

Burbank Unified School District

Learning Continuity and Attendance Plan

2020–21

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General Information

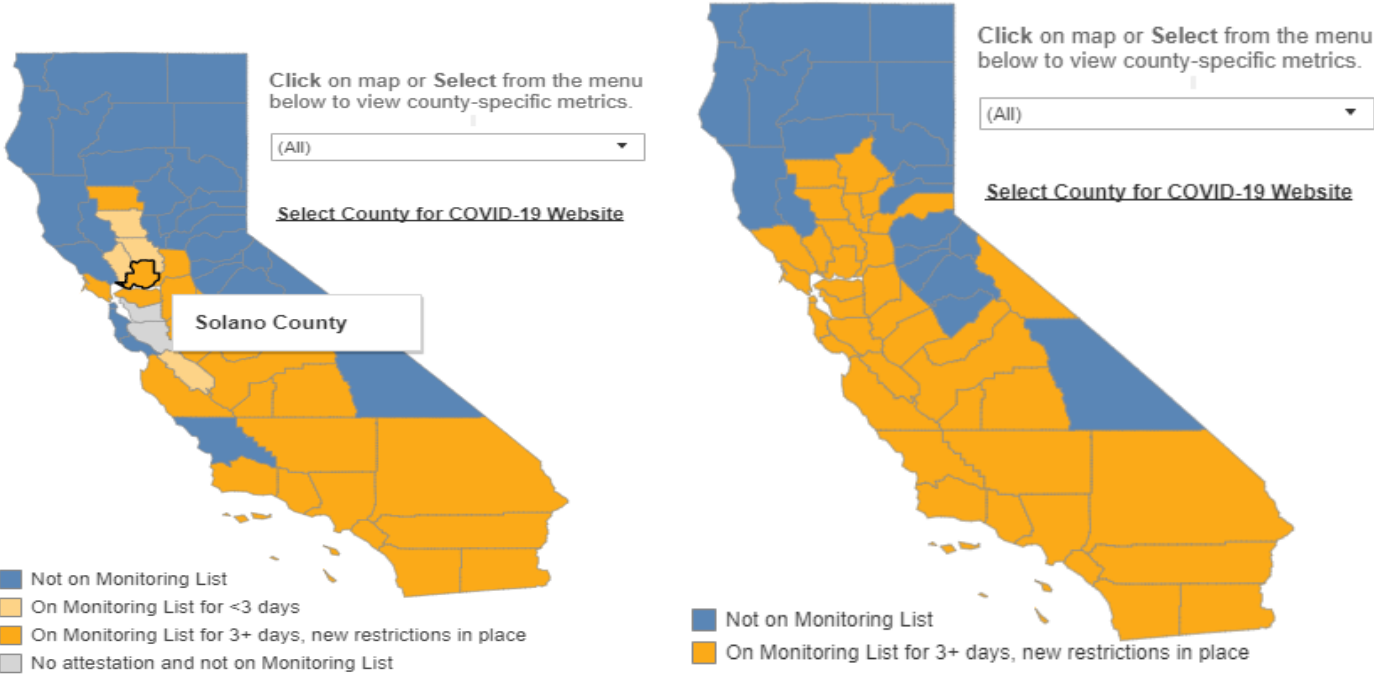
A description of the impact the COVID-19 pandemic has had on the LEA and its community.

Deliver the most effective instruction possible while protecting the health of students and their families and the health of staff and their families.



The coronavirus has had a significant impact on California, Los Angeles County, and the City of Burbank which has many national and international businesses. The advent of the pandemic can be traced back to China as noted as follows with a short summary of how the virus expanded across the continents.

In late December 2019, a new virus was identified in Wuhan, China and on January 11, 2020, an adult male in China died from this new disease. In late January, a man in Washington State became the first confirmed United States case. On January 23, Chinese authorities cut off access to Wuhan, a city with more than 11 million people. On January 30, the World Health Organization declared a global health emergency. In late February, Italy saw a major outbreak, followed by Iran. As the contagion advanced, on February 29, Seattle had what was thought to be our country's first coronavirus death, but later, two earlier deaths on February 6 and 17 in Santa Clara County were found to have been caused by coronavirus. In early March, Travis AFB received Grand Princess cruise ship evacuees who were quarantined in the base hotel. On March 13, the President declared a national emergency, and the Los Angeles County Department of Public Health made the decision to close our schools, not knowing that the closure would last for the rest of the year. On March 19, Governor Newsom issued a stay at home order. Then on May 27, coronavirus deaths in the United States passed 100,000.



The California maps above show what happened after restrictions on shelter in place were relaxed. Counties are placed on the watch list if there are a large number of new cases, too many people test positive, and large numbers of people are hospitalized.

Total Employed (number of people)

3,954,200

Total Unemployed (number of people)

957,300

Unemployment Rate

19.5%

Fast forwarding, on Saturday, August 8, the Los Angeles County Department of Public Health reported 2,645 new cases of COVID-19 with a total number of cases of 206,761 reported in the entire County since the start of data collection. The total number of deaths related to COVID-19 was reported at 4,967 across the County since the start of data collection. The hospitalization rate is also noted to be on the decline. Across the County there is a disproportionate number of Asian, Black/African American and Hispanic/Latino cases compared to the White population. The testing positive rate across the County was reported at 7.5% using a seven-day average.

According to the Los Angeles County Department of Public Health, the City of Burbank has as of August 8, 1,090 COVID-19 cases. The case rate is 1,017 cases per 100,000 Burbank residents. There are a reported 52 deaths at a death rate of 49 deaths per 100,000 Burbank residents.

In preparation for re-opening school on August 17, a Re-Opening Committee was formed in June, consisting of students, parents, certificated staff (teachers, counselors, nurses, etc.) classified staff (maintenance, custodial, food services, technology, etc.), school administrators, district administrators, and School Board members. The Re-Opening Committee was organized into four Subcommittees: Instruction, Social-Emotional Well-being, Family and Community Engagement, and Operations and Health and Safety. Each Subcommittee actively pursued solutions to a variety of tasks.

For the Instruction Subcommittee, some areas of focus were:

- Curriculum selection and instructional delivery models including potential school day structures
- Assessment practices and policies, including local and statewide assessments
- Services to special populations
- Access and use of instructional technology
- Expanded learning opportunities

For the Social-Emotional Well-being Subcommittee, some areas of focus were:

- School-based mental health services

- Behavior support systems
- Family engagement and support practices
- Staff Supports
- Maintaining student and staff recognitions, awards, traditions

For the Family and Community Engagement Subcommittee, some areas of focus were:

- School-based mental health services
- Behavior support systems
- Family engagement and support practices
- Staff Supports
- Maintaining student and staff recognitions, awards, traditions

For the Operations and Health and Safety Subcommittee, some areas of focus were:

- Facilities
- Budgeting and financial operations
- Nutrition services
- Technology infrastructure
- Guidance, directives and recommendations from Public Health
- Health and Safety information, social distancing and infection control practices
- Classroom, meal and cleaning practices
- Health office practices, PPE, management and isolation of students showing signs of illness

Given the breadth of focus of each Subcommittee, many had additional offshoot committees formed to complete tasks.

Factors that influenced reopening decision making consisted of student safety including physical and social-emotional health, employee safety including physical health and social-emotional health, and the quality of instruction to meet the needs of the District's most vulnerable students, the creation of flexible instructional models to meet students learning needs, and providing continuity and support to the school community.

Guidance from numerous federal, State and County agencies helped to inform the decisions that were made related to re-opening. These agencies included:

- Center for Disease Control and Prevention
- California Department of Education
- Los Angeles County Department of Public Health
- Los Angeles County Office of Education

At the end of June, plans were made to provide two models of instruction: 100% distance learning with students accessing all lessons remotely through electronic devices, mainly Chromebooks; and the hybrid model, which consists of in-school and at-home instruction.

In early July, health conditions changed with COVID-19 rates increasing. This higher infection rate was a determining factor that led to the decision of 100% distance learning.

At the July 16 Board of Education meeting, the decision was made to open schools with 100% distance learning. A full description of the distance learning model is provided in the subsequent sections of this document.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

This is a dynamic plan that will change as we learn more about best practices, listen to stakeholders, and have more academic performance data to better target interventions and catch-up instruction. The plan will also respond to changing health conditions, and new ideas about how to provide the best education possible given current circumstances.

Beginning on Tuesday, June 6, the Reopening Committee was formed consisting of representatives from the school community. Representatives included students, parents, certificated staff (teachers, counselors, nurses, etc.) classified staff (maintenance, custodial, food services, technology, etc.), school administrators, district administrators, and School Board members. The Reopening Committee and four Subcommittees met weekly. As noted above, the Reopening Committee was organized into four Subcommittees: Instruction, Social-Emotional Well-being, Family and Community Engagement, and Operations and Health and Safety. Each Subcommittee actively pursued solutions to a variety of tasks as noted above.

Two parent surveys were conducted in June and July 2202. The first survey had a response of 9,064 for individual students out of 15,032 students in the district. The first survey conducted indicated that families were predominantly interested in the hybrid model (75%) and then distance learning with (18%). Families were asked if they were interested in having all of the family on a similar schedule or not, especially in an AM/PM hybrid model.

Below is a further breakdown of the results of the first survey from Elementary parents:

- 83% Elementary Families by Student (4,968/6,000)
- 76% of families are interested in the hybrid model
- 24% of families are interested in the 100% distance learning model
- 58% of families are interested in having their children on the same schedule
- 74% of families report that their child has a Chromebook or laptop device
- 54% of families report that their child had concerns about a lack in-person socialization
- 84% of families report that temperature checks are an appropriate practice
- 91% of families had a concern about appropriate education/enrichment
- 81% of families had a concern about keeping their child healthy
- 72% of families had a concern about socialization opportunities
- 64% of families had a concern about balancing work and supporting their child

- 27% of families had a concern about child care

Below is a further breakdown of the results of the first parent survey from Secondary parents:

- 45% Secondary Families by Student (4,022/9,000)
- 74% of families are interested in the hybrid model
- 26% of families are interested in the 100% distance learning model
- 53% of families are interested in having their children on the same schedule
- 7% of families have an interest in child care
- 76% of families reported that they were “just fine” or “thriving” in distance learning offered in April and May 2020
- 80% of families report that temperature checks are an appropriate practice
- 88% of families had a concern about appropriate education/enrichment
- 82% of families had a concern about keeping their child healthy
- 62% of families had a concern about socialization opportunities
- 41% of families had a concern about balancing work and supporting their child
- 15% of families had a concern about access to health, nutritious food

On the first survey, families were asked about the need for child care and 27% expressed an interest. Families were informed through the survey that there were multiple options available for child care including the District’s Around the Bell program (ATB), After School Education & Safety (ASES) child care, Boys and Girls Club child care, YMCA child care, and the City’s Parks and Recreation Department’s Afterschool Daze (ASD). Contact information for each of those programs was provided to families on the survey and on the district’s website.

The second survey was administered in July when it was determined that the District would re-open with a distance learning program. That survey indicated that 36.3% of students needed a Chromebook. It also indicated that 10.5% of students needed a Hotspot. From the survey, 27% of families indicated an interest in child care.

The secondary response rate on the second survey was 5,709 surveys out of an estimated 9,000 students. 5,084 responses were tallied out of a population of approximately 6,000 secondary students. That survey indicated that 15% of students needed a Chromebook. The survey results also indicated that 10.2% of students needed a Hotspot.

Given this demand, the District secured an additional 4,000 Chromebooks to its inventory of Chromebooks. The secondary schools distributed Chromebooks from their site Chromebook carts. Approximately, 500 Hotspots were acquired along with 12-month service agreements. Chromebooks and hotspots are on loan to families/students similar to textbooks.

A separate homelessness survey was sent to all BUSD parents regarding housing status in an effort to support families in transition due to economic and medical impacts of Covid-19. 50 out of 350 families who responded were followed up with by Student Services and it was

determined that they qualified for the Homeless program. Student Services staff will provide information and resources to the families and monitor the students' well-being and academic progress.

Beginning in July, consultation and negotiations occurred between the District and Burbank Teachers Association (BTA) and the California School Employees Association (CSEA). The scope of those talks and subsequent decisions included the definition of virtual instruction (synchronous learning), virtual interaction (asynchronous learning), pay and benefits, provisions for distance learning, hours of employment, scope of work, provisions for special education, instructional models, instructional schedules, student attendance, grading of assignments, report cards, leaves of absence, evaluations, substitute teachers, and child care. The discussions and subsequent decisions helped to inform the detail written in this Learning Continuity and Attendance Plan (LCP). Teachers voted on the Teachers Association Memorandum of Understanding and passed it at a little over 88%. The Classified Association Memorandum of Understanding (MOU) is required to go through a CSEA field office review. Following the vote, the Board of Education approved the BTA MOU at the August 6 Board meeting.

At that meeting, public comments included concerns about the need for more virtual instruction (direct instruction) Monday through Thursday as speakers wanted additional live instructional minutes and live instruction on Fridays provided by teachers. The MOU calls for teachers to teach at least two hours daily with live instruction. Teachers would also be available throughout the day on Friday for small group work and individual student assistance through office hours. A few BTA members and the BTA President presented an explanation of the MOU and its day-to-day implementation in the classroom. At the same meeting, CSEA shared their general concerns about the health and safety of employees, especially the wearing of masks and interaction with the public. Board members had a lively discussion about the instructional schedule in particular.

Frequently Asked Questions (FAQs) regarding distance learning and re-opening scenarios were posted since early July and revised based on the changing conditions and approved MOUs. These FAQs help to inform the entire Burbank school community. The FAQs initially addressed a potential hybrid model of instruction which is a combination of in-school and at-home learning. The FAQs also addressed distance learning which the District pivoted towards as the Los Angeles County Department of Public Health closed schools for in-school instruction because of the high positivity rate of COVID-19.

The Parent Teacher Association (PTA aka Council PTA) at the District level was kept informed of the work of the Re-Opening Committee as members were involved in that Committee and then informed of the approved MOUs. PTA advocated for communication to the families of the community so that they can better plan based on the distance learning model from a family perspective. Questions were asked about live instruction (direct instruction) and live interaction (teacher support in small group settings and individuals).

Weekly messages by the Superintendent were sent on Thursday and included myriad topics such as health and safety, mental health and well-being, and distance learning. These messages are sent directly from the Superintendent to the Burbank school community including students, parents, certificated staff, classified staff, and school and district management. These weekly messages are translated into Armenian and Spanish. All three editions are posted and archived on the District's website.

On Wednesday, September 2 two meetings were held on the Learning Continuity and Attendance Plan. The first meeting was with the District English Learner Advisory Committee (DELAC) and the second meeting was held with the LCAP Parent Advisory Committee. Both meetings

were live streamed and then posted to the District's website. At each meeting, a power point was presented that outlined the details of the Continuity Plan including specific actions and expenditures. At both meetings, parents and members of the community were invited to submit written comments.

The Special Education Department also reached out to families who have children that receive services. Multiple communications explained the delivery of services, updates on IEPs, assessments, and other related topics. Each communication included an opportunity for families to reach out to the Special Education Department including teachers. Parents mainly expressed the need for in-person instruction.

There were also multiple Special Education Sub-Committees to solicit input and feedback from parents and staff. A series of emails went out to families explaining options and programming and also soliciting input from surveys. Parents were repeatedly advised to contact the Director with any questions or concerns.

The District provided multiple ways for parents, staff and students to give input on the Continuity Plan. A drop box was provided for families to email the Reopening Committee and the Director of Student Services with suggestions, recommendations and feedback. These communications were forward to District administrative staff who responded to the outreach and the suggestions were considered for the Learning Continuity Plan.

The Public Hearing was held on Thursday, September 3, at the Board of Education meeting. The public was invited to comment on the Continuity Plan. Prior to the Public Hearing a draft of the Learning Continuity Plan was posted on the District's website.

The Board of Education adopted the Learning Continuity and Attendance Plan on Thursday, September 17. Prior to the meeting, the Continuity Plan was posted on the District's website. In addition, responses to concerns or questions about the Continuity Plan were also posted.

All documents were translated into Armenian and Spanish.

All meetings were held remotely. Since the District is providing Chromebooks and hotspots to students including families in need, all families in Burbank have connectivity to the internet. Families also have the option to phone into the meetings.

Staff has also continuously shared information from interactions they have had with families, including families with less internet connectivity and families speaking languages other than English. There have also been conversations with families of both essential workers and non-essential workers and require child care. The District took a wide variety of needs into account during the planning process, and values the information received informally, as much as that from our more formal stakeholder engagement processes. In addition, there was a great deal of communication with teachers and with our labor partners CSEA and BTA during negotiations as we were creating our plan for 2020-21.

In summary, to gather information to prepare for 2020-21, the District launched surveys starting in the spring to provide us with continuous feedback from stakeholders about how distance learning was working as well as surveys which would inform us of plans for 2020-21. We developed the plan using summary data and comments from stakeholders as described above. Negotiations with BTA and CSEA helped to

craft our LCP. We held separate meetings as well as included members in meetings specifically about this plan with the following groups: Reopening Committee, Superintendent’s Parent Teacher Association, District English Language Advisory Committee (DELAC), and our two labor partners, Burbank Teachers Association (BTA), and California School Employees Association (CSEA).

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

Our Learning Continuity Plan was developed based on a great deal of stakeholder feedback as described in detail below. The plan was posted on the District website on August 28, 2020 for public review, and an email link was provided for comment. Public hearings are part of all Board meetings and was part of the meeting on September 3, 2020, which was held virtually with telephonic and WebEx video conference access for the public pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 12, 2020. WebEx links and phone numbers are posted on the agenda on our website, and stakeholders can participate in the meeting and make public comments by phone or through WebEx. Recent high participation rates indicate these methods are effective for our community.

Fewer than 8% of our families have Internet connection challenges based on parent survey data, and our student registration data shows all families have a phone, so these meetings are accessible to all. Also, the District provided hotspots to families that do not have an internet connection. Bilingual staff communicate with families speaking languages other than English (primarily Spanish and Armenian) through individual outreach which is effective because fewer than 10% of our students are English learners. Translators and disability accommodations needed to participate in meetings are provided upon request. Interactive communication about distance learning and the needs of English learners also takes place at DELAC (District English Learner Advisory Committee), where translation is also available.

All calls to families were made with Blackboard. This communication provided information about school opening and for an opportunity for families, staff and students to communicate back to the district.

All meetings were held remotely. Since the District is providing Chromebooks and hotspots to students, including families in need, all families in Burbank have connectivity to the internet. Families also have the option to phone into the Board meetings provided through WebEx. Parents, students, employees, and community members are given access to the meeting where they can express their thoughts.

The Learning Continuity Plan was presented and recorded through Facebook live. Families, staff, and students could ask questions during the presentation.

A summary of the feedback provided by specific stakeholder groups.

Feedback included concerns about the quality of distance learning. Parents often cited a concern about the poor quality of teaching that occurred at the end of the school year. Parents also expressed concern about the lack of rigor of the curriculum that consisted of a lot of review at the end of the school year.

Concerns were expressed about the amount of time that students will have direct instruction with a teacher during distance learning.

Concerns were expressed about the Transitional Kindergarten and Kindergarten students needing direct instruction by the teacher in a face-to-face setting as they learn phonics and numeration.

Concerns were expressed by parents that Spanish dual immersion students need full-day instruction and face-to-face instruction as they learn Spanish starting in kindergarten.

Concerns were expressed regarding students with certain disabilities having difficulty accessing remote learning.

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

Concerns by parents were expressed about the instructional time frame being from Monday through Thursday with no direct instruction on Fridays. The district is providing teacher office hours as well as instructional aide assistance. Families and students may reach out to teachers and schedule an appointment for individual help.

Concerns were expressed by dual immersion families about their children learning Spanish online in a distance learning environment. Parents and students were advised to contact their teachers and ask for individual help. Small group instruction is going to be provided by teachers and instructional assistants.

Concerns about Transitional Kindergarten and Kindergarten were expressed by parents in a remote distance learning environment. Parents and students were advised to contact their teachers and ask for individual help. Small group instruction is going to be provided by teachers and instructional assistants.

Because of the feedback related to concerns regarding students with certain disabilities having difficulty accessing remote learning, teachers were asked to put together tangible supplies to send to students so that they could work on their IEP goals remotely, not through the computer, but through manipulatives, and tangible learning objects. In addition to live remote instructional sessions with their teachers, students will be provided with remote, small group instructional assistant support to follow up on their lessons. In addition, additional remote support in small groups with special education teachers is being offered to a group of students with the most needs, as identified through their IEPs services.

Parents requested more structure and accountability, so instruction will include synchronous learning opportunities and small group support, as well as daily attendance and interventions for students and families not engaged in distance learning.

In addition, the District is providing social-emotional learning support by intervention specialists and counselors. These staff members reach out to students who are identified by teachers, instructional assistants or principals as being in need of support. Students and families can also self-identify and ask for assistance. The school sites regularly analyze attendance metrics for both synchronous asynchronous instruction to identify students in need of support.

Elementary response to intervention teachers will provide small group instruction to students who need extra assistance with learning based on the learning loss assessment data.

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.

Pending negotiations with the Burbank Teacher Association, and further guidance from the California Department of Education and the Los Angeles Department of Public Health, the District at some point may offer in-school instruction as a hybrid model that with an at-home component. Health conditions may only allow 12-15 students per classroom, and should that be the case then the District would design a program with a morning session for one-half of the class and an afternoon session for the other half of the class (AM/PM model). In elementary schools, Reading/English Language Arts and Mathematics would be taught in school, with social studies and science integrated, or taught as a stand-alone lesson. Instructional assistance provided by an instructional assistant would be implemented remotely and in the classroom. Art, music, physical education, and social- emotional learning would be taught remotely. Secondary schools may provide a morning and afternoon session with 3 classes during each session, but again all of these decisions are pending negotiations.

Although initial plans were for the District to begin in a hybrid model (in-school and at-home), those plans changed when in July Governor Newsom and subsequently the LA County Health Department made the decision to not open schools. The District was restricted from in-person instruction and required to begin the year in a 100% distance learning model. The basic elements of the elementary hybrid model may remain intact as were being planned for with the live virtual components replacing the live physical components of the hybrid model. The major change may be in the distance learning model which may continue as is currently being taught or that distance learning students may be included in the regular classroom pending negotiations. The instructional emphasis remains the same.

In middle school and high school, it may be that for in-school instruction three classes per day may be taught in an AM/PM model, which means no more than half of the students are on campus at a given time, but in a Monday/Wednesday and Tuesday/Thursday pattern. Students may attend all six of their classes twice each week in person, while the balance of instruction would be in a distance learning model within the Google Classroom. The change from distance learning is that the classes may be split into two online sessions offered in-school. The goal is to maintain the classes, so that they can transition easily between distance learning and the hybrid model. This would allow the schools to reduce by half the number of students physically on campus at any one time, but again these decisions are pending negotiations.

In addition to the regular programs that have been redesigned for distance learning, the District increased enrollment capacity for its Independent Learning Academy, which can accommodate students from grades 7-12. An additional teacher has been hired to meet the increased demand for the program. This program allows students to work at their own pace, as long as they complete at least one course every 22 days. The content is UC approved and provided through APEX Learning.

Learning loss will be addressed by first identifying the academic needs of students, especially in Reading/English Language Arts and Mathematics for elementary students. All schools have identified the assessments they will administer to students to identify learning loss gaps and plan to implement additional response to intervention services to fill those gaps.

The District will be assessing English Learners remotely and ensuring that all students will continue to receive their designated English language development time as required. This will be provided by the regular classroom teacher. In addition, the ELD Specialist will work with teachers and the instructional assistants to design additional small group instruction opportunities for English Learners.

Pending negotiations and guidance from the California Department of Education, Special Education services may be provided in person for students who require more direct instruction and services from staff. Occupational therapy would be provided in-school. Speech may be provided remotely. Resource Specialist Program (RSP) services would be provided remotely.

Elementary RSP

RSP Students will be divided in half into AM and PM Cohorts. RSP students attend the general education classroom that they are assigned for either the AM or PM slot. During alternate times when they are not in their general education class, students will receive their RSP minutes. During this time, when they are not receiving their SAI minutes, they will also remain in the RSP room and (spaced out as much as possible in the room), with IA support work on their regular school work and their general education distance learning subjects.

Elementary SDC

Students may receive all of their SAI at school with their SDC teachers through the school day. Students may attend Monday-Thursday only. Fridays may be distance learning.

A school schedule could be:

- a. Arrive 30-minute delayed start to allow for safety/distancing with drop off (8:30)
- b. School day: (Arrival at 8:30) 8:45-1:45 (K and TK) and 8:45-2:30 (1st-5th)
- c. Instruction begins 8:45
- d. Lunch: 11:30-12:15

If students have language arts and math mainstreaming on their IEPs, they can go into the appropriate general education class for that time. For distance only, subjects that they mainstream for, students will participate in general education mainstreaming time remotely (for those areas specified on their IEPs such as social studies, science, art music and/or PE), while at school with IA support in their classroom in the afternoons.

Students may eat lunch in the classroom or at the picnic tables. Supervision will be by IAs and DTTS. Students may have breaks/play time outside for non-contact, socially distant activities.

Distance Learning: SDC teacher's Google Classroom will provide links to the general education online curriculum. Paper packets for school work may go home with students on Thursdays for them to work on Fridays.

Secondary Core SAI Classes

Students with 3 or more SAI (Basic or Fundamental **only**) classes may be provided schedules for the entire school day, both "A" and "B" sessions.

When they have general education classes for 1 or more of their A or B sessions, during the alternate session, the 2nd session of general education may be filled in with a "Learning Lab," where they can work on the distance learning component of their general education class and receive support if needed. We will attempt to staff these, if possible, with teachers.

Basic/Fundamental Teachers may teach the same lessons in both A and B and host online content/classrooms like the general education teachers and they will also have Fridays for collaboration and planning.

During the SAI second daily session for a student, they may work in a separate small group (with physical distancing as much as possible), on chromebooks with an IA on their school work, with some support/checking in by the special education teacher.

Collab students and Students with just 1 or 2 Basic/Fundamental classes may follow the general education schedule

Collab students may receive the accommodations specified in their IEPs in their Collab classes and case managers will communicate these with the general education teachers. General education teachers are responsible for implementing accommodations

If a Collaboration student (or any student on an IEP) needs additional accommodations that are specific to distance learning issues, with parent permission, a non-meeting amendment can add those.

Secondary SDC (Including Mod/Severe/CBI/CBA)

Students may attend their SDC class for the regular school day hours Monday-Thursday

Slightly delayed arrivals and early pickups for safety:

- A. Arrival between 8:00am and 8:15am
- B. Instruction: 8:15am - 2:30pm

Fridays may be distance learning and teachers may use their ULS website or send packets home on Thursdays. They may receive all of their SAI at school with their SDC teachers. They may participate in general education classes when those classes are on campus and remotely, while at school with IA support. Students may eat lunch in the classroom or outside. Supervision will be by IAs and DTTs. Students may have breaks outside for non-contact, socially distant activities. No off-campus outings will be provided. Students may do on campus activities that serve the same purpose, based on their goals

Pre-School

Students may attend their AM or PM class for most of the regular hours Monday-Thursday

SAI minutes may be reduced by 15 to allow for disinfecting between AM and PM sessions, for a total of 30 minutes for the teachers. Students may have breaks outside for non-contact, socially distant activities on staggered schedules (15-minute breaks). Students may have their own personal box of manipulatives and toys to play with. For some special education students, based on their IEPs and needs, additional in person after school intervention may be offered by special education teachers for two hours per week.

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

Description	Total Funds	Contributing
Two days of classroom set-up as school transition from distance learning to in-school learning/distance learning for 600 teachers	1,200,000	Y
Desk Shields 1,030 @ \$41 each	42,230	Y
Leave Fund for Certificated, Classified, and Confidential and Management Staff	300,000	Y
COVID-19 testing costs for in-person staff	450,000	Y
Personal Protective Equipment – masks, gloves, body suits, shields	500,000	Y

Distance Learning Program

Continuity of Instruction

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

In Grades Transitional Kindergarten through 12, students will be provided distance learning with live instruction (synchronous direct instruction) and live interaction (asynchronous small group and individual help).

In early July, it was determined by Governor Newsom that based on health conditions all District schools would be providing distance learning at the start of the school year. On July 24, a Memorandum of Understanding was signed between the District and the Burbank Teachers Association. That MOU spells out the requirements for distance learning. Distance learning consists of synchronous “live virtual instruction” which is teacher-directed lessons and discussion. The second component of distance learning is asynchronous which is “live virtual interaction” that may include some whole class interaction, teacher monitoring, small group work, assignments, pre-recorded lessons, and videos. Instruction and interaction (synchronous and asynchronous) occur in a Google Classroom, Google Meet and Zoom.

The MOU in Article 6.1 also calls out the expectation for “All content shall be aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction to the extent possible.”

The District follows the State requirements for instructional minutes:

- Transitional Kindergarten/Kindergarten - 180 minutes
- Grades 1-3 -- 230 minutes
- Grades 4-5 -- 240 minutes

For Transitional Kindergarten/Kindergarten, the 180 instructional minutes is broken down in to at least 80 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

For Grades 1-3, the 230 instructional minutes is broken down in to at least 110 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

For Grades 4-5, the 240 instructional minutes is broken down in to at least 120 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

For Grades 6-8, the 240 instructional minutes is broken down in to at least 135 minutes per day Monday through Thursday of live teacher-directed instruction; 30 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments. Students take 6 classes weekly in a Monday/Wednesday and Tuesday/Thursday pattern.

For Grades 9-12, the 240 instructional minutes is broken down in to at least 150 minutes per day Monday through Thursday of live teacher-directed instruction; 45 minutes of virtual interaction which may include whole group interaction, small group support, answering questions, working on assignments, answering questions, responding to emails, and grading assignments and assessments; the balance of the time would be when students work on at-home assignments.

Special Education services may be provided in person for students who require more direct instruction and services from staff. Occupational therapy may be provided in-school. Speech may be provided remotely. Resource Specialist Program (RSP) services would be provided remotely.

Elementary RSP

RSP students attend the general education classroom that they are assigned for distance learning. RSP students will receive SAI minutes remotely, and live with a special education teacher. Minutes will be reduced to reflect a distance model, and to not interfere with their general education teacher instruction.

Elementary SDC

Students will be assigned to their remote special education classroom, specially designed with accommodated curriculum to meet their needs and goals. Google Classrooms designed, set up, monitored by a special education teacher. Students will follow a schedule published by the district/school. For the areas students “mainstream” on their IEPs, they will be given access to the general education classrooms for those and will be provided support by their remote teacher or IA for 30 minutes per week 1:1 or 60 minutes per week in a small group.

For Elementary Mod/Severe, schedules may be modified to meet students’ unique needs. Classrooms will use Unique Learning Systems, and only Google Classroom as appropriate.

Secondary SDC

Students will be assigned to their remote special education classroom, specially designed with modified curriculum to meet their needs and goals. Google Classrooms will be designed, as appropriate, set up, monitored by their special education teacher. Optional to the Google Classroom, work may be provided in paper packets or through ULS instead.

For Moderate/Severe classrooms, District schedules may be modified to meet unique needs of students. For the areas students “mainstream” on their IEPs, they will be given access to the general education classrooms, attend live instructional sessions with remote IA support. Students will be provided additional support by their teacher or IA minimally for 30 minutes per week 1:1 Instructional assistance support in small groups in the afternoon will be provided.

Middle and High School Core SAI

Students will follow the schedule of the middle and high schools and attend their remote classes as such. Instructional Assistants will provide remote support sessions, coordinated by the case manager or administrator.

Related Services

Services will be provided remotely. Minutes may be reduced to account for additional time distance services take and the need to reduce group sizes to be effective remotely, as well as to limit disruption of live instructional time with their teachers.

Pre-School and Transition Age

Students will be assigned to their remote special education classroom, specially designed with accommodated curriculum to meet their needs and goals. Google classrooms will be designed, set up, monitored by their special education teacher. 60 minutes per day live instruction with their teachers (SEED will be 30 minutes x2)

Access to Devices and Connectivity

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

The District is committed to see that every child has a device necessary to access the curriculum and connectivity including video and microphone. Beginning in March, the District identified families and students through two surveys and direct contact by school staff who needed a Chromebook and/or a hotspot. In June, a second survey went out asking families to request a Chromebook and/or a Hotspot. Based on that survey additional Chromebooks and hotspots were purchased by the District. Then when distance learning was determined to be the mode of instruction at the opening of school a third survey went out. In late July and early August, Chromebooks were delivered to elementary schools for distribution to families. Secondary schools already had a supply of Chromebooks in their classrooms. Chromebooks and hotspots were distributed to families before the start of school. Some schools even went so far as to deliver Chromebooks and hotspots to families who were able to pick them up at the school. If a family or student is in need of a Chromebook or a hotspot, they would need to contact the contact principal, teacher, or school office staff. As teacher and instructional assistants connect with students they verify that their devices and connections are appropriate to access the curriculum and instruction.

In addition to the District's inventory of Chromebooks, the District purchased approximately 5,000 Chromebooks and 1,000 hotspots. The number being purchased is increasing as the need is increasing as parents as for more devices. Schools distributed the devices and hotspots based on a well-developed distribution plan. As of August 21, 5,084 Chromebooks and 992 hotspots were provided. The Chromebook count breaks down into: Secondary = 2469; and Elementary & Staff = 2615.

Because of the high demand for Chromebooks and hotspots across the State of California, future delays in shipments are anticipated.

Instructional Technology staff, school media technicians and the Technology Department staff provided students, families, and staff with technology support, including multiple trainings and resources, which are now available on the schools' individual websites and the District's website. Support included giving families, students and staff information on how to connect their Chromebook to the internet and how to use a Chromebook to access the Google Classrooms. Some families received assistance in how to access the online core curriculum including Reading/English Language Arts Benchmark *Advanced*, mathematics Houghton Mifflin *Go Math!* (Think Central), history-social science, and science. APEX learning training has also been provided. Some families needed help in accessing Google Classroom, Google Meets, and Zoom which are all used as instructional platforms. The District also provided supplemental curriculum like iReady, BrainPop, NewsELA, Accelerated Reader, StemScopes, and Studies Weekly. ■

For teachers and instructional assistants, a Chromebook or desktop computer was made available to the staff member. Hotspots were also made available to teachers and instructional staff. Providing staff the necessary tools to carry out distance learning is a priority of the District. District and site technology staff are also available to support staff in their use of the devices, the online curriculum and the supplemental curriculum.

Some families requested paper packets and those were printed and provided by individual schools and teachers in lieu of internet usage. Oftentimes these families are Special Education families whose students may learn better from print packets.

Pupil Participation and Progress

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

The District follows the State requirements for instructional minutes in a synchronous and asynchronous setting which includes:

- Transitional Kindergarten/Kindergarten - 180 minutes
- Grades 1-3 -- 230 minutes
- Grades 4-5 -- 240 minutes

Synchronous attendance is taken by teachers. They report through Aeries students who are attending their synchronous instructional lessons.

Asynchronous attendance is taken by the student who reports his/her attendance by completing a Google form. The attendance staff at the school sites reconcile the attendance, so that the District is able to capture the attendance for both synchronous and asynchronous attendance.

Time value of pupil work will be determined by teachers in grade level teams, departments and stand alone classes. Teachers have experience determining time value as they have a history of giving classroom assignments and homework assignments from which they determine 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.

The District professional team that consists of district office staff, teachers and principals began work on creating professional development modules for teachers. The goal was to prepare teachers for delivering instruction in a hybrid model with distance learning components. The first step was to administer a teacher survey to get a sense of where they wanted additional support. The topics were grouped into four major categories: Grading and Assessment, Differentiation for special populations, Elementary and Secondary Instruction and the Digital Classroom. The team designed the modules with multiple entry points, so that teachers who were new could start from ground zero and teachers with experience could learn more advanced skills. The Instructional Technology team designed a website just for teachers to access all of the professional development.

This is a dynamic website and the team continues to respond to teacher needs and develop new modules or mini lessons on particular topics. For example, there is a module on how to set up Zoom and Google Meet meetings, so that they are safe and secure for students. There are a

variety of mini modules on the website that are short and quick, but address topics such as mindfulness for teachers and how to send out a mass email to all your students. The website was designed as a repository that teachers could visit to get specific information on specific topics. In addition, the online professional development that was created in the spring of 2020, is still accessible to teachers.

The website was made available to teachers in the summer, so that if they wanted to get a head start on learning, they could do so at their own pace and convenience. The week before school, the teachers were also exposed to elements of the professional development modules that were led by the school site administrative teams and department chairs.

In order to assist teachers with the process of preparing for 100% distance learning, the District also provided a protocol for teachers to be able to check out technology from their classroom and/or school site to support them in instruction. For example, many teachers requested and checked out computers, document cameras and touch screen monitors.

Staff Roles and Responsibilities

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

Through negotiations and subsequent MOUs with BTA and CSEA, staff has stepped up to provide ongoing support and work given the health conditions and the need to provide instruction in a distance learning setting.

Here are some examples of how our staff stepped up to do whatever it takes to continue to serve students when schools were abruptly closed last year.

- Staff in many job classifications helped with breakfast and lunch distribution so that our students would not go hungry.
- School staff along with Technology staff, distributed Chromebooks and hotspots to students so they could access online learning.
- Administrators and other staff delivered technology and instructional materials to student homes when families were not able to come to school.
- District office staff adjusted their priorities to support distance learning and move from a traditional school to an online school.
- Fiscal Services continued to provide support but through at-home distance services.
- Human Resources shifted from a traditional district-office setting to remote services including hiring practices, supporting employees, and negotiations.

In 2020-21, we anticipate some needs that our staff could fulfill by broadening their roles and responsibilities and working to their strengths, and moving elements of their regular responsibilities into the online world.

- Answering school phones from home through the use of the Jabber system app.
- Providing services to parents remotely
- Building capacity in staff to deliver the curriculum in a distance learning setting
- Distributing technology and maintaining records of what is checked out to students.
- Providing afternoon music and physical education including enrichment activities and experiences for elementary students.
- Calling families when students are not participating in distance learning to find out what is going on and to refer the family for the support needed.

- Mentoring students who need friendly encouragement to complete and turn in assignments.
- Supporting students with organizational skills and time management.
- Checking in with students who are feeling sad or alone as a friendly support and making referrals as needed.
- Scanning transcripts so they are available electronically.
- Painting facilities and taking care of small maintenance tasks that are difficult to complete when students are in classrooms.
- Going through archived records to determine what needs to be kept and what should be shredded.
- Reading stories to elementary students through teleconference.

There have been multiple changes to the roles of certain job functions related to Special Education distance learning. Instructional assistants and behavior support aides will be providing support remotely instead of in person, as will all of their teachers and related service providers. One teacher was brought on solely to assess students' academic functioning related to the school closures and address any unique needs related to it in their IEPs. A temporary administrative job of Coordinator was developed to oversee these assessments and IEPs and coordinate the learning loss mitigation interventions.

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.

Students with Exceptional Needs:

Students with exceptional needs are receiving a continuum of additional supports, depending on their unique needs:

- Specialized Academic Instruction Remotely either as their core instruction or in addition to their general education classroom instruction, depending on their IEP
- Remote Instructional Assistant and/or Behavioral (1:1 and/or in small groups) aide support outside of their live teacher instructional sessions to support the additional distance learning component
- Two-hour weekly intervention hours for students to work remotely in small groups with a special education teacher

English Learners, Foster Youth, and Homeless Students:

The Student Services department will continue school attendance plans and follow up work with families, especially students listed in categories above. Student Services will help monitor engagement and attendance, meet with school site staff, parents, and students to encourage engagement and participation in learning. In addition, the Student Services department will make home visits, when necessary, to help problem-solve barriers to education, engage families and ensure child welfare and education.

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

Description	Total Funds	Contributing
Chromebooks (2,000) for students in Grades TK-12	550,000	Y

Description	Total Funds	Contributing
Hotspots for connectivity (1,500) for students in Grades TK-12 who do not have internet access	54,000	Y
Overtime for Technology Staff and School Media Technicians	50,000	Y
Technology Position to Support Distance Learning	60,000	Y
Media Technicians (Partially funding for 11 elementary positions which will be co-funded with COVID federal dollars and the general fund.)	137,300	Y
Response to Intervention - Provide direct intervention for underperforming students by certificated classroom and intervention teachers; Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program; Utilize part-time intervention teachers to provide direct support to students; Create and implement ELA and Math Intervention; Provide supplemental materials.	80,000	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.

The purpose of our assessment plan is two-fold. First, we want to measure learning loss on student group and grade levels as well as for individual students so that we can properly focus our acceleration efforts. Second, we want to use assessment data diagnostically to plan the kind of brief, scaffolded instruction that leads to learning acceleration. We need assessment data for both purposes. The assessments listed below can be administered either at home or at school and therefore provide us with essential data during distance learning as well as when we are able to return to in-person instruction. We do not yet have information about State CAASPP testing or college admissions testing.

Learning time is precious and we need to minimize time spent on assessments. We should assess in areas where we need to identify unfinished learning and important learning gaps, but limit our efforts to those areas. We should give assessments only when we are going to do something different instructionally for a student because of information from the assessment. An additional goal is to keep students learning grade level content and addressing learning gaps within the classroom lessons, or in response to intervention time.

English Language Arts (ELA)

In English Language Arts, we need to measure early reading skills in young children and a broad range of ELA skills in older students.

- In Kindergarten and first grade one-on-one assessment that will be used to measure student mastery of letters, sounds, sight words, and math concepts. An assessment may be given by teachers through 1:1 teleconferences. A custom parent report for each student is generated that often leads to letter and practice cards that are customized for each student. Parents and teachers will know exactly

where our youngest learners are in relation to mastering skills in naming letters and numbers, knowing letter sounds, and recognizing sight words. This assessment is given in fall and spring to measure student progress.

- School-based assessments will be used in grades 1-5 to measure English Language Arts skills. Each school has their own assessment system though many are similar. Assessment results are discussed by grade level teams and the results are used to drive instruction and intervention. This assessment is given in fall and spring to measure student progress.
- Elementary intervention teachers use additional diagnostic assessments to find out where students are struggling so that they can target intervention instruction in those areas. The intervention program, which accelerates the acquisition of foundational reading skills, includes diagnostic, placement, and progress monitoring assessments. We also use other evidence-based reading intervention programs which usually include assessments.

Mathematics

District and school staff are especially concerned about learning loss in mathematics, and we plan to administer the mathematics test to students in grades 1-8 before the 10th day of school. The reason for the urgency is that the results place students on individualized learning pathways in the classroom and through interventions, and we need to get math acceleration instruction going right away. This assessment is given in fall and spring to measure student progress. The math assessment will be administered at home. Teachers will set up a time online for testing and provide instructions.

Elementary Schools	Reading/English Language Arts Assessments	Mathematics
Disney	iReady for ELA in English and Spanish STAR	iReady in English and Spanish
Edison	iReady Other teacher created assessments	Go Math pre-assessments Teacher created assessments Other teacher created assessments
Emerson	i-Ready Diagnostic Letter Identification Letter Sounds Site Words ORF	iReady Diagnostic Forefront Universal Screener

	Cold Writing Prompt	
Harte	IReady	SFSUSD screener, Think Central
Jefferson	STAR and SRI	Go Math pre-assessments, Think Central and teacher created
McKinley	STAR Reading Inventory Benchmark fluency Teacher created assessments	Go math assessments Teacher generated assessments
Miller	Star Literacy (TK-2) Reading Inventory (formerly SRI) (Grades 2-5) MAZE (Grades 3-5) Benchmark Fluency Other teacher created assessments	Math Screeners (SF Math) (Grade 1-5) Go Math Pre-Assessments Other teacher created assessments
Providencia	iReady, STAR, and SRI plus other teacher generated assessments	iReady, plus other teacher generated assessments
Roosevelt	SRI, SIPPS, ORF	Go Math Pre-assessments and teacher created assessments
Stevenson	STAR, teacher created, Learning A to Z and Benchmark Fluency Assessments	STAR, teacher created, Go Math pre-assessments
Washington	iReady, STAR and SRI 1:1 beginning of the year assessments.	1:1 beginning of the year assessments. iReady

Secondary Schools

As we begin the 2020-2021 school year, the Burbank Unified School District will assess students in English Language Arts by giving students the district writing prompt to determine the areas of learning loss the students experienced due to COVID-19 and distance learning. Similarly, math teachers will give an assessment test at the start of the semester to determine learning loss. Based on the data, teachers will begin the semester with a review of any material that the students will need to master before they move forward with a new curriculum. Teachers will adjust their pacing as to accommodate for the time it takes to address the learning loss. Lastly, the secondary schools will be offering an intervention class to help students who are significantly behind in mastering concepts and material. This intervention class is in addition to the student's regular core academic classes.

English Language Development (ELD)

School staff use a variety of assessments to monitor our English learners' progress in mastering the English language. English learners take site-based tests and assessments included in our ELD curriculum and the adopted reading program Benchmark *Advanced*. In addition, English learners take the English learner Proficiency Assessment for California (ELPAC), which measures listening, speaking, reading, and writing skills. Some areas are assessed individually by the teacher, and computer-based and written components are also included depending on grade level.

Students whose primary language is not English take an initial ELPAC remotely within 30 days of enrolling in a California school to allow us to identify them as either English learners or proficient in English, and to help us plan the support they will need to become fluent. English learners also take the summative ELPAC once each year to measure their progress and identify their level of proficiency on a 1-4 scale.

There are three possible methods to administer this test depending on our instructional delivery model (distance learning, hybrid, fully at school). Here are the possibilities:

- In-person: The student and test examiner are at a school. The location must meet the testing environment guidelines as well as the COVID-19 safety and social distancing procedures. This method will not be available until we have implemented a hybrid model where students come to school at least once per week.
- Remote testing for online assessments: The student and test examiner are in separate physical locations. This would most likely mean that the student would be at home and the test examiner would be either at home or school. The student and test examiner are connected by video and audio, and depending on the grade level being administered, may either share a screen or the student will take the computer-based assessment on their own device while the test examiner administers the test via the test delivery system.
- Remote testing for paper/pencil assessments: The student and test examiner are in separate physical locations. The student will be provided with a hard copy of the paper assessment before testing and will complete the test while the test examiner administers and monitors the test session remotely. Another method would be for the test examiner to share the test questions with the student through the student's distance learning tool. In both cases, the student and test examiner will be connected by video and audio.

Students with Disabilities

For students with disabilities, students' present levels of performance will be monitored and data will be gathered by their case managers on an ongoing basis to help determine the level of learning loss of students with disabilities. When IEP teams meet they will address any learning

loss that may have occurred and discuss any need for compensatory education. As needed on an individual basis, students will be formally assessed with standardized instruments. Students will also participate in district wide assessment measures.

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.

Some groups of students, including low income students, foster youth, homeless students, students with exceptional needs, and English learners require specialized support. Low income students, foster youth, and homeless students have both academic needs and needs related to basic resources such as food, clothing, and housing. Our support includes both academic components and help for the family with basic needs, including both directly providing what is needed and connecting the family to community resources. Students with exceptional needs are provided the services and supports detailed in their IEPs. English learners need English Language Development instruction beyond the minimum requirements. Information about academic support to be provided to these student groups is outlined below, but support is not limited to what is listed here. Socio-emotional support, materials distribution, and Chromebook and hotspot lending all contribute to the support these groups receive. We have included known needs now, but we will continue to communicate with students, families, and our staff to find out about additional needs, either for the whole group or needs unique to one family. We are fortunate to have counselors and intervention specialists who use a holistic approach to serving students and consider the whole child and family as they work to remove barriers and promote student success. Our teachers are also sensitive to student needs, and refer students to our helping professionals for additional support.

Academic Support for Low Income, Foster and Homeless Students

Non-academic needs are addressed under Student Support. Students in these groups who are performing below grade level or who, when we have completed assessment show significant learning loss will receive additional instruction and academic support depending on their individual needs from a combination of the classroom teacher, instructional assistant and intervention teacher. We have a small number of foster families in our district, and the foster parents meet regularly with Student Services staff to discuss what the students need and solve problems. We are also reaching out to our foster families to find out about their need for laptops, just as we did last spring. Staff also reaches out to families of homeless students to find out what they need to fully participate in learning activities.

We will address academic needs in a variety of ways. At the elementary level, students in these groups who need reading support receive intensive intervention by the teacher using evidence-based programs. Our intervention teachers have adapted these materials for the distance learning environment, and after trying some different strategies have identified what works for students. The online programs Brain Pop and NewsELA will provide a resource that teachers and instructional assistants can use for ELA and math instruction and practice. Teachers are also planning to provide a combination of whole class and small group instruction, and they will have afternoon office hours where students can get help. Our regular Multi-Tiered System of Supports (MTSS) will be running, even though delivery through distance learning looks different.

Academic Support for Students with Exceptional Needs

Students with disabilities will be provided with academic support as detailed in their Individualized Education Plans (IEPs). Specialized academic instruction can be provided in several ways during distance learning. A Special Education teacher may push-in to a virtual classroom to provide specialized academic instruction and support with grade level assignments. Students may also participate in individual or small group sessions with their Special Education teacher just as small groups meet in a Learning Center in a pull-out model when we are at school. Students in Special Day Classes will participate in individual and small group instruction through teleconference.

Some IEPs are developed to include goals and supplementary aids and supports to assist students in keeping track of assignments, making sure completed work is turned in, and organizing tasks for the day and deciding what to work on next. Paraeducators will be participating in training to support students with these executive functioning and organizational skills and in their use of Google Classroom. Special Education teachers will assign paraeducators to support individual students or small groups as needed.

Additionally, students with Exceptional Needs:

1. A Special Education Teacher and Coordinator will oversee the progress and possible learning loss for each student and address the needs individually through their IEPs.
2. Progress monitoring will take place for all students and for identified students, individual assessment will occur.
3. IEPs may be modified to provide additional supports as needed, including additional Specialized Academic Instruction and/or Instructional Assistance Support
4. Students have been invited to participate in additional after school, small group intervention, by a credentialed Special Education Specialist. This is being offered daily Monday-Thursday for small groups of students, no more than 4-5 per group.

On an as-needed basis, Students may be offered 1:1 intervention.

Academic Support for English Learners

English learners will receive designated ELD each day within all models of instructional delivery including distance learning, hybrid instruction, and full on-campus instruction. In addition, classroom teachers provide English learners with integrated ELD as to help students access instructional materials and lessons in their classroom. At the elementary level, designated ELD will be provided by classroom teachers. At the secondary level, designated ELD will be provided by ELD teachers within an ELD course. Within a distance learning environment, English learner students will receive additional support outside of 4-hour morning learning time as needed, including check-ins with staff to provide resources, needed technology support, and assistance with both core academic and ELD curriculum.

Curriculum for designated ELD within the daily schedule is provided through district-adopted programs. English learners will have required textbooks and workbooks for all instructional delivery models. Benchmark *Advanced* as our adopted program for elementary ELD. English learners access this curriculum through hard copy student texts and workbooks and online resources. In all instructional delivery models, students have daily assignments in Benchmark including workbook pages to check for understanding and practice new skills. Benchmark also has an online assessment component which allows teachers to assess student progress frequently to inform instruction. Elementary English learners also access supplementary programs called BrainPop and NewsELA to support progress.

At the secondary level, our middle school uses the Language Workshop from California Collections for designated ELD. The middle school also uses Lexia Core and PowerUp Reading Plus to further customize ELD instruction based on student need. Middle school students will receive assignments and instruction within their ELD class. Our high school also uses the Language Workshop from California Collections for English learners. High schools also use Pathways, Focus on Grammar, and other supplements; materials. Like in middle school, English learners receive assignments and instruction within their ELD class. In addition to providing designated ELD our secondary ELD instructional assistants will also assist students with work from other classes and any additional support needed.

At all levels, student progress is continuously monitored through appropriate assessments to ensure students are making adequate progress in mastering the English language.

For distance learning, a plan is in place to assure that all students, including English learners, have required instructional materials at home to support learning. The District will provide devices such as Chromebooks and hotspots to students who need a device to support distance learning. Daily schedules by grade level for distance learning include designated ELD and time to complete ELD assignments. The distance learning model closely mirrors what a regular school day would look like were we able to hold on-campus instruction with the exception that teachers are delivering instruction online and students are receiving instruction online. English learners will have access to core curriculum and instruction through participating in a schedule that includes time for English language arts, math, history/social science, science, and enrichment activities such as music and band. In a hybrid model where students attend school a few days a week, schedules for at school days include instruction in core subjects and designated ELD. For days that students are at home, the distance learning model is used to continue to provide instruction, including ELD.

Another important part of supporting English learners is communicating with families. Our ELD Specialists (elementary) and Coordinators (secondary) support the program and in addition we have other staff with translation and interpretation skills in other languages. In addition, Aeries Communications provides two-way automatic translation of messages. Families get District and school messages in their preferred language and can send us messages in their language that are automatically translated into English. DELAC meetings will also shape the support we provide to English learners because we will be able to talk to families about how our planned supports are working, and what needs to be modified. Our elementary intervention teachers shared that they thought communication was the most critical factor in English learner student success last spring. Using teleconferences created social connections, which then opened the door for learning.

Speaking and writing are the two areas of greatest need. Teachers of designated ELD will use a combination of teleconference instruction and check-ins, online curriculum, and written work. When we are able to return to school in a hybrid model, teachers believe it would greatly benefit our English learners to come to school for ELD and academic support for a shortened day on the days they are not assigned to be on campus.

In addition to the supports detailed above, the targeted subgroups in secondary schools within Burbank Unified School District will be assigned a counselor who is only working with English Learners, low income students, foster youth, students with special needs and homeless students. Because the assigned counselor will have a smaller caseload than the other counselors, they will be able to provide for attention to these students who need the most. They will be working as a team with the Intervention Specialist at the site to ensure attendance, and learning goals. Realistically, these are the students who will be in the middle school math intervention class to address gaps in learning.

To address the social emotional aspects of learning for these students, the district offers both school-based counseling and drop in counseling through the Student CARE centers, which are located at each of the high schools. The district works in conjunction with the Family Service Agency of Burbank to provide these services for our students.

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.

Our ELA and math assessments will be given two times in 2020-21: fall and spring. Parents will be able to use Aeries reports and reports provided by teachers to parents to track their children’s progress so they can be confident that learning is taking place and instruction is effective. Schools can look at where students are making good progress and where our efforts are less successful in moving students forward so that we can make changes quickly in response. We do not need to wait for the results of these assessments to make improvements. Teachers get a great deal of information from student work that can be used to see what is working for individual students or groups of students and what needs to be changed.

Each elementary school has chosen to measure their learning loss, typically through multiple measures as outlined in the chart below. Following the administration of assessments, grade level teams come together and in working with the principal and curriculum specialist design an intervention to address learning loss. Response to Intervention is led by an intervention teacher who helps students advance their knowledge and skills.

School	Reading/English Language Arts Assessments	Mathematics
Disney	iReady for ELA in English and Spanish STAR	iReady in English and Spanish
Edison	iReady Other teacher created assessments	Go Math pre-assessments Teacher created assessments Other teacher created assessments
Emerson	iReady Diagnostic Letter Identification Letter Sounds Site Words ORF Cold Writing Prompt	iReady Diagnostic Forefront Universal Screener

Harte	IReady	SFSUSD screener, Think Central
Jefferson	STAR and SRI	Go Math Pre-assessments, Think Central and teacher created
McKinley	STAR Reading Inventory Benchmark fluency Teacher created assessments	Go math assessments Teacher generated assessments
Miller	Star Literacy (TK-2) Reading Inventory (formerly SRI) (Grades 2-5) MAZE (Grades 3-5) Benchmark Fluency Other teacher created assessments	Math Screeners (SF Math) (Grade 1-5) Go Math Pre-Assessments Other teacher created assessments
Providencia	iReady, STAR, and SRI plus other teacher generated assessments	iReady, plus other teacher generated assessments
Roosevelt	SRI, SIPPS, ORF	Go Math Pre-Assessments and teacher created assessments
Stevenson	STAR, teacher created, Learning A to Z and Benchmark Fluency Assessments	STAR, teacher created, Go Math pre-assessments
Washington	iReady, STAR and SRI 1:1 beginning of the year assessments.	1:1 beginning of the year assessments. iReady

The Burbank Unified School District has common assessments in all the core academic areas at the secondary level. The district has been implementing these assessments for several years. Therefore, the district will continue to use the same assessments and compare the data for this year, with the longitudinal data from several previous years. The comparative data will be an indicator as to how our students are comparing to previous years. We will use the data to determine if we need to go back and reteach and it will also help us to adjust our pacing.

For Special Education students, overall student achievement will be monitored in accordance with their progress on their IEP goals, as well as through District assessments, and individual assessments as needed.

English Learners will work with credentialed intervention teachers in addition to direct online instruction from their classroom teachers.

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

Description	Total Funds	Contributing
Secondary Intervention Sections (five sections)	100,000	Y
Additional Special Education Assessors to provide assessments for those students who could not be assessed in spring and to address and assess possible learning loss as detailed below...		
Special Education return to school bootcamp as an additional intervention for language arts and math for students	132,574	Y
School Psychologist	175,000	Y
Speech and Language Pathologist (possibly part-time NPA for a few months)	90,000	Y
Occupational Therapist (possibly part-time NPA for a few months)	90,000	Y
Special Education Itinerant Teacher (possibly part-time NPA for a few months)	50,000	Y
IEP TOSA (one semester)	50,000	Y
Manipulatives, supplies, books, flashcards, online educational subscriptions and other learning materials to send home for students with Special Needs to they can work on their goals at home to mitigate learning loss	150,000	Y
Remote Assessment Tools	50,000	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.

Addressing the socio-emotional and mental health of students is an important value and priority of the District. Students and families will be able to access the support described below when they are on campus and when they are at home through systems developed by each school to meet the needs of their students and families.

Mental health experts are predicting that students are likely to need more support than usual as they return to school. There were many traumatizing forces at play recently, including a combination of the coronavirus threat to their health and the health of people they care about, the traumatizing effect of events with widespread national news coverage making students of color in particular feel threatened and concerned for the safety of family members and friends, and the effect of business closures on family income.

Students were also disappointed by not being able to participate in spring activities they were looking forward to such as sports and transitions from one school level to another. Most students also get a great deal of support and stress relief from being with friends and their extended family, and these normal avenues for coping have been closed to them.

We plan to include socio-emotional learning with our academic instruction. Elementary schools will continue to use Second Step curriculum to teach socioemotional skills. PBIS (Positive Behavioral Intervention & Support) will be used at all schools to support students in learning behavior expected at school with higher tiers of support for students with greater needs.

It is helpful to students to ask what they did to manage stress before the school closure, and for them to consider what worked for them before that they might be able to continue. Students need to learn to take care of their bodies by taking deep breaths, stretching, exercising, getting plenty of sleep, and avoiding alcohol and drugs. We need to help them stay in the moment, and not worry about things that have not happened yet. It is also helpful to avoid too much exposure to the news, connect with family and friends, and seek out the positive people in their lives. A calm, optimistic approach is essential.

Our schools are staffed with a variety of professionals with training in mental health and socio-emotional support. We have School Psychologists, School Counselors at middle schools and high schools, and fourteen intervention specialists across elementary and middle schools who support individual students who may be having a rough day and plan positive, inclusive activities for unstructured time such as recess or elementary and middle school lunch periods. In addition, we have counseling services from Burbank Family Services. These professionals help our students who need support.

Each school has established a referral system. A staff member at each school has been designated to receive referrals, which may come from a teacher when a student has not checked in for three days and family contact has not been successful, a parent concerned about their child, or a student making a self-referral. Depending on the student and nature of the request, this referral will be sent to an interventional specialist, counselor, school administrator.

Professional development related to distance learning and the roles that individual is supported by Student Services under the umbrella of Instructional Services.

The District also provides support to families mainly through Burbank Family Services.

We are continuing our efforts to address racism, equity issues, and trauma. Trauma from last spring and over the summer is not only from the coronavirus. The graphic video of the murder of George Floyd was widely viewed, and it is likely many of our students have seen this highly traumatizing video, which is especially terrifying to Black children and other children who are members of groups that currently or historically have experienced racism, bias, and hate-motivated violence. Asian children saw racist physical aggression against Asian people related to the virus. Our socio-emotional support staff will be available to help students with this trauma, and for greater systemic effect, we are establishing an Equity, Diversity, and Inclusion Committee.

The purpose of the Equity, Diversity, and Inclusion Committee is to work with staff, students, and district families to eliminate the correlation between social and cultural factors and student success. An anti-racism and equity, diversity, and inclusion Board Policy and Administrative Regulation is being developed for Board consideration and approval. Plans are being made for anti-racist and anti-bias educational activities. The team will examine data, policies, practices, and the learning environment as experienced by students in order to create inclusive and just conditions where all students can explore their passions, develop their unique gifts, and thrive.

The District will start immediately with actions through the work of four Subcommittees: Curriculum, Engagement, Policy and Social-Emotional Learning:

- Analyze data to find areas where there are significant differences in academic and behavioral performance between student groups and begin to explore actions to close these gaps
- Empower and support student organizations in taking a leadership role in this work, including working with staff, peers, and younger students
- Explore current literature selections and work with English teachers to recommend works that surface the experience of groups currently and historically impacted by racism and bias where in-depth study will help all of our students gain a broader perspective
- Plan professional development for staff to deepen their understanding of equity and add to their knowledge and repertoire of skills in creating equitable learning environments

The District is working with the Burbank Teachers Association with support by the California Teachers Association on focus groups to identify some common themes and concerns. From those focus groups more actions will be subsequent.

The Burbank Unified School District contracts service with the Family Service Agency (FSA) of Burbank. FSA provides services to our students under two distinct formats. The school-based counseling program is designed for students who need ongoing assistance. The students are provided an hour therapy session a week. Typically, this is done in person at the school site. While in distance learning, the service is provided as Tele-Mental Health, with the option of an in-person visit if the situation warrants it. Additionally, any student can initial a “drop-in” immediate visit by using an FSA phone number that has been given to the entire school community.

To compliment these services, all staff are trained yearly in Bullying Prevention and Suicide Prevention. Each site is forming a suicide prevention team at their site for the first time. They will be responsible for responding to crisis situations and further professional development. Additionally, each site is addressing social emotional learning in a way that makes sense for student population and the site.

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.

Weekly Engagement Record

SB 98 requires a weekly engagement record for each student documenting “synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.”

The District is meeting this requirement through a combination of three records we already keep:

- Attendance record in Aeries (daily participation log for synchronous and asynchronous instruction)
- Visitation log documenting efforts to reach out to families where student engagement is a problem
- Assignments turned in to Google Classroom

We have selected these records because we want to avoid placing additional demands on teacher time beyond what they will be doing anyway. When teachers spend time planning, teaching students, holding office hours, engaging in professional learning, or working together, students benefit. We want to minimize time teachers spend on routine tasks not directly connected to improving student success.

Teachers will establish the time value of their assignments, with time spent participating in live instruction through videoconference, using assigned learning software or accessing online instruction, using textbooks and other instructional materials, and completing assigned work all contributing to the total. Students will have a minimum of

- 180 instructional minutes for Transitional Kindergarten and Kindergarten
- 230 instructional minutes for Grades 1-3
- 240 instructional minutes for Grades 4-12
- The classroom teacher assigns the full 180/230/240 minutes, but in secondary schools, the minutes are divided among the different periods.

Attendance codes will change for 2020-21. New codes because there are now three attendance marks.

“D” Not engaged in Distance Learning (Student miss all synchronous and asynchronous learning)

“E” Engaged in EITHER Synchronous or Asynchronous Learning or Both. You can also use E for students who submit make-up work or engagement to teachers.

“F” Friday not engaged in Distance Learning (Student was not engaged in any asynchronous Learning on Friday)

“J” Not engaged in Asynchronous (online) learning, but did attend synchronous.

“P” Please note this is a placeholder and after following coding procedures, P’s should be replaced with a specific attendance code like D, E, X, etc.

Here are the steps we will take when a student is not participating or completing work in distance learning or hybrid stages. In all cases, we will take action when a student has not been engaged for more than 3 school days or 60% of the days in an instructional school week. We may also identify students who we have special concerns about and implement this system on the first day the student is not engaged.

Communication with families where students are not participating to an adequate degree will include phone contact, texts, email, and home visits. Where the family speaks a language other than English, a bilingual staff member will make the contact, or translation/interpretation will be provided by other means. Our goal is to work with families to get attendance situations turned around, and we may use the SARB process if needed.

Tier 1 - School Sites will continue PBIS outreach for Social and Emotional Learning, school engagement and a focus on positive attendance. Intervention Specialists and site administration will continue school site plans for attendance with a focus on distance learning and engagement. The Student Services Department will also communicate the District Attendance Plan for Distance Learning and campaign for positive attendance while distance learning.

Tier 2 - School Sites will work with Student Services to follow the Attendance Study Team (AST) process and meet with families (remote and in-person when appropriate) with chronic attendance issues. The Homeless Attendance Specialist will continue to monitor attendance for students who are homeless and reach out to families to provide resources, support and assistance.

Tier 3 - Student Attendance Review Board (SARB) meetings will be held to assist families who have a multitude of barriers that are impacting their child’s attendance. In addition, Student Services will be conducting Student Services Response Team (SSRT) visits to student homes for attendance and child welfare concerns.

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.

Food Services is making initial plans for meal distribution as students participate in distance learning. The first level of services is for families to submit an application to see if they qualify for the free or reduced meal program for the 2020/2021 school year. A new meal application must be filled out each year. Beginning July 6, a meal application can be filled out online by going to www.busdfoodservices.com Meal applications are available in multiple languages.

Food will not be sold on a daily basis and students will not have access to the cafeteria. Every Friday each school will have a drive through/walk-up distribution pick-up opportunity where families will receive 5 days' worth of nutrition and lunch meals for their student. Distribution times will be from 8:30am – 12:30pm. Exact pick up locations at each site is currently in development. Our first day of distribution would be Friday, August 14, the first Friday before school starts.

Touchless service - Families will be given a barcode for each of their students that will be scanned when the meals are picked up. Meals must be picked up from the school site the student attends.

Students do not need to be present to collect their meals on the distribution day. Families can send another person to pick up meals if they cannot pick up meals during the distribution pick up time. It will be each family's responsibility to give the person the student barcode.

Families who qualify for Free benefits will not have to pay for these meals. Families who qualify for Reduced benefits will pay .30 cents for each nutrition meal and .40 cents for each lunch meal. Families who do not qualify for benefits will need to pay full price for each meal. Elementary is \$2.25 for each nutrition meal and \$3.50 for each lunch meal. Middle and High School is \$2.50 for each nutrition meal and \$3.75 for each lunch meal.

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

Section	Description	Total Funds	Contributing
Distance Learning In-Person Instructional Offerings	Secondary Online Credit Recovery Program for Targeted Subgroups - for students who are in the targeted sub groups who need to recover credit for classes they failed are served	220,478	Y

	appropriately, not only in the summer but during the regular school day (LCAP Supplemental Funds)		
Distance Learning In-Person Instructional Offerings	Secondary Summer School Program for Credit Recovery - for high school students who have failed one or more courses during the regular school year to make up credits. This program has increase in students served each year, which can be attributed to high graduation rates, which is an area of strength for the district. (LCAP Supplemental Funds)	166,732	Y
Distance Learning In-Person Instructional Offerings	High School Counselors to Support Targeted Subgroups (2 FTEs) - Meet with students, review progress report grades, and refer to appropriate interventions as needed Conduct individual interviews with students to review courses, schedules, graduation requirements, and college and career goals; Increase the number of ELs who are re-designated; Provide academic guidance to ELs and students who are not on track to complete graduation requirements; Increase graduation rates for EL students; Increase the number of students who complete UC a-g requirements; Reduce the number of students receiving Ds and/or Fs; Conduct post-secondary orientation for all grade 11 students; Host parent education events to inform parents about financial aid at the college level; Host 9 th grade orientation events Provide students with information about accessing career and technical education courses and work-based learning opportunities and career pathways (LCAP Supplemental Funds)	226,162	Y
Distance Learning In-Person Instructional Offerings	Middle Schools Counselors to Support Targeted Subgroups (3 FTEs) - Provide parents and students with information about high school graduation requirements and UC a-g course requirements; Review progress grades and refer students to appropriate interventions; Increase the number of ELs who are redesignated; Reduce the number of students receiving Ds and/or Fs; Host transition events for parents and students regarding articulation to middle and high school (LCAP Supplemental Funds)	320,578	Y

Distance Learning In-Person Instructional Offerings	Secondary Intervention At-Risk Specialists (6 FTEs) - The scope of their work is to provide intervention when students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotional safe, they are focused on their students and perform better academically. (LCAP Supplemental Funds)	490,867	Y
Distance Learning In-Person Instructional Offerings	Elementary Intervention At-Risk Specialists (11 FTEs) - The scope of their work is to provide intervention when students have chronic absences; tardies, and/or failing grades. While the focus is on the targeted subgroups, the positive impact is on the entire school community. These are services that would not otherwise be provided to students, at least not to the same extent as they are now. Research shows that when students are feeling emotional safe, they are focused on their students and perform better academically. (LCAP Supplemental Funds)	800,000	Y
Distance Learning In-Person Instructional Offerings	Family Services Agency of Burbank Counseling Program – counseling services for at-risk students (LCAP Supplemental Funds)	30,000	Y
Distance Learning In-Person Instructional Offerings	Caseworker; Foster Youth, Homeless & At-Risk Students (1 FTE) - Services address mental health issues; chronic absenteeism; academics and have the potential to dropout of school. (LCAP Supplemental Funds)	45,000	Y
Distance Learning In-Person Instructional Offerings	PBIS Elementary & Secondary Software - the district continues to see a decrease in poor behaviors, absenteeism, and low academic performance if the school environment is focused on Positive Behavior Intervention and Supports. We will examine this data longitudinally as we start to be fully implemented in PBIS district wide. (LCAP Supplemental Funds)	5,000	Y
Distance Learning In-Person Instructional Offerings	Monterey High School Teachers (4 FTEs) - This action item will provide the necessary resources to run smaller class sizes at the continuation school for our targeted subgroups of students. The	455,829	Y

	<p>continuation high school program allows an academically supportive environment for English Learners and Students with Disabilities to thrive with the general population of students who are behind in credits. Often times, these students have been unsuccessful because of chronic absenteeism or because they could not manage the larger comprehensive high school which was too big for them. The district experience has been that students who are in smaller classes with personalized attention from a certificated teacher perform better academically. Additionally, the district has designed flexibility in the academic program for the continuation school with students being able to access curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)</p>		
<p>Distance Learning In-Person Instructional Offerings</p>	<p>Monterey High School Assistant Principal (1 FTE) - The continuation high school serves primarily socio-economically disadvantaged students, as well as Students with Disabilities and English Language Learners. The leadership at the site is critical because the academic success of these students depends on the trusting relationships that are built with the adults on campus. The role of the assistant principal at the continuation school is to learn each student's story and determine how to provide the social/emotional support and academic accommodations for the targeted subgroups of students to be successful. The district has used this approach at the comprehensive school site with students who are at risk of not graduating with tremendous success as evidenced by the graduation rates on the California Dashboard. (LCAP Supplemental Funds)</p>	173,284	Y
<p>Distance Learning In-Person Instructional Offerings</p>	<p>Community Day School Teachers - This action item will provide the necessary resources to run smaller class sizes at the community day school for our targeted subgroups of students. The community day school program allows an academically supportive environment for English Learners and</p>	227,906	Y

	<p>Students with Disabilities to thrive with the general population of students who are behind in credits. Often times, these students have been unsuccessful because of chronic absenteeism or because they had behavioral issues that impeded on their ability to learn. The district experience has been that students who are in smaller classes with personalized attention from a certificated teacher performs better academically. Additionally, the district has designed flexibility in the academic program for the community day school with students being able to access curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)</p>		
<p>Distance Learning In-Person Instructional Offerings</p>	<p>Community Day School Instructional Assistants - This action item will provide the necessary resources to run smaller class sizes at the community day school for our targeted subgroups of students. The community day school program allows an academically supportive environment for English Learners and Students with Disabilities to thrive with the general population of students who are behind in credits. Often times, these students have been unsuccessful because of chronic absenteeism or because they had behavioral issues that impeded on their ability to learn. The district experience has been that students who are in smaller classes with personalized attention from a certificated teacher performs better academically. Additionally, the district has designed flexibility in the academic program for the community day school with students being able to access curriculum online as well as in the traditional manner. This action item will allow for class size reduction so that there are 10 to 12 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to</p>	<p>132,855</p>	<p>Y</p>

	recover credit to meet diploma requirements. (LCAP Supplemental Funds)		
Distance Learning In-Person Instructional Offerings	Elementary Curriculum Specialists (11 FTEs) - Manage and organize site EL programs; Manage and organize site ELPAC testing programs; Manage and supervise site Rtl program to support underperforming students; Organize and conduct professional development; Analyze data and review with staff Demonstrate lessons; Provide direct intervention services to underperforming students in targeted subgroups (LCAP Supplemental Funds)	1,375,000	Y
Distance Learning In-Person Instructional Offerings	Elementary Library Assistants (11 FTEs) - Check out books; Stock and weed collections Manage information systems; Manage school-wide Accelerated Reader Program; Provide direct services to classes and targeted subgroup students; Provide after school access to the library for targeted subgroup students (LCAP Supplemental Funds)	322,574	Y
Distance Learning In-Person Instructional Offerings	Elementary Response to Intervention for English & Math - Provide direct intervention for underperforming students by certificated classroom and intervention teachers; Utilize full-time curriculum specialists (at elementary) to provide direct support to students and manage the program; Utilize part-time intervention teachers to provide direct support to students; Create and implement ELA and Math Intervention; Provide supplemental materials. (LCAP Supplemental Funds)	500,839	Y
Distance Learning In-Person Instructional Offerings	Extended School Year/Summer School for English Learners - Teachers to provide direct services to EL students during the summer. Instruction in reading, writing, and listening skills necessary for EL success in language arts at the next grade level; Increase the number of EL students who are reclassified (LCAP Supplemental Funds)	52,000	Y
Distance Learning In-Person Instructional Offerings	English Learner Program, Maintenance of Effort (formerly EIA/LEP) - Provide support for students in classes by Instructional Assistants; Provide materials and supplies to support site-based	1,146,914	Y

	EL programs; Provide liaison support between the school and community for translation, parent contact, and parent education; Implement and monitor implementation of Master Plan for English Learners (LCAP Supplemental Funds)		
Distance Learning In-Person Instructional Offerings	English Language Development Specialists, Elementary (3 FTEs) - Maintain 3 ELD specialists to support students and staff at elementary schools with English Learners; Organize and conduct professional development in Designated ELD Monitor progress of ELs and recently reclassified students Attend Project G.L.A.D. and Step up to Writing training; Assist in the analysis of data and review with staff; Demonstrate lessons; Participate in SSTs, IEPs, and the development of ILPs; Provide direct intervention services; Perform assessment duties (LCAP Supplemental Funds) (Includes \$216,000 from COVID funds)	485,228	Y
Distance Learning In-Person Instructional Offerings	ELD Instructional Assistants, Elementary (23 positions) - Provide additional hourly support in E/LA and ELD at the elementary level; Work with small groups of students to allow for differentiation and Tier II intervention; Assist teachers in implementation of the ELD program; Assist teachers in the implementation of the RtI program (LCAP Supplemental Funds)	339,574	Y
Distance Learning In-Person Instructional Offerings	Interpreters for Second Language Learners, Parents - Continue to recruit and hire more classified staff who can provide interpretation services at all sites that have an English Learner Advisory Committee (ELAC), as well as to any District families who require translation; Translate documents for parents of English Language Learners (LCAP Supplemental Funds)	65,000	Y
Distance Learning In-Person Instructional Offerings	Dual Immersion Instructional Assistants (8 positions) - Provide Instructional Assistants (IAs) - Primary Language Support Fund IAs - Primary Language Support at Disney Elementary and McKinley Elementary; Work with small groups of students to allow for differentiation and Tier II Intervention (as needed); Serve as an additional language model of target language; Assist teachers in the implementation of the dual immersion program (LCAP Supplemental Funds)	100,043	Y

Distance Learning In-Person Instructional Offerings	Secondary Designated ELD for One period per day teaching Designated ELD (five .2 FTEs) - Provide a separate class for students who are in Transitional English to address the Standards for ELD (Designated ELD). (LCAP Supplemental Funds)	235,590	Y
Distance Learning In-Person Instructional Offerings	Teacher for grades 4 & 5 at Disney & McKinley (2 positions 0.5 FTEs) – Provide class size reduction for grades 4 and 5 to decrease student: teacher ratio (LCAP Supplemental Funds)	200,913	Y
Distance Learning In-Person Instructional Offerings	Dual Immersion Teachers for 39% of EL & F/R unduplicated students - This action item will provide resources to run dual immersion classes with smaller class size. The program allows a rich environment for English Learners to thrive with students who are both native speakers and English only students. Given that the research shows English Learners enrolled in a dual immersion program out score their monolingual peers, this program will continue to be provided for our students in Burbank. The district has developed a plan for these students to transition into the middle school, which includes the ability to take Spanish for high school credit. This action item will allow for class size reduction so that there are 5 to 7 fewer students per class. The data from the California Dashboard on graduation rates is evidence that this action is the most effective use of funds as it allows students the opportunity to recover credit to meet diploma requirements. (LCAP Supplemental Funds)	135,846	Y
Distance Learning In-Person Instructional Offerings	Extended Transitional Kindergarten two 0.5 FTE teachers - This action item will serve as a one year pilot for the district's targeted subgroup that would allow students to participate in a transitional kindergarten program so that they are better prepared socially and academically for kindergarten. We know that when kids are exposed to school early, they are better prepared to acclimate to kindergarten and they perform better academically, which is why it is a most effective use of funds. This program is specifically for our targeted subgroups and the action item will be reevaluated at the end of the school year. (LCAP Supplemental Funds)	142,293	Y

Distance Learning In-Person Instructional Offerings	Professional Development Day for all teachers 1/2 day - The focus of the professional development is on the delivery of instruction as it pertains to our targeted subgroups. The strategies are intended to help teachers better differentiate lessons for students so the content is more accessible to students. For example. GLAD strategies and how to effectively use them is an example. These strategies are researched based and proven to be effective as evidenced by the increase in students who are reclassified. It is also evident in the graduation rates specific to English Language Learners which makes this a most effective use of funds as good first teaching is so critical. The professional development will also have a specific focus on math, including number sense. The district will be employing the strategies and plan for the California Education Partners Collaborative. (LCAP Supplemental Funds)	200,000	Y
Distance Learning In-Person Instructional Offerings	Induction and Professional Development Teacher (.2 FTE) - The teacher on special assignment is the point person for providing schools with a system of monitoring the instructional program. support is provided to principals by assisting them in designing intervention systems and accountability to address the achievement; The position also supports beginning teachers by monitoring and coaching throughout the year so that these teachers can clear their credential. (LCAP Supplemental Funds)	36,375	Y
Distance Learning In-Person Instructional Offerings	Psychologists at Title 1 Schools (2 FTEs) - Provide additional psychological services support at Middle School Title 1 schools, to support targeted subgroups of students. (LCAP Supplemental Funds)	293,343	Y
Distance Learning In-Person Instructional Offerings	Instructional Technology Teacher Support (.2 FTE) - TOSA for Instructional Technology to help provide professional development and provide on-site support to teachers, administrators, and other staff especially needed during distance learning (LCAP Supplemental Funds)	23,022	Y
Distance Learning In-Person Instructional Offerings	Special Education Behavior Interventionists (2 FTEs) - Professional behavior interventionist support for any students	142,302	Y

	with significant emotional/behavioral needs; Provide direct modeling to teachers, aides, and other support staff at secondary sites; Provide P.D. for all secondary aides; Develop/revise behavior intervention plans for students, as needed. (LCAP Supplemental Funds)		
Distance Learning In-Person Instructional Offerings	Student Services Attendance Specialist (.5 FTE) - Meet regularly to share best practices and to analyze data as to be able to appropriately address the needs of students. Therefore, the data they collect and analyze includes: attendance data, tardy data, suspension data, expulsion data, and discipline data that includes other means of correction. (LCAP Supplemental Funds)	58,606	Y
In-Person Instructional Offerings	Student Services Transportation Services for Foster Youth – Provide transportation services for foster youth (LCAP Supplemental Funds)	22,083	Y
Distance Learning Support for Pupils with Unique Needs	Child Care to extend the ASES program to 8:00 – 5:30 Monday through Friday augmenting the ASES grant for full-day child care	300,000	Y
Distance Learning Support for Pupils with Unique Needs	Child Care to extend the Around the Bell program to 7:00 – 6:00 Monday through Friday augmenting the funding for child care to run a full-day program	500,000	Y
In-Person Instructional Offerings	COVID-19 testing costs for in-person staff; at least three times per year;	450,000	Y
In-Person Instructional Offerings	Personal Protective Equipment – masks, gloves, body suits, shields, cleaning products	500,000	Y
In-Person Instructional Offerings	COVID-19 Leave Specialist position – to remain current on requirements; advise employees; maintain records; monitor leaves	50,000	Y
In-Person Instructional Offerings	Learning Loss Specialist position – to organize services that can be provided to unduplicated students to address learning loss	50,000	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
40.06% Unduplicated student percentage	\$10,213,775 LCAP Supplemental Fund

Required Descriptions

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

The following actions and services are principally directed toward and effective in meeting the needs of foster youth, English learners, and low-income students as shown by data, most from previous years. We considered the needs of these student groups as well as individual student needs when planning enhancements to our distance learning and when planning hybrid programs if we are partially able to return to school. A key feature of support is increased learning time, including English Language Development instruction and intervention instruction that students receive on top of what other students receive in the classroom.

Aeries Analytics and School City

We use Aeries Analytics to analyze student performance data and monitor student performance. Our foster youth, English learners, low income students and their families will see immediate benefits in the fall when we use Aeries Analytics to measure learning loss. We will compare scores in ELA and math from winter of last year with the assessments we administer at the beginning of the school year to measure learning loss, with ELA and math coming first because of the urgency of starting catch up instruction. We will upload the difference between the winter and fall scores in Aeries and School City so we can identify students experiencing significant learning loss. The tools in Aeries Analytics will allow us to quickly create learning loss charts that show which students are most in need of extra support. Staff can click on performance levels on these charts and get a list of students in that performance group.

Aeries Communications, Blackboard Communications

Last spring, Aeries and Blackboard Communications was an invaluable tool for communicating with stakeholders in a very uncertain time. We selected this system because of its ability to automatically translate text messages and emails into the language selected by the family. There are over a hundred languages available, and it works very well for our families. A parent can type a message in their language, and our teacher can read it in English. This allows rapid communication without the need to wait for a translator. It also gives parents of English learners access in real time to all the same information other parents receive. In Burbank the most common languages beyond English is Armenian and Spanish.

Response to Intervention Teachers

We are expecting that foster youth, English learners, and low-income students are likely to have significant learning losses. Our Intervention Teachers will provide focused lessons in ELA, math, and designated ELD to get our disadvantaged youth, English learners, homeless, and foster, who had been making great progress, moving again. Our English learners have thrived with their support, and we expect they will be able to accelerate progress. Their other area of focus is to support young students who are learning to read. The Intervention Teachers have a very strong track record in this area, with data from previous years showing their students consistently show gap-closing growth, with Hispanic and African American students showing the most improvement, followed by unduplicated students (foster youth, English learners, and low-income students). During the school closure, they continued to provide reading instruction through teleconference. We are very interested to see how learning losses in this group compare to learning losses for children not receiving their help. They are also a key resource for helping students most affected by the closure catch up.

Student Support Intervention Specialists

Our student support intervention specialists are part of our tiered system for reaching out to support students who are not participating in distance learning, and we expect that foster youth, English learners, and low-income students may have the greatest barriers to participation. Our student support specialists know many of these students by name and need, and they are a friendly voice reaching out to get students on track, or to make a request for a laptop or other needed items and support. When we are at school, they plan inclusive recess activities that help students build friendships, and students talk to them when they are upset. Their empathy and positive outlook will translate well to a distance learning environment.

Supplemental Materials - Brain Pop

BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12 (ages 6 to 17), together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music. BrainPop is used in more than 20% of U.S. schools and also offers subscriptions for families and homeschoolers. BrainPop has some free content, including a movie of the day, several free movies from each topic area, educators' materials, including lesson plans, and an extensive library of educational games called GameUp. The videos and other materials are designed to engage students and assist teachers; they are aligned to State education standards.

Supplemental Materials - NEWSELA

NewsELA is a web-based supplemental curriculum designed to address learning deficits and further advance student learning for those needing the extra challenge. Newsela content comes from the real world, about people and topics students relate to. Students read about things they're excited about, they learn to love learning for life. NewsELA context is updated daily with engaging content. All Newsela content is connected to activities and reporting that hold teachers and instructional assistants accountable for implementation, students accountable for their work, and administrators accountable for ensuring only safe, vetted materials are getting into classrooms, Newsela content is provided at 5 reading levels, so the differentiation is built-in.

Supplemental Materials - Studies Weekly

Studies Weekly is a consumable curriculum for teaching K-6 Social Studies and Science and is aligned to State Standards. The content is available in printed periodicals and online so students can learn anywhere, anytime. Students read engaging materials and interact with checks for understanding.

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

When schools abruptly closed last spring, we needed to figure out how to serve our foster youth, English learners, and low-income students. Many students in these groups had a challenging spring with distance learning, social-emotional learning, and family conditions. In March, the District responded quickly to identify students in need of Chromebooks (one per student as needed) and hotspots (one per family). It took about three weeks to get technology purchased (took about a week), inventoried (took about few days), distributed to schools (took two days) and distributed to all students in need at school sites. An additional challenge was for their parents who were either working from home or were essential workers and not available to pick-up technology and that had to be rescheduled for some. In addition, families and students had to learn how to log-in, access the core and supplemental curriculum, how to navigate Google Classroom and/or Zoom the primary platforms used for delivery of curriculum. Parents and other adults in the home were not always available to help with schoolwork.

Where student engagement faltered, we had teachers, media technicians, intervention specialists, and instructional assistants working with these students and their families. As a District we learned a great deal from that process about what would be needed if these groups were to benefit from distance learning. Additionally, Intervention Specialists experimented with a variety of strategies to provide targeted direct instruction to close learning gaps. They learned about what was effective, and are using that learning to build their plan for 2020-21.

The District is improving service to foster youth, English learners, and low-income students by increasing technology available to check-out to students, taking a more proactive and long range approach to family connectivity, establishing a clear, tiered system for re-engaging students, providing improved online learning resources, responding to student and family requests for a single place to find and turn in assignments by training teachers and implementing Google Classroom, and providing online learning programs that are interactive in interesting. We were not able to give the assessments we use to measure progress in the spring, but for 2020-21, we are giving the assessments at home, depending on learning conditions. Our improved ability to assess is key: we need to identify learning gaps and losses before we can fill them.

The actions and services listed above have a differential positive effect on the students most likely to disengage from learning. Providing technology and providing supplementary instruction levels the playing field. Improving the systems that support our distance learning, such as the implementation of Google Classroom and teacher training, and engaging software to fill in gaps from last year, will also help. In addition, our teachers will be providing more live instruction in 2020-21, making it easier to build supportive relationships with the students who may be struggling the most.

The District and school sites are closely monitoring attendance and engagement. When students are absent initially, the teacher will give that students name to the school office and to the intervention specialist who will contact the family to ensure that the family knows that school is in session and that the student/family has connectivity and can access the teacher's Google Classroom, core curriculum and supplemental materials.

Intervention teachers at the elementary level will be in contact with unduplicated students specially to make certain that they are mastering the State standards from the lessons provided by teachers and instructional assistants.