

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

The impact of the COVID-19 pandemic on students and families has been significant. While some students have been adjusting well and are continuing to excel under these circumstances, the majority of our students and families have been experiencing economic and/or health and wellness challenges since March 2020. Students and families have shared with us over several months the strains that school closures brought in the spring, be they economic, physical or mental well-being; this included the added stress of simultaneously managing working and learning from home for families with one or more parent/guardian whose job allowed for remote work, as well as concerns about being able to put food on the table, pay rent, and secure child supervision for parents who are essential workers and older siblings facilitating learning for younger siblings while also engaging in their own learning. Generally speaking, our most vulnerable families have been experiencing the conditions associated with school closures due to COVID-19 acutely, with major impacts on access to food, connectivity, and child supervision. These challenges remain as we begin the school year in a 100% distance learning model.

In addition, we have heard from and sought out feedback from our Spanish-dominant families and Black youth in particular around needed changes and improvements to our school system under the dual pandemics of COVID-19 and systemic and interpersonal anti-black racism.

Spanish-dominant families have shared with us that the four main areas we need to address as we enter the 2020-2021 school year are:

- 1) Access to technology
- 2) Improving the learning experience
- 3) Advance communication with families, and
- 4) Providing necessary supports for students with unique needs.

Our Black youth have made demands that in part can begin to be addressed in this plan, but that are far-reaching beyond our immediate plans for reopening school with a shift toward cultivating anti-racist education. The student demands are for:

- 1) Ethnic Studies classes with culturally relevant curriculum

- 2) The implementation of equitable hiring practices and recruitment of culturally competent teachers of color for Ethnic Studies and all classrooms
- 3) School Resource Officers to complete bias training class before being allowed to work on campus in addition to de-escalation training and protocols
- 4) SBUSD to publicly condemn the school to prison pipeline, and
- 5) SBUSD to allocate funds to rehabilitation and mental health services for at-risk youth as an alternative to probation and/or juvenile hall.

Additional recommendations from the LCAP Parent Advisory Committee (PAC) include but are not limited to an integrated districtwide response to systemic and interpersonal anti-black racism and racism targeting students of color, including racial bullying. This would include professional learning for staff around anti-racist education, interrupting racism and internalized oppression, as well as a systematic approach to implementing policies and cultivating inclusive and affirming learning environments, the ideals of which begin to be expressed in the META plan. The LCAP PAC also requests mental health resources for students dealing with acute and chronic negative impacts of racism as the education system engages in the deep work needed for sustained organizational transformation.

In these ways, this plan has been developed in response to community needs as expressed by some of our most marginalized students and families, while also acknowledging the constraints and limitations of the more narrow focus of this plan on school district response to the COVID-19 pandemic. Please see our Districts' META plan for our larger vision for transforming our schools into assets-oriented, culturally and linguistically sustaining, and culturally pluralistic educational spaces that foster the development of Global Learners for all of our students, and particularly student groups furthest from educational justice. META must hold the broader organizational transformation responsive to our Black youth demands, and this plan will incorporate more discrete actions that overlap with the district response to the COVID-19 pandemic.

## Stakeholder Engagement

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

SBUSD has been reaching out to students, families, and staff in particular since school closures began in March 2020, and has continued to engage in two-way communication with various stakeholder groups over the summer and into the fall in preparation for the 2020-2021 school year. Particular efforts have been made to reach out to Spanish-dominant families and Black/African American families, in response to our local context, as well as to families who did not have access to the internet. We have been working in a coordinated manner to distribute devices and hotspots to all district families who did not have access to ensure access for every family for the 2020-2021 school year.

Below are the mechanisms that we have used to reach out over the past several months, in chronological order by stakeholder group:

Students:

Phone calls to families of students who were not participating in distance learning to assess needs, well-being and deploy access to technology and WiFi, March - June 2020

Informal feedback through teachers and administrators about what was and was not working well during school closure, March - June 2020, August 2020 and Ongoing  
Black Youth Santa Barbara (BYSB) student demands received and initial response by the local board of education, June 2020  
BYSB and Black Lives Matter (BLM) representatives invited to participate in the Santa Barbara Ethnic Studies Consortium, June 2020  
Individual district leadership communication with Black Student Union (BSU) leaders to inform Distance Learning Plan development and professional learning modules for educators, June-August 2020  
High school students invited to provide feedback for the Continuity Plan via Community Input Form, August-September 2020  
District Student Advisory Council formed, September 2020

#### Families:

Phone calls to families of students who were not participating in distance learning to assess needs, well-being and deploy access to technology and WiFi, March - June 2020  
Parent/family survey regarding school closure and comfort around reopening, June 2020  
Virtual focus group with Spanish-dominant families regarding school closures, June 2020  
Virtual focus group with Spanish-dominant families regarding school reopening and matters pertaining to the development of the Continuity Plan, July 2020  
Virtual focus groups with families of students who receive Special Education Services, July 2020  
Public comment via public board meetings in response to reports on reopening school, June - August 2020 and Ongoing  
District English Language Advisory Committee (DELAC) meetings regarding the Continuity Plan, August 10 and 27, 2020  
LCAP Parent Advisory Committee (PAC) meetings regarding the Continuity Plan, August 20 and September 2, 2020  
Individual outreach to Black/African American families to participate in the LCAP PAC, August-September 2020  
Invited to provide feedback for the Continuity Plan via Community Input Form, August-September 2020  
Family survey regarding reopening elementary schools, August - September 2020  
Public comment via public hearing, September 8, 2020

#### Staff:

Intentional and ongoing communication during school closures, March - June 2020  
Informal feedback through administrators about what was and was not working well during school closure, March - June 2020, August 2020 and Ongoing  
Bargaining unit input and negotiations regarding school closure and reopening, March - August 2020 and Ongoing  
Multiple staff surveys regarding school closure and reopening, including concerns around childcare, health, and work conditions, June 2020 and Ongoing  
Public comment via public board meetings in response to reports on reopening school, June - August 2020 and Ongoing  
Invited to provide feedback for the Continuity Plan via Community Input Form, August-September 2020  
Public comment via public hearing, September 8, 2020

#### General Public:

Public comment via public board meetings in response to reports on reopening school, June - August 2020 and Ongoing  
Invited to provide feedback for the Continuity Plan via Community Input Form, August-September 2020

Public comment via public hearing, September 8, 2020

The stakeholder feedback has been organically influencing district plans for reopening school since spring 2020 on an ongoing basis and throughout the summer months. It is reflected in several board reports, particularly starting in June 2020; online agendas and reports can be found here: <https://www.sbunified.org/board/board-meetings/>. More specifically, stakeholder feedback through several focus groups and committee meetings in July, August and September was reviewed weekly during those critical months in the development of the plan. Stakeholder feedback through an online input form was reviewed in August and September to look for needs that had not yet been raised or addressed prior to finalizing the plan. Finally, stakeholder input was solicited and reviewed acutely in August and September as plans were being finalized.

We anticipate that adjustments may be made between the public hearing and final adoption.

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

SBUSD has promoted stakeholder engagement through various methods of communication, including but not limited to:

- Phone calls to individual families
- Focus groups with student and families
- Committee meetings as required for stakeholder engagement
- ParentSquare messages to students, families, and staff
- Surveys for students, families, staff and community members
- Social media posts
- Re-sharing of key board meetings where school reopening reports were given
- Working with the local media to expand reach and audience

Board meetings and public hearings are held virtually via Zoom. Remote participation has been supported through the following methods:  
Board meeting agendas are posted online publicly at least 72 hours in advance, and include links to the Zoom webinars  
An email address has been created for public comment to be submitted in advance of the meeting  
During the meeting, public comment is facilitated virtually in which public is able to speak live during the webinar  
Live simultaneous interpretation into Spanish is provided within the webinar platform

Public participation in virtual board meetings has been substantial since May, and far exceeds typical attendance under non-pandemic conditions. For example, all but three board meetings in May through August 2020 have had at least four hundred attendees, with two exceeding 1,000 participants.

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

This section will be completed in advance of the Public Hearing on September 8, 2020. What follows is a summary of the aspects of the plan that were influenced by stakeholder input as of September 4, 2020:

Initial student, family, staff and community input in spring and early summer 2020 informed the design of three educational delivery options during summer 2020 - 100% Remote, Hybrid, and 100% In-Person; this input included negotiations with bargaining units to design each model. Stakeholder input also affirmed our decision to vigorously pursue the need for every single student to have access to their own technology device for learning, as well as widespread hotspot distribution to ensure that every family would have access to reliable WiFi for the 2020-2021 school year.

Feedback through the community input survey was primarily provided by parents, students and employees, which had 3,123 responses in English and 403 in Spanish. The results affirmed that SBUSD has been doing best at identifying the technology needs and providing devices and connectivity for students, and monitoring student participation and progress thus far in distance learning. Results were overall positive as well for the professional learning offered to teachers, clarifying staff roles, planning for continuity of instruction, and planning for in-person instruction when that becomes possible. Parents expressed a wide range of opinions about returning to school in-person, as well as student experiences in distance learning, which speaks to the continued need for increased coherence in practices within and across schools. Students provided concrete examples of how to improve their learning experiences in distance learning, with an overarching theme being increased stress and need for more support amongst those who provided comments. There did not appear to be substantial differences in feedback across demographic groups, except for higher satisfaction amongst respondents from families where Spanish is the primary language spoken in the home, which is consistent with other survey trends in general. Survey results showed a good deal of uncertainty around the extent to which SBUSD is keeping the needs of Foster Youth, Emergent Multilingual, and low-income students at the forefront in the planning, as well as designing supports for students with unique needs; this highlights the importance of increasing communication with all stakeholders more broadly, and seeking feedback from families from these groups, which staff pursued through live virtual meetings.

Live feedback from meetings with families covered a range of topics, calling attention to the unique needs of students with disabilities, Emergent Multilingual students, students from low-income households, and students of color. Spanish-dominant families via two focus groups elevated the need for improved communication, technology, learning experiences and supports for students with unique needs, and was affirmed during two meetings of the DELAC in August 2020. Community feedback informed the outreach to Black/African American students and families around the student demands, and involvement in the LCAP PAC as relates more specifically to the Continuity Plan. Recommendations made by the LCAP PAC included ensuring that multiple modalities of communication and outreach are used by staff to ensure families and students know what mental health resources are available, identifying students in crisis during distance learning, that mental health services address racial trauma, that staff continue to secure reliable WiFi for students experiencing challenges with connectivity, that Latinx families of students with disabilities have increased opportunities to ask clarifying questions around support and services for their students. In addition, a strong recommendation was made that when the district is able to resume in-person instruction, that it prioritize the needs of students with disabilities, Emergent Multilingual students, and students experiencing on-going connectivity challenges. Feedback from two focus groups with families of students with disabilities was mixed regarding the success of remote learning during the school closure of 2019-2020. It is worth noting that students with disabilities have a wide range and needs, abilities, and degrees of success with remote learning. However, families of students with the most significant disabilities consistently shared that their students struggled to engage and benefit from remote learning- specifically when teaching was provided through platforms such as Zoom. These

families indicated it has been extremely challenging to support their students in distance learning while juggling their own commitments to work and family life. Taken together, these recommendations point to the need for systematic efforts to be developed for antiracist education and organizational transformation so that the learning environment is inclusive, affirming, and effective for all students, and especially for students of color, students with disabilities, and Emergent Multilingual students.

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

Sections of the plan that have been influenced by stakeholder input as of September 4, 2020 include:

### **IN-PERSON INSTRUCTIONAL OFFERINGS**

This section has been influenced by stakeholder engagement through public board meetings, surveys, and live virtual meetings, including the development of schedules for 100% distance learning, hybrid, and in-person instruction. Recent input around resuming in-person instruction has focused on the potential opportunity to start with small groups of students with the greatest need, such as students with disabilities, Emergent Multilingual students, Foster Youth, students experiencing housing insecurity, and students experiencing ongoing connectivity challenges. This input has come primarily from DELAC and LCAP PAC, and also showed up in survey results.

### **DISTANCE LEARNING PROGRAM**

This section has been influenced by stakeholder engagement through public board meetings, surveys, and live virtual meetings.

For “Continuity of Instruction”, we made elementary instructional materials, including “leveled library” books and other supplies--including to support Art, Music, and PE, available to students. We continued to engage in professional learning and materials acquisition to support a high-quality Ethnic Studies program in response to the demands of Black Youth Santa Barbara and Ethnic Studies Now!

Regarding “Access and Connectivity,” iPads had already been assigned to all students in grades 3-12 as part of the district’s techEQUITY one-to-one program. To support distance learning, the one-to-one program was expanded to include students in preschool through 2nd. Due to input from DELAC we ordered Chromebooks as an additional support for our newcomers. We also heard from many families that, while they had devices, connectivity continued to be a barrier to remote learning. In response, the district secured 1700 WiFi hotspots and partnered with the Santa Barbara County Education Office and Cox Communications to fast-track and assist families through the application process for Connect 2 Compete Internet services from Cox.

Regarding “Pupil Participation and Progress”, the processes for supporting students were developed in response to family and staff input, and were developed in consultation with staff.

In terms of “Professional Learning”, needs were identified through staff surveys, input from families and students, and through data, and needs are continually being monitored.

As for changes in “Staff Roles & Responsibilities” in response to COVID-19, this section of the plan was heavily influenced by staff input, including negotiations with bargaining units, surveys and in response to expressed needs from families. This includes the creation of academic learning centers for the children of staff.

Our development of “Supports for Students with Unique Needs” was influenced substantially by focus groups with families who are Spanish-dominant and have students with disabilities, Black Youth Santa Barbara (BYSB), Ethnic Studies Now (ESN!), and feedback from DELAC, LCAP PAC, and Staff Special Education Parent Advisory Committee (SSEPAC).

### **PUPIL LEARNING LOSS**

This section has been influenced by stakeholder engagement through public board meetings, surveys, and live virtual meetings. It focuses on assessment, strategies, and effectiveness, and was influenced by consultation with instructional leaders and leads, and in response to parent feedback and concerns about student learning and progress.

### **MENTAL HEALTH AND WELL-BEING**

This section has been influenced by stakeholder engagement through public board meetings, surveys, and live virtual meetings. The increase in services to support mental health and well-being was influenced by broad stakeholder feedback, staff, and especially input from LCAP PAC, in regard to the development of referral processes, mental health services for parents, and wellness support for employees.

### **ENGAGEMENT AND OUTREACH**

This section has been influenced by stakeholder engagement through public board meetings, surveys, and live virtual meetings. The development of our Absentee Prevention and Intervention Plan was in response to challenges observed in spring 2020, and in consultation with staff on improving processes. The addition of extended hours for the bilingual Family Engagement Unit hotline at the beginning of the school year was made in response to family input and expressed needs from focus groups with Spanish-dominant families in July 2020.

### **SCHOOL NUTRITION**

This section has been influenced by stakeholder engagement through public board meetings, surveys, and live virtual meetings. With encouragement from the board and families within the district, SBUSD food services expanded from only distributing meals from 11:30 to 1:00 to a supper service that distributed meals from 4:30 to 6:00. This afforded families who work more opportunity to pick up meals. Food services is also exploring the possibility of having a morning distribution so that parents can pick up meals before work, which was a need expressed also through DELAC.

# 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.]

### OVERALL

Each student will have access to a full curriculum, whether in-person, under a hybrid model, or in distance learning. The details around access to a full curriculum under distance learning is described in the plan section Distance Learning Program, as is how this will be guaranteed should a shift occur between distance learning and in-person instruction. This section describes the additional steps SBUSD has planned for in-person instruction under the COVID-19 pandemic conditions.

### HEALTH AND SAFETY

When health and safety allows for return to in-person instruction, Santa Barbara Unified plans to employ a hybrid model. This rotating schedule of in-person instruction will enable schools to provide appropriate social distancing, while simultaneously ensuring that learning loss is mitigated through data informed instruction and intervention. Additionally, we are exploring the possibility of the waiver as appropriate.

The proposed instructional schedule for elementary students can be viewed here:

<https://drive.google.com/file/d/1nCWLJmwseGMYM42TjXCgGf-AnZ-8iNyz/view?usp=sharing>

The proposed instructional schedule for secondary students can be viewed here:

<https://drive.google.com/file/d/1krZC1uw8IB6x50NJgYZwVNN3kBCb2A6W/view?usp=sharing>

Consistent with public health the following plans and protocols will be in place to ensure the safety of students and staff. Our plans have focused on campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting. Our COVID-19 Prevention Plan can be viewed here: [https://drive.google.com/file/d/13bX67mV-6QVr2L\\_8t-d-nj1J9xS68G8/view?usp=sharing](https://drive.google.com/file/d/13bX67mV-6QVr2L_8t-d-nj1J9xS68G8/view?usp=sharing)

### LEARNING LOSS IDENTIFICATION VIA ASSESSMENTS

The classroom-based instruction will focus on 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. As such, we will identify students who have experienced significant learning loss through a systematic cycle of assessments. These include initial screenings, formative and summative assessments, all of which will be analyzed to design appropriate responses.

Each year, we develop an assessment calendar, which has been adapted for distance learning, and is flexible for when instruction is able to resume in person. Our focus this year, as required by the state, will be on aligning curriculum and instruction with assessments in English Language Arts (ELA), English Language Development (ELD), and math. Students will be assessed on a regular basis in these three areas to inform instruction and to create intervention opportunities that ensure student learning and competency development.

Core content areas have articulated grades 7-12 Teacher Leadership Teams, composed of members from each of the secondary schools, who engage in articulation and work on scope and sequence as well as sample lessons and shared classroom formative assessments. As an

example, the Secondary Math Leadership Team is building a digital portfolio, called the Vertical Articulation Notebook, to help with the transition from 7th grade through high school. This includes targeted standards, teacher sample questions to assess the standard, and student “I can” self-assessment statements.

**IN-PERSON INTERVENTION STRATEGIES FOR HYBRID OR 100% IN-PERSON MODEL**

PEAC Learning Centers offer tutoring support to low income and first generation college-bound students on a daily basis.

TIER II: Additional time for learning content, such as Math Support classes & Seminar

Academy for Success in secondary; Phonics, reading intervention using Leveled Library Interventions by curriculum specialists in elementary.

TIER III-Dyslexia (described in greater detail under section for Supports)

With the very recent developments at the state level, and notification early September from the local county public health office, SBUSD is exploring the possibility of a waiver that may allow for small cohorts of students in a ratio of 14 students to 2 adults to return to campus for targeted instruction. As recommended by the LCAP Parent Advisory Committee, and in response to information regarding student need, should this option become available, SBUSD will prioritize the needs of students with disabilities, Emergent Multilingual students, and low-income students who continue to experience connectivity challenges in distance learning. Information will be provided and incorporated into this plan as it becomes available.

**SOCIAL-EMOTIONAL WELL-BEING**

Furthermore, keeping students’ social–emotional well-being at the core of our instruction will be paramount. We will address students’ social emotional well-being through Tier 1 Universal Supports:

- Safe, Affirming, and Inclusive Learning Environments
- Professional Development for Staff
- Distance Learning Absentee Prevention and Intervention
- Behavior Intervention Ladder
- Suicide Prevention Programs
- Family Outreach
- Community Partnerships

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

Description	Total Funds	Contributing
Assessment Continuum, common formative assessments	See Learning Loss	– No
CALM and FSA supplemental contracts	See Mental Health	– Yes

Description	Total Funds	Contributing
PEAC Learning Centers	See Supports for Pupils with Unique Needs	– Yes
Academy for Success	See Supports for Pupils with Unique Needs	– Yes
Campus access	\$13,300	– No
Hygiene practices	\$796,152	– No
Protective equipment	\$439,377	– No
Physical distancing	\$95,783	– No
Cleaning and disinfecting	\$105,779	– No
Costs associated with returning small cohorts of students with disabilities, Emergent Multilingual students, and low-income students experiencing on-going connectivity challenges, pending guidance from the state and county public health	TBD	– Yes

## 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.]

#### CONTINUITY OF LEARNING BETWEEN REMOTE AND IN-PERSON INSTRUCTION

All students will have access to a full curriculum, whether in-person, under a hybrid model, or in distance learning. All students have an iPad to utilize in distance learning and upon returning to in-person instruction. SBUSD is committed to ensuring students have access to substantially similar quality of instruction and access to curriculum in both the distance learning model and for continuity of instruction should health and safety allow for a return to in-person learning.

The District's Distance Learning Plan (<https://www.sbunified.org/plans-for-school-reopening/>) outlines our commitment for rigorous instructional practices, safe, affirming and inclusive learning environments, nutrition for students, multi-tiered systems of support, support for

students with specialized needs, and access to technology, connectivity and instructional materials. We provide each student with standards-aligned, engaging, relevant, and inclusive curricula and pedagogies. SBUSD nurtures positive relationships with students and uses a multi-tiered system of support to ensure prevention and intervention to maximize student engagement.

In order to ensure instructional continuity for pupils if a transition between distance learning and in-person instruction is necessary, SBUSD will continue professional learning, use data from assessments to inform instruction, and keep cohorts together for learning.

## **CURRICULUM AND INSTRUCTIONAL MATERIALS**

Curriculum and instructional materials are aligned to state standards and technology-based learning enhances and enriches the curriculum appropriately. Curriculum will be designed to accommodate different learning styles and will embed language development. Learning objectives shall be clear and any constraints facing students will be considered and accommodated.

SBUSD ensures that students have access to the core curriculum by sending home adopted and supplemental instructional materials and by providing digital resources.

SBUSD will use adopted and supplemental curricular materials for core content areas to support student learning, including:

Textbooks (paper and/or ebooks), leveled libraries, and access to research databases

Digital intervention platforms to support literacy, numeracy, computation and critical thinking skills, such as Lexia, NewsELA, Dreambox, Words Their Way, and IXL

Nearpod digital lesson bank and digital learning platforms like SeeSaw, Google Classroom, and Columbia University's Teachers' College Reading and Writing Project Videos

Additional supports for the distance learning environment include online tutoring for grades 4-12, which will be available all year to students

Instructional supplies and kits equivalent to what is available in the classroom during in-person learning have been sent home to support students

Chromebooks, in addition to district-issued iPads, will be provided to newcomer Emergent Multilingual Learners to support their need to Zoom on one device while working on digital lessons on another device

SBUSD will use supplemental curricular materials and provide take-home learning kits for elective courses, such as career technical education and visual and performing arts courses:

Instructional supply kits for students in Culinary Arts, Construction Technology, and Health Careers/ Sports Medicine to participate in lab activities (Examples include: cooking equipment, blood pressure sleeves, consumable cooking materials, pre-cut wood-building kits)

## 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.]

### DEVICES

iPads had already been assigned to all students in grades 3-12 as part of the district's techEQUITY one-to-one program. To support distance learning, the one-to-one program was expanded to include students in pre-school. In response to input from DELAC, we also ordered Chromebooks as an additional support for our newcomers.

### CONNECTIVITY

We heard from many families that, while they had devices, connectivity continued to be a barrier to remote learning. In response, the district secured 1700 WiFi hotspots and partnered with the Santa Barbara County Education Office and Cox Communications to fastrack and assist families through the application process for Connect 2 Compete Internet services from Cox.

We identified students in need of connectivity by asking families during our annual registration process if they had dependable WiFi at home. We also sent out an additional WiFi survey via our parent communication platform, Parent Square. Lastly, we were able to sign a privacy agreement with Cox that allowed us to provide them with family addresses and in exchange they would tell us who was not currently a customer with them.

### TECHNOLOGY SUPPORT

We extended our walk-in and phone support hours to 7am - 7pm and provided support on select Saturdays. We also hired two additional Spanish speaking support technicians.

### CAREER TECHNICAL EDUCATION

Special consideration and effort has also been made to ensure that students in career and technical education courses and pathways continue to have access to industry standard equipment, or equipment that will allow students to practice industry standard skills. Examples of these courses encompass Advanced Placement, Computer Science, Mobile Programming, digital media arts classes that earn students with college credit through dual enrollment programming, and engineering and manufacturing classes. Some of the strategies implemented include a plan to provide students with a hyper-v virtual desktop, purchasing computers for students who do not have access to devices with high levels of processing capability, increasing the number of available VPN access points, providing stylus' and mice that are compatible with the district provided iPads, and identifying new digital platforms that can support and enhance student learning experiences.

## 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.]

Santa Barbara Unified is meeting the state's requirements for instruction through daily live instruction and synchronous learning. Staff will track and monitor student progress through daily live instruction. Attendance is taken for each distinct period of instruction, and is tracked in our student information system, Aeries, by certificated staff. SBUnified staff initiate outreach and support to students experiencing barriers to attendance, further detailed in the section on Engagement and Outreach. In our Distance Learning Plan (<https://www.sbunified.org/plans-for->

[school-reopening/](#)), we specify the additional minutes of asynchronous learning expected of students and teachers to extend the learning day.

We have established the following class schedules that feature daily real-time interaction between certificated teachers and students and students and their peers:

Elementary Distance Learning Schedule: <https://drive.google.com/file/d/1kbreKa-3UuvLtVCyk9BNYNH2hWOcEYH0/view?usp=sharing>

Secondary Distance Learning Schedule: 7-12: <https://drive.google.com/file/d/1ri1fOcWBQ7CaVzJhchwRcY2jHHAN8TqS/view?usp=sharing>

Certificated staff will measure participation and time value of student work through daily live instruction, synchronous and asynchronous learning. Staff assess student learning in distance learning through multiple methods of assessment, including student work and self-assessment. Timely feedback about student progress through assessment informs modifications to instruction, and is discussed in greater detail in the section addressing Pupil Learning Loss. Various types of student performance are assessed with the ultimate goal of measuring whether or not students meet established standards and the educational goals of the course.

## 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.]

Special attention to professional relationships and learning must be at the forefront of our professional learning plans, especially when reopening schools with a new instructional model. We recognize that there is much for us to do to meet students' needs. In particular, our data indicates that we have unmet needs for our Emergent Multilingual Learners (EMLs), students with disabilities (SWD), socio-economically disadvantaged students (SED), and those furthest from educational justice. In order to support both adult and student learners, our professional learning allows staff to grow their skills in a coherent way across the district aligned to district goals as well as to pursue personalized training that is responsive to each individual's areas for growth.

Teachers face an unprecedented common challenge in shifting to a 100% distance learning model. In order to succeed with distance learning, teachers must be proficient in three types of knowledge as illustrated in the TPACK Framework (Koehler & Mishra, 2009). Our design for Professional Learning to support distance learning is based on the TPACK Framework:

- Technology Knowledge
- Pedagogical Knowledge
- Content Knowledge
- Context

In advance of the start of school, teachers were required to complete at least seven hours of professional learning to promote proficiency with technology, proficiency with facilitation of online learning, social emotional learning, and integrating supports for students with specialized needs such as SWD and EMLs.

Our professional learning plan allows for teachers to pursue personalized training that is responsive to each individual's areas for growth. We provide a variety of professional learning experiences for our staff:

Provide personalized learning opportunities to support teachers according to their individual needs.

Monitor and support the ongoing professional development of the teacher workforce as well as the effectiveness of instruction.

Require professional learning to promote knowledge of technology, knowledge of instruction, and knowledge of content including the integration of supports for SWD and EMLs.

We surveyed teachers, gathered exit tickets, and solicited feedback throughout the transition to inform Professional Learning for the 2020-2021 school year. This information will enable us to build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. Formative assessment data will be disaggregated by student groups in order to identify the most critical student needs. Administrators will utilize protocols for monitoring and supporting the ongoing professional development of the teacher workforce as well as the effectiveness of instruction.

All certificated staff received:

The Distance Learning Playbook (Fisher, Frey, Hattie, June 2020) at <https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865>, and access to the 58-minute webinar on the Playbook at <https://event.on24.com/eventRegistration/EventLobbyServlet?target=req20.jsp&referrer=&eventid=2435744&sessionid=1&key=509BB895C61077A734343FD0C756A427&regTag=&sourcepage=register>

A minimum of seven hours of required professional learning in advance of teachers' official start date of Thursday, August 13th, including technological, pedagogical, and social-emotional training

Grade-level and content-specific professional collaboration during teachers' first official day back, August 13th

Opportunities for choice in June-August 2020 professional learning workshops, which included but were not limited to: Navigating transitions, Implicit Bias, and content-specific trainings, such as Balanced Literacy and Illustrative Math BETA in elementary

Additional Professional Learning to be offered this year includes:

- Designated ELD and Integrated ELD
- Multilingual Excellence Transforming Achievement (META)
- Social-Emotional Learning (SEL) in a Multi-Tiered System of Support (MTSS) Framework
- Content-specific trainings: English Language Arts, Math, Science, History-Social Science, PE, Arts, Career Technical Education (CTE)
- Content-specific support through Literacy Coaches and Instructional Support Specialists
- ELRISE Professional Learning Series for Teachers: Meeting the Needs of English Learners in Distance Learning Sessions (3 webinars offered in Sept.)
- Training in differentiation supports to meet the needs of all learners in heterogeneous classes

## Staff Roles and Responsibilities

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

Under our distance learning model there will be newly defined roles and responsibilities. Teachers have engaged in professional learning focused on delivery of instruction in a distance learning model and did so prior to the start of their regular contract year. They did a minimum of seven hours of required training. The classroom teachers' roles will be to conduct their classes with all students engaging in a remote setting. Teachers will be able to utilize their classroom space for teaching.

Santa Barbara Unified has created a Multi-Tiered Approach to Student Engagement:

<https://drive.google.com/file/d/13cBYDmleEwQ8Vzlr5r22us48Pt4tMWXO/view?usp=sharing>. This approach adds a Tier I task to teachers' responsibilities by requiring them to make personal 1:1 contact with all of their students (elementary) or their second period students (secondary) each week. This contact can happen by way of phone, text, Zoom, or message through our LMS system.

Classified and management staff will still support student services primarily from both the school sites and remotely. Where employee groups can fulfill their roles remotely there will be allowances for that. For classified staff, there will be certain classifications that will be permitted to work remotely, while others will have to continue to work in-person. Para educators will support students with special needs, but in most cases they will be able to do so in a remote work environment. Like the teachers, these para educators can choose to work from their work site if they do not want to work remotely.

Substitute teacher roles will substantially change. In place of random substitute calling, we will be employing long term subs and assigning two substitutes to each school site to be available the entire semester for that particular school's daily needs. Substitutes will be given a device and training so that they can support distance learning when the regular classroom teacher is out. We will also assign substitutes to provide increased services to students with the most need, including but not limited to Emergent Multilingual students, students from low-income families, and Foster Youth, when not substituting for a specific teacher.

After-school staff roles have changed. Prior to the pandemic the After School and Expanded Learning Staff's main responsibilities were to oversee students in the afterschool programs at 12 sites as they provided enrichment opportunities. As a result of COVID-19, we have shifted our focus and provide child care and distance learning support to the children of SBUSD staff and to the most marginalized students in our district. Prior to the pandemic we had the ability to serve approximately 1,000 across our district; currently our capacity has been reduced to 170 children in order to be able to abide by the CDC and Santa Barbara County Health and Safety Guidelines. This has also resulted in a loss of approximately \$300,000 in revenue from parent fees for in-person child care.

## 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.]

Based on guidance that came from the California Department of Public Health and the Santa Barbara County Department of Public Health during the first week of September, we will be providing support on campus for students with the most acute academic needs. We will

prioritize students with disabilities, Foster Youth, newcomer Emergent Multilingual Learners, seniors who are credit deficient and students who are not meeting grade-level standards in core academic subjects. Students who continue to lack access to stable internet service will also be included.

## **EMERGENT MULTILINGUAL STUDENTS (EML)**

Though resilient and strong, Emergent Multilingual Learners (EMLs) experience daily challenges in our schools, which are now made more acute by the effects of this global pandemic. Some of those challenges include;

Ability for students to understand what is being taught.

EML students may have family members that cannot assist them in their school work.

Maneuvering the devices and platforms provided is more crucial than ever now, and learning how to do that for all classes is a challenge.

With this more vulnerable group of students, their families are experiencing financial struggles that affect families access to basic needs, let alone school materials.

Santa Barbara Unified will continue to provide targeted supports for our Emergent Multilingual students in instruction. Together, these supports are aimed at eliminating barriers to core curricular requirements and educational opportunity.

Continued implementation of integrated and designated ELD in both distance learning and in-person instructional models. Support for Educators of EMLs include:

Ongoing as needed support from Emergent Multilingual Instructional Support Specialists, who as teachers on Special Assignment are available to help teachers with both technical and pedagogical strategies designed to engage EMLs in distance learning

Targeted professional learning sessions related to both integrated and designated language development

Coaching support from highly skilled coaches provided by our consulting partners, West Ed and UC Berkeley Lawrence Hall of Science

Santa Barbara Unified is also pursuing the following additional support for EMLs during distance learning:

School supplies for the over 100 Newcomer Emergent Multilingual Learners (EMLs) in secondary schools, including binders, notebooks, highlighters, independent reading books, and writing utensils. Students also received two high interest independent reading books.

Chromebooks are being provided so that they have two devices to work more efficiently on school work. They will have access to their iPad and the chromebook so that on one device they can attend their Zoom class and on the other device complete work with no interference in the Zoom class.

Bilingual Paraeducators and/or Bilingual Curriculum Specialists support in the secondary English and ELD classes as well as other content classes.

Translation support for posting assignments & directions on Google Classroom and Seesaw for parent access in Spanish.

Caregivers access to support for the students in their care.

Support in home language for families of TK-3 students through the Family Engagement Unit Hotline and through site-based bilingual personnel

## STUDENTS WITH EXCEPTIONAL NEEDS

Students with exceptional needs face many of the greatest challenges during the pandemic. Students eligible for special education services will receive an individualized educational distance learning plan that will describe the way services and supports will be provided to them, based on their individual needs, during distance learning. As required by the State, SBUSD will adhere to IDEA requirements to ensure continuity of service for students who receive special education services. Service delivery methods will include:

- Teacher/provider posted lessons, asynchronous (online or other media),
- Virtual class/group meetings, synchronous
- Personalized learning tools (virtual or paper packets)
- Scheduled teacher/provider appointments (virtual or in-person, as available)

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

Description	Total Funds	Contributing
Continuity of Instruction: Instructional Materials for Distance Learning, facilitated largely by devices and connectivity	\$1,396,233	— No
Continuity of Instruction: Instructional Materials for Content Areas	\$711,300	— Yes
Access to Devices and Connectivity: Student iPads	\$1,115,508	— Yes
Access to Devices and Connectivity: WiFi hotspots	\$538,124	— Yes
Access to Devices and Connectivity: Additional device accessories	\$100,780	— Yes
Access to Devices and Connectivity: Chromebooks as an additional support for our newcomers	See Supports for Pupils with Unique Needs	— Yes
Pupil Participation and Progress: System for tracking student progress	\$124,702	— No
Pupil Participation and Progress: System for tracking attendance	\$43,614	— No
Distance Learning Professional Development: The Distance Learning Playbook	\$31,315	— No

Description	Total Funds	Contributing
Distance Learning Professional Development: Professional Learning Resources and Development	\$102,114	— Yes
Distance Learning Professional Development: 7 hours of required professional learning	\$50,000	— Yes
Distance Learning Professional Development: Keynote guest speaker webinar on August 13th, First Teacher Work day	\$8,500	— Yes
Distance Learning Professional Development: June - August 2020 professional learning workshops	\$341,145	— Yes
Distance Learning Professional Development: Future professional learning opportunities	\$250,000	— Yes
Staff Roles and Responsibilities: Changes to the teacher and counselor roles	\$59,536	— No
Staff Roles and Responsibilities: Changes to the classified roles	\$22,700	— Yes
Staff Roles and Responsibilities: Changes to the substitute teacher role	\$714,924	— Yes
Staff Roles and Responsibilities: Changes to after-school staff role	\$17,436	— No
Supports for Pupils with Unique Needs: Additional Instructional Materials for Distance Learning	See Continuity of Instruction	— Yes
Supports for Pupils with Unique Needs: Additional after class hours tutoring support in home language for TK-3 students	TBD	— Yes
Supports for Pupils with Unique Needs: Dyslexia Program	\$445,224	— Yes
Supports for Pupils with Unique Needs: PEAC Learning Centers	\$1,079,898	— Yes
Supports for Pupils with Unique Needs: Academy for Success	\$677,926	— Yes

Description	Total Funds	Contributing
Supports for Pupils with Unique Needs: Chromebooks as an additional support for our newcomers	\$33,406	– Yes
Supports for Pupils with Unique Needs: Additional training at California Association for the Gifted (CAG) or similar gifted and talented education Institutes	\$3,000	– Yes
Supports for Pupils with Unique Needs: Human Resources Departmental Review of Recruitment and Hiring Practices	\$50,000	– Yes
Supports for Pupils with Unique Needs: Hiring of highly qualified teachers of color for Ethnic Studies in high school	TBD	– Yes
Supports for Pupils with Unique Needs: Consultation with experts on mental health and wellness for Asian American and multiracial students	TBD	– Yes
Supports for Pupils with Unique Needs: META Plan Implementation	TBD	– Yes
Supports for Pupils with Unique Needs: Consultant(s) to support coordination of district wide organizational transformation efforts around anti-racism and racial climate	TBD	– Yes
Supports for Pupils with Unique Needs: Consultant(s) to support student organizations for students of color	TBD	– Yes

## 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.]

SBUSD assesses student learning in distance learning and in person learning through multiple methods, including formal and informal assessment, such as state interim assessments and student self-assessment. Timely feedback from assessments about student progress informs modifications to instruction. Various types of student performance are assessed with the ultimate goal of measuring whether or not students meet established standards and the educational goals of the course. Teachers have been trained to use regular cycles of inquiry through their Professional Learning Communities (PLCs) to analyze student data, design lessons, implement them, and refine learning based

on results. This work informs school instructional leadership teams to ensure that each site's instructional focus addresses the needs in their respective school instructional plans.

Staff will assess student learning using the following tools and frequencies in distance and/or in person instruction for ELA, ELD, and Mathematics:

### **ENGLISH LANGUAGE ARTS/LITERACY (ELA)**

Diagnostic and Benchmark Assessment: Renaissance STAR Early Lit and Reading, Grades TK-12 - Three assessments per year in elementary, two assessments per year in secondary, with additional opportunities for monitoring progress and reclassification of Emergent Multilingual students (EMLs)

Formative Assessment of Literacy in Elementary: Running Records for reading comprehension levels and fluency in grades TK-6 as utilized in Reading Workshop, multiple times per term, following established cycles of inquiry by grade level

Formative Assessment: Performance tasks and other student work, grades TK-12, multiple times per term, following established cycles of inquiry by grade level and content area

Formative Assessment: Teacher-created common formative assessments (CFAs) midyear, grades 3-12

CAASPP Interim Assessment Blocks (IABs): Twice per year and/or as appropriate by content area

SBAC Summative Assessments: Grades 3-8 and 11, spring 2021 as directed by the State

### **ENGLISH LANGUAGE DEVELOPMENT (ELD)**

District staff is engaged in the procurement process for an online assessment to replace our regular assessment of ELD via the A Developmental English Language Proficiency Test (ADEPT) paper instrument, for this school year

If District staff are unable to identify a satisfactory online assessment, the district will implement an online administration of the ADEPT through customized development

iELPAC: The District Language Assessment Team (DLAT) will assess students one-on-one for the Initial ELPAC in person, following safety guidelines

Formative Assessment in ELD: Grades TK-6 will assess ELD through embedded science performance tasks and other student assignments; these are administered after each three lesson sequences, multiple times per term, following established cycles of inquiry by grade level.

ELPAC Summative Assessment: Spring 2021 as directed by the State

### **MATH**

Diagnostic and Benchmark Assessment: Renaissance STAR Math, Grades 1-6 - Three assessments per year in elementary

Formative Assessment: Performance tasks and other student work, grades TK-12, multiple times per term, following established cycles of inquiry by grade level

Formative Assessment: Teacher-created common formative assessments (CFAs) midyear, grades 3-12

CAASPP Interim Assessment Blocks (IABs): Twice per year and/or as appropriate by content area

SBAC Summative Assessments: Grades 3-8 and 11, spring 2021 as directed by the State

## 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.]

### **ALL STUDENTS**

We offer standard-based instructional materials, a variety of professional learning opportunities for teachers, and PLC collaboration among teachers to facilitate general support. In addition, we have dedicated Literacy Coaches at the elementary level and Instructional Support Specialists (ISSs) for ELA, ELD, Math, History/Social Studies and Science at the secondary level to coach and train teachers on best practices for addressing learning loss and accelerating learning. The ISSs provide monthly newsletters for teachers with sample lesson plans aligned to standards units. For advanced learners, we have a GATE/Advanced Learning Differentiation Specialist who works in the K-8 space with providing and modeling differentiated instruction to meet a variety of needs in the classroom by building teacher capacity.

In addition to standard-based instructional materials, professional learning, PLC collaboration, and dedicated personnel, we have added strategic technological supports for distance learning. A variety of supports were newly made available for students to address learning loss and accelerate learning:

Lexia, a program for literacy support, was purchased for grades K-6

Dreambox, a program for math intervention, was purchased for grades K-6

Paper, a program for on-demand, online tutoring, was expanded from AVID classes only to all students, grades 4-12

PEAC Learning Center, Math and Science online tutoring for low-income, first generation college-bound students in grades 9-12

NewsELA, a program offering supplemental English Language Arts instruction, with Lexile-leveled readings, audio readings, and lessons in Spanish, was expanded to all students, grades TK-12

IXL, a standards-based intervention program for Math, was expanded from Math Support and Intervention classes only to all students, grades 7-12

Our data indicate that in addition to improving universal core instruction (Tier I), a systematic response to intervention is needed at the elementary level. As such, we have invested in the Leveled Libraries for Intervention (LLI) for most sites and will acquire these materials for all elementary sites. Currently each site operates their own Tier II intervention responses, so there is a need to strategically systemize the offerings and supports. Curriculum Specialists (CSs), hired through site funds will be converted to district staff and effectively trained to implement Responses to Intervention using the Level Library Interventions (LLI). This team will then provide academic support for students in collaboration with teacher teams and reading intervention personnel to support reading in the primary grades.

All elementary sites will receive LLI materials and trainings

A systematic approach to RTI will be established district-wide

Additional funding for Curriculum Specialists will be provided

### **EMERGENT MULTILINGUAL STUDENTS**

Generally speaking, school closures have impacted Emergent Multilingual students (EMLs) most acutely, as access to daily school supports were substantially modified. We are pursuing many efforts to meet our students' needs during Distance Learning.

In order to support our EMLs, our district has worked to secure language access for all students and their families. Specifically, our system of remote interpretation protocols ensure that any staff member needing to communicate with students or their families would have access to an interpreter. We continue to secure translation of all formal written communication through onsite Interpreter/Translators and through our District's centralized Language Access Unit (LAU). In addition, our district's Family Engagement Unit (FEU) is increasing their support of families, through special collaborations with our highest needs schools with individualized parent/guardian communication in support of internet connectivity, food security, referrals to community-based services, and access to supervision. Our district also has established a Family Support Hotline for any questions parents or students may have.

In addition, we are targeting services to elementary and secondary Emergent Multilingual students in the following ways. In elementary grades, our English Language Development Teacher on Special Assignment for elementary grades provides resources to teachers both in individualized ways through coaching related to language development lesson design for distance learning, as well as through the sharing of curated resources and professional learning opportunities. In secondary schools, our English Language Development Teacher on Special Assignment for secondary grades provides ongoing support to all teachers through synchronous and asynchronous curriculum and instruction support. Zoom is used to provide live professional learning and a website is being updated to organize curricular and professional learning resources. In addition, our junior high school bilingual paraeducators and our bilingual high school curriculum specialists participate during synchronous online learning to help students access core instruction as well as support students with staying organized with their assignments. The majority of Bilingual Paraeducators and Bilingual Curriculum Specialists are supporting students beyond the regular school day. In addition, Secondary EMLs being provided with an additional device so that they are able to Zoom on one device while using a second device for classwork.

### **STUDENTS FROM LOW-INCOME HOUSEHOLDS**

PEAC Mentors provide academic and social-emotional support for low-income, first generation college-bound students in grades 9-12 via cloud-based call center to ensure rapid response to students.

### **FOSTER YOUTH**

Foster Youth receive social emotional and academic counseling support from the district's school social worker. The school social worker consults with the students' school counselors and site administrators regarding student learning.

### **STUDENTS WITH EXCEPTIONAL NEEDS**

Depending on the degree of learning loss experienced by students with disabilities, the district shall provide additional, evidence-based instruction in the areas of need. Ultimately the specific configuration of services will depend on students' identified needs but may include: direct instruction using a multisensory reading program, synchronous or asynchronous use of a supplemental program, or other means. This instruction will be provided by a teacher who is highly qualified to work with students with disabilities (e.g. special education teacher, speech pathologist, etc.) or by trained paraeducators working under the supervision of a credentialed teacher or specialist. Additionally, the district is motivated to find ways to safely deliver direct, in-person instruction to students with moderate/severe disabilities as soon as possible. This subgroup within special education has shown an especially hard time benefitting from remote learning. The district will look for ways to provide additional in-person instruction throughout the 2020-21 school years as the local COVID conditions allow. Lastly we acknowledge that some students may require compensatory education and the district awaits further guidance on this topic from the CDE.

## **STUDENTS WHO ARE EXPERIENCING HOMELESSNESS**

Students experiencing homelessness receive social emotional and academic counseling support from the district's school social worker. The school social worker consults with the students' school counselors and site administrators regarding student learning.

## **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.]

SBUSD is developing a more coherent systematic cycle of inquiry for assessments including initial screenings, formative, and summative assessments. This is the basis for our internal process to measure the effectiveness of services and supports provided, including those to address learning loss. We have designated teacher collaboration time in PLC meetings at least twice a month to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. We use common diagnostic, formative, and summative assessment tools across the district/site for comparative analysis to identify specific targeted student learning needs, including but not limited to Renaissance STAR for literacy and IABs for mathematics. We provide professional learning for teachers on diagnostic assessments and cycles of inquiry, and teachers meet virtually via Zoom to collaborate. When reviewing all assessment data, we focus on a continuous improvement learning model. Teachers have been trained through our partnership with InnovateEd, which develops systems leadership at all layers of the organization, how to analyze, design, implement, and refine student work and assessments, using sample protocols for developing assessments and rubrics. PLCs work together to go through this cycle of inquiry to determine students' progress. In addition, teachers are encouraged to work with students on self-assessment using rubrics, "I Can..." statements, exit tickets, and similar strategies. Through this cyclical inquiry process, we will be continuously measuring the effectiveness of services and supports provided to address learning loss.

We are in the process of articulating a multi-tiered system of support. Our first step is to improve tier I instruction. Our next step is to clearly define Tier II at the elementary level and strategically refer for Tier III, as appropriate.

The following Tier II and III social-emotional supports and interventions will be provided to those students who are struggling with the instructional program model:

Expanded partnership with Family Services Agency (FSA) and Child Abuse Listening Mediation (CALM) to provide early and ongoing support to students and families using the Santa Barbara Unified School-Based Mental Health Services Referral Model.

As appropriate students will have the opportunity to participate in individual and/or group therapy, dependent on their level of need. The district's Clinical Youth Outreach Worker will offer individual, bilingual, and trauma-focused therapy using a culturally competent approach.

## **EMERGENT MULTILINGUAL STUDENTS**

The progress of Emergent Multilinguals is important during distance learning and their progress is dependent on their ability to be in school and participating in both synchronous and asynchronous instructions. Therefore, effectiveness of the many strategies our district will implement to support our Emergent Multilingual Learners will include:

Strong Attendance and Participation in both distance learning and in person instruction

Evidence of learning through Formative Assessments built into the ELA/ELD Curriculum  
 Student Focus Groups to provide additional feedback on their progress and engagement in school and whether the strategies implemented are making a difference.

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

Description	Total Funds	Contributing
Teacher teams develop common formative assessments collaboratively	\$18,000	– Yes
Purchase running records for elementary literacy assessment	\$40,000	– Yes
School and grade level meetings a minimum of twice a month to review student progress	No cost	– Yes
School Leadership Teams (SLTs) Review of ELA and Math Assessment Data	\$14,400	– Yes
Renaissance Learning (benchmark assessments)	\$146,000	– Yes
Elementary Report Card Revision Committee	\$18,000	– No
ELD assessment in elementary	\$175,000	– Yes
Purchase Leveled Library Intervention System	See Distance Learning: Continuity of Instruction	– Yes
District absorption costs of Curriculum Specialists	\$500,000	– Yes
Train Curriculum Specialists	\$30,000	– Yes
Supplemental hourly staff costs to provide acceleration for students with disabilities	\$50,000	– Yes
Instructional Support Specialists (ISS)	\$904,063	– No
Literacy Coaches	\$381,083	– Yes
Supplemental hourly tutoring and professional learning hours for bilingual curriculum specialists and paraeducators	\$15,000	– Yes

Description	Total Funds	Contributing
Student Focus Groups	\$10,000	– Yes
Consultant and professional learning for staff to support cycles of continuous improvement	\$100,000	– Yes

## 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.]

SBUSD is committed to creating safe, supportive, culturally sustaining, and inclusive learning environments that support the mental health and social and emotional well-being of both students and adults. This requires centering our plans and processes in relationship-building and authentic partnerships that honor the voices and experiences of all members of the school community. In order to monitor and support the mental health and social and emotional well-being of pupils and staff during the 2020-21 school year, we will implement a series of Tier 1 universal supports for all students and staff, as well as Tier 2 and 3 early and targeted interventions for students and staff.

### **TIER 1: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING**

#### Safe, Affirming, and Inclusive Learning Environments

SBUSD will promote positive classroom cultures through the integration of research-based strategies, including trauma informed practices and instruction that values students' culture and language. Even when teaching students remotely, teachers can create safe and supportive environments that improve students' ability to engage and learn by supporting students to become regulated and promoting positive and healthy relationships. Once students are regulated and feeling safe and supported, educators can support the learning of academic content.

#### Professional Development for Staff

In order to engage staff in pedagogies that support mental health and social and emotional well-being, we will provide resources and job-embedded professional learning to all staff on a range of topics to build a broader understanding and network of support. Professional learning opportunities will be informed by current needs as highlighted in staff professional development surveys. Topics may include, but are not limited to, strategies for trauma-informed distance learning, creating community in the virtual world, cultural responsiveness, using restorative approaches to create a safe classroom, understanding emotional intelligence, integrating social emotional learning competencies in the classroom, student-centered learning techniques, mental health awareness and destigmatization, integrating mindfulness in the classroom, implicit bias training, addressing racism and racial bullying, and social emotional learning themed book clubs. Mental health initiatives will support students, staff, and families as they do the work of anti-racist education.

## Distance Learning Absentee Prevention and Intervention

Students learn better when they have a positive relationship with the person providing instruction. The evidence of the influence of teacher–student relationships is a positive one, with a substantial effect size of 0.48 (Hattie, 2018). For this reason, it is important to increase the interactions we have with students, be it on Zoom, NEO, email contacts we make with families, or the directions we provide for asynchronous learning. SBUSD will use a model for a universal weekly touchpoint with all pupils. Each student in the district will receive a personalized 1:1 check-in from a caring adult, which will most often be a teacher, but may also be a counselor, administrator, coach, or other staff member. The caring adult will utilize one of the established touchpoints (NEO, Zoom 1:1, or other personalized communication) to send the student a short, authentic message of encouragement that offers support. The goal of this universal support is to prevent disengagement before it begins by effectively engaging students.

## Tier 1 School-Based Mental Health Services for Students

SBUSD will continue to partner with Family Services Agency (FSA) and Child Abuse Listening Mediation (CALM) for the 2020-2021 school year and will provide an extended menu of universal services to support student mental health and well-being. These services are proactive and preventative in nature, and are available to all students in the district. Services include virtual mental wellness and boosting resilience groups with topics that focus on: learning about and practicing life balance and mindfulness; developing and strengthening compassion for self and others, and gratitude practices; completing a self-care needs assessment and developing a healthy self-care plan; the development of healthy coping skills and learning and practicing self-advocacy. Additionally, the district's Clinical Youth Outreach worker will offer holistic health programs for teen girls, and virtual healing circles for young BIWOC in English and Spanish.

## Intervention Ladder

SBUSD uses a system of teacher and administrator managed levels of intervention to support student success. This system of early and ongoing intervention uses an asset-based orientation to build on student strengths in order to overcome challenges while cultivating relationships with students and families. Restorative practices are utilized to de-escalate situations when they arise and refocus students in a positive and proactive way, thereby replacing punitive discipline with practices that focus on healing and inclusion. Teachers, support staff, and administrators work collaboratively with students and families to develop individualized interventions that directly target the root cause of concern so that students may develop the skills necessary for reaching their full potential as learners.

## Suicide Prevention Programs

Given the myriad of stressors faced by our students, families, and staff at this time, it is vital to continue to provide comprehensive suicide prevention programming to our school community during distance learning. SBUSD uses the SOS Signs of Suicide (SOS) program, which is a universal, school-based prevention program designed for middle school and high school students. The program will be delivered in grades 7, 9, and 12. The goals of the program are to:

decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression,  
encourage personal help-seeking and/or help-seeking on behalf of a friend,  
reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, and

engage parents and school staff as partners in prevention.

Additionally, the district will initiate the implementation of Sources of Strength, an evidence and strengths-based suicide prevention program that uses peer leaders to enhance protective factors associated with reducing suicide at the school population level. Sources of Strength will be utilized to increase youth-adult connectedness, develop student resiliency, and increase positive perceptions of adult support for suicidal youth and the acceptability of seeking help.

### Districtwide Resources

In order to support students, families, and district staff, SBUSD will provide mental health and wellness resources on district and school websites and in communications with families and staff. Resources include information on local mental wellness community organizations, services and learning opportunities, suicide prevention materials, and a variety of help and crisis hotlines. Additionally, the district's website will provide links to resources to support social and emotional learning as well as wellness resources and virtual opportunities to encourage students, families, and staff to practice self-care.

## **TIER 1: COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT**

### Mental Health and Wellness Family Outreach

In order to better meet the diverse needs of our school community during distance learning, SBUSD will provide an extended menu of universal mental health and wellness services to engage and support families. Offered by our school-based mental health partners, Family Services Agency (FSA) and Child Abuse Listening Mediation (CALM), these services aim to increase caregiver and family access to mental health and wellness resources. Services include virtual parent workshops with topics that include building structure and routine, developing and strengthening traditions and rituals, consistent caregiver responses and attunement, modeling healthy self-regulation and self-expression, the importance of healthy self-care and mental wellness practices, and building and maintaining meaningful connections. Furthermore, there will be opportunities for caregivers to participate in Coffee Chats/Charlas Crianza Con Cariño to share their experiences and challenges within a supportive, non-judgmental group setting as well as caregiver book clubs, and brief 1:1 meetings to connect caregivers to individualized resources.

### Community Partnerships

To extend school-based outreach to families, the SBUSD will work collaboratively with Santa Barbara County's YouthWell Coalition to engage community-based partners in supporting the mental wellness of students, staff, and families. YouthWell is focused on improving prevention, education, and early intervention outreach in order to connect youth, ages 12-25, and their families to mental health support before crisis. This partnership will provide families with access to resources for COVID-19, crisis management, mental health, school-based and community services, support groups, counseling, and virtual workshops.

## **TIER 1: UNIVERSAL SUPPORTS: STAFF WELLNESS ?**

### Fostering a Culture of Wellness across the District

As we move forward with integrating social-emotional learning into our schools, it is critical that as adults we feel and know the benefits of wellness practices. Cultivating personal wellness routines benefits the individual. Additionally, adults can then pass on and model those behaviors to students. With this in mind, SBUSD will promote wellness by providing virtual and socially-distanced opportunities throughout the year for intentional wellness for all classified and certificated staff. Examples of opportunities include mindfulness, yoga, and healing circles. Additionally, weekly wellness tips and ideas will be communicated to staff and wellness resources will be posted on the district's staff website.

### School-Based Staff Wellness Support

To ensure access to mental health and trauma support for staff, SBUSD will provide an extended menu of school-based staff workshops and support groups for the 2020-21 school year. Offered by our school-based mental health partners, Family Services Agency (FSA) and Child Abuse Listening Mediation (CALM), these services will allow space for connection, listening, and healing among staff. Services include:

- Lunch Connection Groups, which provide staff with the opportunity to form more meaningful connections with each other
- Guided Reflective Practice to promote staff professional development through honest, constructive assessment of their own teaching performance
- Mental Wellness virtual groups with topics such as Finding work/life/family balance, healthy self-care practices, mindfulness, developing compassion for self and others, and identifying healthy interpersonal boundaries
- Consulting, during which therapists support staff in developing trauma-informed approaches to their challenges with students, empowering staff to build more positive, meaningful relationships with students

### **TIER 1: CLASSROOM STRATEGIES ?**

#### Building Community in the Virtual Classroom

Creating and maintaining community and relationships in the classroom is essential for cultivating a safe and trusting space for students to learn and feel comfortable to grow as learners. This is even more true in a distance learning setting where we face challenges and barriers we have not necessarily experienced before while physically in class. As such, SBUSD is committed to an intentional focus on creating and maintaining positive learning environments that prioritize adult-student as well as peer relationship-building in daily schedules. Community and relationship building should happen throughout the year, but should be a heavy focus during the first few weeks of school. To that end, teachers and support staff have been provided with resources and professional development opportunities prior to the start of school to support community building in the virtual classroom.

#### Integrating Social and Emotional Learning

Our nation is currently experiencing multiple extraordinary and intertwined events—global pandemic, economic crisis, and tremendous, ongoing mobilization against systemic racism. We need to help students develop critical social and emotional skills to process and navigate through our current context. Self-awareness is vital to identifying and processing our complex emotions; self-management is critical as we experience grief and loss, and develop our resiliency; social awareness allows us to understand the broader historical and social contexts at

play; relationship skills are crucial to building and maintaining meaningful connections across race, culture, age, and distance; responsible decision-making is important as we assess the consequences of our individual actions on others' health and safety, and engage in collective action to create a more just and equitable society. By integrating SEL into academic learning, both students and staff can deepen their social and emotional competencies. As we enter year two of the district's Social Emotional Learning rollout, teachers will weave in learning from 2019-2020 into their classroom. Additionally, ongoing professional development opportunities will allow teachers to extend their learning for application to their pedagogical practices.

### **TIER 2/3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF ?**

#### Tier 2 and Tier 3 School-Based Mental Health Support for Students

SBUSD will continue to partner with Family Services Agency (FSA) and Child Abuse Listening Mediation (CALM) for the 2020-2021 school year to provide early and ongoing support to students and families using the Santa Barbara Unified School-Based Mental Health Services Referral Model. Students are referred for mental health services by counselors, administrators, or other concerned adults and are screened and assessed by a Marriage and Family Therapist (MFT) using the Telehealth platform. The lead therapist coordinates the linkage to appropriate community-based agencies and provides referral/community resource information as appropriate. If school-based services are appropriate, screened students will have the opportunity to participate in individual and/or group therapy, dependent on their level of need. Individual treatment approaches include: TF-CBT (Trauma-Focused Cognitive Behavioral Therapy), Traditional CBT (Cognitive Behavioral Therapy), CRM (Community Resilience Model), Motivational Interviewing, Expressive arts, sand tray, and projective (Psychodynamic) approaches for students not ready for traditional talk therapy. During distance learning, services may be rendered either through Telehealth or, upon student and/or family request, in a socially distanced setting using the necessary personal protective equipment as outlined by Public Health officials. For Group School-Based Therapy (virtual and/or hybrid), potential groups include: CBITS – Cognitive Behavioral Intervention for Trauma in Schools, Anger Management and Self-Regulation, Interpersonal Effectiveness, Conquering Depression and Anxiety, and COVID-19 Related Support Groups. Furthermore, the district's Clinical Youth Outreach Worker will offer individual, bilingual, trauma-focused therapy using a culturally competent approach.

#### Small Cohort Re-Entry

We recognize that participating in in-person learning and socialization with adults and peers is vital to developmental growth and mental wellness.

Based on guidance that came from the California Department of Public Health and the Santa Barbara County Department of Public Health during the first week of September, we will be providing support on campus for students with the most acute academic needs. We will prioritize students with disabilities, Foster Youth, newcomer Emergent Multilingual Learners, seniors who are credit deficient and students who are not meeting grade-level standards in core academic subjects. Students who continue to lack access to stable internet service will also be included.

Per guidelines issued by the California Department of Health and the California Interscholastic Federation, designated sports will initiate modified in-person athletic activity in late September.

## Mental Health and Trauma Support for Staff

SBUSD will ensure access to mental health and trauma support for staff through the employee assistance program. Additionally, school-based therapists are able to provide brief counseling support for staff in need in order to connect individuals with resources and services.

## Pupil and Family Engagement and Outreach

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

In order to re-engage students who are absent from distance learning and to outreach to all students and their families, when students are chronically absent or not engaging in instruction, SBUSD will utilize our Absentee Prevention and Intervention Plan: <https://docs.google.com/document/d/1970xVYkFwyua2D9gkUS53RAHMNbC5XaHeRwTf1so3uc/edit?usp=sharing>

Key components of the Absentee Prevention and Intervention Plan include attendance monitoring and personalized check-ins from teachers and school staff. If a student has been absent from class twice without an excuse, and has not responded to the personalized check-in attempt, teachers will make a referral to the school administration, who will contact the student by phone to try to identify the underlying cause for absence. If absenteeism reaches a chronic level, families will receive a letter, and will be referred to the Student Attendance Review Board (SARB) and other intervention supports as needed.

We have created a library of how-to videos on our most used learning platforms. The videos are specifically geared towards parents/guardians who seek to support their students in distance learning. Videos are available on the district website in both Spanish and English.

The Family Engagement Unit and the 12 hour Hotline provides bilingual support to district families from 7am to 7pm Monday through Friday with assistance in the following areas: technology, education, community resources and socio-emotional support. Assistance provided for technology includes supporting internet and hotspot access, and troubleshooting device and application issues. Assistance provided for education includes communicating with school and office staff, and facilitating conversations between families and teachers. Assistance in relation to community resources includes providing updated information about community resources including food, housing, financial assistance and immigrant rights. Assistance in relation to mental health services includes Helping families connect with teachers to create referral for school based services, and connecting families with community based services. Our liaisons also help families with the navigation and referral of various district departments. The Family Engagement Unit can be reached via phone call or text message at 805-696-2701 or email at [feu@sbunified.org](mailto:feu@sbunified.org).

# 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.]

## **100% DISTANCE LEARNING MODEL**

SBUSD will continue to prioritize the provision of school meals to students ages 18 and under as school resumes in 2020-2021. We will continue to provide grab-and-go lunch daily Monday-Friday at 11 of 18 school sites, which have on-campus kitchen facilities, and an additional location to serve our lower west side families, as there is not a school in that neighborhood with cooking facilities. In addition, we will continue to provide the following day breakfast so that families are able to receive two meals per day in keeping with CDE guidelines. We ensure that a common lunch time during which no instruction took place overlapped with our food services grab-n-go lunch service so that families can access school meals during the day.

These efforts will continue to follow strict state guidance on food preparation requirements while maintaining social distancing practices. All staff are screened for symptoms of illness daily, and wear facial masks and gloves. We have reduced the amount of staff working in each kitchen at any given time in order to better facilitate best social distancing practices. Likewise, our staff is on rotation so they only work the necessary amount of time needed to produce and distribute the meals. The safety of our staff has been a top priority. Meals are transferred to families at a drive-up and/or walk-up location at the schools serving as distribution sites; every effort is made to minimize contact with families during meal pick up hours of 11:30am-1pm. We will continue serving supper meals in various locations from 4:30pm-6:00pm, Monday through Friday.

Students do not have to be present but some form of student identification is required. A parent/guardian may pick up a meal on the student's behalf if they have some form of student identification. Acceptable forms of identification are student IDs, student ID numbers, student barcodes, or the student's last name. The price of the meal will depend on the eligibility of the student under the National School Lunch Program.

Cost to purchase a meal for those who don't qualify for a free or reduced price meal:

Elementary: Breakfast \$2.50, Lunch/Supper \$3.00

Secondary: Breakfast \$3.00, Lunch/Supper \$3.75

Adult: Breakfast \$3.50, Lunch/Supper \$6.00

## **HYBRID LEARNING MODEL – 50% at School and 50% at home**

Cohorts that are on campus will either receive meals in the classroom or receive them outside the classroom, depending upon the unique needs of the grade level and school site. We can also serve two meals; lunch and breakfast. The timing of distributing these meals will be flexible based upon a modified rainy-day schedule, or if we want to send students home with an additional meal.

Serving within the classroom may work best if the meal times are staggered. This allows staff members to progressively serve meals to the classrooms. This would be similar to a modified rainy-day schedule.

Serving meals outside of the classrooms would necessitate multiple food distribution sites throughout an individual campus. This would help promote non-congregate feeding. Students would need to be assigned designated eating areas based upon class or grade. Meal distribution sites could be specified for specific classes or grades as well.

Cohorts not on campus can go through a drive-through grab-and-go station to pick up a meal. As waivers stand now, students or parents would have to have a student ID card or number and be entered into a Point of Sale (POS). In order to ensure safety and separation, the location of this distribution would need to be separated from contact with the other cohort.

**100% ON-CAMPUS LEARNING MODEL**

Students on campus will either receive meals in the classroom or receive them outside the classroom, depending upon the unique needs of the grade level and school site. We will also be able to still serve two meals - lunch and breakfast. The timing of distributing these meals will be flexible based upon a modified rainy-day schedule or if we want to send students home with an additional meal.

Serving within the classroom might work best for primary schools since it will be easier to monitor the students. The drawbacks are that it might restrict the ability of teachers to take their lunch breaks and there will be an increase of trash inside the classroom. Because there are so many classrooms in secondary schools it might be unfeasible to serve meals in the classrooms because of lack of staff. One way to mitigate this problem would be to stagger meal service times allowing staff members to progressively serve meals to the classrooms.

Serving meals outside of the classrooms would necessitate multiple food distribution sites throughout an individual campus. This would help promote non-congregate feeding. Students would need to be assigned designated eating areas based upon class or grade. Meal distribution sites could be specified for specific classes or grades as well.

Based upon class schedule, students could receive a breakfast meal in the morning and lunch meal during lunch period or they could receive a lunch meal during lunch period and a to-go breakfast on their way out from school.

**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	CALM and FSA supplemental contracts	\$706,000	— Yes
Mental Health and Social and Emotional Well-Being	Professional development for staff around preventing and responding to racial trauma	TBD	— Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Additional FEU Hotline Hours for the first month of school and an additional Family Engagement Unit staff	\$78,000	_ Yes
Pupil Engagement and Outreach	Deans of Student Engagement and Elementary Assistant Principals will focus the bulk of their work on reengaging students who are chronically absent	\$714,377	_ Yes
School Nutrition	All associated costs	\$9,609,119	_ Yes

## 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
10.23%	\$10,511,804

### Required Descriptions

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

The following actions have been identified as being provided district-wide or school wide to all students, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth:

Instructional materials for content offerings includes materials for Ethnic Studies, which is available to all high school students, but is principally directed towards EML and low-income youth, many of whom are Students of Color. These courses and materials are being provided in response to community demand, and are being implemented for the first time under COVID-19 conditions.

Nearly all expenditures under the section Devices and Connectivity are available to all students, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth in that these student groups have higher needs in this area as a result of COVID-19.

Professional Learning Resources and Development listed under the section on Professional Learning are resources for all teachers, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth in that a large portion of the content of the professional learning focused on English Language Development, connecting and establishing relationships with students and families from low-income and/or communities of color, and developing rigorous and culturally responsive curriculum and pedagogy, the need for which has been exacerbated by COVID-19.

Changes to staff roles for classified staff and substitute teachers supports all students, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth in that when possible, they will be working primarily with these groups of students.

Increased and improved services for students with unique needs requires in part district and school-wide organizational transformation to develop affirming learning environments and rigorous and culturally responsive learning experiences. The following actions will benefit all students, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth: Consultant(s) and professional learning to support Human Resources departmental review of recruitment and hiring practices, Recruitment efforts to ensure hiring of highly qualified Teachers of Color for Ethnic Studies courses in high school, META Plan Implementation, and consultant(s) to support coordination of district wide organizational transformation efforts around anti-racism and racial climate.

Nearly all actions in the section on Continuity of Learning and assessment, learning loss strategies, and measuring the effectiveness of the strategies are for students are district-wide or grade-level specific across schools. The assessments and teacher teams are available to and/or supportive of all students, but are principally directed towards Emergent Multilingual students and students from low-income households in that the focus of the assessment review is in identifying needs of the most vulnerable students, while also ensuring enrichment for students who are well-resourced and/or on track academically. The need to identify students for learning needs has been exacerbated by COVID-19, particularly for these student groups.

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

The following actions have been identified as being provided specifically for Emergent Multilingual students, students from low-income households, and/or Foster Youth:

- When the district is allowed to begin opening schools for in-person learning, it will prioritize returning small cohorts of students with disabilities, Emergent Multilingual students, and low-income students experiencing on-going connectivity challenges, pending guidance from the state and county public health.
- Chromebooks for ELD

- Additional training at California Association for the Gifted (CAG) or similar gifted and talented education Institutes
- PEAC
- Academy for Success
- Dyslexia Program
- Consultation with experts on mental health and wellness for Asian American and multiracial students
- Consultant(s) to support student organizations for students of color
- Supplemental hourly staff costs to provide acceleration for students with disabilities
- Supplemental hourly tutoring and professional learning hours for bilingual curriculum specialists and paraeducators
- Effectiveness of strategies Student Focus Groups
- Professional development for staff around preventing and responding to racial trauma
- Additional FEU Hotline Hours for the first month of school and an additional Family Engagement Unit staff