, will offer extended school day learning opportunities to these targeted groups of students and are designed to respond and adjust to student academic intervention needs in a timely manner.

Teachers will check for understanding using a variety of methods and strategies. The information derived from formative assessment structures will drive subsequent instruction, appropriate scaffolding, and targeted interventions that will be utilized in response to results. Analysis of assessments, which occurs during regularly scheduled grade level and subject area professional learning community (PLC) meetings, will further facilitate the adjustment of instruction to best meet student needs and mitigate learning loss. Teacher collaboration time is built into the regular instructional schedule, allowing for shared adjustments in strategy implementation on a regular basis.

PPE for Safety and In-Person Learning:

Banning USD's focus and commitment to reopening schools safely and resuming in-person instruction are evidenced by the following:

Safety – Banning USD is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, Banning USD's schools will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classrooms will be rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	$95,847	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Banning USD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

In the area of curriculum, Teachers have transitioned the core curriculum in English-Language Arts, Math, History-Social Science, and Designated ELD to the Google web-based learning through the Clever platforms, thus making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs. The virtual classes were created from our adopted district curriculum familiar to teachers, therefore the learning curve in regards to content and design of the courses was very small. Additionally, having all of the core curricula on Clever or integrated into the Google Classroom allows for ease of implementation from the teacher and student perspective.

Banning USD understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of the delivery method. Banning USD teachers and paraprofessionals were provided laptops, and they will be provided video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, Zoom, Edmentum online courses, Renaissance Accelerated Reading program, Connected English curriculum, ThinkCentral math curriculum, National Geography online curriculum, i-Ready assessment and instructional program, Studies Weekly, and Newsela as well as site-specific requested apps.

To support teachers' use of these programs, a shared drive was developed with instructional resource tutorials, digital resources, and best practices. Principals are also providing relevant professional learning resources to their teams, and the Educational Department will be offering group and individualized professional learning opportunities across the full range of educational resources.

Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. Also, Banning USD offered optional introductory parent courses to assist their children with the school program.

Distance learning will require IEP team decisions and recommendations. Individual emergency learning plans are developed for each student consistent with Senate Bill 98. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs. When determining the services and service levels to be provided, careful attention will be paid to disability discrimination issues, as well as concerns surrounding Free Appropriate Public Education (FAPE).

In an effort to provide a continuity of learning across all instructional models, educators have established Google Classroom as the primary learning management system. Utilization of this virtual tool will allow for a smooth transition from in-person to distance learning as needed. As instructional delivery may look different than before COVID-19, there will need to be a discussion about the roles of classroom and support staff and how learning will be assessed.

In the area of curriculum, teachers in the Special Education Alternative Curriculum Classrooms are currently using Unique Learning System (ULS), a standards-based program specifically designed for students with special needs to access the general education curriculum. ULS is a cloud-based platform, which allows educators to deliver differentiated, standards-aligned instruction to students with complex learning needs. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive learning environment via in-person and distance learning models. A paper/pencil option has also been created, aligned to standards-based lessons, for students who require that option. Teachers will also utilize ULS as an assessment and data collection tool, in conjunction with the Student Annual Needs Determination Inventory (SANDI). Supplemental instruction and assessment materials will be utilized as appropriate to reach each student's individual needs.

Resources used by staff include, but are not limited to, the following: Reading Mastery readers and workbooks SRA, Read Naturally Online, Reading A-Z, Reading A-Z Kids, News to You, Edmark Online, Edmark workbooks, and District Core Curriculum Textbooks and workbooks.

Parent surveys and teacher-to-parent contacts are used to determine progress and address gaps in learning, technology, or engagement for students with disabilities enrolled in the Special Education Program. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model via the Presence Learning Platform based on the needs identified within the student's Individualized Education Program (IEP).

Access to Devices and Connectivity

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

In March 2020 when nationwide concerns for public health made it necessary to transition to a distance learning model, Banning USD administrators immediately began assessing the home device and connectivity needs of students through surveys. For instance, the spring family survey indicated that the majority of our families did express technology and connectivity needs. Therefore, in collaboration with the Information Technology (IT) division, additional devices and hotspots were purchased and delivered to Banning USD school offices for distribution to students. Families were contacted to arrange safe-practice pick-up procedures at the home school. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed.

If parents indicated their child was not initially issued a device or a hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device and/or hotspot to be assigned. Bilingual Customer Service Helplines operators are available in the evenings and weekends to answer parent questions or connect families with the appropriate assistance. Evening live parent help sessions were scheduled to help parents create Aeries Parent Portals, navigate the Google Classroom, access the digital resources and curriculum, as well as other topics.

The IT department has a supply of several new devices programmed and ready to be deployed when a student enrolls in with Banning USD, or if a student's device is malfunctioning. To avoid delays in student learning, most devices can be repaired on the same day otherwise they are given a replacement device. IT is also continually evaluating the connectivity capabilities of the existing hotspots with respect to the bandwidth available versus bandwidth used to determine if new hotspots should be provided.

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.]

Banning USD has established an online electronic attendance process through the student information system, Aeries for all teachers to document student daily attendance. Teachers will establish daily live contact with students using a variety of tools, and including, but not limited to, phone calls, texts, and emails, as well as synchronous meetings using Google Classroom, video conferencing tools, Google applications, the Remind app, and other forms of virtual communication.

Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. Online curriculum platforms such as Google Classroom, Google Meets, or Zoom provide data documenting time on task, time for live instruction, assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments and teachers will utilize the current established course contracts or course pacing plans that clarify and calibrate assignment completion and credits earned within the course description.

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.]

Banning USD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Google classroom and Google applications was provided. Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching, and learning opportunities. The professional development focused on Banning USD's Safely Returning to School and Senate Bill 98 components directly related to professional development for a distance-learning format.

As a need indicated by the survey, support for the G-Suite tools was offered to teachers, support staff, and parents to maximize the effectiveness of the resource. Ongoing training will be provided throughout the year to clerical staff in the areas of Google applications such as sheets, docs, slides, and forms. For teachers new to Google Classroom, introductory training sessions were conducted by RCOE to familiarize them with the platform. RCOE created a Google Classroom that has the content delivered in training and archived the training for repeat viewing. Likewise, RCOE provided Google training for teachers with intermediate and advanced skills with the platform to further enhance their skills.

In addition to Google Classroom and Google, teachers had additional opportunities to further strengthen their skills and knowledge by participating in the following workshops and training sessions:

- Five "E" Lesson Plan
- SBAC Interim Assessments and Performance Task Rubrics
- i-Ready Diagnostics & Intervention Curriculum
- Special Education Emergency Plans
- Counselors, Marriage Family Therapists
- Designated Instructional Service Provider
- Tele-therapy Services
- Use of Online components of curricular programs
- Virtual Strategies to deliver Specialized Academic Instruction

A key concern for education is determining if a lesson was successful - did the student meet the learning objective. While this is a significant concern in a face-to-face classroom, the pandemic, and subsequent shutdown has only served to highlight the need for accurate information about student progress.

All sites Professional Learning Communities meeting times were set for Wednesdays to increase vertical and grade/departmental collaboration opportunities. Teacher Collaboration time is intended for staff to engage in a collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English

Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the district this year include Response to Instruction (RTI), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small groups and 1:1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Two areas to monitor during the upcoming year will be Early Warning Indicators (e.g. attendance, standardized test scores, grades, discipline) and Attendance Accountability. Early Warning Indicators allow teachers and site administrators to identify students in need of immediate remediation. Thus, corrective action can be taken before a student falls too far behind. The use of Early Warning Indicators is a best practice that maximizes a students' chances of being on grade level at the end of a school year. This in turn maximizes students' change of on-time graduation and being college and career ready. Training on Early Warning Indicators will be provided at the beginning of the school year with refreshers at various stages.

To facilitate the Early Warning system, a set of dashboards have been created in our student information system, Aeries. This allows principals and counselors to quickly identify students who are in need of intervention. Principals and counselors can initiate the SST/Tier II process directly from the dashboards. Through the dashboard, principles are able to examine all data relating to the LCAP such as attendance, high stakes test scores and benchmarks, a-g completion status, on-track for graduation status, and discipline data.

Staff Roles and Responsibilities

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

The impact of COVID-19 on the Banning USD instructional programs has required a change to the staff's roles and responsibilities, in order to provide a continuity of learning for the students, serve and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Google Meets or Zoom to assist with the delivery of instruction, alternative methods of meeting with students such as Google Classrooms and video conferencing tools, and training on the use of these systems. Supervision aide roles have been adjusted to either support classroom teachers or to support students needing re-engagement with learning via phone calls and Google Meets. The instructional staff is spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Supervision aide roles have been adjusted to either support classroom teachers or to support the office with phone calls, attendance monitoring, and meal distribution on the designated meal distribution dates.

Due to the impact of the virtual learning model, some certificated and classified positions have been repurposed to support student learning and engagement in a virtual environment. Some staff has been temporarily reassigned or reclassified to meet the needs of the virtual learning model. These duties will include site and student support of supplemental virtual learning, Tier-I/Tier-II student attendance and engagement, device and learning material delivery, technology, student meal, instructional materials, and supplies distribution, health and

safety, and clerical needs. Some of the positions that are being repurposed include bus driver, bus aide, classroom aides, campus supervisor/security, playground supervisor, and office staff.

The Educational Technology Support Team expanded the troubleshooting support provided to staff and students. Banning USD's Informational Technology Department had to expand its support due to a huge rollout of technology for staff and students and the additional technical support needed.

Some schedule modifications have occurred where it is not feasible for the employee to work remotely. Modifications include staggered start times and days for employees to minimize the number of employees on the property at the same time. Other roles and responsibilities modifications are currently being negotiated through the bargaining units.

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.]

English Language Learners

Banning USD is committed to supporting English learners (EL) during distance learning by providing a designated ELD curriculum through additional instructional time that utilizes English Language Development (ELD) strategies to assist students with their academic needs. English learners must continue to receive Integrated and Designated ELD as part of their educational curriculum regardless of the instructional setting. There can be flexibility in determining where, when, and what students receive in order to continue to make progress toward English language proficiency and meeting grade-level academic achievement. Integrated ELD must be incorporated into all lessons and based on state-adopted ELD standards which are used in tandem with the state-adopted academic content standards. Designated ELD sessions will be provided in small groups virtually through breakout rooms or small group segments during the day. Designated ELD instruction will be focused instruction on the state-adopted ELD standards to assist English learners in developing critical English language skills necessary for academic content learning in English. During this time students will engage in guided practice using academic language in both group and individual/small group sessions supported by appropriate wait time and/or differentiated sentence frames to support academic discourse. Integrated ELD is offered across all subject areas with the use of SDAIE strategies.

To ensure EL students grades k-8 are showing growth in the area of reading, regularly scheduled i-Ready assessments to allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view i-Ready results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff also use remote access to student databases to track the academic progress of ELs and provide support prior to them failing a course. Rosetta Stone program will support ELs students grades 9-12 to extend their English acquisition time.

During Distance Learning, many accommodations will be effectively provided online to support English Learners. These may include extensions of time for assignments, videos with captioning or embedded interpreting, accessible or translated reading materials, other language services provided through video conferencing, an online translation dictionary, or other technological solutions. Where meaningful access to remote instruction is not possible, hard copy packets, teacher check-ins, or tutorials, or other methods will be implemented. All

English Language Learner students must receive appropriate language services and supports to the greatest extent possible during this time. Tutoring, school supplies, backpacks, hot spots, devices, and home visits are additional supports provided to English Learners.

In addition, by shifting the monthly DELAC meetings to a virtual platform, Banning USD will be able to continue supporting the families of EL students by informing them of resources available for their children. The EL team will hold virtual parent meetings to support families with technology usage, share school information, and offer Rosetta Stone accounts to assist parents with students' English language development while at home. Additionally, each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses.

Students with Exceptional Needs

Students with exceptional needs in Banning USD's school programs range from students identified with mild to significant disabilities, including students identified as medically fragile. All students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional, and health/medical. During distance learning, this team will expand to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending support for families as they assist their children.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. Special education service providers maintain frequent contact with students and families via phone, text, e-mail, and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, and Administrator. One or more of the general education support providers frequently attend the monthly Tier-II meetings. Parent surveys and teacher to parent contacts are used to determine progress and address gaps in learning, technology, or motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process. Additional support is provided during distance learning includes small group instruction, tutoring, 1:1 intensive instruction in areas of need via video conferencing, access to Snap and Read and Co-writer assistive technology tools, distance learning plans to address individual needs,student supplies and individual accommodations to access the core curriculum.

Foster Youth

For students who are foster youth, the Foster Youth District Educational Liaison ("Liaison") connects with each school team to ensure the foster youth in Banning USD's schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. The Liaison continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth. Banning USD reached out to each of the 33 foster youth to ask what resources they needed for distance learning and to prepare the youth to return to school when it was deemed safe to do so. Tutoring, school supplies, backpacks, hot spots, devices and home visits are additional supports provided to Foster Youth.

Homeless Youth

Similarly, students who are experiencing homelessness are provided with the support they need to be successful during remote learning. The district's McKinney-Vento Liaison coordinates with Centralized Registration who assists with the identification of students and reaches

out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness within a week of enrollment, and connect families to school- and community-based supports. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning. Additional supports during distance learning include connection to outside resources and agencies, counseling, small group instruction, school supplies and tutoring.

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	$ 1,141,812.00	Y
Cost for professional development workshops and training sessions for teachers in the use of new digital teaching platforms.	$1,468,107.00	Y
Cost for new digital applications to allow teachers to expand their repertoire of distance teaching techniques.	$245,780.00	Y
School Supplies for students to use at home for daily instruction	$ 5,000.00	Y
DocuSign to enable the District to engage parents for SSTs, 504s, and iEPs and receive their signature remotely	$6,000.00	N
Purchase of Rosetta Stone Licences	$6,200.00	Y

Pupil Learning Loss

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

Banning USD recognizes one of the most significant impacts of the emergency distance learning initiated in March 2020 due to Covid-19, which will be the loss of learning, both in academic content and skills. To address this, Banning USD is committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.   Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student. Students will be assessed at the end of each grading period in English language arts and mathematics as indicated by the district assessment calendar. Reporting results will enable teachers to plan targeted instruction and interventions.

The plan to address learning loss will include the expansion and standardization of the i-Ready program for students in grades K-8, which was first implemented in 2014. The i-Ready program is an adaptive comprehensive assessment and intervention program that provides data that empowers teachers with a deeper knowledge of each student's needs in the area of math and reading, which is particularly important in

identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction. Banning USD is exploring investing in the paper/pencil version, known as the Teacher Toolbox, which provides equitable options for students with connectivity challenges. After the student has taken the online assessment, Teacher Toolbox offers students printed intervention lessons based on the diagnostic results and provides additional resources for teachers.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the i-Ready reports, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

For students in grades 9-12, will be using the SBAC Interim Assessments in English Language and math. The Interim Comprehensive Assessment will be administered from the prior grade as a diagnostic tool to measure the learning loss. Reporting data from the CAASPP CERS systems to show progress in recovering learning loss and accelerating learning to meet current year standards. Teachers will use the reports to adjust student pacing in the system and to support lesson design in responding to student needs. The data analysis protocol includes specific sections to document progress and plans for English Learners, Students with Disabilities, and foster and homeless students. Additional formative assessment resources, training opportunities, and performance tracking templates are supplied by Educational Services to assist teachers in monitoring progress throughout the year.

Test of English Language Learning (TELL) diagnostic will be administered for all ELs to determine baseline English proficiency levels in the areas of speaking, reading, writing, and listening at the beginning of the year. These results will be analyzed at the school level to determine areas in need of additional support. TELL will also be administered at the end of each grading period (3 for elementary and 4 for secondary) for the purpose of ongoing progress monitoring. The benchmark results will be analyzed at the district-level level to support English learner reclassification and also to provide primary language support to bridge gaps that may exist with newcomer students. Additional data from interim and formative assessments at the elementary, middle, and high school level will be disaggregated by EL performance levels for use in the grouping for Designated ELD and in providing individual support based on student needs for learning English. Additionally, students have access to the Renaissance AR digital library in both English and Spanish to increase literacy skills. Teachers will monitor reading comprehension and students' zone of proximal development to build reading fluency.

Teachers and staff in the Special Education Services division participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives, and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports, and services needed to address the student's needs.

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 measure learning status through the regular administration of benchmark assessments over the course of the 2020-21 school year. As discussed in an earlier section of this plan, the scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for the administration of the district common assessments. This includes the administration of the end-of-year benchmark assessment from the prior year to assess each student's learning status on content and skills from the preceding grade level. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the 2020-2021 school year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

School sites are being provided a full month of time in which to administer the initial benchmark assessment to allow for the effective establishment of a safe learning environment and re-engagement of students in school. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

The Distance Learning schedule in each grade span includes time blocks specifically designated to support learners in small groups, intensive intervention groups, and tutoring opportunities. These time blocks are designed to provide contact points for students in need of additional support in a flexible way where teachers can respond to formative assessment results rapidly and effectively. Specific services, such as designated ELD or special education service time, may also occur during these small group blocks, providing support for students without removing time from the main content-delivery synchronous instructional blocks. Additional support staff including paraprofessionals, elementary physical education, and special education teachers are available and have a specific focus placed on monitoring the data and providing 1:1 support to small groups and 1:1 support for English Learners, low-income students, foster youth, students with disabilities, and students experiencing homelessness. Counselors and MFTs provide in-class SEL support, small group counseling, and individual services to students with unique needs. Parent support and training are also available to parents of students with unique needs specific to the needs of the student.

Student participation in adaptive online platforms further allows for differentiated instruction and supports students in addressing learning loss and accelerating individual student progress. i-Ready Teacher Toolbox in ELA and math has been purchased for elementary, and middle school-teachers, and IXL in ELA and math has been purchased for all middle and high school students for additional instructional interventions.

English Language Learners: Teachers continue to receive ongoing specialized training designed to help students apply their developing language skills through academic content. Hard to master language skills are taught through the integration of visuals, scaffolding, and sentence starters in both English and Mathematics. EL students also have access to the digital library through the Renaissance Learning platform in which they can access digital books in both English and Spanish. Newcomers have access to Rosetta Stone to accelerate their skills in English.

Low-Income: Programs are designed to expose students to higher-level thinking skills. The small group/class sizes encourage students to work collaboratively with their peers. Using data for an instructional focus and addressing the barriers that our students face, we are working diligently to reduce the number of students who feel overwhelmed, discouraged, and/or disengaged.

Foster and Homeless Youth: The District's foster youth and homeless liaison is monitoring the foster youth and homeless students to ensure engagement and participation in distance learning. Tutoring is available through the RCOE foster youth services and through the district for both foster youth and students experiencing homelessness. Tier 2 and 3 mental health and academic supports are available through distance learning.

Students with Exceptional Needs: Each student identified with disabilities has an SB 98 individualized emergency plan to ensure access to IEP services and 504 accommodations. Enhanced remediation tutoring through the IEP process is available to students experiencing a regression of skills to recover learning loss. The students with disabilities have access to accessibility tools Snap 'n Read and Co-writer to ensure access to the core curriculum.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, Banning USD is committed to the following protocol and process:

1. A newly established plan, setting standardized four assessment windows during which time students are administered the i-Ready and SBAC assessments

2. Increased teacher and administrator accessibility to student results assessments, which will provide both individual and collective outcome data

3. Professional time set aside to review, assess, and plan, using the i-Ready data available from assessment reports

4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral, and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement, or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that

interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference, or a more formal Student Study Team meeting (SST). Once these interventions are identified and set up the SST process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student supports can include help from tutors, the school counselor, school nurse, program specialist, or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP. Small group instruction to mitigate learning loss is incorporated into every daily schedule at the elementary level. Small group instruction will be based on identified needs from the I-Ready formative assessments and other applicable curriculum-based measures.

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

Description	Total Funds	Contributing
Small-Group and Individual Tutoring for Students with DIsabilities	$ 100,000.00	N
Teletherapy via the Presence Learning platform for students with disabilities to participate in their Speech and Occupational Therapy Sessions	$ 25,000.00	N

Mental Health and Social and Emotional Well-Being

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

Banning USD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

1. **Self-awareness** - identifying emotions, recognizing strengths and needs, developing a growth mindset

2. **Self-management** - managing emotions, controlling impulses, and setting goals

3. **Social awareness** - the ability to see perspectives from others, showing empathy, and appreciating diversity

4. **Relationship skills** - cooperation, and conflict resolution, healthy boundaries, and continuum of communication styles including:

   Aggressive Communication, Assertive Communication, and Passive Communication.

5. **Responsible decision-making** - understanding and thinking about the consequences of personal behavior

To effectively support the social and emotional well-being of Banning USD students and staff during the 2020-2021 school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families.

Resources supporting universal practices across the year include guidance for implementing school-wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district's three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity

    (a) Includes all voices

    (b) Supports new learning ahead

    (c) Can be related to an academic content area or be non-academic

    (d) Building positive teacher-student relationships

    (e) Focus on shared class agreements and norms

2. Engaging Activities

    (a) Anchor thinking and learning throughout the experience

    (b) Individual and collective engagement and learning are supported

    (c) Balance of interactive and reflective experiences to meet the needs of all participants

3. Ending each class with an optimistic closure

    (a) Highlights individual and shared understanding of the importance of the work

    (b) Provides a sense of accomplishment and supports forward-thinking

    (c) Engages group in reflection helps identify next steps, and/or makes connections

Banning USD has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgment that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness.'

Since school closure in March, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. Banning USD's staff of educators will be essential in mitigating the negative impact of traumatic events and stress. Banning USD staff will prioritize student safety and manage stress by supporting the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties. Tiered supports for mental health promotion, awareness, and supports are outlined below:

The monitoring of student mental health and social-emotional well-being will include the regular collection of student emotional engagement data via regular surveys and ongoing assessments by the staff of student engagement and participation. Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups

- Participation in learning activities

- Participation in co-curricular and extra-curricular activities

Our Mental Health team holds on-going clinical groups for students that are having difficulties due to COVID, and recent wildfires near our residential community, requiring home evacuations.

At all Banning USD school campuses, we are offering clinical groups that *any student can join,* to get assistance in the following topics: Emotional Regulation, Grief and Loss, and Anger. These groups are open to any student because we assume that this is a time of crisis and we needed to have a crisis response plan in which kids could simply get what they need right now, without having them go through the regular process that normally takes weeks.

The Banning USD Mental Health team immediately began providing Telehealth services to ensure the continuity of mental health services to students needing more targeted or intensive levels of interventions. Mental Health and Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our Mental Health and School Counseling teams will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the Universal level of support.

Tier I – Universal Interventions

Mental Health therapy staff have planned and held three Professional Developments for therapists (some counselors attended also):

Trauma's Effect on Children

Working with Children through Grief and Loss

Human Trafficking 101- how to identify and support youth at risk

Mandated Reporting and the Sexual Exploitation of Children

Restorative Circles

Linkage and connections to school and community support

Tier II – Targeted Interventions

Group Interventions (Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.

Short-Term Individual Counseling focused on a targeted goal – Check-in / Check-out, Anger Management, Healthy Relationships, Grief & Loss, etc.

Linkage and connections to school and community support

Tier III – Intensive Interventions

Individual Counseling

Individualized behavior management push-in service.

Risk & Safety Assessments

Self Awareness: the relationship between thoughts, feelings, and actions

Linkage and connections to school and community support

Progress Monitoring data

Data Collection

The District is supporting and monitoring the mental health and social-emotional well being of staff through a district wellness committee and through the human resources office. Some of the programs available to employees include the Employee Assistance Program (EAP) which offers five free counseling sessions per event, stress management classes offered through Keenan, and activities offered through the wellness committee. The wellness committee is offering book studies the first being "Learned Optimism." The MFTs and counselors are also conducting sessions on self-care and specific wellness strategies such as mindfulness. The district wellness committee will offer a variety of topics including, self care, mindfulness, stress management techniques, and book studies on related topics.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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.]

Banning USD teachers will use the student information system Aeries to document student daily attendance. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in-person meetings, phone calls, texts, and emails, as well as synchronous meetings using Canvas, video conferencing tools, Google applications, the Remind app and other forms of virtual communication.

Student attendance and participation during Google Meets, Zoom, Canvas, or Google Classroom provide data documenting time on task, assignment completions, and course completions.

Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments and teachers will utilize the current established course pacing guides that clarify and calibrate assignment completion and credits earned within the course description.

Banning USD's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via Parent Square, letters mailings, emails, phone calls, and a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities.

To enhance student engagement, select student services staff members will be participating in the Student Engagement and Attendance Strategies, "Think Tank" series, offered through the Riverside County of Education (RCOE); covering relevant topics such as attendance changes and requirement (SB98), and Student Engagement and Attendance Strategies for Distance Learning.

To address the issue of student re-engagement, Banning USD developed a "Multi-tiered System of Supports" to connect and/reconnect teachers with students for whom they have not been able to have live daily interaction.

ATTENDANCE

MULTI-TIERED SYSTEM OF SUPPORTS

TIERS	TRIGGERS	STAFF RESPONSIBLE
Tier 1 - UNIVERSAL Live Daily Interaction Engaging Climate Positive Relationships	**What triggers a universal check-in?** One (1) missed interaction per week **RESPONSE:** Must include multiple phone calls, text, and emails Teacher/student positive interaction (ie welcome back to class)	Teacher to make documented contact with Parent/guardian Contact will be made in the students' home language Attendance Clerk to generate and send the first letter
Tier 1 – PERSONALIZED Impact of Absences Monitor Absence	**What triggers a more preventative check-in?** Two (2) missed interactions per week **RESPONSE:** Must include multiple phone calls, text, and emails Should also include a call to those listed on the emergency card (if unable to reach parent)	Attendance Clerks and Counselors: Make documented contact with Parent/Guardian Attendance Clerk to generate and send letter 2

Tier 2 - Early Intervention	What triggers more on-going, personalized support/outreach?	Site Administration/Counselor:
Restorative SART Virtual Meeting Address Barriers Provide Support and Interventions Provide Resources Caring Mentors Monitor Absence Recognize Improved Attendance Home Visits	Three (3) missed interactions per week or month. **RESPONSE:** Must include multiple phone calls, text, and emails Should also include a call to those listed on the emergency card (if unable to reach parent) Restorative Conference: SART	Make a documented home visit Conduct SART (virtual, in-person, doorstep) School Counselor Attendance Intervention
Tier 3 - Intensive Support	**What triggers intensive support?**	Site Administrator to recommend for SARB
Restorative SARB Home Visit Virtual Meeting Restorative Attendance / Re-Engagement Contract Provide Resources, Supports, and Interventions Monitor Attendance Recognize Improved Attendance	Five (5) missed interaction per week or month **RESPONSE:** Must include multiple phone calls, text, and emails Should also include a call to those listed on the emergency card (if unable to reach parent), Home visit (virtually or social distance) Provide interventions, resources Restorative Conference: SARB	Attendance Clerk to prepare SARB packet CWA Clerk to generate and send letter 3 CWA Coordinator/Tier II Counselor: documented home visit SARB Team

School Nutrition

The Banning USD Nutrition Services will continue implementation of key operational procedures developed during the spring school closures, that continued through the summer months, that ensure safe and effective meal delivery services. These include the use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, the use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices.

For the 2020-2021 school year, Banning USD Nutrition Services has expanded services by adding more locations that are centrally located, which include all school sites, and in remote locations, two identified cross streets (bus stops); offering multiple days of meals for curbside pick-up. To ensure fresh fruits and vegetables, food distribution is on Wednesday (5-days) consisting of grab-and-go breakfast and lunch with a grocery box with produce and dairy. All Banning USD families will be advised where meals will be available for their children and the process of obtaining meals.

In addition, Banning USD Nutrition Services have implemented accommodations for students with food allergies, as well as "Early Bird" Wednesdays, which begins at 7:00 am in the morning to accommodate working parents (5 breakfast / 5 lunch meals). The Nutrition services department was provided with laptops for each site to enable the department to provide services at remote locations to promote social distancing and the purchase of a web =based version of Meals Plus to provide improved services for students.

In-person Hybrid learning will necessitate a change to a blended meal schedule with regularly scheduled meal services on campus during on-campus instruction and grab and go meals (3 breakfasts and 3 lunches) for the asynchronous learning days. During in person learning Nutrition Services will return to regularly scheduled meal services at each school site and continue participating with the Farms to Family Program for our community.

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]	[$ 0.00]	[Y/N]

[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]	[$ 0.00]	[Y/N]

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
34.74%	$12,778,406.00

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.]

There are several actions that are both (a) being implemented district-wide and (b) increasing or improving services students' populations who are identified as unduplicated students of low-income, English Learners, and foster youth. While all students may receive some of the services, they are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. The services and programs supporting English learners, Low Income, and Foster Youth include:

Devices, Connectivity, and Digital Platforms

In order to operate a fully-functional distance learning program, the distribution of devices was of paramount importance. When distance learning began, Banning USD purchased and distributed devices and hotspots to students, which for many low-income families marked the first time technology with internet access was consistently available in the home. Equitable access to technology continues to be a need for our Low Income, Foster Youth, and English Learners. The district has recognized this need and purchased devices to provide 1:1 access for students TK-8. Devices were also purchased to replace damaged or outdated hardware. The Technology Department has an open-door policy where students and families can bring their technology for repair, replacement, and assistance. In order to provide a high-quality distance learning program additional and updated technology hardware purchases were needed for certificated staff, classified staff, speech pathologists, and psychology staff. Upon evaluation of the spring 2020 Distance Learning program, it was determined that additional and upgraded resources were necessary to improve the quality of instruction, specifically to support the learning needs of English Learners, Foster Youth, and Low-Income students. The technology department will monitor usage rates via log-in, time spent on specific websites, and other active use pattern data. This action is provided on a district-wide basis and supports the Distance Learning Program.

Limited wifi access is a known issue for most Banning Unified School District families, specifically our low income, foster, and homeless students. At the beginning of the school year operations hotspots are issued to families in need of access. There is a need for hotspots in order to access wifi in their home due to the COVID-19 pandemic. Reduced income and temporary loss of employment have led to more families requesting hotspot support. Additional hotspots are needed for families with multiple students accessing online instruction simultaneously. Increased hotspot access will allow for access to distance learning as well as instructional resources necessary for high-quality instruction. The technology department will monitor usage rates via log-in, time spent on specific websites, and other active use pattern data. This action is provided on a district-wide basis and supports the Distance Learning Program.

In preparation for the Distance Learning Model, various digital platforms were purchased as a supplement to the core curriculum including platforms for intervention, additional features to enhance learning, and increased training around the use of data to accelerate student achievement. These digital platforms provide appropriate support and accommodations to address learning needs of unduplicated students, such as reading aloud, embedded translators, adapted reading levels, etc. In addition, the Rosetta Stone platform was purchased for English learners to accelerate language development. We also built-in support for teachers around the use and integration of several online instructional resources making the core curriculum and various resources accessible online. The district has also provided support to teachers around using Google Classroom, the district's online instructional platform from which to connect with and engage students. Lastly, DocuSign was purchased to facilitate the process of supporting student learning and required documentation.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows for greater participation on the part of many families who might otherwise not be able to be present in person. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. Likewise, the virtual inventions and supports are allowing foster youth, and low-income and EL students greater access to interventions and support provided by teachers via designated and integrated ELD curriculum with targeted, individualized academic assistance. These actions are provided on a school-wide basis and address Pupil Learning Loss.

Professional Development

Professional development for all certificated staff and classified staff working with students was provided prior to the start of the 2020-21 school year. The professional development provided included distance learning technology strategies, distance learning engagement strategies, and community building in a distance learning environment. Distance learning strategy adjustments were needed to continue to ensure active engagement of and interactive learning for Low Income, English Learner, and Foster Youth. Ten days of professional development were scheduled prior to the start of the school year to prepare teachers for distance learning. An additional day has been added every month for all-day professional development with the focus on accelerating student achievement. Included in this, teachers will receive specific training on using blended learning and online teaching and strategies to help engage students and accelerate academic achievement in a digital learning environment and on constructing lesson plans following a 5E model. Teachers will also have access to several self-paced lessons to help solidify their learning and support teaching and lesson design throughout the year.   Feedback systems are in place to determine the effectiveness of professional development opportunities. Administrator, teacher, and staff feedback is gathered. District interim data is monitored by sites and the Educational Services Department. These actions are provided on a district-wide basis and address Pupil Learning Loss and the Distance Learning Program.

Nutrition Services and Supplies

This action was implemented during school closures and throughout the summer across the entire district but was primarily intended to provide food access to students and families facing food insecurity. Many BUSD students and families already faced food insecurity prior to COVID.

The pandemic's impact on employment and the resulting loss of income has made this an issue for many more BUSD community members. Implementation of the action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer. Additional food distribution times have been added to accommodate the needs of working families and families due to a lack of childcare.

To ensure equitable access to learning materials for our Low Income, Foster, and English Learner students supply bags were distributed at school sites prior to the start of the 2020-2021 academic year. Student supply bags included traditional classroom materials (e.g. pencils, paper, individual whiteboards) for home use during distance learning. Feedback from staff members, parents, and students will be monitored to determine the effectiveness of this action. This action is provided on a school-wide basis and supports the Distance Learning Program.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes instructional strategies to address the academic needs of English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the district this year include Response to Instruction (RTI), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small groups and 1:1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

For Banning USD, the transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, care was taken to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students. The services and programs supporting English learners, Low Income, and Foster Youth include:

In order to provide distance learning opportunities supporting multiple modalities, the district purchased licenses from various software providers to support best first instruction and intervention needs. Programs were selected that provided adaptive learning opportunities tailored to individual student needs. Due to the program's adaptive nature and reporting capabilities, teachers can assign specific tasks targeted to individual needs. Primary focus of program use is to rapidly close performance gaps for Low Income, Foster, and English Learner students. Student work samples and program provided data is analyzed to determine the effectiveness of the program interventions. These actions are provided on a school wide basis and address Pupil Learning Loss.

Student distance learning work packets were distributed during spring 2020 Distance Learning. The Educational Service Department created and printed packets to be distributed to ensure equitable access to learning materials for district Low Income students, Foster Youth, and English Learners. As we quickly transitioned to the Distance Learning model in the spring many of our unduplicated student families did not have immediate access to technology or internet services. Stakeholder feedback from staff members and parents was monitored to determine the effectiveness of this action. This action was provided on a school wide basis and supported the Distance Learning Program.

Efforts were made to limit or reduce student learning loss, specifically for our Low Income, Foster, and English Learner students, during the summer of 2020. Virtual Summer School opportunities were expanded from traditional offerings to include more students and to target individual student needs. Elementary summer school offerings included adaptive online learning platforms, as well as small group virtual sessions led by certificated staff members. Middle School summer school consisted of an adaptive online learning platform for English and math. High School Summer School was focused on providing students an opportunity to make-up failed coursework and recover reasonable credits. Opportunities for students included: remediating or validating a "D" or "F" grade in an 'a-g' required course; opportunities for students to recover lost credit working toward graduation requirements; opportunities for students to take certain courses in an effort to allow for room in their schedule to take a rigorous academic course in the Fall (e.g., CTE, AVID, IB, etc.). Pre and post assessments were administered at the elementary and middle school level and credits earned were tracked at the high school level. This action was provided on a district wide basis and addressed Pupil Learning Loss.