California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

As of August 27, 2020, San Bernardino County had 46,407 confirmed cases of COVID-19. County-wide, 39,032 people have recovered from the virus, and 715 people have died due to COVID-19. As of August 3, 2020, there were 5,195 cases of COVID-19 within the SBCUSD community. The pandemic has caused many businesses in the area to close, some permanently, leading to an increase in unemployment in the area. As of August 2020, the unemployment rate in San Bernardino County was 13.8%, which is a 10% increase since February 2020. Under the direction of the SBCUSD Board of Education, schools in the district closed on March 13, 2020, and began plans to implement distance learning for the remainder of the 2019-2020 school year, continuing into the 2020-2021 school year, pending guidance from state and local officials.

In response to school closures at the beginning of the COVID-19 pandemic, SBCUSD implemented a Distance Learning Program for all schools, incorporating the use of technology devices, hotspot internet, and Google Classroom, with virtual live teaching sessions (synchronous learning) and online independent student assignments (asynchronous learning). Changes to traditional classroom instruction also incorporated grade-level Learning Bundles for students in preschool-first grade, and for students whose families do not have internet service or prefer not to use technology devices.

In preparation to deliver instruction through distance learning, all SBCUSD teachers were trained to deliver instruction and assignments through Google Classroom, and continue to receive support from administrators and district office support staff to align distance learning lessons with state standards, curriculum guides, scope and sequences, and virtual aspects of learning.

Students and families in the community have been impacted by the COVID-19 pandemic in a variety of ways that include physical, economic, social, and emotional factors. Due to the pandemic, the district will begin the 2020-2021 school year in a 100% distance learning model. Although this decision was made to maintain the safety of students and staff, this model is very different from how district schools typically function, and it will definitely have a major impact on the community.

SBCUSD Departments such as Family Engagement, Student Wellness and Support Services, Nutrition Services, Information Technology, etc. will continue to work closely with families to ensure that they are supported throughout this time.

Community resources are also available to support students and families during the pandemic, including, health services from Hazel Health, food distribution centers by Pureland Foundation and Community Action Partnership, counseling and crisis intervention, domestic violence resources, drug and alcohol services, youth services, and assistance with clothing. The resources are included on our district website, and staff provides support to families who call the district and Family Engagement Office.

The features of this plan, including actions and services, were developed to address the impact of the COVID-19 pandemic on the SBCUSD community.

Stakeholder Engagement

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

Prior to finalizing the Learning Continuity and Attendance Plan, SBCUSD held meetings to update the community and solicit stakeholder feedback on plans for Physically Distanced Schools, Distance Learning, the district budget, LCAP, the Learning Continuity and Attendance Plan, and school reopenings in response to COVID-19 on the following dates:

Parents, Community, Teachers, Staff, Students, Union Leaders:

March 13, 2020 - Emergency Board Meeting - Approval of COVID-19 Emergency Declaration

March 17, 2020 - Board Meeting - LCAP/Budget

March 31, 2020 - Board Meeting - Update and Discussion on COVID-19

April 1, 2020 - Board Meeting - Action Regarding Response to COVID-19

May 5, 2020 - Board Meeting - COVID-19 Update

May 19, 2020 - Board Meeting - May Budget Revision

May 28, 2020 - Board Meeting - LCAP/Budget

June 2, 2020 - Board Meeting - LCAP/Budget

June 10, 2020 - Board Meeting - LCAP Community Input

June 16, 2020 - Board Meeting - School Reopening Update

June 30,2020 - Board Meeting - School Reopening Update

July 14, 2020 - Board Meeting - School Reopening Update

August 4, 2020 - Board Meeting - School Reopening Update

Parents, Community, Teachers, Students, Principals, Administrators, Other Personnel, Parent Advisory:

May 20, 2020 - LCAP Community Meeting

July 22, 2020 - LCAP Community Meeting-Introduction to Learning Continuity and Attendance Plan

The virtual meetings below allowed for district parents, community members, staff, and students to share their input on distance learning, and the Learning Continuity and Attendance Plan in a live format. Community members and Advisory group members were also able to submit their feedback in writing before, during, and after these meetings through a survey.

Parents, Community, Teachers, Students, Principals, Administrators, Other Personnel, Parent Advisory:

August 20, 2020 - Town Hall for Parent Feedback on Distance Learning

August 26, 2020 - Learning Continuity and Attendance Plan

District Advisory Council: August 27, 2020 - DAC Meeting - Learning Continuity and Attendance Plan

District English Learner Advisory Committee: August 27, 2020 - DELAC Meeting - Learning Continuity and Attendance Plan

The Learning Continuity and Attendance Plan was presented separately to the District Parent Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) for feedback and recommendations.

SBCUSD mailed a Family Educational Program Preferences questionnaire to parents of students enrolled in the district. A total of over 16,000 responses were collected from across the district, including online and US mailed responses. The survey focused on identifying the parents' preferences to the type of instructional delivery for the 2020-2021 school year, including hybrid, online only, and in-person learning. Parents were also able to share input/comments related to distance/in-person learning to which over 5,000 comments were provided.

Additionally, feedback for the Learning Continuity and Attendance Plan was collected from stakeholders through online surveys, Zoom, Google Meets, and YouTube comments sections.

All efforts to gather stakeholder feedback were made in English and Spanish. Our Multilingual Programs Department granted support by providing and gathering information from families with additional language backgrounds including Vietnamese, Arabic, and Khmer. Interpretation services were provided at all community meetings, and presentations were made available in English and in Spanish.

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

The SBCUSD Communications Department advertises all opportunities for Community meetings, Town Hall meetings, Public Hearings, and Board meetings in multiple ways, including on the district website, social media (Facebook and Instagram), SchoolMessenger, Peachjar, flyers, and mail. Emails are sent to parents and community members leading up to these meetings.

SBCUSD offers virtual Board meetings that are broadcasted on the district's YouTube channel, so the community can participate in public meetings and public hearings. All stakeholders can visit the district's website to leave public comments before Board meetings. The comments are read aloud during Board meetings. The Board president reads a statement that informs the public of their ability to submit written comments to be read during the Public Comment portion of each meeting. The public comment form is available in English and Spanish on the district website, and the Board president's statement is interpreted into Spanish live during the meeting.

During the Town Hall and Community Meetings, participants have the opportunity to use the "chat" option in Zoom, as well as "open microphone" to provide input and ask questions. After meetings, the District solicits feedback on meeting content and meeting quality by utilizing Google Forms.

The Learning Continuity and Attendance Plan was posted in English and Spanish on the district website for public inspection on Friday, August 28, 2020, 72 hours before the Public Hearing held on September 1, 2020. The agenda for the regularly scheduled Board meeting, during which the Public Hearing was held, was also posted on the district website 72 hours in advance of the meeting.

The SBCUSD Board of Education adopted the Learning Continuity and Attendance Plan at a public Board meeting on September 15, 2020.

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

A survey issued to stakeholders, including parents, certificated and classified staff members, students, teachers, administrators, and other community members regarding the Learning Continuity and Attendance Plan asked the following questions in English and Spanish:

- When possible, how could SBCUSD safely provide in-person instruction in our district schools?

-What additional actions can SBCUSD take to increase or improve services for foster youth, English learners, and low income students with distance learning?

-What additional actions are needed to implement the Learning Continuity Plan?

-How can SBCUSD better support students with unique needs (Low Income, English Learners, Foster Youth, Students with Disabilities)?

Responses to the survey revealed the following themes:

-Smaller class sizes to promote physical distance

-Personal Protective Equipment (PPE) for students and staff

-Staggered student schedules to promote physical distance

-Improved technology support and internet service

-Tutoring (small groups and one-on-one)

-Family check-ins

-Increase number of food distribution sites

-Bilingual support for students

-Parent support group for technology

-More resources/supplies for families

-Increase communication between schools and parents

-Consistency of expectations across sites

-Share safety procedures with parents before schools reopen

District Advisory Council Feedback/Comments

SBCUSD's District Advisory Council (DAC) provided input on the Learning Continuity and Attendance Plan at a virtual meeting held on August 27, 2020. DAC stakeholders provided the following feedback:

-Tutoring/instructional support for K-12 students

-Access to textbooks for students who do not have access to the internet

-Provide small group and individual check-ins to support students

-Increase meal distribution sites

-Use parent-friendly language in parent meetings and district plans

-Offer virtual extracurricular activities

-Provide academic counseling to students regarding college and career

District English Learner Advisory Committee Feedback/Comments

SBCUSD's District English Learner Advisory Committee (DELAC) provided input on the Learning Continuity and Attendance Plan at a virtual meeting held on August 27, 2020. DELAC stakeholders provided the following feedback:

-Provide access to printed academic materials for students

-Ensure continuity of instructional program across all schools

-Provide tutoring and language programs

-Provide parent programs, trainings, services, and workshops (technology, virtual platforms, etc)

-Resolve device and connectivity issues

-Provide information on standardized testing (SAT, ACT, ELPAC, etc.)

-Provide social-emotional support to students during distance learning

-Use television and radio to deliver instruction

-Offer pre-recorded lessons from teachers

-Provide support to students with IEPs, recently exited students, early arrival students, foster youth, and students experiencing homelessness

-Ensure parents (especially working parents) have multiple opportunities to communicate with teachers and not just on Back to School Nights

-Clear procedures in place before students return to school to ensure safety (staff testing, sanitization, social distancing, face coverings, common area restrictions including busing, creative school scheduling, etc.)

Superintendent Harold Vollkommer responded to the feedback provided by DAC and DELAC members through a written letter, which was posted on the district website. The response was also communicated to DAC and DELAC members during their general meetings.

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

SBCUSD's process for gathering input occurs in a cyclical fashion, starting at the district level, then feeding into the school sites and community. Input that is gathered from school sites and the community is shared with the district for evaluation and recommendation. The continuous flow of information allows for rich interaction between all interested parties, and a healthy exchange of ideas. The cyclical approach to gathering input was maintained throughout the creation of the Learning Continuity and Attendance Plan.

Stakeholder feedback submitted during public meetings, and through surveys, indicated a desire for the district to implement safety protocols for teachers and staff in preparation for in-person instruction, the availability of counseling support when schools reopen, and the opportunity for students to be supported through CAPS. These aspects of the district's plan for in-person instructional offerings were heavily influenced by stakeholder input.

Based on stakeholder feedback, the district's School Nutrition plan was modified to reflect the community's requests to adjust meal distribution times, increase pick up locations from 15 sites to 25 sites, and improve access for walkers to obtain nutrition services. Additionally, SBCUSD students will be able to pick up 5 days worth of suppers each week, based on the community's expressed need.

Other aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholders include device and technology access, student tutoring, parent training to support student success, and timely communication.

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.]

SBCUSD will begin the 2020-2021 school year in a distance learning model, and continue with the model until it is safe to physically reopen schools. When it is safe to physically reopen schools, the district will transition into a blended learning model that has both extended distance learning, and classroom-based learning options available to students.

In-Person Instruction

The district will continue to monitor the guidance of state and county public health officials, and collaborate with the San Bernardino Teachers Association to develop a schedule for in-person instruction when schools can safely reopen. When it is safe to reopen schools, in-person (classroom-based) instruction will be available on a staggered schedule to promote safety and physical distancing. Students will be divided into groups, and will attend school on alternating days, to ensure that campuses can implement social distancing guidelines in classrooms, hallways, and other campus locations.

Currently, the district is collaborating with the San Bernardino Teachers Association to finalize staggered schedules in preparation for the eventual reopening of school sites. The district is looking to implement a cohorted model, when possible. The cohorted model will prioritize bringing student groups most at risk for experiencing learning loss to campuses for in-person instruction on a weekly basis. The details for this model will be worked out with the SBCUSD bargaining unit in the near future.

During in-person instruction, district-level support staff will work collaboratively with sites to support their Professional Learning Plans. Each site has a learning focus for the year. Program Specialists will work with teachers and sites to support learning and competency development.

Students who experienced significant learning loss due to school closures will be identified through formative and summative assessments including Early Numeracy and Early Literacy Assessments, Standards Aligned Assessments, and teacher-created assessments. The assessments are available remotely and in-person.

Social-Emotional Health Considerations

The COVID-19 pandemic has undoubtedly caused stress and anxiety for many SBCUSD students and their families. Throughout 2020-2021, SBCUSD will continue to prioritize the mental health of students and staff. When schools reopen, an emphasis will be placed on relationship-building and reconnection. Counselors will continue to be available to support students virtually as well as in-person following the reopening of schools.

The district's tentative plan for school reopening, including plans and protocols to ensure the safety of students and staff can be viewed in the presentation at this link: https://go.boarddocs.com/ca/sbcusd/Board.nsf/files/BQMRMP6EB035/$file/Reopening%20SBCUSD%20Pres%20-%20Final.pdf, and an update here: https://go.boarddocs.com/ca/sbcusd/Board.nsf/files/BSLTES770D1A/$file/2020-21%20School%20Year%20Reopening%20Presentation.pdf

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

Description	Total Funds	Contributing
The district will provide PPE and disinfectant supplies for students and staff to ensure safety	$ 11,500,000	N
Maintenance and Operations will modify school settings to promote physical distancing when schools reopen (i.e. plexiglass, dividers, floor markers, signage, temperature check-in stations), for the safety of students and staff	$ 8,500,000	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.]

SBCUSD intends to provide a high-quality distance learning program that aligns with its four guiding principles:

1. Keep students and staff healthy and physically safe
2. Adhere to the Center for Disease Control (CDC), Governor, and San Bernardino County Public Health reopening guidelines
3. Provide for high-quality distance learning experiences for all students
4. Provide safe and accessible working conditions

The guiding principles also extend to the district's in-person instructional program. In the spirit of the principles, curriculum teams within the district are constantly working to revamp scope and sequences and curriculum guides, as well as to provide subject-specific training to teachers. The intention is to ensure a high-quality instructional program, regardless of the method of delivery.

Resources were and continue to be developed to ensure instructional continuity for pupils in the event a transition between in-person instruction and distance learning is necessary. The resources include (but are not limited to) curriculum guides developed collaboratively between Elementary Instruction, Secondary Education, Multilingual Programs, and Special Education Departments, Wonders English Language Arts curriculum, Pearson Math curriculum, Pearson Science curriculum, and Pearson Social Studies curriculum, and Renaissance MyOn Digital Library.

Grades K-12 will continue to focus on grade level Common Core State standards. Curriculum Guides have been created for all grade levels, and include the pacing of standards, differentiated strategies for instruction, special focus on ELD strategies and formative assessments to ensure checking for understanding. Additionally, all textbooks are available for student access through the digital platform. Many textbooks are accompanied by workbooks that are interactive, and students can work on them online. There are several supplementary online resources available for teachers and students beyond textbooks to enrich and intervene with instructional needs. The district has specific diagnostics to measure the gap in learning, and is offering tutoring services and intervention programs to bridge the gap. The SBCUSD website has a plethora of distance learning resources for parents and students in all subject areas and for all program groups to help enrich and support online learning. Special Education resources and support complement the general education Distance Learning program.

The district will continue to provide devices (laptops, iPads, hot spots) to teachers and students, so that effective instruction can continue. Teachers, administrators, and school support staff use email, phone calls, and mobile applications such as Class Dojo and Remind to maintain communication with students and families. Families can access additional distance learning resources at this link: SBCUSD Distance Learning Resources (https://sbcusd.com/cms/One.aspx?portalId=59953&pageId=32639250).

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.]

At the end of the 2019-2020 school year, SBCUSD prepared to acquire and distribute devices and hot spots to each student in the district. In June of 2020, SBCUSD implemented a "Refresh and Replenish Plan," which entailed the purchase of 30,000 devices to replace the devices that were distributed to students in the spring of 2020, as well as an additional 30,000 devices to ensure the availability of devices for every student during the 2020-2021 school year. Additionally, the district has committed to purchasing devices in quantities of 10,000 devices at a time, on a consistent basis, so all new students have access to devices. This also serves to replace broken devices.

Mailers were sent to homes of district students, and robocalls were made to families in an effort to reach students and families who were unable to access devices and connectivity following school closures in the 2019-2020 school year.

To determine the needs of students regarding access to devices and connectivity in the 2020-2021 school year, each school checks in with families to assess the needs of students. SBCUSD provides families opportunities to pick up or exchange a device as needed. Site administrators work with the Information Technology and Accountability and Educational Technology Departments, as well as with CyberTech to ensure students and families with unique circumstances have access to devices and connectivity, and to provide methods for families to communicate needs for devices and hotspots.

The district currently has devices available for all students and staff, in order to support a high-quality distance learning environment. SBCUSD has an agreement with internet hotspot vendors to troubleshoot any issues surrounding monthly data limits, to ensure that limits do not disrupt the learning process. Families that experience connectivity issues can call the Information Technology (IT) Department to receive help. The I.T. Department continues to monitor technology needs at all sites.

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.]

SBCUSD's adopted guidelines for pupil participation during distance learning were developed in accordance with Education Code 43500, which defines distance learning as "instruction in which the pupil and instructor are in different locations, and pupils are under the general supervision of a certificated employee of the local educational agency. Distance learning may include, but is not limited to, all of the following:

1. Interaction, instruction, and check-ins between teachers and pupils through the use of computer or communications technology. 2. Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. 3. The use of print materials incorporating assignments that are the subject of written or oral feedback."

District teachers will use live interaction through the distance learning platform, daily assignments, and ongoing assessments to measure student progress.

SBCUSD teachers will use the state-provided template to complete a weekly engagement record for each student, documenting online live sessions (synchronous) and independently completed assignment (asynchronous) participation for each day of distance learning. Special Education teachers, teaching in self-contained classrooms, will use the attendance log assigned to them by the Special Education Department. RSP teachers will use the Service Tracker in SEIS. The records will verify participation and track assignments as required by the Education Code section 43504(e). The time value of assignments and student work is to be determined by each teacher.

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.]

During the 2020-2021 school year, SBCUSD teachers will participate in a variety of professional development trainings and workshops, on topics including (but not limited to):

-Digital Textbook Access and Use

-Pacing and Curriculum Guides

-Distance Learning Support and Resources

-Literacy Across Subject Areas

-Intervention Implementation

-Curriculum Writing with UCLA

-Culturally Responsive School Leadership

-Equity in Math

-Empowering Families

-A Systems Approach to African American Student Achievement

-How to Discuss Race and Racism with Colleagues

-Google Classroom

-GATE/Vanguard Magnet Programs

-College Board Exam Preparation Training

-International Baccalaureate Program Training

-AVID Distance Learning Course Implementation

-Writing for Elementary

-CORE ELA

-Math for Elementary

-Administrator Modules

-Assessment and Data Support

-Remind App Communication Training

Online tools for staff include but are not limited to: Distance Learning Playbook Webinar, SBCUSD Educator Digital Library, Summer Conference focused on virtual learning opportunities, support from Program Specialists related to lesson planning, distance learning, etc., Demonstration Teaching by Program Specialists, and virtual small group instruction support.

There are many resources available to staff to aid with technology support. The SBCUSD Information Technology Department supports district and school staff through the Applications Team, which provides help surrounding the Aeries student information system and the integration of data from different sources. This includes integration support for programs such as curriculum textbooks, Google G Suite, Clever, Remind, and other software used in distance learning. The district's Infrastructure Team ensures critical infrastructure resources are secured and available, including wireless and phone systems. The Client Support Team operates the I.T. Help Desk, which staff can access, via phone. The Help Desk fields questions and provides technical assistance to staff.

Staff Roles and Responsibilities

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

Despite the pandemic, most staff members continue to perform their original job duties and have transitioned to fulfill their responsibilities from home.

Changes to staff roles include:

Certificated:

All educators (i.e., classroom teachers, counselors, speech and language pathologists, special education teachers, psychologists, etc.) have revised instructional and support services so that they are provided virtually. Subsequently, educators have been trained and have increased their skill and knowledge in the use of digital learning platforms. The training has been critical to help support students and parents, as they navigate the challenges of digital learning. Additionally, educators have placed priority on students' social-emotional well being, as students may feel isolated due to the lack of face-to-face interactions with their teacher(s) and/or classmates. Lessons which emphasize emotional health are an integral part of daily instructional plans.

Administrators:

Administrators have shifted their focus to supporting educators and students, as well as supporting families with overcoming the digital divide. For many parents in the San Bernardino City community, distance learning is very new and presents a myriad of challenges (e.g.,

connectivity, technology skills, troubleshooting, etc.). In a sense, administrators have become a lifeline for parents who need daily support with helping their children stay connected. Technology support is a main focus of parent involvement and support.

Classified:

Classified staff have also shifted focus to support digital learning. Working remotely, classified staff provide virtual, instructional support for teachers, parent support, and customer service. Due to the prohibition of face-to-face interaction, classified staff are being trained to provide customer service in ways that can positively impact parents' social-emotional needs.

Nutrition staff now provide daily meals to families. Rather than preparing daily lunches at school, nutrition staff have been repurposed to meet family nutrition needs, as well as hygiene needs. Families can receive weekly hygiene products if needed.

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.]

In addition to high-quality distance learning provided to all students, the district has collaborated with multiple departments during the COVID-19 pandemic in order to better inform and support the families of English learners, foster youth, and low-income students.

The Multilingual Programs Department and Specialized Programs Department utilize Program Specialists to ensure continuity of support to English learner students, foster youth, and students in homeless situations.

Regarding the district's most vulnerable students, including low-income students and students in homeless situations, SBCUSD will partner with programs in the community to provide tutoring and mentoring services, specifically targeting students in motels and shelters. A.T.L.A.S. liaisons continue to support students by providing access to community resources. Due to a Board Policy, the district prioritizes offering hotspots to students experiencing homelessness, to ensure they have access to distance learning opportunities.

Teachers and administrators monitor student participation, and will offer additional support to students who are struggling.

Additional support for English learners includes (but is not limited to):

-Curriculum guides/scope and sequences for designated and integrated ELD

-Supplemental English Language Development classes on Google Classroom for secondary students

-Virtual trainings for teachers in accessing support for English learners

-Access to resources and technology for Seal of Biliteracy candidates

-EL components to mirror all resources available for English-speaking students

-Office hours will continue to be offered through the Multilingual Programs Department for support to teachers

-Collaboration between the Multilingual Programs Department and site leaders

-Virtual credit recovery options for English learner students in 11th and 12th grades

-Continuation of progress monitoring through English Learner Portfolios

Supports for students receiving special education services include the provision of all services, per their IEPs, through the distance learning model. Accessibility tools created to ensure access to digital content were created for students with disabilities, and are available to all students within the district. IEP teams will continue to work to address alternative means of support for supplementary aids and services on a case-by-case basis during regularly scheduled IEP meetings, teacher meetings, and parent requested meetings.

Students in SBCUSD Moderate/Severe special education programs receive services outlined in their IEPs through the distance learning model. Students who are unable to access the digital platform receive hard copies of materials at teacher discretion, with parent support and consultation provided by the certified teacher. The district is in the process of purchasing licenses and software, for supplemental programs, to increase engagement among students in Moderate/Severe special education programs. Supplemental programs encourage student engagement by providing interactive, and cognitively appropriate learning activities.

SBCUSD will continue to prioritize students in foster care and homeless situations during Chromebook and hotspot distribution. The Specialized Programs Department will create virtual tutoring opportunities, and will provide support with enrollment and registration, backpacks and school supplies, as well as transportation (when needed) to students in foster care and homeless situations. Additionally, each high school has an identified staff member (in some cases, a counselor), responsible for ensuring coordination of support services to students in foster care and students experiencing homelessness. The Specialized Programs Department will continue to coordinate services for housing referrals, counseling, health care, utilities, clothing, food, and other basic needs for these students.

The Multilingual Programs, Specialized Programs, and Special Education Departments will collaborate with a variety of other departments within the district to support all English learners, students with disabilities, foster youth, students in homeless situations, and low-income students.

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

Description	Total Funds	Contributing
The district will provide devices and hot spots for all students, including low income, foster youth, students experiencing homelessness, English learners, and staff, in order to ensure access to distance learning opportunities	$ 47,300,000	Y
The district will provide English language development support to students, in order to support language acquisition	$ 3,700,000	Y
Provide tutoring, software/licenses, internet connectivity, direct staff support, and other resources to support foster youth and students experiencing homelessness	$ 956,000	Y

Provide contracted services from speech therapists, psychologists, and behavior support professionals, and curriculum programs, licenses, manipulatives, devices, and interpretation services to principally support Low Income students with disabilities (96.4%).	$ 7,900,000	Y
Provide classroom/instructional materials to support teachers during on-line instruction.	$900,000	Y
Provide internet connectivity support to support teachers during on-line instruction.	$547,000	N
Professional Development support (e.g., staff support to teachers/administrators efficacy and skills/knowledge, contract services to support SEL and leadership development; substitute costs, additional duty hours, virtual conferences)	$19,242,000	Y
Student Support to include direct staff support, music enrichment, interns, tutoring, technology, software/licenses, contracts to support professional development, student mentoring, and parent engagement (LCAP priority areas include: Equity and Targeted Student Achievement, Visual and Performing Arts, Gifted and Talented Education, Advancement Via Individual Determination, Latino Student Achievement, Targeted Instructional Improvement Grant, Tech Implementation, College and Career, Smaller Secondary Class Sizes, District-wide Program Support - staff, licenses/software, instructional materials)	$27,491,000	Y
Counselors will provide social-emotional support to promote wellness strategies for students and staff	$13,870,000	Y
Site-based allocation of supplemental/concentration and Title I funds (e.g., activities include site-based funded staff to support students/parents, interns, technology, supplemental online programs/software/licenses, vendor service to support professional development, parent engagement, mentors, instructional materials, and related costs)	$41,300,000	Y
CAPS will provide before/after school learning opportunities to support and enrich learning for all students including vendor supported services and programming	$ 1,259,000	Y

Pupil Learning Loss

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

SBCUSD has developed a comprehensive assessment matrix to identify, monitor and intervene with learning loss due to school closures. The district will utilize assessments to identify learning loss in students grades TK-5 across all subjects, including ELA, ELD, and Math. District-wide assessments will be given in accordance with the district's assessment calendar. Formative assessments will be given on an ongoing basis at teachers' discretion. Universal screeners for math and English-language arts will be given three times in grades TK - 5. The district is using Renaissance Star screeners for both subject areas. Universal screeners are being used in grades 6-8, supported by the program, IXL. The IXL diagnostic will be given two times during the school year with intervention follow up using the comprehensive IXL program. Additionally, the district will be administering district benchmarks, the Standards Aligned Assessments, in grades 3 - 12 twice a year to measure standards mastery and provide follow-up intervention. The district will continue to provide the *Test of English Language*

Learning (TELL) to measure learning loss in English language development. The *TELL* will be available as a progress monitoring tool to measure English language proficiency and track progress in the language domains of reading, writing, speaking, and listening. Teachers will continue to use digital English Language Development (ELD) portfolios to monitor progress and determine the academic needs of students learning English, in order to provide interventions for students and rectify any learning loss. Curriculum-embedded ELD assessments from adopted and supplemental programs (i.e., Wonders Designated ELD/elementary-core curriculum, ILIT/secondary-supplemental curriculum, English 3D/secondary-supplemental curriculum, and HMH Collections/secondary-core curriculum) will also be used to measure learning loss.

As part of addressing learning loss, tutoring programs will be offered through resources and programs provided by elementary education, secondary education, student services and alternative programs. Tutoring will include both a live option, and a help-desk offer for support to students (including students who qualify as low-income, English learners, foster youth, and students experiencing homelessness). Each school currently has a plan to provide extra support to students. Typically, the plan includes a small group rotation with teachers or support staff such as resident substitute teachers. Support is being planned, centrally, for early learning strategies that support literacy and numeracy. Digital libraries have been provided for students TK - 12.

In order to properly identify students in grades 6-12 experiencing learning loss as a result of the COVID-19 pandemic, SBCUSD will utilize diagnostic assessment tools (such as IXL and Edmentum Exact Path diagnostic assessments), as well as the district's Standards-Aligned Assessments. IXL as a diagnostic tool accurately assesses student knowledge. Teachers can get a comprehensive portrait of their students' knowledge with IXL's Real-Time Diagnostic, which pinpoints students' grade level proficiency in key math and language arts strands. Teachers can then take action with a personalized plan for each learner using insights from the Real-Time Diagnostic. IXL also helps to create a personalized action plan for each student. With these recommended skills, teachers can differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress. In order to engage and empower students the Real-Time Diagnostic questions are designed in an engaging way, and it's a safe space for students to learn more about themselves and take an active role in their learning.

The assessments will be given twice a year along with twice a year Standards-Aligned Assessments. Thus the students' learning progress will be monitored at least four times per year to assess the learning loss. Both IXL and Standards-Alignment are tightly aligned to the grade level state standards which will help teachers to laser focus on the standards that the students are struggling with and also provides targeted interventions tools built in for teachers to support the students in addressing their learning loss. In other content areas, teachers have worked in professional learning communities along with district program specialists in developing lesson designs to articulate the concepts and skills with learning intentions for each standard. Teachers have used this information to create Common Formative Assessments (CFAs) in their respective content areas, including but not limited to English Language Arts, Math, English Language Development, Science, and Social Studies. The teachers also have access to a plethora of assessment resources that are readily available online that have been put together by the district via the district online resources for teachers. These resources and the CFA's are being used by the teachers to measure learning gaps to intervene.

Additionally, the district has entered into a contract with Brain Fuse to help students with one on one tutoring and small group instruction to specifically help with individual learning gaps.

Teachers will continue to use digital English Language Development (ELD) portfolios to monitor progress and determine the academic needs of students learning English, in order to provide interventions for students and rectify any learning loss. Curriculum-embedded ELD assessments from adopted and supplemental programs (i.e., Wonders Designated ELD/elementary-core curriculum, ILIT/secondary-supplemental curriculum, English 3D/secondary-supplemental curriculum, and HMH Collections/secondary-core curriculum) will also be used to measure learning loss.

English Learners will continue to be progress monitored using all district identified formative and summative assessments (benchmarks, DRA, etc.) as indicated on the SBCUSD Assessment Matrix. Description of purpose of assessment, content area and frequency of assessment administration are further detailed in the assessment matrix. In addition, the TELL will be used every 6-8 weeks to address learning loss in students not making adequate progress according to the English Learner Progression Timeline. Curriculum embedded assessments will also be used to further diagnose and prescribe intervention to mitigate learning loss.

To address identified learning loss, SBCUSD will ensure that teachers are trained to use approved programs that support skills remediation and extension based on the results of diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The district will work to build teacher capacity through professional development, and provide resources such as access to IXL, STAR/Digital Library, and curriculum guides with embedded English Learner support materials.

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.]

To address identified learning loss, SBCUSD will ensure that teachers are trained to use approved programs to support skills remediation and extension based on the results of these diagnostic assessments. Teachers will monitor individual student growth throughout the school year, based on diagnostic data. The district will use the strategies below to provide specialized support to student groups (student groups include low-income, English learner, foster youth, and students experiencing homelessness):

English Learners

Building Teacher Capacity Through Professional Development

Teachers will be provided with professional development on providing effective Tier 1 "first instruction" to students who are English learners. Areas of professional development focus will be on the following: ELD standards, ELD portfolios, ELD proficiency levels, comprehensible input strategies, the district's "What to Look for in ELD" expectations, instructional proficiency level small group instruction for designated ELD, and data analysis of ELPAC and TELL data to identify whether students are making progress on the expected ELD progression timeline in each language domain. Teachers will be provided with individualized follow up coaching by district EL coaches and site English Language Facilitators in the areas of all professional development offerings. The district will also provide teacher networking meetings and administer support meetings on a biweekly basis, in order to share best practices and strategies.

Curriculum Guides with Embedded English Learner Supports

SBCUSD has created curriculum guides aligned to core content areas that identify the standards, ELD strategies, and differentiated core and supplemental resources for English learners.

Digital Resources Library

The district has created a digital resources library that includes digital lessons, videos, and resources that teachers can use with students to address learning loss and accelerate learning for students.

Parent Digital Resources

The district has also created a digital repository for parent support and resources to engage families in home-school connections, and cultivate primary language learning and secondary language literacy outside of the school day.

Specialized English Learner Curriculum and instructional Supports

A variety of core and digital curriculum resources will be provided to English learners in order to address learning loss. English learners will have access to the following supplemental intervention curriculum and resources: Istation, Iready, RAZ Plus, Myon, Imagine Learning, ILIT and English 3D. The curriculums have robust progress monitoring systems and provide differentiated instructional materials and lessons for teachers and students. Data analysis of core and supplemental curriculums will be provided on a monthly basis to site administrators. Instructional tutoring and small group instruction will be provided by district teachers, education assistants and instructional student interns targeted to newcomer students, long term English learners and students who are in the bottom 10% of achievement in reading and math. Educational assistants who speak Spanish, Arabic, Vietnamese and Khmer will also provide assistance in students' primary language, if such support is needed.

Students with Exceptional Needs

The following services will be provided through the Special Education Department:

Level 1 Support: All Students Receiving Special Education Services:

-Increase the use of goal monitoring programs through the SEIS and GoalBook programs

-Provide training and district support to ensure goal monitoring is consistent and frequent

-Train all Special Education staff on the use of digital accessibility tools

-Train Special Education staff in the use of district universal screeners and assessment tools to monitor student growth (DORA, ADAM, uPar, AR, STAR, ELPAC, DRA/EDL, TELL, and curriculum benchmark assessments) and develop appropriate goals that address possible learning loss.

Level 2 Support: RSP and Mild/Moderate SDC students identified as making inadequate progress toward goals at the first progress monitoring period:

-Provide an online resource that assesses functional academic skills (LetsGoLearn)

-Utilize the online assessment tools embedded in the program to establish a baseline

-Assign automated skill-specific lessons to remediate in the identified areas of need for both reading and math

-Analyze students' progress using the program's embedded data reports to assess growth at each grading period

Level 3 Support: RSP and Mild/Moderate SDC students identified as making inadequate progress towards goals after no less than 8 weeks of exposure to Level 2 support:

-Assign additional after school tutoring support

Level 1 and 2 Support: Students in Self-Contained Moderate/Severe Programs

-Provide programs that can be differentiated to address student individual cognitive and functional needs in order to increase student learning and engagement

-Provide teacher training on the use and application of these tools

-Provide manipulatives and appropriate technology to assist in the facilitation of hands on activities for students

-Continue to assess in all 5 functional domains using the BASIC3 assessments

Level 3 Support: Students in Self-Contained Moderate/Severe Programs that continue to show inadequate progress toward goals after no less than 8 weeks of exposure to Level 1 and 2 supports:

-Offer additional, after school, educational tutoring for students who are identified as making inadequate progress toward goals, or demonstrate significant learning loss based on BASICS3 benchmark assessments

The following services will be provided through the Equity and Targeted Student Achievement Department:

The Equity and Targeted Student Achievement (ETSA) department is taking a number of steps to improve outcomes for African American (AA) students as well as to address learning loss. A Math Equity Specialist has been added to the department, and is currently working with 19 teachers in a new teacher support pilot program. These teachers serve 346 AA students at 10 schools. The specialist is collecting baseline data in preparation to begin tracking the progress of the pilot.

The ETSA department also provides African American students with tutoring and mentoring services. This department has partnered with three community-based organizations, and is in the process of adding three more. Combined, these partners will serve up to 1,000 AA students across K-12. All services will be provided in a virtual format.

<u>Foster Youth and Students Experiencing Homelessness</u>

Provide professional development to all district staff who interact with students experiencing homelessness and in foster care

District Staff will be provided professional development on the specific needs of students, as well as the legal educational rights of students

Provide resources to access education

Students have access to electronic devices and individual hotspots that will allow them to access curriculum and instruction, as well as additional online resources and services. Solar charging stations have been purchased and are available for students in unsheltered living situations.Backpacks and school supplies are also available to assist students with participation in classes.

Provide access to health and sociological services

Students have access to Hazel Health, free of charge. Hazel Health is a telehealth service that provides students access to health services online. Students also have access to counseling services, free of charge. Referrals for counseling services that may not be supported by the school counselor will be provided by Victor Community Services. Referrals to the A.T.L.A.S. department can be made for students in need of clothing, hygiene supplies, food, and housing assistance.

Provide access to individualized instruction and educational support

Students will be offered individual and group tutoring services as well as homework support. Students will also receive small group instruction, based on need.

Provide transportation

Students will be offered transportation services for school related functions as well as for services necessary to access their education.

Provide services and supports through district liaisons and school site point of contacts

District liaisons provide support with immediate enrollment and registration. Liaisons also provide referral services for housing, counseling, health care, utilities, clothing, food and other basic needs. As a direct support for services, staff at school sites serve as a single point of contact for students, families and social workers.

Low-Income Students

Since 84% of SBCUSD's students are Low-Income our goal as a district is to address the base instruction for our Low Income students by taking three approaches. 1. Increasing the skill and knowledge of the teachers; 2. Use assessment to gauge learning loss 3. Use intervention too and small groups and one to one tutoring to address individual learning needs for all students.

The Continuous Improvement department provides support to teachers in closely monitoring student achievement through consistent assessment. Program Specialists meet with classroom teachers to analyze data, and design supports for students through small group and individual instruction.

School teams are also being supported to monitor and connect with students that are not participating in synchronous and asynchronous instruction. Teams are organized to monitor, check-in with and connect students with needed resources to ensure they are participating and benefiting instruction.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

To monitor the effectiveness of services and supports provided by the district, data will be monitored on a monthly basis at the student level, school level, and district level, using assessment data (i.e. standards-aligned assessments, STAR Reading diagnostic assessments, Istation and Imagine Learning intervention assessments, etc). Pre- and post assessments will be utilized to measure the effectiveness of small group instruction and tutoring sessions.

The Multilingual Programs Department will work with site administrators to ensure that digital ELD portfolios are updated for each English learner student, on a monthly basis. Teacher, student, and parent surveys will also be conducted. District managers will collaborate with site administrators in order to observe instructional digital sessions with teachers who opt into coaching sessions, with the goal of providing feedback to identified teachers and site administrators, on instructional delivery supports for English learners. Interventions will be documented for students who are not making appropriate progress in the ELD progression timeline.

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

Description	Total Funds	Contributing
Conduct diagnostic assessments to identify pupil learning loss for all students, primarily Low Income, Foster Youth, and English learners (IXL, Renaissance, TELL)	$ 1,166,000	Y
Provide interventions for all students who are not making appropriate academic progress, Positive Youth Development	$ 2,508,000	Y
Family outreach, community engagement, and parent/community communication	$6,011,000	Y

Mental Health and Social and Emotional Well-Being

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

SBCUSD promotes mental wellness for all staff and students. Emphasis will be placed around relationship building and reconnecting during the 2020-2021 school year. In addition to the academic components of the district's instructional program, it is important to give staff and

students an opportunity to reconnect and heal from the potential trauma experienced during the COVID-19 pandemic. The SBCUSD Student Wellness and Support Services Department (SWSS) is actively preparing supports to address such factors with the school community.

Additionally, during the 2020-2021 school year, all administrators will receive mental health first aid training, in order to provide support to staff. The training requires participants to learn how to identify warning signs and risk factors for mental health concerns in staff, and overall, to ensure their health and safety. Similarly, all staff in contact with students will receive youth, mental health first aid training. The training allows staff to monitor and support students by looking for warning signs and risk factors of mental health concerns. Classroom teachers, instructional assistants, recreational aides, nurses, and all other staff in contact with students will receive the training. Mental health first aid training will be expanded to families in the near future.

The Student Wellness and Support Services Department will work with school staff members in order to develop training and lessons that provide opportunities to reconnect through social-emotional learning, coping strategies, community-building circles, and relationship-building lessons. The district will ask administrators and teaching staff to dedicate instructional time to social-emotional development within direct-instruction lessons, and throughout instructional time spent with students and staff.

SBCUSD is committed to providing additional support to students who experienced anxiety surrounding the COVID-19 shelter in place orders, as well as the eventual return to physical school settings. Counseling programs will continue to be available virtually, and in-person, when schools reopen.

School staff will continue to utilize a referral process in order to provide additional support to students and families during the 2020-2021 school year. Referrals made by staff members will be sent to the SWSS office. The SWSS office will work with school staff and families to determine needed support.

SBCUSD collaborates with partners such as Hazel Health (a teladoc program that allows students to meet with a licensed medical professional online). During the 2019-2020 school year, Hazel Health was available to 12 district schools. During the 2020-2021 school year, Hazel Health will offer services to all students, age 4 and up, at all schools. SBCUSD will continue to strengthen the supports and services surrounding mental health and social-emotional wellness for students and staff.

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.]

SBCUSD will implement a tiered re-engagement strategy for students and families who are not meeting participation requirements for distance learning as follows:

Tier 1 UNIVERSAL: (All) School-Wide

-Positive School Culture: PBIS, RJ, Expectations/Procedures, SEL strategies defined and routinely implemented (Be Safe, Be Responsible, Be Respectful, bullying prevention, etc.)

-Confirm the best contact information for each student

-Phone calls home (Robocalls and teachers assisted by classified staff)

-Engage students with effective and culturally relevant instruction

-Positive incentives for good attendance (class competitions, improvement awards, Principal's lists)

-Monitor attendance trends

-Establish early, positive relationships with vulnerable groups (African American, Foster, Homeless, EL)

-Teach community the impact of absences on student achievement

Tier 2 TARGETED: (Some) 3+ absences or missing 60% of instruction in a week

Tier 2 provides additional interventions to support a smaller percentage of students who do not sufficiently respond to Tier 1 strategies. Tier 2 interventions provide increased relationship building and address the barriers, aversions, and myths related to the child's absences. At the Tier 2 level, the school site monitors attendance by looking at reports along with the designated, attendance, re-engagement team.

-Phone calls home (teachers assisted by classified staff)

-Home visits (modified for Covid-19, online or in-person with social distancing *when allowed*)

-Postcards mailed home with positive message

-Conduct a SART meeting

-Referrals to Hazel Health (telehealth services)

-Referrals to SWSS, outside counseling, or other services as needed

-Record interventions for students in "Aeries Attendance Notes"

Tier 3 INTENSIVE: (Few) Support for students missing 20% or more of the school year

Tier 3 focuses on the individual needs of students who exhibit ongoing patterns of attendance issues and are unresponsive to Tier 1 and 2 strategies. Tier 3 supports are layered on top of Tier 1 and Tier 2. The school's attendance, re-engagement team reviews student data and identifies students needing Tier 3 interventions and supports. Additionally, the Positive Youth Development Team assists the school by identifying students in need of SARB and intensive monitoring at the district level.

-SARB

-Youth Court referral

-Referral to wraparound services (Mental health, Alcohol/Drug, etc.)

-Individual progress monitoring

-Referral to self harm/suicide assessment and intervention agencies

In addition to the tiered approach being applied all over the district, each school site is responsible for having an attendance team consisting of stakeholders from across their school. This team looks at data twice a month to make decisions on both the prevention and intervention side of attendance. There are four major reports that schools look at to determine the next steps including the list of students in danger of being chronically absent. Together the team decides on two major action steps and then those action steps are progress monitored. For sites needing assistance on running effective attendance team meetings, the Positive Youth Development department works alongside the site until their capacity has been built.

In terms of the Tier I prevention approach, SBCUSD launched an attendance campaign aimed at sending two messages to parents 1. Attendance matters and counts during distance learning 2. We are here to help your child get logged in. Messages went out via social media, large signs on campuses, posters and advertisements throughout the city.

For every step of the process, communication goes out in English and Spanish. The attendance letters and phone calls that are sent out are sent in English and Spanish. Schools needing more translators for home visits, simple request assistance from Positive Youth Development through an electronic request form. The attendance campaign was also sent in English and Spanish to all stakeholders.

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.]

SBCUSD provides Grab and Go meals to students from 8am-11am on Mondays and Wednesdays, allowing students or their parents to pick up meals for the entire week. To make meal distribution accessible to students in all areas of the city, SBCUSD distributes meals at 25 school sites each week:

Cajon High School

Del Vallejo Leadership & STEAM Academy

Dominguez Elementary School

Golden Valley Middle School

Gomez Elementary School

Hunt Elementary School

Indian Springs High School

Jones Elementary School

Juanita Blakely Jones Elementary School

Lankershim Elementary School

Lincoln Elementary School

King Middle School

Muscoy Elementary School

Norton Elementary School

Pacific High School

Paakuma K-8 School

Richardson PREP HI Middle School

Salinas Elementary School

San Bernardino High School

San Gorgonio High School

Serrano Middle School

Thompson Elementary School

Vermont Elementary School

Wilson Elementary School

Bing Wong Elementary School

The tentative plan for meal distribution when in-person instruction becomes available is as follows:

Nutrition Services would provide the following services for students attending school:

-Curbside Meal Distribution at ALL sites

-Distribution of Grab and Go Meals daily

Monday Meal Distribution will be held from 9:00-11:00. Students physically attending school will receive Monday's lunch and Tuesday's Breakfast.

Students attending 100% distance learning will receive Monday through Friday meals at one time for all five days. If they miss this day, they can still obtain food during the other meal distribution days.

Tuesday through Friday, meals will be distributed from 11:00 am :-1:00 pm

-Tuesday: distribute Lunch for Tuesday, Breakfast for Wednesday

-Wednesday: distribute Lunch for Wednesday, Breakfast for Thursday

-Thursday: distribute Lunch for Thursday, Breakfast for Friday

-Friday: distribute Lunch for Friday and Monday breakfast

This method was developed to ensure meals are available for all district students on a regular basis, based on community feedback regarding meal distribution.

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

Section	Description	Total Funds	Contributing
In-Person Learning	Student transportation	$13,500,000	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
35.79%	$139,733,421

Required Descriptions

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

The Multilingual Programs Department, Specialized Programs Department, Elementary Instruction Department, and Secondary Education Department were instrumental in ensuring that the needs of English learners, low income students, foster youth, and students experiencing homelessness were considered first in the development of district plans for in-person instruction, distance learning, student and parent engagement, and school meal distribution. Each of these departments worked closely with site administrators and families to assess the needs of these student groups, and developed plans and actions with them in mind.

Additionally, staff, student, and parent/community needs have been determined through multiple surveys and virtual meeting opportunities, including, but not limited to: Board meetings, Learning Continuity Plan meetings, Town Hall meetings, social media, telephone calls, and US mailing correspondence along with using input/feedback data, consideration of the socio-economic status of the community, and regular updates related to COVID-19 data from SB County Public Health, California Department of Health, and the Centers for Disease Control. In addition, academic achievement data and site leadership/staff have contributed to determining school-level and district-wide needs. SBCUSD remains focused on providing the safest environment for both in-person and distance learning (and related elements) activities, consistent with government guidance and recommendations. From the beginning of the pandemic, SBCUSD established an Incident Management Team (IMT) that consists of a multi-faceted collaboration of sections (Operations, Planning, Logistics, and Finance) to dialogue, vet, and maintain a comprehensive approach to identifying, preparing, implementing, and monitoring the complexities related to managing

the COVID-19 event. The actions to prepare for in-person learning include personnel protection equipment, shields, face coverings, hand sanitizing devices/liquid, disinfectant, sprayers, water stations, temperature stations, signage, classroom reconfiguration, and air filtration system.

Actions related to supporting distance learning followed a similar vetting process through IMT. In addition, the district's Unduplicated Pupil Percentage and economically disadvantaged community is heavily focused on investing in technology, including devices and internet connectivity. Based on the distribution of over 55,000 devices (laptops/chromebooks/iPads) and over 13,000 internet connectivity devices (hotspots) to our students, it is evident that a large majority of our students do not otherwise have access to technology and internet connectivity. Technological resources have been principally directed to our foster youth, English learners, and low income pupils district-wide in order to ensure effective access to online instruction, academic, and social-emotional resources. In addition, the district is committed to supporting staff with technology (over 5,000 devices) and internet connectivity in order to ensure access to training, meetings, special education services, and classroom instruction. Actions associated with our pupils with unique needs, including English learners, are critical to providing English language development support, instructional assistants, student interns, monitoring programs, professional development, and parent engagement activities. Due to conditions beyond our Foster youth and homeless students control, they are provided with specialized services including student-liaison staff for direct services, tutoring, and necessary resources and materials to access the district's academic program. To ensure that our foster youth and students experiencing homelessness are able to access on-line instruction and resources, students have also been provided with charging units/stations, as needed. Low Income, Foster Youth, and English Learner students who are also identified as *students with disabilities* and are at risk of increased academic loss, will receive supplemental services that include additional staff support, psychological services, curricular materials and on-line programs, manipulatives, and technology (including specialized technology for students with needs beyond a laptop/Chromebook/iPad).

SBCUSD employs multiple actions that are principally directed and effective with English learners, foster youth, and low-income students that are intertwined in distance learning and in-person learning (when authorized). These actions and services have been identified and adjusted to accommodate a virtual learning platform. Survey data and input from stakeholders have provided greater insight into student and parent needs for students to fully access a rigorous and challenging academic program, including increased nutrition services locations for "grab and go" meals, increased tutoring opportunities, the availability of CAPS programming, mental health and wellness access, and increased parent training opportunities to better support student learning. As a result of the COVID-19 pandemic, the identified actions and services primarily benefit and are principally directed at our English learners, foster youth, and low income students that focus on equity, access, and success in a remote learning environment. Consistent with SB-98, rigorous and challenging curriculum, aligned with content-based standards, complement the distance learning model, the following activities are effective in both a district-wide and school-wide approach with our unduplicated pupils:

 -Virtual Creative Afterschool Programs (CAPS) that will provide before/after school learning opportunities to support and enrich student learning experiences

 -Social-Emotional Learning and counseling support in the form of Hazel Health, mentor programs, and HEART to provide critical mental, emotional, and physical resources and supports based on the unique needs and situations our students face, particularly, during the COVID-19 pandemic.

 -Visual and Performing Arts programming including music and arts instruction (e.g., instrument distribution to students) to increase enrichment opportunities, student engagement, and student participation, particularly during the COVID-19 crisis.

-College and Career Pathway support and instruction (e.g., CTE and career pathway courses) that include (where applicable/possible) hands-on opportunities related to the pathway.

-Advancement Via Individual Achievement (AVID) that provides college bound preparation skills, practices, interns, and tutorial support to ensure student success and access to academic supports while engaged in the virtual learning experience.

-Equity and Targeted Student Achievement support and programs to reach our African-American student groups (e.g., mentoring programs, interns, and professional development through opportunity gap specialists' support) to minimize learning gap growth/widening, with a focus on engaging and connecting students to academic and enrichment opportunities throughout the remote learning format.

-Latino student achievement support to provide additional resources, programs, and services to our Latino student group (e.g., staff to provide direct student support, on-line learning programs, and teacher created materials) to minimize learning gap growth/widening, with a focus on engaging and connecting students to academic and enrichment opportunities throughout the remote learning format.

-Diagnostic assessments to identify pupil learning loss for all students, and monitoring academic progress principally directed at Low Income, Foster Youth, and English learners (e.g., IXL, STAR Renaissance, Developmental Reading Assessment) and provide intervention and support to mitigate learning loss and strengthen identified academic growth opportunities as a direct result of the COVID-19 pandemic.

-Gifted and Talented services and programs to enrich and challenge advanced learners (e.g., instructional materials, on-line resources) that will challenge and engage high achieving learners in a distance learning environment.

-Site-based allocations are included in each school's School Plan for Student Achievement and is part of the school's comprehensive needs assessment, plan development, and program evaluation. Each SPSA identifies activities principally directed at English learner, foster youth, and low income students such as: direct staffing resources, academic on-line programs/resources/student licenses, technology, and supplemental instructional materials to support student learning, and student interns.

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

The district-wide and school-wide actions and services exceed the base program and the services are defined as "increased," "improved," or both. These actions, activities, and services included in the Learning Continuity and Attendance Plan provide more than the required 35.79% increased and improved services,and are principally directed and benefit our English learner, foster youth, and low income students. The district's CAPS programs are enhanced by supplemental/concentration funds in order to increase the number of participating English learners, foster youth, and low-income students. Additionally, the visual and performing arts program increases the number of "arts" teachers so that a greater number of students can receive music and arts instruction. The Teen Music and District Drumline programs are two examples of afterschool programs that provide increased and enhanced enrichment to the district's music program. College and career readiness programs provide enhanced/improved courses in robotics design/application, teacher academy training, technical employment training, diesel mechanic program, and farm to school opportunities. The career bound courses create robust, hands-on learning experiences that lead to real career application. SBCUSD's Student Wellness and Student Support Department provides improved social-emotional services and resources through mentoring programs, Hazel Health, HEART program, and trainings/workshops/resources for parents and staff. The department exceeds the base counseling requirements by including counselors at elementary and middle schools, throughout the district, in order to reach students with the greatest need. The Equity and Targeted Student Achievement and Latino Student Achievement

programs improve the base instructional program, and services, by providing supplemental academic supports, interns, mentoring programs, and academic enrichment activities.

Restricted federal funding, including Titles I, III, and IV, are supplemental to the base programs, by intent and purpose, and are utilized "in addition to" the district's supplemental and concentration funding. Title I programs provide a complementing amount of funding that are allocated to sites according to the school's unduplicated pupil percentage, in addition to base and supplemental/concentration funds. Title I funds allow sites to increase and/or improve the instructional programs consistent with unique site needs that are aligned with LCAP goals. Increased and/or improved services include technology, instructional materials, software/student licenses for on-line services, and other site-based needs. Title III funding specifically benefits English learner pupils through direct, instructional staff services, student interns, technology, supplemental materials, and on-line services to enhance English language acquisition. Title IV provides additional supplemental resources in three specific areas: well-rounded educational opportunities, safe and healthy students, and effective use of technology. Specific activities include programmatic support for social-emotional learning, parent engagement, technology implementation, arts programs, and community partnerships.