

California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 pandemic has had a profound impact across all levels of Berkeley Unified School District (BUSD). BUSD was one of the first districts in the state to transition from in-person to distance learning in the Spring. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through targeted instructional support, mental health support and increased and intentional family and student outreach.

Although BUSD is starting the year in a fully distance learning model, the district continues to actively work towards getting students back into our school buildings. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. BUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

We recognize that Covid-19 and school closures have disproportionately affected English learners, foster youth, homeless students, and students of color, specifically our Black/African american population. BUSD is committed to increasing and/or improving services to support students in these subgroups. In addition, We are committed to values and actions which recognize and help end the impact of racism in society and our schools. Our district will engage in critical reflection about its own ongoing issues with racialized outcomes. In June, BUSD announced its resolution in Support of Black Lives Matter. Areas of the resolution focusing on learning and instruction include:

- Resources that teach about, celebrate, uphold, and affirm the lives of Black people
- Resources that Focus on the Well-Being of Black Families

- Address the symbols of institutional racism and white supremacy, proactively identify and address biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our schools and our community
- Identify class and cultural biases that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students
- Consult with parents, educators, and community groups to collect data for the purpose of illuminating and resolving district programs marked by racial disparities

Stakeholder Engagement

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

Since school closures in March 2020, BUSD has continued to actively engage stakeholders at all levels: parents, community members, educators, site administrators, students and Board Members. The district continued to hold its Parent Advisory Council (PAC), District English Learner Advisory Council (DELAC), and Educator Advisory Council (EAC) meetings and used these spaces as opportunities to provide the community with updates on budget and school closures.

From April through June, the district held five Community Town Hall meetings. The meetings were intended to both inform stakeholders of the latest health agency updates and the impact on schools, and obtain input from attendees. The Town Hall meetings were targeted to all students and families as well as one specifically focused on Spanish-speaking families, and another focused on the district's Black/African-American families. Throughout this time, the Superintendent was also holding weekly meetings open to all BUSD educators, as well as engaging with principals during their weekly meetings.

Once the Distance Learning Plan for the start of the year was approved by the Board in July, BUSD held four more Community Town Halls in August: one in English, one in Spanish, one for families of students with disabilities, and one for Black/African-American students and families. Throughout the summer, BUSD continued to actively engage with BUSD educators and classified staff to negotiate labor agreements.

BUSD also administered surveys to its community. A June 2020 survey with over 3,700 responses gauged comfort with in-person learning for families and for educators. A July 2020 survey with over 6,900 responses asked families their preference for program models in the Fall. Additional surveys sent out in August 2020 asked the middle school and high school communities their preferences on a later start time for students.

On August 19th, during a school board meeting, district representatives provided information about Senate Bill 98, and changes to accountability for the 2020-2021 school year, including the new requirement for creating our district's Learning Continuity and Attendance Plan (LCP). The LCP was then presented at a DELAC meeting, a PAC meeting, and was presented in open session at the Board of Education Meeting September 2, 2020. In addition, information about the changes in accountability and the full draft LCP were posted to the

district website including information on how to provide feedback via written comment through an email address accessible from the site. The next step will be to revise the LCP and create a final document to be recommended for adoption at the Board Meeting on September 16, 2020.

On September 2, 2020, the LCP was presented to the Board of Education in open session. The final draft LCP was posted on our district website along with an email address to collect questions and comments. The document was also presented at stakeholder meetings including our Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), Educators Advisory Committee (EAC), and Parents of Children of African Descent (PCAD) and Black/African American families Groups. At the Board of Education meeting on September 16, 2020, feedback and revisions were presented and the draft final LCP was put up for adoption.

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

All of the aforementioned engagement was held virtually via Zoom. The information was shared through the district mailing list, on the district website and shared on the district calendar. The engagements included not only participation via computer, but also call-in numbers for those participants joining for audio only or without internet access. Many of the Town Hall engagements used a tool called ThoughtExchange to capture participant questions, which were answered in real-time by the Superintendent and applicable staff.

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

The June 2020 survey administered showed that 56% of parents/guardians and 31% of certificated staff were very or mostly comfortable with in-person learning. The July survey regarding program model preference showed that 75% of parents/guardians preferred hybrid learning, while 25% preferred distance learning. In general, comments and questions during Town Halls, School Board Meetings and other meetings raised concerns around social emotional learning and mental health, equity challenges for the district's most disadvantaged students, continuing to have high expectations for instruction, and a need for clarity going into the 2020-2021 school year.

Gathering student feedback was also a critical piece of the district's community engagement process. High school students strongly expressed difficulty managing six to eight online classes. Regarding school start times, a survey of over 1,000 middle school families, 40% preferred a 9:15am start time, and 50% preferred a 10:00am start time, with 10% having no preference. At the high school level, in a survey of over 1,400 families, 54% preferred a 9:15am start time, and 40% preferred an 11:00am start time, with 6% having no preference.

The final draft LCP was posted on our district website along with an email address to collect questions and comments. The document was also presented at stakeholder meetings including our Parent Advisory Committee (PAC), District English Language Advisory Committee (DELAC), Educators Advisory Committee (EAC), and Parents of Children of African Descent (PCAD) and Black/African American families Groups. At stakeholder meetings, feedback was collected from attendees. On September 2, 2020, the LCP was presented to the Board of Education in open session. After collecting all feedback from stakeholder meetings and through email, we synthesized the responses, looked for trends and commonalities, and responded and revised the LCP.

Feedback included concerns about:

- Office of Family Engagement & Equity (OFEE) capacity
- Attendance Policy Clarification
- Accountability
- Cultural Relevance & Anti-racism
- English Language Development strategy
- Rigor of Asynchronous instruction
- Clarity for In-Person Learning (Hybrid) Plan

In response to the feedback received, the following changes were made to the LCP:

- Revised attendance plan, and defined compulsory attendance
- Included proposed increase to OFEE Staff:
 - 0.53 district position
 - 1.0 FTE position for Longfellow Middle School
- Clarified our In-person (Hybrid) Instruction section
- Included our Black Lives Matter Resolution
- Updated stakeholder feedback section

More detailed feedback information on stakeholder feedback and our response is included in our [LCP Feedback Summary and Response](#) document.

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

The feedback that the district received from its students, families, educators and community was imperative to developing the school reopening plan for Fall 2020. Given the strong call for equity and the desire to elevate the needs of our most vulnerable students, schedules were designed with explicit equity-based small group support for these students. These small groups will be determined by teachers and change throughout the year, based on emerging and changing needs of students.

The high school schedule was also significantly modified in response to the needs of students. Students have 8 terms throughout the year, and will only be taking 3-4 classes at a time in each term. In response to concerns around learning loss, adequate preparation for AP exams, and relationship building between students and teachers, the 8 term structure, with each term lasting 4-6 weeks, was created to limit the amount of time that a student is apart from a teacher and class.

After presenting the final draft LCP and collecting feedback from stakeholders, we modified the LCP to reflect this input.

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.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Hybrid Model mode of instruction will be prioritized over distance learning. It is important to keep in mind that our in-person hybrid model is hypothetical at this point. We will continue to work with our labor partners to develop a plan that is in accordance with County and City Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, BUSD is committed, to the maximum extent possible, to maintaining the extracurricular programs, clubs, and athletics which are paramount to the physical, mental, and social well-being of our students.

School Environment

Our district has hired a consultancy agency in order to create a plan to reimagine schools and reopen facilities to students. The Reimagining Schools Task Force includes teachers, administrators, mental health professionals, and other certificated and classified staff who have been researching numerous instructional models for elementary and secondary classrooms. Models are being analyzed based on the following criteria:

- Aligned with our BUSD Core Values of Integrity, Equity, Respect & Excellence
- Aligned with the BUSD Focus Areas: Excellence in Academics &. Leadership, Dedicated & Engaged Communication, Genuine Wellness & Safety, and Efficient Utilization of Fiscal Capital
- Grounded in culturally relevant research that focuses on teaching and learning
- Equity for all students with an emphasis on our English Learners, Low Income Students, Students with Disabilities, and our Homeless/Foster Youth Students
- Intervention and support plans

- Classroom configuration options that maximize the health and safety of our students and staff
- Informed data gathered from stakeholder surveys
- Using the Strategic Plan Focus Areas and Core Values as guides, combined with the data that we were able to collect from our families

Current Situation:

Schools were completely cleaned and disinfected over summer break, and BUSD will continue to adhere to all necessary safety precautions. Campuses will follow guidelines developed by the California Department of Public Health (CDPH), and the City of Berkeley Health Officials for cleaning, disinfection, and ventilation of school campuses. Common touch surfaces will be cleaned regularly (e.g. countertops, door handles, restrooms, student desks, student chairs, etc.).

IN ADDITION

- Physical barriers were installed in front office areas where face-to-face interaction with the public will occur
- The installation of additional hand washing stations have been authorized for every campus and design/construction is currently underway
- Every classroom and workstation will be provided hand sanitizer to use
- Schools will limit sharing of supplies between students to the extent possible and encourage students to take home personal items for cleaning daily
- Personal Protective Equipment (PPE) such as masks, disinfectant wipes, and disposable gloves will be provided
- On-campus signage will promote healthy hygiene practices and remind individuals to stay home when ill
- Staff will be provided COVID-19 online training covering Hand Washing, Coronavirus Awareness, Center for Disease Control (CDC): Guidelines for Making & Using Face Coverings, and Managing Stress and Anxiety.

All staff and students will be advised to stay at home when they are sick. Staff members and students are not to return until they have met California Department of Public Health (CDPH) criteria for a safe return to school. In keeping with Article 12.2.6 of our teachers' union contract, *sick leave may be used for personal illness, including quarantine, disability and necessary appointments for health treatment.* In addition, unit members may use the following types of leave: Families First Coronavirus Relief Act. Two weeks (up to 80 hours) of paid sick leave at the employee's regular rate of pay where the employee is unable to work because the employee is quarantined and/or experiencing COVID-19 symptoms and seeking a medical diagnosis

Individuals who test positive for SARS-CoV-2, the virus that causes COVID-19, and who have had symptoms, may return to work or school when:

- At least 10 days have passed since symptoms first appeared, AND
- At least 24 hours have passed with no fever (without use of fever-reducing medications), AND
- Other symptoms have improved.

Individuals who test positive for SARS-CoV-2 who never develop symptoms, may return to work or school 10 days after the date of their first positive test for SARS-CoV-2. Requiring a negative SARS-CoV-2 test prior to returning to work or school is not recommended. Instead, employers and schools should follow the time, and symptom, based approach described above in determining when individuals can return to work or school following COVID-19 diagnosis.

In-Person Learning Protocols

Before we are able to reconvene back to full in-person instruction, we will most likely return back to school in a hybrid learning model. Our hybrid learning model combines in-person learning and distance learning. In the hybrid model, while a majority of our students will be attending school in-person with a modified school schedule, a full distance learning model will be offered to support families who choose not to return to in-person instruction for a variety of reasons, including health concerns, and will serve as a backup in the event that a classroom or school must go into quarantine. A bargaining unit member in a high-risk group, or who lives with someone in a high-risk group may request accommodations. This staff may be assigned to deliver distance learning from their own home in that case.

In a hybrid model the following protocols will be put in place:

- Students will be grouped in learning cohorts
- Symptom screening will be required, and students will be monitored by staff throughout the day for signs of illness
- There will be a hygiene plan to address hygiene practices ensuring personal health and safety, including classroom layouts
- Handwashing and hand sanitizer protocols
- A plan to meet physical distancing standards in school facilities
- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads
- Cleaning and Disinfecting plan to meet cleanliness and disinfecting standards in school facilities
- All staff and students will practice social distancing with a plan that ensures physical distancing among staff in their work environment
- Cloth face coverings will be required for students (Kindergarten and up) and all school staff
- Signage - to promote and remind ALL of social distancing at BUSD sites
- Students and staff will not share common items. Students will have their own supplies which might be kept in a box or pouch
- Students will be encouraged to bring refillable water bottles or have an option to use a disposable cup at water fountains
- Campuses will limit outside visitors

Teaching and Learning

Students will be taught simultaneously at school and at home. Each class will be divided into two groups, group A and group B, with up to 14 students in each group depending on classroom space. Each group will come on campus two days a week for in-person learning, on a rotation basis, with three days of distance learning. Staggered start times will be in place, allowing for time and space for health screenings. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra time on campus for specialized educational support. This will be a time for students to receive specialized instruction from our response to intervention teachers, literacy coaches, special education teachers, and other support staff including counselors to provide mental health support. This extra support will be in addition to the standard offerings in the hybrid model, and targeted for our most vulnerable students with unique needs including low socio-economic students, English learners, special education students, foster youth, and homeless students.

As with our distance learning model, All students are required to have a minimum amount of instructional minutes per day - for hybrid learning, this can take the form of in-person instruction, live online instruction, independent work, or work assignments.

- Student assignments and instruction will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for our distance learning and hybrid models identifying the essential standards, which will allow for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum, including Learning Management Systems to ensure students have a clearly outlined schedule for each day
- Assignments will be reviewed and graded by teachers. At the high school level, students will receive A-F letter grades. Elementary and Middle School grade reporting will resume using a rubric grading system as previously done

Day Camp and After School Program

The hybrid model supposes that each campus will operate a day camp at elementary and possibly middle schools to provide additional supervised activity for students whose family members are essential workers, students with unique needs including special education students, low socio-economic students, students in foster care, homeless students, and staff's own children. We will provide up to five days of care per week, including extended care provided through our after school programs.

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

Description	Total Funds	Contributing
Cleaning and disinfecting schools over the summer in preparation for the possible opening in a hybrid school plan	\$ 75,000	N
Purchase Electrostatic machines for spraying an electrostatically charged mist onto surfaces and objects for the purpose of clinging to and coating any surface for a more efficient and complete cleaning	\$ 230,000	N
Construct additional handwashing stations so that students and staff will have opportunities for more frequent handwashing	\$ 9,000,000	N
Purchase on campus signage to inform and remind all campus personnel of safety protocols to avoid Covid-19 transmission and safety protocols	\$ 20,000	N
Purchase Personal Protective Equipment (PPE) - disinfectant products including wipes, disposable gloves, disposable masks - for regular protection and frequent cleaning	\$ 400,000	N
Purchase air purifiers for each school site to help reduce airborne contaminants, including particles containing viruses	\$ 425,000	N
Hire architectural and engineering consultants to perform a feasibility analysis on the installation of additional handwashing fixtures to increase capacity at BUSD campuses	\$ 75,000	N

Hire Consultancy Group to provide risk consulting to assist the District with its COVID-19 Risk Reduction Strategies	\$ 38,400	N
Extended Learning Ed Camps - a program offered to low income, English learner, foster youth, homeless, special education students, and children of staff members on the days when not attending in-person learning. This program will offer support with the distance portion of the hybrid model, and provide extra curricular support to these students - 48 students per site, 11 sites	\$ 2,970,000	Y
Hire extra FTE for Independent study program due to increased demand for enrollment in our program - Hire two extra part time teachers for the program	\$ 60,000	N

Distance Learning Program

Continuity of Instruction

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

On July 17, California Governor Newsom announced that counties on a State Monitoring List due to elevated disease conditions, including Alameda County, must not open for in-person instruction until their county has come off the Monitoring List for 14 consecutive days. Reopening guidance should be implemented only with health officer approval following review of local epidemiological data and local preparedness, including contact tracing and testing capacity. In BUSD, we are committed to opening our school campuses to students and staff when it is safe to do so. Our District looks to external conditions, including local and state health orders and guidance, as well as internal conditions, including facility preparations, screening and safety protocols, and staffing and program readiness in determining when we will be able to open our schools for hybrid or in-person instruction.

Using Data to Inform our Plan:

At the end of the 2020-2021 school year, after being in distance learning since school closures on March 16, 2020, we surveyed families, staff and students, and held multiple town hall events as discussed in earlier sections of this document. We used the online crowdsourcing platform, *Thoughtexchange*, at the community engagement events. *Thoughtexchange* made it possible for large, diverse groups to contribute ideas and surface priorities among those ideas in order to help inform and improve our decisions. We were able to collect input from almost 900 participants, collecting over 1300 thoughts. Top priorities included offering a uniform distance learning plan, access to library resources, releasing our distance learning plan in a timely manner to provide time to plan, increase small group time, and balance that time with whole group sessions so that students could connect with their teachers and peers more intimately. Hearing directly from the learners, results from secondary student survey indicated that most students felt that their teachers were doing a good job, about three fourths of students said they were being assigned work that was challenging, about half of students responded that online discussions with other students were

important to them, and very few students said that they have been assigned too few assignments. The valuable results from surveys and feedback informed us in developing the distance learning program we have started the school year with.

Developing a Plan:

District administrators worked in collaboration with our union partners over the summer to create our distance learning plan. Our [Emerging Stronger Together](#) plan highlights this work and how we will support student learning with a redesigned and strengthened Distance Learning model.

During times in distant learning, students will have structured schedules to allow for clarity and consistency. Teachers will set clear expectations and communicate them to students and families. They will build continuity, routine, and connection for students. Students will regularly participate in live interaction, including class meetings and instruction from their teacher(s). Wednesdays will be set aside for teacher professional development, independent work, and some small group instruction. A daily class meeting will be a part of the Wednesday schedule as well. Our distance Learning program will address the needs of the whole child by placing academic learning in the context of physical, mental and emotional well-being. Daily participation is required for students. This could take the form of being present in online class meetings, completing assignments and assessments, and teacher contacts with students and families. Student engagement is a top priority.

Our elementary aged students will learn through an engaging mix of live instruction and independent work. They will start the day with their teacher and class in a whole class meeting. Our middle school students will have 3 periods of live instruction every day except Wednesday. They will be split into two smaller groups, and will either meet with the teacher for a part of the period, or do assigned independent work. Our high school will operate on a term system - students will take two terms per quarter. Each student will have 3 periods of live instruction every day, except Wednesday.

- Students' assignments will be from our adopted Common Core State Standards curriculum with supplemental online learning platforms
- Over the summer, staff worked on pacing guides for our curriculum to accommodate for distance learning and hybrid models identifying the essential standards, allowing for more focused instruction
- Students will continue to be offered instruction in all curricular areas as well as enrichment classes as offered prior to closures
- Our district has purchased a variety of online learning platforms to supplement our existing curriculum
- Assignments will be reviewed and graded by teachers. At the high school level, students will receive A-F letter grades. Elementary and middle school grade reporting will resume using a rubric grading system as previously done

First Two Weeks of School:

Teachers

K-5th grade students will be on a modified schedule so that teachers can meet with each student and their parent(s)/guardian(s) to discuss the family's circumstances, provide support they might need, receive individualized student schedules, and help to ensure students have the technology needed to participate.

Students

During these two weeks, students will meet instructional minutes by participating in:

- Class meetings
- Asynchronous work from teacher daily
- District Lessons
- Tech Lessons
- Specialty Classes (VAPA, PE, Science, etc. Library and Gardening)

Extra Support:

Serving students who require extra support is structured time in the distance learning plan schedule. Specific times are held for students to receive this extra support outside of their scheduled live interaction class meeting time.

- Elementary Schools
 - Students will have time blocks for support services such as English Language Development (ELD), Academic Intervention or Special Education, or time for programs such as Science or Physical Education. When they are not scheduled into these programs, students will work independently or be offered added enrichment opportunities such as gardening, library, and arts
- Middle Schools & High School
 - Teachers will hold small group sessions for students who require additional support. Period 0 end of day blocks will also be scheduled for students in special programs and extended course offerings. Students will have advisory period two times per week where the focus will be on social-emotional learning
 - Our High School College and Career Center is up and running virtually. We have a 1.0 FTE position to manage tutoring, match students with tutors, reach out to staff and students, etc. Our college counseling teams will also work to offer their usual array of supports for juniors and seniors.

During student independent work time and on Wednesdays, teachers will be working with small groups of students who need extra support, preparing lessons, engaging in professional development, and reaching out to engage families of students with extra communication. Distance learning models for each of our school levels are linked below.

[Distance Learning Schedule - Elementary](#)

[Distance Learning Schedule - Middle School](#)

[Distance Learning Schedule - High School](#)

Technology Needs for Teaching Staff

Technology and Supplies Stipend: BUSD will provide all certificated staff a \$250.00 stipend to cover the cost of expenses related to the provision of distance learning from the home. This stipend will resolve any needed technology supplies and teaching materials. Teachers are encouraged to borrow equipment from their classrooms as practicable, using this money to fill needs in addition to what is provided.

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.

When schools suddenly closed mid March last school year, our technology department leapt into action. They gathered any and all available Chromebooks in our district including going to school sites and dismantling hundreds of computers from their classroom carts. In coordination with The Berkeley Public Schools Fund, a non-profit grant funding agency, we opened the *Ed Hub*. The *Ed Hub* was formed in collaboration with The Berkeley Schools Fund within the first month of distance learning. The Ed Hub is BUSD's centralized distribution site for educational resources during COVID-19. The drive-through site allows for BUSD families to pull in, pick up essential learning supplies, and head back home while staying safely inside their car. Chromebooks are always available at the Ed Hub for pick-up or exchange along with replacement cables and earbuds. Hot spots are available for families who are not able to afford home Internet access.

Berkeley Unified School District will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- The process used to ascertain the needs of students. In doing so, the LEA may consider the needs of teachers and families in order to ensure that all have access to devices and connectivity.
- The plan for ensuring access to devices and connectivity for all pupils to support distance learning, whenever it occurs, and for providing technological support to ensure access to devices and connectivity.
- Students (secondary) and families were surveyed, as well as provided an email and a phone number to contact if they needed a Chromebook or HotSpot.
- Over 2500 Chromebooks were provided to students before school ended in June 2020
- The Berkeley Public Schools Fund "EdHub" has been open Mondays Noon-2pm, Wednesdays 3:30-5:30, and Fridays Noon-2pm each week since its inception in April, including throughout the summer, and will continue to operate in the 2020-2021 school year
- As of August 18, 3742 Chromebooks had been lent to families, as well as 173 TMobile HotSpots
- Initially Hot Spots were hard to obtain, but by May the district had obtained 220

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.]

Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, BUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. Our families received communication from our Superintendent emphasizing the requirement to attend school.

Recording Attendance: Teachers will take daily attendance to reflect participation in both synchronous and asynchronous instruction for distance learning using the codes below. Our district will track and monitor student progress through live contacts and synchronous instructional minutes in two main ways. 1) All teachers will use the current Illuminate attendance system to enter daily attendance (participation in distance learning) based on this modified version of our usual attendance procedures. We will carefully track attendance data, and use our re-engagement strategies as needed.

Description <ul style="list-style-type: none"> Synchronous learning is live/real time interaction (Zoom, Meet, Phone, Text) Asynchronous learning is Assignment, Assessment, and/or Family/Student contact
PRESENT CODES
P (Present): Student attended all synchronous learning, and completed some or all asynchronous
SYP (Synchronous Present): Student attended all synchronous learning, but did not complete asynchronous
ASP (Asynchronous Present): Student did not attend or substantially missed synchronous learning, but is completing assigned asynchronous assignments
PAR (Partial) Student did part of synchronous learning or asynchronous assignments, but did not complete or attend all
ABSENT CODES
CON (Contact): Student did not attend synchronous learning, did not complete any asynchronous assignments, but successful contact was made with student/family
UNV (Unverified) Student did not attend synchronous learning, and did not complete any asynchronous assignments

2) Teachers also need to track the number of minutes for each assignment by attaching a tag to an assignment in their gradebook or learning management system (LMS). For example, Read Ch. 3 (30 Minutes). All teachers will be required to track student participation including assignment completion, assessment completion, and contact with students, and/or parents/guardians. Elementary teachers will keep daily records and weekly enter a report of participation in Illuminate. Middle and high school teachers will be required to track assignment completion and assessment completion in the Illuminate Gradebook. All teachers will also keep a log of student and/or parent/guardian contacts.

In addition to the two main methods of tracking participation online platforms allow for accountability as well. All teachers will maintain a learning management system (LMS), either Seesaw for the younger grades, or Google Classroom. Within the LMS teachers will be able to track student activity and create reports of student sign-in and assignment completion through student activity reports. All teachers will also use a video conferencing platform such as Zoom or Google Meet. Using audit logs, these platforms allow teachers to track if a student attended as well as how long a student was in the session.

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.]

Towards the end of the final trimester of the school year, 2019-2020, while in distance learning and hearing obtaining feedback from our teachers, we were able to reflect on the need for teacher training. In response, our professional development department and instructional technology team created a professional development plan for June, after the end of the school year. During that week, the team offered an extensive menu of PD options for teachers to choose from. Teachers were able to attend virtual training sessions that focused on digital technology support as well as mental health and wellness. Teachers appreciated this training, but wanted more. Our next step was to prepare for August.

In preparation for providing the most engaging instruction for our students in distance learning, teachers participated in two weeks of professional development in August, prior to the start of the school year. District staff developed a new menu of robust offerings that were delivered using a distance learning model with online platforms. Sessions were designed to support instruction and further student learning. Menu items included professional development on topics such as on using audiobooks and ebooks for student learning, how to use learning management systems, *Google Classroom* and *SeeSaw*. PD was also offered on numerous other online learning platforms such as *Zearn*, *Edpuzzle*, *Flocabulary*, and *Padlet*. These professional development offerings gave teachers an opportunity to build confidence in their new role as a distance learning teacher. Another area of focus in the offerings was wellness. The PD menu included offerings in mindfulness, mental health maintenance during Covid, and self care. Additionally, many curriculum subjects were explored through the new teaching environment such as math for middle school teachers or teaching PE to elementary students. Additionally, student wellness and engagement were popular topics, with an emphasis on trauma-informed practices and support for underserved student populations. Teachers appreciated having the opportunity to collaborate and share ideas which eased the anxiety many of our teachers were burdened with.

This professional development series was attended by classroom teachers, specialists, paraprofessionals, preschool staff, and after school staff. The Summer distance learning two weeks of PD was a resounding success. There were 525 attendees and 112 sessions which averaged over 37 staff members per session. Many of the training sessions were recorded and can be viewed on our professional development website. Staff will continue to participate in regular professional development throughout the school year with the goal of continuing to improve instruction whether in distance learning, hybrid learning, or in person learning, focusing on strategies to best support our students. Before school closures teachers had weekly collaboration time. We structured this time for collaboration into our distance learning and hybrid plan as well. Now more than ever staff needs this time to share best practices and learn from each other.

Curriculum Pacing for Hybrid and Distance Learning Models

Over the summer, a group of over 80 teachers engaged in TK-8 re-pacing of the scope and sequence for Language Arts, Math, Social Studies and Science. This work included the identification of essential standards, a realignment of the current curriculum, the integration of building community, building identity, supporting social emotional needs, and trauma informed practices.

Principal Circles

This project will engage administrators and Black/African American parents from all TK - 8th grade Berkeley public schools through a structured process to better support the success of Black/African American students. The goal is to promote communication, understanding and respect between Black/African American parents and school leaders. This project is designed to ensure that the voices and experiences of Black/African American parents guide school leaders' efforts to re-shape Berkeley schools to better support the success of Black/African American students

Staff Roles and Responsibilities

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

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job out of pure necessity. On March 16, 2020, all schools and district offices in Berkeley Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities are reflected below.

Teachers and Classroom Instruction: In distance/hybrid learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

- **Attendance and Participation Tracking:** In DL/hybrid learning teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with "present," "absent," or "tardy." Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

ELD Teachers: ELD teachers will continue to deliver designated ELD and will support teachers in delivering integrated ELD, except that it will now be in a virtual classroom. Time blocks are embedded in our DL plan so that ELD teachers will be able to pull students into groups. This is different in distance learning. Normally, students are pulled from class for designated ELD. Although we do not normally pull students during Literacy or math blocks, the consequence of this system is missed time in the general education classroom. The good news is that

during distance learning, pulling students from their class time will not be necessary. Students will receive these services outside of time with their teacher.

Response to Intervention Teachers (RTI): RTI Teachers, Literacy Coaches, Math Interventionists, ELD teachers and Special Education Teachers will still provide intervention and extra support, but in a new way. Our DL/hybrid plans allocate specific times for small group support. These teachers will also need to change engagement strategies for an online environment. Their teaching will need to be better focused so that students will stay engaged with the learning. They will also have to constantly monitor student response during their sessions. Specialist teachers will be required to create complex schedules to be certain that their services supplement classroom instruction and don't supplant it.

Technology Teacher Leaders: The work of our technology teacher leaders has been modified and greatly increased. Though they have always supported their teaching peers with technological needs, moving into distance learning has amplified the need for support. Some of our teachers are not familiar with technology and even those that are, need support with new types of technology that are specifically designed to address the needs for distance learning. Tech TLs are now being relied upon more than ever.

Instructional Assistants: Special Education Instructional Assistants (IA) will now need to engage and support students in a new way. IAs will sit in Zoom sessions rather than classrooms. They may work with students in breakout rooms so technological knowledge will be important. They will need this new training along with the tools in order to be successful. They may need to learn new online learning platforms so that they can guide students. They will need to find new, creative ways to form relationships with students.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. SARB and SART processes, as important as ever, will

change. When a student is ill, staff will have to proceed according to the City of Berkeley Health Department guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

Professional Development Coordinator: Our professional development coordinator worked outside of her work calendar to pull groups of teachers together for work on re-pacing curriculum, and developing and running professional development sessions for staff and families.

Coordinator of Berkeley Research and Evaluation: Our BREA Coordinator also worked over the summer, off-calendar, to support plans to assess students in a more systematic way throughout the year. He also attended state and county meetings and assisted with developing an attendance and participation plan.

Extended Learning Staff: As we were originally planning for a hybrid model, our extended learning staff worked beyond their calendar year to develop plans for an “ed camp” in order to provide extra support targeted towards our disadvantaged students.

Board Certified Behavior Analyst (BCBA): BCBAs will continue to offer consultation and training to case managers and general education teachers to support the creation of positive reinforcement systems for students. In addition they will complete Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) to the extent possible under distance learning conditions.

School Psychologists

School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go breakfast to all Berkeley Unified students and lunch to our students who receive free and reduced lunch.

District Nurse: We hired an additional district nurse. All district nurses’ work has changed. They are now looking at all of our students’ health conditions through the lens of Covid-19 and how this is impacting each student uniquely. They are also responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

Counselors: Counseling staff in BUSD advocate for the mental health needs of all students by offering instruction that enhances awareness of mental health and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term

support. Counselors have needed to adapt to an online format requiring them to develop new skills for creating a personal relationship while in an online platform.

District Administrators: Many District administrators including the coordinators of PD, Research, and Library Services/Digi-tech worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the district office as permitted.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English learners

Designated and integrated instruction in English language development is included in our distance learning model. Each school site has an English Language Development (ELD) teacher to deliver services. The distance learning plan schedules time daily for English learners to receive designated ELD by the ELD teacher. The times for instruction do not impede on EL students' regular classroom schedule, but rather are an added support. We will continue to use our adopted ELD instructional curriculum and materials as well as an added online resource, *BrainPOP ELL*, a comprehensive EL learning program that encompasses the four main language skills, listening, speaking, reading, and writing.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school, and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support. The EL teacher will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners. Our new distance learning plan provides for more online interaction both with the teacher, and also through the opportunity to attend our many enrichment offerings. Middle and high school teachers will continue to use Constructing Meaning strategies modified for online learning, hold small group support sessions and built in time for equity based parent outreach. Teachers include Specially Designed Academic Instruction in English (SDAIE) in their instruction. Teachers are certified in these teaching methods for content area classes in which English Language Learners participate. Though we have offered professional development for integrating ELD instruction into our curriculum in the past, continual professional development for teachers is needed. In planning for our staff development days, we will strategize on growing teachers' expertise in this area, especially for a distance learning model.

Due to current health orders, we will not be able to perform initial assessments for EL students in person for now. We will proceed with online testing when possible, and/or resuming in-person testing as the Berkeley Public Health Department allows. All new students who require ELD testing according to the Home Language Survey will be assumed to be English learners, will be assessed using STAR 360, and will be given services according to our best assessment of the students' levels until testing is possible. Students who did not participate in summative ELPAC testing in the 2019-2020 school year due to school closures, and may be considered for reclassification, will be given the summative assessment in the fall using a computer based delivery platform for available grades. BUSD is committed to supporting English learners during distance learning, by differentiating instruction, ensuring access to the curriculum with added support, and building relationships with our EL students and families.

Students with Disabilities

Distance Learning Emergency Plans (DLEP): DLEPS, as defined by SB 98 to address student needs for instruction and related services that align with the IEP, were completed by Education Specialists to define services during the time of the pandemic emergency. SB 98 requires that an IEP must now include how the following will be delivered in a distance learning context: special education and related services, supplementary aids and services, transition services and extended school year services. The DLEP plan that has been created goes above and beyond these requirements by also offering accommodations and modifications and the platform of delivery. Student progress will be monitored and progress reports will be provided at report card periods during distance learning or in a hybrid model.

The DLEP describes the means by which an IEP will be provided during emergency conditions. It does not change the District's offer of a free appropriate public education (FAPE) to our students. Education Code 56345(a)(9) requires the District to include this description of the means by which an IEP will be provided during emergency conditions at the next regularly scheduled revision of a student's IEP. When transition into a hybrid model, the DLEP services, supplementary aids and services and accommodations will be adjusted based on student need.

Assessments

Due to current health orders, we will not be able to perform in person initial assessments or triennial reevaluation assessments at this time. We will resume in-person testing as the Berkeley Public Health Department allows. BUSD Special Education Services is currently piloting an assessment project. The *assessment project* team will consist of a school psychologist, speech pathologist, occupational therapist and (2) special ed teachers. The project will involve coming up with assessment guidance documents, implementation of the guidance via assessments and adjustment of the guidance based on the implementation. The objective is to complete all phases of the project within 15 days.

Instructional Aide (IAs)/Paraprofessional Training: Paraprofessionals were invited and compensated to participate in BUSDs Two Week Summer Professional Development Series alongside General Education, Special Education and Related Service Providers. In addition, training was provided to IAs on supporting positive student online behaviors and accessing and using technology during the first two weeks of school at the High School, Middle and Elementary Levels. Training will continue to be provided to IAs by a team of Supervisors, Board Certified Behavior Analysts (BCBAs) and Teachers on Special Assignment (TSAs). Paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan support for students based on their learning goals and adjust support based on progress.

Supervisors, Program Manager and Teachers on Special Assignment supported in the training of completing the Distance Learning Emergency Plans (DLEPs) and created Professional Learning Communities (PLC) for Education Specialists, Speech and Language Therapists, Occupational and Physical Therapists to share best practices with each other. Regular weekly consultation hours were also set up by this team to offer individual consultation to Education Specialists. Further training will be provided to Special Education Specialists in defensible goal writing, Wilson Training for dyslexia intervention and collecting data and evidence of goal progress in an online and hybrid format.

Research-based Curriculum: The special education team reviewed various online instructional curriculum to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Reading Recovery (1st grade)
- *Wilson Reading System (Foundations, Just Words)*
- *Fountas and Pinnell* Leveled Literacy Intervention ((LLI) for Mild Moderate K-5 level
- Accessible Literacy Learning Reading Program (Mod Severe Focus)
- Fast Track Phonics (K-2)
- Read Live
- Read 180
- System 44
- Fast Track Phonics (K-3)
- Teachers College Writing and Reading Workshop Teaching Videos
- Eureka Math
- Zearn Math
- ST Math

Special Education Services is currently exploring purchasing these programs to further support our Moderate Severe Students:

- Lexercise Literacy Program (Dyslexia)
- *Unique Learning System* for Moderate/Severe programs

Students in Foster Care and Students Experiencing Homelessness:

At the end of June, our Foster Youth and Homeless Counselor convened the Homeless Outreach and Engagement Program (HOPE) community collaboration. At the initial meeting, local non-profits and community-based organizations that partner with Berkeley Public Schools that serve homeless families were invited to share input and suggestions on supporting and serving our HOPE families, especially those working with the disproportionate number of families who are African-American and Latinx. Our goal was to connect with each other about equity and shared vision across agencies. We shared program information and described resources and plans in support of homeless

children and families in Berkeley. Inter-agency collaboration will improve the health and educational outcomes of students TK-12th grade who experience homelessness. They will meet regularly throughout the school year.

Currently, our Foster Youth and Homeless Counselor is identifying agencies that can offer a physical location for our students to remote learning. She has reached out to Berkeley Youth Alternatives (BYA) and Youth Spirit Artworks to see if they have space and staff who can assist students with on-line learning. She will continue to work with families in enrollment, accessing school materials, chromebooks, hotspots as well as referrals to shelter, food and medical services.

Additionally, HOPE is working with the Women's Daytime Drop-in Center (WDDC) to expedite families registering with 211, although the 211 system has many challenges. The WDDC was recently granted the ability to register families with Family Front Door (211), as 211 serves all families in Alameda County, we are hopeful working through WDDC will assist *Berkeley Families* in accessing shelter and resources quicker than going through 211. HOPE & WDDC are requesting data from the county to see how many Berkeley families register with 211 and how many are actually provided service.

FOSTER YOUTH- The same support and services identified through the HOPE Community Collaboration will be available to support our Foster Youth and their parents. Our Admissions Department has been very responsive to enrolling HOPE and FOSTER YOUTH. For our enrollment paperwork, the subject line indicates HOPE/FOSTER YOUTH so the HOPE/FOSTER YOUTH student's enrollment stands out and gets prioritized. In addition, a list of HOPE/Foster Youth students is submitted to Nutrition Services on a weekly basis to identify students who are eligible for free lunch. This will be submitted on a weekly basis for as long as we are providing remote instruction. (This information is usually submitted on a monthly basis). Our counselor continues to work closely with our Office of Family Engagement (OFEE) to ensure all of our most at risk families are identified and supported.

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

Description	Total Funds	Contributing
Provide Personal Protective Equipment (PPE) - face masks, gloves, wipes for employees allowed to be on sites extra disinfecting supplies	\$ 200,000	N
Pay groups of teachers for summer work on pacing guides	\$ 52,200	N
Pay teacher leaders for developing "partnership building" projects and activities for elementary for the first two weeks of school in distance learning	\$ 4,537	N
Pay teachers and other staff for developing and facilitating PD for two weeks prior to school starting	\$ 9,992	N
Pay teachers for attending PD two weeks prior to school starting	\$ 200,000	N
Purchase new Chromebooks to replace Chromebooks given out to unduplicated students in the spring	\$ 200,000	N
Replace all certificated teachers' Chromebooks, including non-classroom teachers. The new devices have powerful processors, 8GB of memory, as well as USB-A, USB-C, HDMI, and headphone ports.	\$ 506,814	N

Purchase Hot Spots specifically to support low income families who do not have access to Internet	\$ 7,0000	Y
Purchase <i>Mystery Science</i> subscription to provide supplemental online elementary science education for grades K-5	\$ 11,000	N
Purchase Pioneer Valley Books online subscription to provide supplemental online developmental reading materials for elementary students	\$ 16,800	N
Wilson Language Training to provide Professional Development Services and Training Materials to Special Education Teachers for student with reading disabilities	\$ 18,352	Y
Purchase <i>Accelerated Reader</i> , a computer-based program used to monitor reading practice and progress for middle schools	\$ 12,000	N
Purchase <i>Tales2Go</i> to provide audiobook licenses for the Library department providing online reading resources for all students	\$ 23,000	N
Purchase <i>Newsela</i> an instructional content tool that allows teachers to find articles with appropriate reading levels for their students. Newsela articles also feature questions and writing prompts that align with common core standards - 4th, 5th grades and middle schools	\$ 30,000	N
Purchase WeVideo online video editing - green screen, picture-in-picture, motion titles, audio editing, and support for unlimited tracks - video-editing tools for secondary school STEM courses	\$ 3,000	N
Purchase online resources from Success for All to provide FastTrack Phonics curriculum License Package for all K-5 schools	\$ 20,000	N
Purchase through Heinemann virtual online subscription for Fountas and Pinnell leveled books for small group instruction in guided reading	\$ 43,700	Y
Ed Hub - centralized distribution site for giving out Chromebooks, hot spots, books, and school supplies during school facilities closure due to COVID-19 - Run by volunteers	0	Y
Purchase subscription for DESMOS online resources - tool for middle school math curriculum and formative assessment	\$ 30,000	N
Hire an additional district Nurse to collaborate with state and local health departments to update emergency operations plans (as noted in "in-person" section)	\$ 136,500	N
Pay Professional Development and Berkeley Research, Evaluation and Assessment, and Library Services Coordinators extra pay for summer work to prepare for distance learning	\$ 20,000	N
Hold "Principal Circles" to engage administrators and Black/African American parents from all TK - 8th grade Berkeley public schools through a structured process to better support the success of Black/African American students	\$ 10,000	Y
Technology and Supplies Stipend for each certificated staff to cover the cost of expenses related to the provision of distance learning from the home - \$250 stipend per teacher	\$ 188,500	N

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.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed patterns in participation rates. Notably, participation was lowest across our secondary program, especially for students experiencing homelessness, students experiencing socio-economic disadvantage, students with IEPs, and African American students. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. BUSD intends to administer the Star Reading and Mathematics Assessments. Currently, three administrations are scheduled: September, January, and March. The September administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from September will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the September administration of the Star assessment. At Berkeley High School, English Language Arts and Mathematics teachers will use periodic formative assessments in class and utilize those given to students in September-December as baseline data, collaborate to calibrate scores and identify next steps to address learning loss, and then re-assess in the Spring.

Learning loss will be addressed in both our distance learning and our hybrid learning models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

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.]

For both our hybrid models and distance learning models, grades TK-12, time will be embedded in the schedule for equity based small groups led by the classroom teacher. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and submit logs of these activities twice per month. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear

outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, site specialists including Response to Intervention Teachers, Literacy Coaches, and for some schools Math Interventionists, will track achievement data and meet in Coordination of Services (COS) Teams to coordinate potential services for students performing below grade level standards. COS Teams can consist of the three specialist teachers mentioned as well as the Principal, School Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, Restorative Justice Counselor, and the Family Engagement Specialist. Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, the COS team will collaborate to regroup students and try different researched based interventions and strategies. The COS Team collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well. The ELD teacher in addition to providing designated ELD and supporting teachers, will meet and collaborate with the COS team considering EL students' academic progress and the potential for providing additional support through small group focused instruction by another specialist.

Special education teachers participate on the COS Team and collaborate closely with the specialists. We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. In addition school closures upended many students' Individualized Education Plans (IEP). In BUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in BUSD, the IEP team will develop a Distance Learning Emergency Plan for each student with an IEP. The DL Emergency plan describes the means by which an IEP will be provided during emergency conditions. It does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. This emergency plan description must include all of the following: special education and related services; supplementary aids and services; transportation services; and extended school year services, to the extent they apply to the students. The DL Emergency Learning Plan must include synchronous learning, unless daily live interaction is not feasible, and may include asynchronous learning activities. Case managers in collaboration with families will develop Emergency Learning Plans in the first two weeks of distance learning.

Extra Academic Support by Certificated Staff

In addition to the distance learning plans for small group support and targeted intervention groups, we will also offer students who are demonstrating learning loss after school intervention delivered by our certificated staff. Teachers will be paid outside their duty day to provide extra support to their students with the highest need including low income, English learners, foster youth and homeless students. This after school tutoring will focus on accelerated learning with the intention of helping students to catch up from experiences of learning loss.

Outside Agencies for Academic Intervention

BUSD is currently exploring possibilities for working with outside agencies who offer programs supporting our most disadvantaged students. The African American Regional Education Alliance (AAREA) is an initiative of the Choose College Educational Foundation, Inc., a non-profit

whose overall goal is to emerge, sustain, and grow a regional collaborative network that designs and implements innovative educational services targeting the needs of African American youth and their families in the Bay Area, by engaging in meaningful conversations and reviewing best practices for improving the academic success of African American students. This last summer some BUSD students participated in their STEM Steps program. The program teaches STEM Strategies to Empower and Prepare Students for Success. STEM S.T.E.P.S. for Success is a collaborative approach to enhancing college eligibility rates of African American students through STEM education and support for students, educators, and families in Alameda County. We hope to continue with this program next summer. We are also looking into professional development and tutoring services.

Responsibility, Integrity, Strength, Empowerment (RISE) is a non-profit agency that supports low-income youth in the city of Berkeley. They assist families with legal, financial and medical support. They also offer academic support and college preparation programs for low-income At-Promise youth who will be attending Berkeley High Schools. Their goal is to help students graduate on time and encourage them to pursue higher education. They achieve these goals by reducing outside barriers that interfere with personal and academic wellness through summer bridge transition, academic mentoring, counseling, advocacy and enrichment activities.

High School Summer Programs: Summer Bridge Transition

If local department of health authorities allow, we will offer both our Summer Bridge program and RISE programs in-person during summer, 2021. Bridge is a five-week transition program for BHS incoming ninth graders. Bridge strengthens Mathematics and English abilities and builds enduring positive relationships among students and staff. Students and staff attend off-site activities in which they engage in team and character building, informational workshops and recreation. The proceeding weeks involve intensive Mathematics and English classes, guest speakers, workshops, Q&A panel of current/former Berkeley High students, and an Introduction to BHS graduation and college admission requirements. Bridge cohorts continue as a 7th period class throughout the school year, in four grade-level cohorts with one teacher each.

High School Credit Recovery

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through Cyber High. Cyber High is a high school curriculum that is administered online. The curriculum is fully accredited through Fresno Unified School District and is aligned with the California State Content Standards and Frameworks. Select courses also meet the University of California's "a-g" requirements. Berkeley High School students can take self-paced courses through Cyber High that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their Cyber High instructor (a credentialed BHS teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's BHS transcript. Cyber High is limited to seniors and juniors who need credits to graduate or for college eligibility. In order to take a course through Cyber High, see your academic counselor.

Summer School:

Berkeley Public Schools will provide a variety of summer school learning options, to mitigate learning loss for our most vulnerable and unduplicated students and maximize the number of seniors who will meet graduation requirements.

TK-8 Summer Program: The focus of the TK-8 summer school is to provide intervention and reinforce grade-level skills for the coming school year in math and English literacy.

Elementary School

TK-5 Session 1: 4 weeks

All BEARS (extended school year program for low income students), and Extended School Year (ESY) students are automatically enrolled. As space is available, other students are recommended through Coordination of Services teams at each school site. ESY students will receive extra support, including class on Fridays. This program will serve 14 students per class, four classes per grade level for a total of 360 students.

Middle School - 6th-8th, 4 weeks

The middle school program is focused on providing academic support for students who would benefit from extra support over the summer. The program provides intervention in Math and English literacy. Students are identified by teachers and counselors. This program will serve 15 students per class, two classes per grade level for a total of 90 students. The Middle School summer school program will have the following classes:

- Rising 7th Grade Math and English - two classes
- Rising 8th Grade Math and English - two classes
- Rising 9th Grade Summer Math Academy - two classes
- Long-term English Learner AVID Excel - one class of 20 students ran by Bay Area Writers Project

High School - 6 weeks

The high school program will include various A-G courses as determined by student need, including Credit Recovery via Cyber High, and Senior Diploma, a program to support seniors who are within 15 credits of graduating.

Credit Recovery classes are open to current 11th grade students. BHS Summer credit recovery classes may be taken for remediation only, which means either to raise an existing grade from “D” or “F” in a class a student has already taken, or to make-up a missed grade-level class. The Senior Diploma Program may be recommended to Current Seniors short up to 15 credits for graduation and is tailored to each student’s needs. Student enrollment and course selection: Students behind on credits are identified through counselor recommendation and invited to enroll.

This program will serve 20 students per class in 15 classes for a total of 300 students.

- ELD Geared towards accelerating the English language development of BHS ELD 1/2 students and incoming 9th-grade EL newcomers
- SPED Middle & High School 4 weeks, June 22-July 17, 2020 AM Session
- (CEC and Mod/Severe)

BCC Counseling 207A: 1 Unit Berkeley City College course for rising 9th grade students introducing BHS resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration. This course will be taught by an Instructor and Counselor at Berkeley City College. Weekly small group break-out sessions will be led by Counselor at BHS. Student to staff ratio 20:1 serving 40 unduplicated incoming 9th grade students from all 3 middle schools. With this program, we hope to accelerate learning progress for our unduplicated students.

Edventure More (Edmo): virtual summer camp for 1st-8th grade students (Unduplicated Students are recommended through COS teams at each school site) 4 weeks, Monday-Friday 1:00-3:30 PM. Focus on STEM/Maker Education and Social Emotional Learning. The daily schedule includes check-in, rallies, enrichment, snacktime, SEL activities and Indoor recreation/games. This mix creates lots of screentime breaks. Kids keep the same staff and campmates throughout the session to build true connections. Online Safety: A moderated, camera-on, check-in takes 10-15 minutes. All staff federally/state background checked. This program has a staff ratio of 8:1 to 15:1, varying by age with a capacity to serve 175 rising 1st-8th grade unduplicated students.

STEM STEPS for Success: Focus on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities. Presented by the African American Regional Educational Alliances (AAREA) this program offers a virtual experience that focuses on the social, emotional, and historical uniqueness of the African American culture. Students receive small group (3-4) “live” sessions with an instructor, as well as instructor content-based videos with accompanying digital and paper-based material kits. This program will serve 30 rising 6th-8th grade 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.]

As discussed in the previous sections, the Star Reading and Math assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, school site’s Coordination of Services (COS) Team consisting of site specialists which may include the Response to Intervention (RTI) Teacher, Literacy Coach, Math Interventionist, the principal, counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and the Family Engagement Specialist will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported.

The COS Team coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COS team will collaborate to regroup students and try different research based interventions and strategies. The COS Team collaborates and coordinates with a focused eye on not only students’ academic achievement level, but also on their social-emotional well-being. The Team also focuses on our most vulnerable students including low socio-economic students, English learners, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

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

Description	Total Funds	Contributing
Purchase STAR Renaissance Star Early Literacy, Renaissance Star Math and Renaissance Star Reading for elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year	\$ 140,0000	Y
Cyber High School Online Credit Recovery Program to provide access to client users for courses, curriculum, tools and resources BHS and Berkeley Technology Academy, prioritizing Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery	\$ 25,193	N
High School Summer School Program for students fail a class needed for graduation, 4 weeks, priority given to Seniors	\$ 25,000	N
K-8 Summer School, 4 weeks, full day or half day program provided for low socio-economic students, students with special needs, and students who need extra support in math or literacy, Stem, Edmo	\$ 50,0000	N
After School Tutoring - Teachers will be paid hourly for tutoring students who, based on assessment data, are experiencing learning loss - the focus will be on low income, EL, Foster Youth, and homeless students	\$ 60,000	Y
Responsibility, Integrity, Strength, Empowerment (R.I.S.E.) Tutors, to provide academic support and college preparation programs for low-income At-Promise youth	\$ 20,000	Y
Purchase <i>Remind</i> online communication platform subscription to provide SMS-based communication software to improve communications with families	\$ 25,4000	Y
R.T. Fisher Educational Enterprises, to provide STEM S.T.E.P.S. Virtual Summer Experience for BUSD 5 th -8 th grade students	\$ 24,000	Y
Edventure More (Edmo), to provide a virtual summer camp focused on Science, Technology, Engineering and Math (STEM) and Social-emotional learning target for BUSD 1 st -8 th unduplicated grade students	\$ 49,750	Y
Bay Area Writing Project to provide the Young Writers Camp for middle school long-term English learners	\$ 17,500	Y
RTI Teachers - Responsible for identifying, tracking, and providing services for students performing below grade level students and students in need of behavioral supports	\$ 1,058,397	Y
Family Engagement Specialists - Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialize support	\$ 746,1190	Y
Up the Ladder writing curriculum online platform - writing intervention program to support students performing below grade level in writing with a focus on long term English learners in need of writing support	\$ 9,204	Y

STEM STEPS for Success: Focus on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities for student sessions after school, also provides professional development and training services for staff with a focus on working with Black/African American students	\$ 70,000	Y
BCC Counseling 207A: 1 Unit Berkeley City College course for rising 9th grade students introducing BHS resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration	\$ 13,400	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.]

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Students and Family Needs:

We must place academic learning in the context of physical, mental, and emotional well-being. Students were supported in the transition back to school with an increased focus on social-emotional learning, and the school year opened with community-building activities.

During the first two weeks of the school year, in elementary schools teachers conducted meetings with families and students in order to:

- Meet students in person (on-campus and outdoors if allowed), or online
- Discuss the family's circumstances and supports they might need
- Distribute individualized student schedules

In our secondary schools classes started with a focus on the following:

- Meeting children online (in-person if allowed),
- In middle schools advisory classes focused on social-emotional lessons
- Teachers providing equity based student/parent communication

Social-emotional Support

Developing strong social-emotional skills improves the academic performance of students. These skills can help students manage depression, anxiety, stress and social withdrawal. It is the foundation for all learning and success. Students will be supported in the transition

back to school with an increased focus on social-emotional learning (SEL). Our district uses the Toolbox curriculum for social-emotional learning, grades K-6. Toolbox is a research-based social emotional learning curriculum. It teaches critical social competencies necessary for academic and life success including resiliency, self-management, and responsible decision-making skills. Teachers will be intentional in using the strategies in the curriculum to help give students the tools to adapt to these major changes in their schooling experiences. In middle school 2 days/week students have advisory which will focus on social-emotional learning.

Professional Development

The professional development offerings this summer included sessions on wellness, such as those listed below, which gave teachers skills to better support our learners. All sessions were recorded and available for teachers so that they can continue to learn and develop skills as we move through the school year.

“Mindfulness Practices that Help Students Stay Centered & Focused in Distance Learning in K-8th”

“The Heart and Mind: Leading the Year with Social Emotional Learning in the Virtual Classroom”

“Building Community and Engagement”

“Creating Videos That Foster a Sense of Community K-5”

“Engaging families in COVID-19”

City of Berkeley Mental Health Services Act (MHSA)

In partnership with the City of Berkeley (COB), Berkeley Unified School District identifies and serves students under funding provided by the Mental Health Services Act (MHSA) Grant for four programs. Descriptions of the programs follow.

1. Health Peer Education Program (MEET)
2. Dynamic Mindfulness (DMind) Program
3. Supportive Schools Program (Elementary Schools)
4. African American Success Project

The MEET program implements a mental health curriculum for 9th graders and an internship program for a cohort of high school students in an effort to increase student awareness of common mental health difficulties, resources, and healthy coping and intervention skills. Through this program students are trained by a BUSD clinician to conduct class presentations covering common mental health disorders, on and off campus resources, as well as basic coping and intervention skills. The goal of this program is to bring about improved mental health for Berkeley High School students. The MEET program funding may also be used, after the MEET specific requirements are satisfied, to support coordination of mental health services within Berkeley High School.

Dynamic Mindfulness (DMind) is an evidence-based trauma-informed program that will be implemented in each BUSD middle school and high school. Validated by independent researchers as a transformative program for teaching children and youth skills for optimal stress resilience and healing from trauma, the DMind program integrates mindful action, breathing, and centering. DMind can be delivered as intervention that can be implemented in the classroom in 5-15 minute sessions, three to five times a week, or combined with other interventions, support and services offered at each school. This program has proven to be successful with vulnerable students who are

exhibiting signs of trauma/PTSD from Adverse Childhood Experiences (ACEs), and/or disengagement from school, chronic absences, and significant behavioral challenges, including emotion regulation, impulse control, and anger management. DMind also enables teacher well-being, which has been shown to enhance student learning. The program components will include in-class and after-school DMind sessions for students, student peer leadership development, training and coaching of school staff, and program evaluation. The goal of this program is to increase the mental health of students using mindfulness as a skill to identify emotions, express feelings, and cope with negative emotions.

The African American Success Project (AASP) was first implemented in FY19 in four Berkeley Unified School District Schools (King, Longfellow, Willard and Berkeley High School). Closely aligned with the work of Berkeley's 2020 Vision, the AASP works with African American youth and their families to actively engage students in the classroom and school life while creating a pathway for their long-term success. The project implements a three-pronged approach that includes case management and mentorship (which are individualized and tailored to meet each student's needs), community building, and family engagement. Through this approach a case manager engages and works with each student on school success planning. This work includes establishing student check-ins, family connections, teacher and staff collaborations, advocacy, and community building sessions. The project supports students who have disproportionately faced barriers in Berkeley public schools to promote an individual's learning, mental, and socioemotional well-being. The program is currently serving approximately 40 students.

Early Intervention Behavioral Health Services are provided at all BUSD elementary schools. BUSD sub-contracts with local agencies to provide early intervention services based upon the standard of evidence-based practices. Bay Area Community Resources (BACR), Child Therapy Institute (CTI), and Lifelong Medical (Lifelong) are agencies with which BUSD subcontracts to provide services at BUSD elementary schools. Agency and district staff providers lead social skills groups, early intervention social and emotional support, "check in/check out," individual counseling, and support for parents and guardians from diverse backgrounds. BUSD hires and assigns school counselors to elementary schools to provide behavioral support services. Counselors coordinate services and participate in Coordination of Services (COST) team meetings.

Secondary Schools have Guidance Counselors, Intervention Counselors, Restorative Justice Staff, and at BHS special education related counselors. On the high school campus there is a Homeless Outreach and Engagement Program (HOPE), which has its own counselor. BHS has a restorative justice counselor and an Alcohol, Tobacco, and Other Drugs (ATOD) Counselor. All are actively providing support to students using electronic methods.

City of Berkeley Mental Health "Warm Line"

Students, families and teachers of Berkeley High School and Berkeley Technical Academy can now connect with a licensed mental health care professional during the BUSD school closures. This new "warm line" offers bilingual support, information, consultations, and resources, Monday through Friday from 11:30 am - 4 pm.

Our high school also has its own health center on campus that provides mental health counseling and will be available to provide counseling during school closures through a video conferencing platform. The services include:

- Individual & group counseling
- Crisis intervention
- Relationship counseling
- Family counseling
- Stress management
- Depression

Students and families can also be connected for support through these mental health resources (linked on our website):

- ACCESS to mental health services for Berkeley children and youth M – F, 8 am – 5 pm Phone: 510-981-7642 (desk)
- Berkeley Mobile Crisis: 510-981-5254 (mobile psychiatric services, 11:30am-6pm)
- California Youth Crisis Line: 1-800-843-5200 (24 hours)
- California Peer Run Warm Line: 1-855-845-7415 (24 hours)
- Crisis Support Services, Alameda County 24 Hour Crisis Line: 1-800-273-8255 (24 hours)
- National Sexual Assault Hotline: 800-656-HOPE (4673) or Live Chat (24 hours)
- Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Distress Helpline: 1-800-985-5990 or text TalkWithUs to 66746. (TTY 1-800-846-8517)
- Family Paths Parenting Stress Helpline: 1-800-829-3777 (Biling/Multilingual translation; community resources and mental health services)
- CDC recommendations (Spanish)
- La Familia Counseling Services
- Texting Hotlines:
 - Text 741741 (24 hours)
 - Text “safe” to 20121 (Local, between 4pm-11pm)
 - Text “TEEN” to 839863 (Teens helping teens, 6pm-9pm)

Staff Needs:

Throughout the Covid-19 pandemic, teachers and other school staff have remained focused on supporting students and continuing to do their jobs. This may mean working, care-taking (their own children or other loved ones), and continuing to go through the same challenges as everyone else. As a result, our staff’s health and wellness may be at risk. Principals will need to be mindful and proactive when planning staff meetings and collaboration times, being sure to embed time and opportunities for staff to share experiences and process emotions, and allow for, and normalize, emotional expression. In BUSD we offer staff access to an Employee Assistance Program where employees can confidentially address and resolve their day-to-day personal and workplace challenges.

Staff are encouraged to refer to mental health resources from the City of Berkeley. The City of Berkeley offers comprehensive tips and resources to care for your mental health during the COVID-19 pandemic, and suggest things you can do to support yourself including:

- Be informed: Understanding the facts about COVID-19 and the actual risk to yourself and people you care about can make an outbreak less stressful. Turn to trusted sources of information.
- Take Breaks: Watching, reading, or listening to news stories, including social media, about the pandemic can be upsetting. Be sure to

- take a break from the news and engage in activities you find relaxing and enjoyable.
- Take care of your body: Take deep breaths, stretch, or meditate. Try to eat healthy, well-balanced meals, get plenty of sleep, and avoid alcohol and drugs. Exercise regularly while adhering to the need for social distancing.

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 is not engaging in instruction and is at risk of learning loss.]

Re-engagement Strategies: If a student misses learning opportunities, school staff will reach out to the student and family. If the student continues to miss learning opportunities, the school will develop an individualized re-engagement plan with the family. Case workers and the family engagement department may also perform in-person visits. Pupil re-engagement strategies will take effect following the first time a student hits a threshold of low participation, in this case, the equivalent to 60% absent in a week (per day in elementary and per class in secondary) The following outlines the tiers of the BUSD re-engagement plan:

ATTENDANCE INDICATOR	RE-ENGAGEMENT STRATEGY	PERSON RESPONSIBLE
Unverified in one or more classes for the day	Robocall to parent/guardian/caregiver	Robot
First time missing 40% of participation opportunities (by day in elementary and by course in secondary)	Phone call home and complete the reengagement log. If phone number is incorrect, email parent/ guardian/ caregiver. If phone and email are unavailable or unsuccessful send an email to principal or designee.	Class or homeroom teacher
Second time missing 40% in a week <u>OR</u> Marked unverified every day of the week	Step 1: Contact principal or designee (counselor, secretary, intervention teacher, etc.) with status Step 2: Contact parent/guardian/caregiver and student if age appropriate. Complete	Step 1: Class or homeroom teacher Step 2: Principal or designee

	the reengagement log Step 3: Possible in-person visit by case manager, OFEE, etc.	
Third time marked unverified in two or more days/classes in a one week period. <u>OR</u> Second time marked unverified every day of the week	Online conference with parent/guardian/caregiver and student to develop an individualized reengagement plan for student achievement. Communicate plan details with all of the student's teachers.	Principal or designee

Outreach

This school year attendance will look different. For distance learning, sites will track participation in both synchronous and asynchronous learning. In accordance with the re-engagement protocol included here, when students are absent steps will be taken progressively. When the absences repeat, the teacher will reach out to the family and/or student to assess the situation and determine the reason for non-participation. The teacher will offer strategies, accommodations, and/or supports to help re-engage the student. After the teacher has made multiple attempts without success, the COS Team will respond. School sites each have a Coordination of Services (COS) Team. The COS Team uses data to track student progress in regards to academics, socio-emotional well being, and attendance. Once non-participation becomes a pattern, the COS team will respond. The COS Team can include the Principal, Response to Intervention Teacher, Literacy Coach, ELD Teacher, Special Education Teacher, Office of Family Engagement Specialist, and Counselor, depending on the school level. The COS Team member who best knows, and/or has a relationship with, the family will be the first to respond. Depending on the reason for non-participation, the COS Team will be prepared to reach out to the family, recommend interventions including available resources provided by the district or community, and if needed, go to the students home to bring items. When families speak a language other than English, interpretation in their native language will be provided. Two tools our district will use for re-engagement: 1) *Remind*, a communication platform that helps educators reach students and parents. Messages are sent in real time to an entire class, a small group, or just a single person, 2) *Language Line*, and interpreter service. Language Line phone interpreters are highly qualified and confidential. Interpreters don't need to be scheduled in advance, and staff can be very specific about the language or dialect. For example, for Chinese, options include Mandarin, Cantonese, Hakka, Toishanese, etc. For Arabic, you can choose Yemeni Arabic, Moroccan, Sudanese Arabic, and more.

Office of Family Engagement and Equity

The Office of Family Engagement and Equity (OFEE) is funded by and tasked to serve LCAP unduplicated students. OFEE staff's work is targeted to build the capacity of historically under-resourced families to engage with schools, and to also increase the capacity of schools to engage and serve these students and their families. OFEE's scope is limited, however, they seem to be everywhere. OFEE's work is focused on the following strategies.

Family Engagement Strategies:

- STRATEGY I – Create a welcoming environment
- STRATEGY II – Practice two-way communication
- STRATEGY III – Facilitate respectful interactions
- STRATEGY IV – Share power and responsibility

There are varying layers of outreach to families when students are not meeting compulsory education requirements. OFEE is involved with supporting families, along with multiple departments/positions in BUSD. They are: Student Services, Counselors, teachers, principals, Intervention teams (many layers at the HS level), COST, Student Welfare & Attendance, and other district level departments.

Student Services adopts attendance guidelines and develops systemic plans to improve attendance. Student Welfare and Attendance staff engages school leaders to customize and implement attendance plans. Plans include outreach such as standardized notification letters, home visits, and attendance review team meetings to educate students and families on the importance of regular attendance, identify barriers and develop strategy for improvement.

The Office of Family Engagement and Equity provides personalized outreach to families prior to the start of the school year, and district-wide activities to promote consistent attendance throughout the school year. Families for whom attendance is a struggle for their children receive targeted support from OFEE staff to help with balancing the power dynamics when communicating with school and district representatives. This team also identifies barriers and works closely with families, school staff, city and community organizations, etc. to provide resources that remove barriers, and to create equitable opportunities for their children to progress.

Student academic success is of course assessed by teachers and concerns elevated to parents, school leaders and intervention teams (COST, RTI, etc) and the Office of Family Engagement and Equity. Outreach to families often begins with teachers, followed by Student Success Team meetings that meet to collaborate with families. Together the teams strategize and develop action plans for improvement. The Office of Family Engagement and Equity focuses on unduplicated families including low income, English learners, foster youth, and homeless students to prepare them to self advocate strategically in these meetings. As needed, OFEE participates in meetings to ensure that power is shared in discussions, and that students and families are respected and properly supported.

The Office of Family Engagement and Equity is staffed with one specialist for every two elementary school sites. We are currently considering increasing staffing for this department. The proposed increase would include the addition of a 0.53 FTE district position, and 1.0 FTE for Longfellow Middle School, which has the most unduplicated student population of our three middle schools.

Parent Support Seminars

We will be presenting a series of Parent/Guardian Support Seminars to offer our most disadvantaged families guidance on supporting their children during distance learning. Seminars are targeted towards our African American and unduplicated families. One example of a seminar will be on *Creating a Vibrant and Engaging Learning Space In the Home*. The seminars will be in English and Spanish.

Education Hub

During school closures and the COVID-19 crisis, the Berkeley Schools Fund, a non-profit agency who raises money for the Berkeley Unified School district, is directing community donations to support families in need identified by the BUSD Office of Family Engagement & Equity and the BUSD Homeless Outreach Program. In addition, Berkeley PTAs encourage our community to help by contributing to this effort. Individual PTAs can donate directly to the Berkeley Schools Fund in these efforts.

As a result of this fundraising effort, [The Ed Hub](#), a partnership with Berkeley Public Schools Fund was created. The Ed Hub is a centralized distribution site for all things teaching & learning during school facilities closure due to COVID-19. The drive-through site allows for BUSD students and their families to pull in, pick up essential learning supplies, and head back home while staying safely inside their car.

Chromebooks are always available at the Ed Hub for pick-up or exchange along with replacement cables and earbuds. Any BUSD family in need may pick-up a Chromebook. We also offer hotspots for families without Internet access.

Here's what is available at the hub:

- Technology needs (Chromebooks, computer exchanges, power cables, earbuds, internet tools, or tech support)*
- Desks and chairs
- School supplies
- “Leveled” K-5 Books
- Spanish-speaking support for any of the above

Task Runners, through the Berkeley Schools Volunteers program, will also be available to deliver supplies to families unable to access the Ed Hub. Task runners can deliver Chromebooks/Hotspots, Meal Service and student supplies.

School Nutrition

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

BUSD Nutrition Services prepares student lunches from scratch at their Central Kitchen. Now meals are free to all students with the renewal of the SSO USDA waiver until December 20, 2020. We will continue to prepare the same meals we served pre-covid that meet the requirements for UB and NSLP (we just completed our AR for SY 19/20 and we are in compliance). We have a “flow wrapper” machine that allows us to prepare individual meals pre-portioned to meet meal requirements per age group. We are operating under a Grab and Go model for distance learning. Meals are prepared in advance and frozen for shelf stability when necessary. Meals are delivered to school distribution sites where site staff assemble grab and go bags that include the requisite items to meet each meal period and meal pattern including fresh fruit and (two kinds) milk portions for the number of days of meals and the number of meal services being distributed on that day. We provide curbside pick up so that no one goes inside the building. For example, we offer meal service Monday, Wednesday and Friday. On Monday we provide a bag that contains two breakfasts and two lunches packed with the correct number of components per meal period. We have not had any trouble meeting meal pattern requirements, whole grain, fresh fruit and vegetables, etc. so we have not applied for waivers to relax these restrictions. We offer vegetarian and meat options daily.

We will provide meal pick up in the mornings so that students and parents can easily pick up the meals before the parent goes to work and has time to return home with meals and child/children. Students will have ample time at lunch to reheat their meals (instructions are included in the grab and go bags) and eat them with consideration for their distance learning schedule. This is repeated for Wednesday and on Friday only 1 breakfast and 1 lunch is bundled for pick up. This is meant to make it easier for households to get meals while also having to work or care for other children. We have eliminated salad bars and are packing up individual fresh salads in place of a salad bar. We are representing the colors of the rainbow in our meals, calorie restrictions, sodium targets, no trans fats, sat fat requirements, etc., in our meals over the course of the week.

At time of pick-up, student ID or last names will be provided to the server who will input information into our software program. Students will not be able to pick up multiple meals at the site or by visiting other sites. We will have rosters in the event that computers are down. We are getting browser based portals so that staff can use a chromebook or even a cell phone to account for each student who obtains a meal.

We will provide meal delivery service to students enrolled in our schools and who are on the program when they contact me and ask for delivery service. Nutrition Services has obtained the waiver to provide this meal service. The auditors looked over the plan for this service and approved it. Currently I only have 5 families participating in this service.

If there are a handful of students in school (Special Ed, for example) we will have Grab and Go breakfast as they enter the building and we will heat meals (pre-portioned and individually packaged sealed containers) at lunch for in school students. These meals will be heated and students will enter the cafeteria through social distancing to pick these meals up and return to their classrooms. We will have fresh fruit and milk with these meals as well. We offer two kinds of milk for all meal periods at all schools. In this case we will have meal service for every day that the school expects to have children in school.

For HYBRID Learning Model: Assuming Group A students attend school on Monday and Tuesday. Group B students attend school on Thursday and Friday. Teacher prep day will be on Wednesday. In this case on Mornings from 7am - 9:30am we will have curbside Grab and Go meals for Group B students to pick up and bring home. These bundled meals will include breakfast and lunch for Monday, Tuesday and Wednesday. We will provide all 5 components at lunch and three components at breakfast per meal guidelines. If we are operating under NSLP we will take name and ID# of students for claims. For paid students they may set up charge accounts to avoid handling money. For students in school they will receive their breakfast in a brown bag to take it to their classroom to eat. Lunch for students in school will be heated in the cafeteria (meals are pre-portioned and packaged at our central kitchen facility and delivered to the site in the morning). Students will enter the cafeteria 6 feet apart, with lines on the floor to indicate where it is appropriate for them to stand. They will obtain their meal and grab their fresh fruit and milk and return to their classroom to eat their meal (or go outside). On Wednesday morning Group A families may come to the school to pick up meals for Wednesday, Thursday and Friday. We will not have salad bars under this model. We will provide fresh side salads at least once a week. We will incorporate vegetables in the colors of the rainbow into the pre-portioned packaged meals.

If there is an afterschool program at any of our sites, we will provide snacks including fresh fruit according to the meal pattern.

All staff are required to receive safety training under covid conditions for food service. Our staff will have PPE, hand sanitizer and clean paper towels available at pick up sites. Staff will wear gloves and change them accordingly.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Homeless Outreach and Engagement Program (HOPE) Counselor	\$ 100,000	N
Mental Health and Social and Emotional Well-Being	In partnership with the City of Berkeley, BUSD identifies and serves students under funding provided by the Mental Health Services Act (MHSA) with BUSD funding	\$ 653,144	N
Stakeholder Engagement	Zoom Video Communications, Inc., to provide District Zoom meetings for the 2020-21-SY	\$ 25,400	N
Stakeholder Engagement	Thoughtexchange online crowdsourcing platform for large, diverse groups to contribute ideas and surface priorities (funded by Berkeley Schools Fund)	0	Y
Pupil and Family Engagement and Outreach	Provided housing for our homeless families - funded through Berkeley Schools Funds	0	Y
Pupil and Family Engagement and Outreach	Time scheduled for teachers to meet with families at the beginning of the school year scheduled during the first two weeks of school	0	Y
Pupil and Family Engagement and Outreach	Seminars to offer our most disadvantaged families guidance on supporting their children during distance learning.	\$ 10,000	Y
Pupil and Family Engagement and Outreach	Hire new Family Engagement and Equity Specialist for Longfellow middle school to increase family outreach services for unduplicated students	\$ 80,000	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
6.23 %	\$ 5,144,699

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.]

Ed Hub: When we first went into distance learning in March, and started engaging students online, we found out quickly that many of our low income, EL, foster youth, and homeless students were not showing up to class meetings. We immediately started tracking attendance at sites, then using a weekly log in our data system, we found that attendance was disproportionately lower with the said groups. As our Teachers, Family Engagement Specialists, RTI teachers, Principals, and other staff reached out to these families, we realized that a major obstacle was a lack of technological resources. We responded by forming a partnership with The Berkeley Schools Fund to create an *Ed Hub*. The *Ed Hub* provides the family a safe way to get equipped with these important tools including Chromebooks, earbuds, and hot spots. As The Berkeley Schools Fund got more volunteers and donations, we were able to expand the services to include books, and school supplies to these groups, as well as the capacity to provide Chromebooks to all students who come to the Hub.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that “opted in” for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Wilson Language Training: A multisensory, structured curricula that has research-based English language arts programs for all ages. The programs support early intervention for all K-3 students struggling or at-risk readers in the lowest 30th percentile, students who are decoding and encoding below grade level, and students who are not making sufficient progress in intervention or who may require more intensive

instruction due to a language-based learning disability/dyslexia. The decision to invest in Wilson was made based on the data showing that many of our students, including unduplicated students were in need of more intensive reading interventions. It serves all students who are identified for intensive reading support.

After School Tutoring with Certificated Staff: Teachers will be paid hourly for tutoring students who, based on assessment data, are experiencing learning loss. We will focus on assessing for learning loss, and on accelerating learning. We will first identify and serve our low income, EL, Foster Youth, and homeless students who are suffering from learning loss, and will then expand services to all students who are in need of this service based on school data.

Responsibility, Integrity, Strength, Empowerment (RISE) Tutors: Berkeley High School graduation rate data shows that there are disproportionate subgroups of students who are not graduating. These subgroups include English learners, low income students, foster youth, homeless, and Black/African American students. RISE is a non-profit agency that supports low-income youth in the city of Berkeley. They assist families with legal, financial and medical support. They also offer academic support and college preparation programs for low-income At-Promise youth who will be attending Berkeley High Schools. Their goal is to help students graduate on time and encourage them to pursue higher education. They achieve these goals by reducing outside barriers that interfere with personal and academic wellness through Summer Bridge Transition, Academic Mentoring, Counseling, Advocacy and Enrichment Activities.

Remind Online Communication Platform: Though our student information system holds contact information for all BUSD families, we found, especially during distance learning, that many of our families were not receiving communications from our district. With major decisions being made and communicated frequently, both announcing school closures and updating families on health information pertaining to schools from local, county-wide and state-wide agencies, we knew we had to figure out a better communication strategy. After collecting attendance and participation data in the Spring, we could see that this problem with communication was particularly pervasive with our unduplicated students, who were often the students disengaging from distance learning. Our site COS Teams and our Office of Family Engagement and Equity specialists found that families sometimes change their phone numbers and don't update this information with the district, are more responsive to text messages, and rely more on their cell phones for communication than computers and email. In response, we purchased a subscription for *Remind* which provides SMS-based communication software to improve communications with families. With *Remind*, we can communicate directly with students and families to answer questions and provide individual support. Teacher and family personal contact information is never shown. Class participants can send messages in the same way they receive notifications—by text, by app, and online.

Edventure More (Edmo) Virtual Summer Camp: As with STEM STEPS, feedback and data informed our decision to provide Edmo summer camp focused on Science, Technology, Engineering and Math (STEM) and Social-emotional learning targeted for BUSD 1st-8th unduplicated grade students whose families are being disproportionately impacted by Covid-19 and school closures. This program was put in place to give our unduplicated students access to engaging instruction that will increase academic achievement.

Bay Area Writing Project (BAWP): CAASP and school data show that in BUSD, our English Learners, particularly long term ELs underperform in the writing components on state and district assessments. In order to address this area of concern, during our middle school

summer program we offered the Young Writers Camp for middle school long-term English learners. This highly focused program provided support specifically for our middle school EL students, but the training BAWP provides supports our EL teachers with providing a language rich environment which benefits all students.

BrainPop EL: Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL as an extra support. BrainPop EL is a comprehensive English language learning program for students of all ages. The program features short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

STEM S.T.E.P.S. Virtual Summer Experience: Through Town Hall Meetings and stakeholder meetings with our families of color, we saw a great need to support our students of color not just academically, but also to support their social-emotional well-being, and to support their families who are being more affected by Covid-19 disproportionately. Many of our families of color are also essential workers and have a bigger burden when schools are closed and the need for child-care. To focus specifically on these students and families, we held a 4-week summer experience focusing on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities. STEM Steps offered a virtual experience that focused on the social, emotional, and historical uniqueness of the African American culture. This program was put in place to give our unduplicated students access to engaging instruction that will increase academic achievement.

STEM STEPS for Success: Once students are assessed and we can use the data to identify students who are suffering from learning loss, we will offer interventions outside of class time targeted to this learning loss. Along with the numerous school supports we have in place, we are developing a plan for providing an outside agency to work with our students addressing learning loss. STEM STEPS for Success offers a student support and intervention program that focuses on culturally relevant standards aligned math, science, social studies, and English language arts project-based activities for student sessions after school. Though their program is targeted to students of color and English learners, all students suffering from learning loss will be considered for this program and our other programs offered based on data.

BCC Counseling 207A: 1 Unit Berkeley City College course for rising 9th grade students introducing BHS resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration. This program is offered for students who historically have not had access to higher education. It gives them the opportunity to increase the likelihood of attending and graduating from college through exposure and information.

Extended Learning Ed Camps: When we are allowed to have students on campus in distance learning or hybrid models Ed camp is a program we will offer to our low income, English learner, foster youth, homeless, and special education students on the days when not

attending in-person learning. This program will offer support with the distance portion of either model, and provide extra curricular support to these students - 48 students per site, 11 sites. This program is specifically designed for our unduplicated and SpEd students.

Internet Hot Spots: After school closures last spring, we had quite a few students never joined in on distance learning, or participated in the beginning then fell off. After digging deeper, we determined that many who fell into this category were unduplicated students. In response, we purchased Internet Hot Spots specifically to support low income families who do not have access to the Internet. We made Hot Spots available through our Ed Hub, which had extensive family outreach mechanisms in place as a component of their establishment.

Principal Circles: Last spring, our Superintendent held a series of Town Hall Meetings to update families on how our district was responding to Covid 19 and school closures, and to obtain feedback in order to help us improve our planning processes for the Fall. In response to feedback from our Black/African American families, who were concerned specifically about the effects of school closures on this student population, we contracted with the agency R.T. Fisher Educational Enterprises to engage administrators and Black/African American parents from all TK-8th grade Berkeley public schools through a structured process to better support the success of Black/African American students. Project consultants will guide and facilitate a series of three convenings. This project strives to promote communication, understanding and respect between Black/African American parents and school leaders. This project is designed to ensure that the voices and experiences of Black/African American parents/guardians guide school leaders' efforts to re-shape Berkeley schools to better support the success of Black/African American students.

RTI Teachers - Intervention (RTI) teachers are funded, K-8, to provide direct services to students and to ensure implementation of a district-wide model for best instructional support and intervention. Responsible for identifying, tracking, and providing services for students performing below grade level and students in need of behavioral support. These systems provide school-wide interventions targeted to the students that need them through a layered intervention model. The effort emphasizes an integration of measurable outcomes, data-based decision making, and evidence-based practices. The RTI teachers for K-8 will identify and allocate resources to appropriate students at their schools, targeting English Learners, Foster Youth, Students with disabilities, and/or students who are African-American, Latino, and/or Socio-Economically Disadvantaged groups. The structure includes all students being assessed and, if identified, offered support services.

Family Engagement Specialists Responsible for supporting our unduplicated students and families by providing outreach, resources, and specialized support to families of unduplicated students. Family Engagement Specialists serve every elementary school. We will be adding a new position at Longfellow middle school based on their higher percentage of unduplicated students in comparison to our other two middle schools. Family Engagement Specialists were designed to meet the unique needs of our unduplicated students and their families, this added support benefits the entire school since the specialist is involved with all school events and family outreach.

Up the Ladder Writing Curriculum Online Platform: Our data shows that our ELs are often unable to redesignate fluent English proficient due to low writing skills. Up the ladder writing intervention program supports students performing below grade level in writing with a focus on long term English learners. This support is offered in small groups for upper elementary grades by our ELD teachers, RTI teachers, or

Literacy coaches. Because our site COS Teams have a systematic approach to determining intervention needs, other students who would benefit from this specialized writing intervention, besides English learners, will benefit from this support.

Town Halls and *Thoughtexchange* online crowdsourcing platform: At the end of the 2019-2020 school year, after being in distance learning since school closures on March 16, 2020, we held multiple town hall events as discussed further in the stakeholder section of this document. We used the online crowdsourcing platform, *Thoughtexchange*, at the community engagement events. *Thoughtexchange* made it possible for large, diverse groups to contribute ideas and surface priorities among those ideas in order to help inform and improve our decisions. We were able to collect input from almost 900 participants collecting over 1300 thoughts. In order to ensure that we reached our most marginalized families, besides the general public town halls, we provided focused town hall sessions for Black/African American families, Special education families, and Spanish speaking families with the entire session in Spanish. The events were so successful that they were repeated in August.

Time scheduled for teachers to meet with families: To start off the school year, in our elementary schools we started the first two weeks with a modified schedule. This schedule allowed for teachers to meet with each student and family in their new class. The plan was developed based on data from last Spring showing us that many of our unduplicated students tended to fall off distance learning due to English language understanding, lack of technological needs and understanding, lack of clear directions, and other issues. In response, we created a distance learning model that, for the first two weeks of school, allowed time so that each student could meet with each family. Creating a connection with the family to start the school year helped to build relationships and trust, and as a result will open up better communication. This system is important to, and benefitted, all families.

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

***Ed Hub* and Internet Hot Spots:** Because some families have the economic resources to fully equip their children with the tools necessary for distance learning, we knew that our less advantaged students could suffer, and consequently, fall behind in achievement. This increased service, *Ed Hub*, aligns with our LCAP goal of ending the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students. We achieve this through clear messaging to our unduplicated families that these resources are available to them, and providing a safe, easy process for ensuring our targeted families are receiving the resources in a prioritized manner.

RTI Teachers - Responsible for identifying, tracking, and providing services for students performing below grade level and students in need of behavioral supports, our RTI teachers are a vital part of a systematic approach to assessing, identifying, and serving students who need extra support. The RTI teacher position is aligned with LCAP goal one, to provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success. Providing RTI teachers to each site, K-8, ensures that we are identifying and serving the needs of our unduplicated students in need.

STAR Renaissance Assessment System: Without clear assessment and data collection in place as part of a systemized structure for identifying and supporting students, it's possible that some students could fall through the cracks, specifically our unduplicated students. In order to ensure that we are monitoring all students' academic progress, we must have a comprehensive assessment system in place. Having a clear system is in accordance with LCAP goal two to end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students. We will ensure monitoring of all students by implementing our developed assessment plan, and making sure that we use this data to inform our practices.

Fountas and Pinnell leveled books: This program with leveled books is used for our reading assessment system. As mentioned above, continual assessment, both formative and summative, is an essential piece to ensure that students are being monitored and are not getting left behind. This system is for students reading below the grade level expectation and provides a reading level for each student and helps us to see growth in reading. Our data shows that many of our unduplicated students qualify for the extra support. This program helps us to ensure students are improving their reading, a vital piece to their education.

BrainPop EL: Also aligned with goal two of our LCAP goals, this program will ensure that systems are culturally and linguistically responsive to the needs of our students. The platform will give EL students an opportunity to extend their learning, outside the time scheduled for live instruction with their teacher, by engaging them with games, activities, and animated movies designed for English language learner students, from beginner to advanced. It also provides a grammar progression and focuses on reading, writing, vocabulary building, listening, and speaking. The goal is that this added practice will improve skills with English language acquisition.

Up the Ladder writing curriculum online platform: Aligned to goal two of our LCAP plan, this supplemental support will give students the opportunity to improve their skills and increase the opportunity to redesignate by getting explicit instruction in writing skills and supplemental instruction in this area.

Bay Area Writing Project Young Writers Camp for Middle School Long-term English Learners: In order to increase writing proficiency for our middle school English learners. We provided this specialized summer school class. BAWP's researched based approach gave students the opportunity to improve their skills and increase the opportunity to redesignate by getting explicit instruction in writing skills and supplemental instruction in this area.

Wilson Language Training: During school closures we know that students with disabilities will be disproportionately disadvantaged. To support our students who are identified as requiring more intensive instruction due to a language-based learning disability/dyslexia we must continue to support their learning using research based curricula. We are doing this by holding training for teachers and embedding times in our schedules to ensure consistent implementation of this program.

Extended Learning Ed Camps: In order to support our families who must work outside the home during the Covid-19 pandemic, and students suffering from learning loss, this added support will increase in-person time for students with highest need. We believe that the best place for students to learn is in school, and that this resource will provide support to both students and their families, which in turn, will increase student achievement.

Principal Circles and Family Seminars: These actions are aligned with goal three in our LCAP, Ensuring all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn. We believe that building relationships with families, our partners in our students' education, will promote participation and learning. We also acknowledge the institutional racism that exists in school structures. Our goal is to improve communication with our Black/African American families to better understand their perspectives and needs, and ultimately understand how to better support these families. The seminars are an extension of the principals circles. They are informational sessions meant to support families in supporting their children while in distance learning.

After School Tutoring with Certificated Staff: Tutoring with highly qualified teachers is being put in place for our students who need extra support so that they can get instruction directly related to what teachers are teaching. The support can include extensions of lessons and/or pre teaching so that students will be better prepared and ready to learn. We believe that providing this intensive intervention will improve academic outcomes for our students performing below grade level standards.

Responsibility, Integrity, Strength, Empowerment (RISE) Tutors: Aligned with LCAP goal two, RISE tutoring will help to end racial predictability by giving disadvantaged students the extra support from staff who have gone through situations that are similar to our students' situations. Having not only this extra academic support, but also this relationship will support students to navigate systems where they have historically not had access to.

Remind online communication platform for all grades, and structured time at the beginning of the school year for K-5 family contact: By communicating frequently with families in a less traditional manner, using *Remind*, the goal is to open communications with families and solicit more engagement with their child's learning. By breaking down the barriers to communication teachers will have a way to more regularly make connections with students and parents/guardians, therefore improving learning. Time scheduled for teachers to meet with families at the beginning of the school year scheduled during the first two weeks of school is another way to better understand the needs of their students and to increase relational trust and therefore learning.

STEM S.T.E.P.S. and Edventure More (Edmo): The goal of these summer programs is related to goal two of our LCAP and to address racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students. We predict that these summer programs support students' social-emotional learning, and give them access to the area of STEM activities where students of color are largely underrepresented.

STEM STEPS for Success: Also aligned with goal two of our LCAP, the intention of this action is to address racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students. We will use our school COS team systems to identify students who would benefit from this support with the projection that supplementing our school program with targeted interventions aimed specifically at increasing opportunities for disadvantaged youth, will improve outcomes for these students by engaging them in learning that is outside of the regular classroom curriculum, and gives them transferable skills for their futures.

Family Engagement Specialists: Aligned with our LCAP goal three of ensuring all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn. This goal is a large part of the work for our

Family Engagement Specialists. By supporting our unduplicated students and families providing outreach, resources, and specialized support, our students and families are more trusting of schools and more likely to engage with school committees, activities, and volunteer opportunities which has been shown to improve student achievement outcomes. We are adding a **New Family Engagement and Equity Specialist for Longfellow Middle School**. This middle school has a higher population of unduplicated students. In order to better serve this group, as explained above, we are increasing Office of Family Engagement and Equity staffing at that school.

BCC Counseling 207A: This program aligns with LCAP goal one, providing high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success. This 1 Unit Berkeley City College course for rising 9th grade students introducing BHS resources including academic supports, counseling, extracurricular activities, athletics, and advising to support successful transition to high school, academic planning and college and career exploration, will give students who historically have not had access to higher education better access. The ultimate goal is to increase the likelihood of our students to attend and graduate from college.

Town Halls and *Thoughtexchange* online crowdsourcing platform: This action aligns with LCAP goal three by creating a more inclusive school structure. Our district engages in Town Hall Meetings and collects feedback so that we can communicate with, and learn from, families to improve our practice. This is particularly important for our unduplicated families who are not always heard. Town Hall Meetings create transparency which improves trust, and is more likely to keep families engaged.

Temporary Housing for our homeless families: This action was funded through The Berkeley Schools Funds. It focused on Berkeley students who are experiencing homelessness and offered support during Covid-19 and school closures. This support gives our students safety and security in a very insecure situation. The goal is to help with a safe environment so that these students can have access to their education.

They had three convenings.