

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Beaumont Unified School District serves approximately 10,769 students. Of these students, 50.1% are Hispanic, 33.4% are Caucasian, 5.8% are African American, 2.5% are Asian, and 4.3% identified themselves as Two or More Races. Approximately 7% of our students are classified as English learners. We currently have 268 students identified as foster youth and approximately 52.4% of our students receive free or reduced price meals. Our district consists of 7 elementary schools, 2 middle schools, 2 high schools, a comprehensive distance learning Independent Study, and an Adult School.

The COVID-19 pandemic has had a profound effect on Beaumont Unified School District’s staff, students, parents, and community members. On March 19, 2020, when Governor Newsom issued Executive Order N-33-20 for all individuals in California to stay home, it reaffirmed the District’s earlier decision to close all district school sites and start distance learning for all of our students on March 16. The pandemic caused Beaumont USD to remain in crisis distance learning throughout the remainder of the 2019-20 school year.

The pandemic continues to affect this new school year. Our District’s initial plans to consider starting the 2020-21 school year with in-person classroom instruction was abruptly changed on July 17, 2020 when Governor Newsom released the “Pandemic Plan for Learning and Safe Schools” document. The decision to start school with in-person instruction was no longer an option due to our district being located in a county that was placed on the State’s COVID-19 Monitoring List. On August 31, 2020, the Monitoring List was replaced by the new four-tiered system as outlined in the “Blueprint for a Safer Economy” which gave new guidelines and implications on when schools may reopen for in-person instruction. Currently, because Riverside county continues to be in the most restrictive purple tier, we are compelled to continue with virtual learning until our county has moved into the less restrictive red tier. Our district has made adjustments to how student meals are served, how our students are instructed, and how to better align intervention and support while our students are learning from their homes.

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In addition to the COVID-19 pandemic, Beaumont Unified School District's staff, students, parents, and communities have also been affected by the recent local fires, evacuations due to local and surrounding fires, excessive heat, rolling electricity black outs, and public safety power shutoffs (PSPS). Our district is also preparing for the upcoming monsoon season, which we anticipate will bring water intrusion/floods to our schools and district facilities, due to the increased likelihood of mudslides and shifting debris caused by the burn scars of our local fires.

Stakeholder Engagement

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

On June 19, 2020 a survey was sent to all stake holders regarding possible variations in structure and instructional delivery models to start the 2020-21 school year. The survey was available in English and Spanish. At that time, the choices were: 1) Return to the classroom (5 days a week, traditional hours) with additional safety protocols and PPE as recommended by CDC (Center for Disease Control), CDE (California Department of Education), and DPH (Department of Public Health); 2) Enroll in the 21st Century Learning Institute for 100% distance learning by independent study program; 3) Enroll in 21st Century Learning Institute for 100% distance learning by independent study with some classroom time.

On June 23, 2020, District personnel presented to the Board the results of the June 19 survey and our initial plans for the District's Strategic Reopening School Plan with the three choices as explored in the survey. The Board provided feedback and asked the team to communicate the plan to stakeholders.

On June 26, 2020, with some modifications based on the feedback from the June 19 survey, the District's Strategic Reopening School Plan was communicated to all stakeholders through our district's email and parent communication system (ParentSquare). The plan was also published on our District website. Our original plan was to start the school year with in-person classroom instruction for all students with the option for those who didn't want to return to the classroom to choose distance learning by enrolling in our independent study program of 21st Century Learning Institute. During the two weeks from June 27 to July 7, 2020, we gathered additional feedback surveys and emails from parents and staff regarding our district's plan.

On July 14, 2020, four virtual input sessions were held for staff and parents to learn about a newly developed reopening plan based on the feedback we gathered from June 27 – July 7, 2020. The participants were informed of the virtual input sessions by receiving email invites through our district's email and ParentSquare. Over 1,500 staff and parents were in attendance during our virtual input sessions. Participants gave us more feedback and details to consider about our newly developed plan to start the school year with virtual learning, then enter into a transition period of hybrid learning when some cohort groups of students would be able to take turns returning to the classroom, which would

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then lead to returning to the classroom for all students with additional safety protocols and PPE (personal protective equipment). For parents who wanted their children to remain with virtual learning, even when we transitioned, parents could choose to enroll their child in our independent study program with our 21st Century Learning Institute.

From July 14 – July 20, 2020, an additional survey, email collection, and ThoughtExchange were used to collect feedback from students, parents, and staff regarding our new reopening plan. We had 1,597 participants engage in our ThoughtExchange with 56% of the participants identifying themselves as Parent/Guardian, 33% identifying themselves as Staff, and 11% identifying themselves as Student. The themes which emerged from these surveys were considerations for additional PPE and safety measures and options for staff and students with health needs.

On July 21, 2020, Beaumont USD's newly amended School Reopening Plan was presented to the Board for feedback. Due to the July 17, 2020 Governor Newsom's Pandemic Plan for Learning and Safe Schools, the decision to start the 2020-21 school year with virtual learning was confirmed. The date to start transitioning from our current District wide virtual learning to a hybrid, cohort model of in-person instruction, is now dependent on the COVID-19 Monitoring List/four tiered system and metrics, or approval of an elementary waiver, instead of a District decision.

In the beginning of August, with additional input during our negotiations with the bargaining units, the district made an additional change to our School Reopening Plan by delaying the start of our 2020-21 school year by two days from Thursday, August 6 to Monday, August 10, 2020 to allow for two additional days of professional learning, planning, and preparation.

We continue to engage our staff and parents in providing input to help evaluate our current virtual learning model. We met with our Principals on August 18 and September 2, sent our parents a new needs assessment survey on August 23, and sent an additional needs assessment survey to our teaching staff on August 24, 2020. Input from the meetings/surveys is guiding our development of additional professional learning Screencasts, videos, and trainings to support their needs as we instruct our students using the virtual learning format. We plan to continue to have regular communication with our staff and monthly communication with our parents and community to ensure we continue to engage our stakeholders in this ever-changing school year.

An additional ThoughtExchange survey was sent on August 28, 2020 to gather the most current opinions of our parents, students, and staff on when to reopen for in-person instruction. The survey closed on September 11, and we are beginning the work of analyzing the results. Due to the continual changes in conditions, guidelines given by local and state officials, and our own community's needs, we will continue to monitor and solicit stakeholder feedback throughout the school year.

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

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Remote participation was provided by holding the four sessions of input meetings on July 14, 2020 through Google Meet and Zoom meeting platforms. Participants were able to log in or telephonically attend. During the June 23 and July 21, 2020 School Reopening Plans presentations to the Board, members of the public had the chance to listen/see the presentation through Zoom and speak on this item during the Open Session Comment section of the board agenda. Remote participation will continue to be available for the public hearing and the adoption meeting for this draft Learning Continuity Plan by attending the Board meetings telephonically or using the Zoom platform.

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

As presented in the stakeholder engagement section above, our district solicited and received input from staff, parents, and students in multiple ways such as surveys, phone calls, email comments, and ThoughtExchange. Our stakeholders were informed of these opportunities to participate by receiving information in emails, through ParentSquare, and our district website. Due to the embedded translation programming in our website and ParentSquare, stakeholders who speak languages other than English are able to receive their information in the language of their choice. Beaumont USD also employs bilingual/bi-literate employees who are able to communicate in Spanish for our families who need this service.

The feedback provided by our stakeholders influenced the changes made in our School Reopening Plan. The initial feedback was more positive towards a classroom instruction opening, which influenced our initial School Reopening Plan to start the 2020-21 school year with in-person classroom instruction. In the initial survey in June, 61% of the participants stated they would like our schools to return for in-person instruction.

However, after the increase in COVID-19 numbers as reported in the news outlets in early July, feedback given after our July 14 virtual input sessions, and the new survey results in July which indicated only 33% of our parents and 15.1% of our staff would prefer for our district to start the year with in-person instruction, our School Reopening Plan was changed to start the school year with virtual learning for all students. This change ended up being consistent with the mandates in the Governor's Pandemic Plan for Learning and Safe Schools.

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

The expenditures and professional development/training modules as outlined in this Learning Continuity Plan were influenced by multiple surveys, emails, and polls taken from March 2020 to the current date. Specifically, Chromebooks and hotspots were purchased due to needs as expressed by our parents/guardians. Additional technology hardware such as webcams and Hovercams and software to enhance virtual learning such as PearDeck and Kami, were purchased based on the needs expressed by staff. Our current professional development/training modules are being created based on the responses from the August 23 survey completed by parents and August 24 survey completed by staff.

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The expenditures for personal protective equipment and safety and cleaning protocols in preparation for the return of staff and students to the district schools and buildings were in response to the public health department guidelines and concerns expressed by our parents and staff. Clear expectations and signage along with additional sanitizer dispensers, cleaning products, and hand washing stations are in place for when we are able to return our students for in-person instruction.

We will continue to adjust and modify as needed throughout the year to address new developments as new guidelines are given from the CDC (Centers for Disease Control), CDPH (California Department of Public Health), RCPH (Riverside County Public Health) and state and local officials.

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.]

Beaumont Unified School District's goal is to be able to safely return to in-person instruction in a modified traditional format following all CDC, CDPH, and RCPH guidelines.

Discussions are being held regarding whether we are able to meet each of the required criteria to allow for the submission of the Elementary Waiver. We are also discussing when and how the return to in-person instruction will be executed when our Riverside county is in the red tier for 14 consecutive days making our District eligible to have a return to in-person classroom instruction. Some options we are exploring are: a phased in model of returning elementary first, then middle, then high school; returning identified students who are at greater risk of experiencing learning loss such as homeless, foster youth, English learners and students receiving Special Education services first, students in specialized areas such as Career Technical Education (CTE) programs, then the other students; or returning all grade levels and cohort students at the same time.

Based on our reopening plans, we are drafting the logistics for the hybrid, in-person instruction where one cohort group attends in-person two days a week and the other cohort group attends two days a week. On days in which the students are not receiving in-person instruction, they will receive a daily live check-in with their teacher(s) and asynchronous assignments to complete. The final day would be for virtual synchronous and asynchronous instruction and student support for both cohorts, since no students would be receiving in-person instruction

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during that one day of the week. All students will be using the state adopted, board approved district curriculum while in-person instruction and during virtual learning. Student academic progress, support, and intervention services are also the same whether the student is learning in-person or during virtual learning.

To meet the social-emotional well-being of our students, the district employs counselors at all the school levels and school sites. Counselors collaborate with classroom teachers on the delivery of social emotional lessons and work in small groups and one-on-one with students as needed. A more detailed description of social-emotional services for our students and staff is on page 16 & 17 in the Mental Health and Social and Emotional Well-being section of this document.

To ensure a collective understanding of safety procedures, our employees have completed the COVID-19 training provided by Keenan Safe Schools. The topics include: Coronavirus awareness training, COVID-19 screening, hand washing and cough/sneeze protocols, guidelines for mask and face coverings, and cleaning and disinfecting in the workplace. Our district has also increased the signage at each school site and district office to identify our protocols of self-checking/monitoring for symptoms and keeping 6 feet of distance when feasible. Our employees have received face masks and face shields, hand sanitizer, and reminders regarding good hygiene practices. Students will be instructed on safety procedures and good hygiene practices when they are able to return to the classroom for instruction.

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

Description	Total Funds	Contributing
Personal Protective Equipment – including disposable gloves, face masks, and face shields	\$184,479	N
Plexi-glass shields	\$223,538	N
Disinfectant & equipment – including hand sanitizer, sanitizer wipe buckets and solution, soap, and hand washing stations, disinfectant spray machines, etc.	\$220,973	N
COVID-19 signage and security during the March – June school building closures to ensure safe buildings for the return of the 2020 – 21 school year	\$26,697	N

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.]

For the 2020-21 school year, during virtual learning, students will receive their daily instructional minutes through a combination of daily live interactions with their teachers and classmates during the synchronous instructional blocks and complete their remaining instructional minutes through asynchronous time. Teachers may use the platforms of Zoom or Google Meet to deliver their synchronous instruction. Students will utilize their state adopted, board approved core curriculum along with supplemental district approved online programs and resources. To ensure a continuity of instruction during the school year, the curriculum used during virtual learning is the same curriculum that is used for in-person instruction. Textbooks, workbooks, and curricular materials needed for instruction were distributed to students to ensure they would be able to use these while learning from their residence. Additionally, CTE teachers were provided with specialized devices to record lessons demonstrating the use of industry equipment aligned to the CTE Model Curriculum standards.

With a collaborative Memorandum of Understanding (MOU) with our teachers' bargaining unit, we were able to standardize the time periods for all of our elementary and secondary schools. This consistency ensures equity of expectation and delivery model for all of our students.

At the elementary school level, during virtual learning, students will start each day with social-emotional learning (SEL) activities and instruction in a morning meeting format. They will then transition to ELA live instruction with integrated English Language Development (ELD) for students designated as English learners. After a 15-minute morning break, students will engage in live Math instruction. Science, social studies, and PE content may also be embedded within the daily ELA and Math blocks. An hour block each day has been scheduled which is dedicated to intervention, designated ELD, and specialized services for specifically identified students as needed. With the exception of collaboration Wednesdays, the final two hours of the day is for teachers to support students by responding to parent and student questions by email, phone or Google Meet/Zoom. The daily student support time is also dedicated for teachers to re-engage students who did not attend the live instruction, plan, and prep for the following days' lessons.

At the middle and high school levels, during virtual learning, students will attend three blocks of instruction on an A/B schedule. Transitioning to a block schedule has assisted our specialized program teachers, such as our CTE teachers, who are using the additional time to provide in-depth lessons and longer blocks of time to engage students in Work Based Learning activities. The blocks represent 3 periods of their 6 period schedule. Zero, 7th, Intervention, Encore, and Homeroom are also scheduled every other day dependent on the school. With the exception of collaboration Wednesdays, the final hour and 25 minutes of each day is for teachers to support students by responding to parent and student questions by email, phone or Google Meet/Zoom. Similar to the elementary school schedules, the daily student support

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time is also dedicated for our secondary teachers to re-engage students who did not attend the live instruction, plan, and prep for the following days' lessons.

When in-person instruction is possible, a new MOU will be created which will take into consideration the logistics needed for the hybrid model of instruction.

To ensure continuity of services for our students receiving Special Education services, our staff are currently completing the Emergency Conditions Learning Plan. These documents ensure collaboration and understanding between parents and staff as to how IEP goals will be addressed during this period of pandemic virtual learning.

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.]

Based on the needs of the community, Beaumont Unified School District is proud that we are a 2 to 1, device to student district. To prepare for virtual learning, starting this past March, students who were in need of a device were able to check out a Chromebook for home use. Following the school closures during the 2019-20 school year, we were able to ascertain those in need through our communication platform, ParentSquare. Parents who were unable to communicate through ParentSquare were contacted directly by site administration via home visits. Site administration were able to work with families that had not responded to multiple attempts of contact and a needs analysis was conducted. The district pre-checked out the devices for families in need and the devices were delivered to the home by site administration.

During the summer, prior to the 2020-21 school year starting, all students TK-12 who did not have a district issued Chromebook for use in their residence were able to pick one up a device at their assigned school. Multiple communications were sent out to all parents about device check out dates and times that correlated with grab and go meal pick-up and printed material distribution. District staff worked continuously throughout the summer to offer multiple device check outs weekly in a drive-thru protocol. Parents were called, texted, and emailed through ParentSquare and notices were posted in the student's Google Classroom and posted on our website. Upon the return of the 2020-21 school year, students/parents may visit their school site during the regular business hours where they may check out a device, have a device repaired, or exchange a device as needed.

Understanding that connectivity is another barrier for a number of our students, the district distributed 300 hotspots to families in need prior to the start of the 2020-21 school year. We are currently deploying an additional 1,000 hotspots that are being provisioned to check-out to our families whose connectivity is not consistent enough for the virtual learning model. Hotspots are being distributed to families based on a needs assessment that was distributed by the school sites and our Student Services department with families meeting the Federal free lunch

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criteria as the top priority, families meeting the Federal reduced lunch criteria as second priority, and our remaining families who have put in a request for a hotspot as third priority.

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.]

Similar to in-person classroom instruction, during virtual learning, student progress will be assessed using multiple means. Formative and summative assessments will be given using our online assessments, student work as graded and evaluated by our teachers, competencies and technical skills attainment for our CTE students, and teacher observations will be used to determine the progress made by students.

Attendance is taken daily in the elementary schools and per period in secondary schools. Using the District's Aeries information system, students who attend the daily synchronous time are recorded as attending while students who do not attend are recorded as absent. Each day, efforts will be made by the attendance teams at each school site to reach out to students who did not attend the synchronous time to determine what factors caused the student to be absent from the daily synchronous instructional time. As allowable by SB 98, students who were unable to attend synchronously due to lack of connectivity or inconsistent connectivity will be allowed to receive attendance for the day by completing the assigned classwork after the day's two-way communication has been established. A note in the Aeries attendance record will be used to notate this attendance by work completion due to lack of connectivity. The attendance clerk will then change the attendance code from absent to attended. Included in their Emergency Learning Conditions Plan, students with Individual Education Plans (IEP) will have modifications to the student's daily start and end time, if needed, due to their disability or health needs. The teacher and parent will be in contact daily to ensure participation and attendance. A note in the Aeries attendance record will be used to notate this attendance by work completion due to the child's IEP. The attendance clerk will then change the attendance code from absent to attended.

Evaluating the time value of student work is the responsibility of the teacher. Each day, as guided by the virtual learning schedule, time value will be measured by the synchronous and asynchronous daily instructional time. Examples of the daily instructional time are participation in oral, written, and electronic assignments along with textbook and printed instructional materials assignments. Time to complete assessments, group projects online, and individual projects may also be utilized when evaluating the daily time value.

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.]

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Beaumont Unified School District's commitment to professional development has been on-going. Starting in March 2020, when the district entered into crisis distance learning, the Instructional Support Services team, along with the Information Technology team, created a page within our District's website dedicated to publishing and storing online trainings for distance learning for our staff and parents. In March, training events occurred daily and weekly and covered the following programs/platforms:

- Google Meets
- Google Classroom
- Seesaw
- PearDeck
- Flipgrid
- Virtual Learning strategies
- Summer school professional learning
- Special Education virtual IEPs

In the summer and prior to the 2020-21 school year starting, a three-day new teacher orientation and a full week of professional learning trainings were created for our certificated staff. During these two dedicated events for professional learning, the following topics were covered:

- Virtual learning strategies
- State-adopted, board approved curriculum and how to deliver in the virtual setting
- Creativity/Productivity software selection to best meet the teachers' objective
- i-Ready for diagnostic in a virtual learning environment
- Reading foundational literacy training/literacy intervention support
- Grade level and subject area teaching support and engagement strategies
- Aeries for attendance and grade book
- Zearn
- Be Ready Beaumont (CTE and career related trainings)
- Emergency Conditions Plans
- Google Meets, Classroom, and Virtual Learning strategies for instructional aides

With the start of the school year, we continue to conduct professional training for our staff through open office hours hosted by our Teachers on Special Assignment (TOSAs). Some of our current and future trainings we are planning for are:

- Zoom
- Gear Up training for Math support in the secondary schools

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- ELD strategies for virtual engagement
- ELPAC Assessment training for virtual assessment
- Diagnostic #2 implementation
- Response to i-Ready Diagnostic 1 results
- Lesson planning for the hybrid model
- CTE Model Curriculum for new CTE teachers
- Project Lead the Way (PLTW) for CTE teachers
- Be Ready Beaumont (Vita Navis, Nepris, and World of Work)
- SANDI
- Teach Town
- Fast Forward
- Math 180
- ASHA Learning Pass for Speech and Language Pathologists

In addition to continued professional trainings for our certificated staff, we are also conducting trainings for our substitute teachers, instructional aides, and health instructional aides to ensure increased instructional support for our students while we are in the virtual learning format.

For technology support, our staff, parents, and students are able to receive assistance from our IT (Instructional Technology) and ISS (Instructional Support Services) departments. We have a dedicated page within our website with Screencasts and pre-recorded trainings which addresses and presents solutions for the most frequently asked tech support questions. Our Teachers on Special Assignments (TOSAs) also host weekly virtual office hours to lend real-time assistance as well.

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 and the necessity of having to start the 2020-21 school year in a virtual learning format has required some adaptations to the staff's roles and responsibilities in order to provide a continuity of learning and services for our students.

With an adopted MOU with our teachers' bargaining unit, certificated staff have transitioned to instructional and social-emotional support services for our students in the virtual learning model using the platforms of Google Meet and Zoom. While our teachers are using the same

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curriculum in virtual learning as in-person classroom instruction, to ensure consistency of instruction, the instructional day schedule was modified to have one consistent virtual learning schedule for all elementary students, one for middle school students, and one for high school students. The contractual work hours for our Certificated staff were adjusted to align with the virtual learning schedule. Based on the agreement in the MOU, certificated staff have dedicated time to address student and parent concerns and have increased efforts to re-engage students as needed. Specialized personnel such as our Intervention teachers and Counselors are providing additional academic and social-emotional supports based on our virtual learning schedule.

Classified staff's roles and responsibilities have also been affected by COVID-19 and our current model of virtual learning. Although some classifications within this unit are unable to fulfill their job duties due to students not being present at the school sites, our district is committed to our employees and have, up to this point, continued to employ and pay all current Classified employees. Presently, our district has continued the process of negotiating an MOU with this bargaining unit to ensure that Classified employees are able to be utilized to perform new roles and responsibilities which meet the needs of our virtual learning instructional program and mandates as guided by SB 98. These new roles and responsibilities will be outlined in the MOU when it is completed and adopted.

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.]

Supports for students with unique needs has been a focus of Beaumont Unified School District staff prior to the COVID-19 pandemic. During the March – June crisis distance learning period, and as we start the 2020-21 school year in virtual learning, our students with unique needs continues to be a focus.

Students identified as English learners continue to receive both integrated and designated English Language Development (ELD) as required by the state and confirmed by our daily schedule. For designated ELD, Wonders Online resources is used for our students in K-5, while StudySync is used for grades 6-12 and myPerspectives is used for grades 9-12. No Red Ink and iLit ELL are also utilized in grades 6-12 to assist our English learners with academic progress. All EL students are monitored using ELPAC scores, classroom assessments, and teacher observations. English learners who are identified as needing additional support are given small group support during the dedicated intervention block time as outlined in our detailed virtual learning schedule presented on page 7 in the Distance Learning Continuity of Instruction section of this document.

Students with exceptional needs served across the full continuum of special education placements are receiving support from their teachers, instructional aides, DIS (Designated Instruction and Services) providers, and support staff in the Special Education department. In addition to

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continuing to implement each child’s IEP, our staff are conducting the Emergency Conditions Plans (ECP) to ensure parents and our staff have clear communication of services provided to our special education students during the virtual learning model. An example of an additional support during virtual learning based on the ECP is the ability to modify the learning day schedule to meet the student’s needs. Students may attend class later than the set schedule or have increased breaks as necessitated by their individual needs. Students with special education services may also have additional one-on-one support with an instructional aide as outlined in their ECP.

Students in foster care and students experiencing homelessness have been identified and tagged to ensure visibility of these students in need. A form was sent to each student identified as foster or homeless to identify barriers such as school supplies, need for academic tutoring, or need for hotspots or technology assistance. Parents, guardians, and foster family adults have been provided educational law trainings via handouts and Screencast videos. These trainings include enrollment (AB 490), school of origin, qualifying factors, and foster youth rights. Additionally, foster youth will be identified for our mentoring program which we are establishing to better support our students in the foster care system.

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

Description	Total Funds	Contributing
Certificated and Classified extra duty for trainings, sanitizing, and preparations during March – June 2020 crisis instruction	\$166,077	N
Certificated and Classified extra duty for trainings, sanitizing, and preparations for the 2020-21 school year	\$108,685	N
Technology equipment such as hover cam, web camera, headphones, and Chromebooks for teachers and students for virtual learning	\$5,897,839	Y
Student hotspots	\$258,336	Y
Interactive panels for two schools with the highest percentage of unduplicated students of unique needs – low income, EL, Foster Youth and homeless	\$255,089	Y
Touch screen Chromebooks for Kindergarten students	\$457,434	Y
Online software for specialized classes such as band and Spanish and additional virtual learning engagement software such as Pear Deck, Kami, etc.	\$108,684	Y
Online software for speech therapist to use augment services during virtual learning	\$2,129	Y

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Description	Total Funds	Contributing
Clear face masks for Therapist working with students	\$1,804	Y
iPads for Preschool and students with disability with fine motor needs	\$24,646	Y
Headphones with microphones for students receiving speech services	\$10,000	Y
Anticipated need for mailing printed instructional materials as needed for low income students and students with unique needs during virtual learning during the 2020-21 school year	\$100,000	Y
Anticipated Certificated and Classified pay to meet the needs created by virtual learning	\$300,000	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.]

Beaumont Unified School District currently uses a myriad of intervention programs to support student learning. These programs include individual instruction, small group instruction, and digital, online programs. Our student information system, Aeries, and our process for identifying students who are absent from the daily live instruction will be used to determine which students are not participating in virtual learning. Identified students are placed on the re-engagement monitoring list so additional personnel can support their re-engagement.

Baseline data gathered from the first administration of the i-Ready Reading and Math, along with beginning of the year assessments at our high school will help us identify which students may have learning loss as a result of the COVID-19 crisis distance learning model during the 2019-20 school year. For students identified as English Learners, the ELLevation platform will be used to give a secondary monitoring system specifically for ELD. Student achievement levels identified via i-Ready and other assessments will be recorded in the digital component of our core ELA programs to aid in differentiating instruction. English learners are also noted in Wonders and StudySync in order to customize the curriculum to their needs.

A detailed description of the frequency of assessments for ELA, ELD, and Math are written on page 15 & 16 in the Effectiveness of Implemented Pupil Learning Loss section of this document.

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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.]

Beaumont USD is committed to addressing learning loss and accelerate learning progress for all of our students. With the shorter minimum daily instructional minutes per day as outlined by SB 98, it has allowed for increased teacher response and increased targeted assistance for our students with learning loss. This commitment is one of the reasons why the Districtwide virtual learning daily schedule was created to include the dedicated block of time within the instructional day for intervention, designated ELD, and specialized services. This also is the reason why our schedule has an additional block of time identified as daily student support time for teachers to have dedicated time to re-engage students who did not attend the live instruction, answer questions and concerns from students and parents, and plan for adjustments in their lesson plans as a response to how the students performed that day. During the daily student support time, outreach to parents to answer their questions is able to be completed in the English or Spanish as needed by the parent.

During the intervention block, English learners are able to receive small group instruction to allow for greater emphasis on oral development and English language attainment. For our foster youth and homeless youth, the intervention block allows for small group instruction to increase a sense of connectedness with the adults and their peers. In addition, both targeted academic and social-emotional areas of needs are addressed during the intervention block as well.

All students who have been identified as having learning loss, with a priority given to students with unique needs, including English learners, foster youth, and homeless, may also receive afterschool interventions through the ASES and Incredible Minds programs. These interventions are in addition to the intervention during the instructional day.

For Special Education students, specialized intervention programs to meet their needs includes Read Live, Teach Town, Fast Forward, Linda Mood Bell, and Math 180 will be utilized. These intervention programs for our students receiving special education services is in addition to the built in intervention block time with their teacher.

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.]

To measure the effectiveness of the services, the district has a written assessment plan which ensures periodic and timely reassessment to monitor progress. Students who are receiving additional supports will be tagged and monitored at the school sites and overseen at the District level.

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The following are our districts assessments to monitor progress and measure effectiveness of services and supports provided to address learning loss:

- i-Ready – three times throughout the year to measure ELA and Math for all students in grades K-8 and for English learners in grades 9-12
- SANDI (Student Annual Needs Determination Inventory) – twice a year specifically for students receiving alternative curriculum with special education services
- DRDP (Desired Results Development Profile) – for preschool students twice a year
- K-2 Early Literacy – universal screening assessments are used to identify K-2 students for literacy intervention
- ESGI – for students in TK/K
- MDTP – for students in grades 9-12 three times throughout the year for Math progress and for students in grades 7 & 8 to measure next course readiness
- myPerspective – for students in grades 9-12 three times throughout the year for ELA progress

- IAB – Interim Assessment Blocks for specific grade level standards
- Precision Exams (CTE certifications)
- Various Industry certification (CPR and First Aid, Food Handlers cards, MIMS certification, etc.)

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

Description	Total Funds	Contributing
Printing of instructional materials for students during March – June 2020 crisis instruction	\$25,260	Y
Online programs/software to meet the needs of students receiving special education services such as Boom Learning, Teach Town, FastForward Math, Math 180, etc.	\$49,785	Y
Future intervention curriculum and programs for students with learning loss	\$200,000	Y

Mental Health and Social and Emotional Well-Being

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

Beaumont Unified School District offered comprehensive counseling services prior to the COVID-19 pandemic. Counseling services has been an integral part of each school's total education program designed to promote academic, career, and social development of all students. Currently the district has 13 site counselors (3 at each of our middle schools, 6 at our comprehensive high school, and 1 at our Alternative Education school) and 8 mental health counselors (1 at each of the elementary schools and 1 who gives additional support to our secondary schools).

Our counselors work with our school site administrators and teachers to deliver social-emotional learning (SEL) lessons, identify students for individual or small group intervention sessions, and are resources for our staff and parents. Some counselors are partnering with teachers to provide Tier I lessons of Second Step during the classroom synchronous learning time. Screencast videos are also made available to provide the lessons to teachers to attach to their Google Classrooms for asynchronous time. Using a virtual format of the Check In Check Out process, students who need more targeted support are identified. These small groups and individual sessions are provided outside of the student's synchronous learning time.

Last year our mental health counselors participated in professional development opportunities to build their capacity. These training sessions were also shared with site administrators and the other counselors in Beaumont USD. These trainings included: Behavior Interventions in the Classroom, Tier II Positive Behavioral Interventions, Supporting Students Impacted by Trauma, and Risk Assessment Prevention. We also had some selected counselors attend the RCOE two-day Restorative Practices Training with RCOE Summer Institute focusing on social emotional and behavioral learning.

Training for our staff in the areas of mental health and social and emotional well-being included an interdepartmental training on Student Wellness which occurred last year. During the training, staff were given an overview of SEL and the whole child approach, as well as an overview of Care Solace services and how to refer if needed. During the District's 2019-20 professional development training days, there were multiple sessions of training on Trauma Informed Care and Impact of Trauma on Students. In addition, Staff were given the option to sign up for and attend the professional development trainings of Verbal Judo (de-escalation strategies) and Youth Mental Health First Aid.

To support the mental health of our staff, our Counselors are engaging them in a presentation on Collective Care. In the presentation, the key ideas of support, collaboration, and smiles are emphasized. Resources are given, including contact information to helplines, and strategies of de-escalation and relaxation techniques are shared with participants. Our site administrators are doing check-ins with their staff during their weekly staff meetings.

To address the continued trauma and other impacts of COVID-19, the district's counseling team is working on a presentation to provide all staff, beginning with leadership, on SEL, the Why, and SEL Critical practices to focus on how COVID has impacted both staff and students

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with suggested strategies on how to address these traumas. Elementary counselors continue to use Second Step Social Emotional Learning curriculum to provide Tier I lessons. In addition, Second Step Anti-Bullying curriculum will continue to be used to address overall social emotional well-being. For our students in the secondary levels, the Tier I Lesson of Managing Stress and Anxiety was provided by a mental health counselor to our students. Middle schools are currently also using Character Strong. We have plans to continue training our staff on Restorative Practices, including specifically the use of Circles which will be utilized with students virtually and when we return to in-person instruction.

Resources for students, staff, and families is being distributed through our newsletters with links, posted in teachers Google Classrooms, and on our District website.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

In accordance with SB 98, Beaumont Unified School District has implemented a robust engagement and outreach process, including a tiered reengagement plan for students who are absent during the daily virtual learning instructional blocks. Outreach with our parents during the reengagement process is able to be completed in English or Spanish based on the needs of our parents.

Each school has created an attendance team with multiple members such as Administration, Classified, and Certificated staff. The school site's attendance teams are responsible to ensure attendance is taken daily and/or during each period at the secondary schools. During the first two weeks of school, students who were absent for multiple days were flagged for additional attention. Members from the school site administration team attempted to make contact to reengage the absent students by using all known listed contact information including emails, phone numbers of parents/guardians, and other listed emergency contacts. A Google Sheet log was created by each school to record the reason for non-attendance. Students who had moved or were attending a different school were coded and exited off the school's roster. Students who were absent due to lack of connectivity were given hotspots or were placed on the hotspots list to receive one when our shipment arrives. Students with connectivity issues were also connected back to their teacher(s) so their teacher(s) could speak with them regarding the work assigned to give the student an opportunity to complete those assignments off-line for attendance credit. Home visits were also made by the administrative teams at each of the schools to reengage students their attendance teams were unable to connect with using emails and phone calls.

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Throughout the year, as school attendance teams identify students who become chronically absent, their names will be shared with the Student Services department for the next tier of support. At this level, additional support may be offered to the families such as community resources and resources provided through our foster youth, homeless youth, special education, and community liaison programs. Due to the pandemic, every attempt for reengagement of students will be through a newly developed model of support similar to the previous SARB process, but with more supportive language. The First notice will be just a reminder of the importance of attending. The Second notice will require the parents to attend a School Attendance Action Plan (SAAP) Meeting to create a shared commitment to attendance and to share education programs and resources offered through the District. The Third notice will require the parents attend the District Re-Engagement Opportunity Plan (DROP) Meeting to discuss alternative placement such as our 21st Century Independent Study Program.

Records of daily attendance and weekly engagement will be completed by teachers and collected and filed by the administrative staff at each site weekly. These records will be in compliance with SB 98.

School Nutrition

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

The Beaumont Unified School District has continued to provide school meals for students throughout the spring pandemic crisis distance learning, summer session, and during this current school year. Based on the survey results, during our virtual learning, our Child Nutrition Services team provided drive-thru, curbside pick of all 5-days of breakfasts, lunches, and suppers for students. Parents only need to come once a week to receive the full week's meals. We are provided these pick-ups at each of our schools daily and three times a day at the high school. Breakfast, lunch, and supper are free for all students who are eligible for free or reduced-price meals. Distribution times for meals will be evaluated and adjusted as needed by our parents and students.

When cohorts of students are back at the schools for in-person instruction, our CNS department will continue to provide breakfast, lunch, and supper to both the students at school and the students at home. While in school students will receive breakfast, lunch, and supper daily. While at home, parents may pick up 3-days of meals in one trip.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Well-being	Anticipated additional Counseling curriculum and training as needed to target social-emotional needs for identified students who have experienced learning loss	\$50,000	Y
Continuity of Instruction	Prioritizing students with unique needs, and to allow for additional students to enroll in our District's independent study program, additional furniture was bought to accommodate the increased staffing at our 21 st Century Learning Institute	\$11,402	Y
Continuity of Instruction	Due to the increased number of students with unique needs enrolled at our 21 st Century Learning Institute, additional learning software was purchased to address the elementary students' needs	\$9,750	Y
Broad Course Offerings	Prioritizing students with unique needs, an addition of E-Dynamics for CTE courses at 21 st Century Learning Institute was purchased for students in grades 6-12	\$5,940	Y

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
14.35%	\$12,697,846

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.]

In order to provide a high quality virtual learning program, additional and updated technology hardware and software purchases were needed for staff and students. Upon evaluation of the spring crisis 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. In addition, there was a notable increase in the need for hotspots in order to access WiFi for our virtual learning as compared to last spring's crisis distance learning.

In order to provide distance learning opportunities, the District purchased licenses from various software providers to support best first instruction and intervention needs created by the crisis distance learning and our current virtual learning instruction. Programs were selected that allowed our teachers to increase student engagement through the virtual space, target individual student needs due to the adaptive nature and reporting capabilities of the program, the ability to offer a broad range of courses such as CTE courses, and the ability to allow teachers to better monitor academic progress. Primary focus of programs is to rapidly close performance gaps for Low Income, Foster, and English Learner students.

During the spring crisis distance learning, due to the unexpected need to quickly transition from regular classroom instruction to crisis distance learning in March, many of our unduplicated student families did not have immediate access to technology and internet services, and we did not have the resources to ensure they had all their technology needs met for distance learning. Parents who chose to have their child participate off line were given student printed instructional materials. These printed instructional materials were used to ensure equitable access to learning materials for district Low Income, Foster, and English Learners.

To continue to ensure equitable access to learning materials, students were provided a supply bag of materials to use at home at the start of the 2020-21 school year. In the elementary schools, the school site distributed these traditional classroom materials (e.g. pencils, paper, erasers, etc.) along with the textbooks, workbooks, and Chromebook as needed. In our secondary schools, the traditional classroom materials were available for any student to choose the traditional classroom materials they would need. For specialty classes at the secondary schools such as CTE and Art, students were given supplies to allow for completion of projects at home. For Low Income, Foster, homeless, and English Learner students, supply bags were also driven to the home if they did not have transportation to come to the school to pick up the materials and supplies.

Efforts to limit or reduce student learning loss, specifically for 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 and Middle summer school offerings included adaptive online learning platforms, as well as small group virtual sessions led by certificated staff members. High School Summer School focused on providing students with an opportunity to make-up failed course work and recover reasonable credits. Opportunities for students included remediation in 'a-g' required coursework, opportunities for students

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to recover lost credit working toward graduation requirements, and opportunities for students to take certain courses (e.g. PE) in an effort to allow for room in their schedule to take a rigorous academic course in the Fall (e.g. CTE, AVID, etc.).

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

Improving and increasing services for foster youth, English learners and low income students begins with increasing and improving the knowledge and skills of our staff. Professional development opportunities for our staff continue to focus on how to better engage and support our unduplicated students in meeting academic standards and enriching their school experiences including in the virtual learning and in-person learning formats. Our Teachers on Special Assignment (TOSAs), along with our Student Services department, will continue to focus on supporting instruction while having an increased focus on supporting the social-emotional needs of our students as we open the 2020-21 school year. TOSAs will support teachers in developing high quality lessons to address learning loss and accelerate learning for current year standards. Districtwide assessment data is monitored by the sites and ISS (Instructional Support Services) department. Professional development will be adjusted and created as needed. These professional development trainings will be provided districtwide along with some specialized trainings to support teachers who instruct students in the special education setting along with English learners, foster youth and low income students.

The CTE pathways focuses on recruiting and retaining English learners, low income students and foster youth into their programs. Beaumont USD's CTE learning programs provide opportunities for experiential learning by combining academic and technical instruction creating higher levels of engagement, attendance, and retention. For many of the CTE pathways, students are able to earn relevant industry certifications that allow students to enter into the local and regional workforce.

The districts counselors work with our students, prioritizing English learners, foster youth, and low income students for identified additional support through individual and small group intervention sessions. Counselors also work with these students' teachers to give them resources and strategies to use with our students in the instructional day. In addition, Counselors reach out to our students' parents/guardians to ensure a consecutiveness between home and school.

Outreach to improve services for our underrepresented students include our parent outreach through our Public Relations personnel, After-school Programs Coordinator, and Parent/Community Liaison. Bilingual services are available for our English learner parents and communication is available in English and Spanish. Through the automated Google translation of our website to the same function in our Parent Square and ThoughtExchange, parents who need Spanish translation are able to do it by engaging this embedded function.