



# Learning Continuity and Attendance Plan



The Santa Maria-Bonita School District Learning Continuity and Attendance Plan has been presented and approved by the Board of Education at the September 23, 2020 meeting for adoption. This plan includes several of the anticipated actions and services to implement the plans described along with projected expenditures. This is a fluid plan and the District will continue to allocate funding appropriately as needs are assessed in light of changing conditions. The district is receiving funding under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and associated funds. This includes a preliminary allocation of \$3,380,466 from the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$20,475,444 in Learning Loss Mitigation Funding (LLMF). LLMF dollars represent the total of funding from three sources: the Governor's Emergency Education Relief (GEER) fund, Coronavirus Relief (CR) fund, and the state's General Fund (GF). The District is also receiving LCFF Supplemental and Concentration grant funding, in addition to Title I, II, III and IV funding, that will be used to support the anticipated actions and services.

The contents of this plan are closely aligned to the information presented in the district's School Re-Entry and Safety Plan. The information provided takes into account public health guidelines and orders established by the State of California Department of Public Health (CDPH) and Santa Barbara County Department of Public Health (SBCDPH) to which SMBSD must adhere. In addition, our plan includes recommendations set by the California Department of Education (CDE). Please note that this document is subject to change based on current orders set by the State of California and Santa Barbara County Departments of Public Health.

Links for existing plan components and related resources are provided below:

- [CDE Stronger Together: Professional Relationships and Learning](#)
- [SMBSD – Re-Entry Plan](#)
- [SMBSD Distance Learning Website](#)

California Department of Education (CDE) and other state resources for the Learning Continuity and Attendance Plan can be found below:

[\*\*Main webpage for Learning Continuity and Attendance Plan which includes:\*\*](#)

- Plan Template
- Plan Instructions
- Frequently Asked Questions (FAQs)

[\*\*CA Senate Bill 98, Chapter 24\*\*](#)

We want to thank our families and staff for responding to the surveys that were provided for your input. Your responses helped guide this work and provided context for us to follow.

**Contact Luke Ontiveros at [lontiveros@smbds.net](mailto:lontiveros@smbds.net) with any questions.**

# Learning Continuity and Attendance Plan (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria-Bonita School District	Luke Ontiveros Superintendent	lontiveros@smbbsd.net (805) 361-8110

## General Information

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

The unprecedented COVID-19 pandemic has affected all of Santa Barbara County with 43% of all cases reported by the Santa Barbara County Public Health Department to be occurring in the City of Santa Maria and a total 46% of all reported cases to be occurring in the City of Santa Maria and its surrounding areas. Although modest improvements are indicated at the time of this report, much like other school systems in our state, the incidence and prevalence of COVID-19 cases within our community have significantly impacted Santa Maria-Bonita School District's (SMBSD) operations as we continue to adapt our strategies to provide high-quality teaching and learning for every student attending our schools.

The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to reliable connectivity. Families and students have also been impacted by the physical separation from school sites that offer in-person targeted support and services which provide purposeful social as well as academic support for students designated as English Learner, Foster Youth, Students Experiencing Homelessness, and Students with Disabilities. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community. Changes and considerations will continue to be made that are influenced by federal, state, and local guidance keeping in mind the many barriers to distance learning facing our highest-need students and families.

SMBSD's immediate response to the challenge of school closures in March 2020 included: adapting to delivering high-quality instruction via a distance learning model, providing meals in non-congregate settings, arranging for the supervision of students during ordinary school hours, ensuring stability for staff, all while meeting the educational, health and safety, as well as the social and emotional needs of our students, educators and families. SMBSD continued to implement and adapt crisis response protocols as state and county public health guidance was provided until the end of the 2019-2020 school year.

The SMBSD Learning Continuity and Attendance Plan (LCP) which includes components that are fluid and can adapt to the changing public health environment continue to be released, completed and implemented accordingly. The plan is closely aligned with work that has been ongoing since March 2020 to include the components of The School Re-Entry and Safety Plan. It is based on the various guidelines issued by the California Department of Education (CDE) Re-Entering Schools Guidelines, the Center for Disease Control (CDC), the California Department of Public Health (CDPH), and the Santa Barbara County Public Health Department (SBCPH). The plan encompasses the actions and services provided to our students, staff, parents/guardians, and community. It was developed with an equity lens in mind. SMBSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing unbalanced outcomes. We are committed to promoting the health and safety of its students, staff, and families while continuing to provide an educational program committed to our mission of preparing children to be successful college and career-ready citizens. We remain focused on working collaboratively so that all stakeholders have the tools and resources to understand and support all students and their families, especially as we adapt to COVID-19 public health guidance. We believe that to achieve this level of readiness every student will learn at grade level and beyond through effective high-quality teaching and learning practices.

## Learning Continuity & Attendance Plan Overview

Santa Maria-Bonita  
School District  
2020-21



<p><b>DISTRICT STORY</b></p> <p><b>16,700</b> TK-8 STUDENTS</p> <p><b>21</b> SCHOOLS</p>	<p><b>STUDENT GROUPS</b></p> <p><b>92.6%</b> Socioeconomically Disadvantaged</p> <p><b>51%</b> English Learners</p> <p><b>0.4%</b> Foster Youth</p> <p><b>20%</b> Homeless Students</p> <p><b>3%</b> Students with Disabilities</p>	<p><b>Supporting Learning Continuity - 4 Focus Areas</b></p>			
<p><b>20-21 Learning Continuity &amp; Attendance Plan</b></p> <p>The 20-21 LCP outlines how student learning continuity will be addressed during the COVID-19 crisis.</p> <p><b>District Mission</b></p> <p>Promote the health &amp; safety of students, staff, &amp; families while continuing to provide an educational program that prepares children to be successful college &amp; career ready citizens.</p> <p><b>District Vision</b></p> <p>Our vision of student success includes: a culture of learning with high expectations.</p>		<p><b>Stakeholder Engagement</b></p> <p>Highlighted Actions</p> <ul style="list-style-type: none"> <li>HOLD STAKEHOLDER MEETINGS VIRTUALLY</li> <li>CONDUCT ONLINE STAKEHOLDER SURVEYS</li> <li>COLLECT FEEDBACK THROUGH WEBSITE</li> </ul>	<p><b>Distance Learning</b></p> <p>Highlighted Actions</p> <ul style="list-style-type: none"> <li>ENSURE ACCESS TO DEVICES &amp; CONNECTIVITY</li> <li>CLARIFY STAFF ROLES &amp; RESPONSIBILITIES</li> <li>PROVIDE SUPPORTS FOR STUDENTS WITH UNIQUE NEEDS</li> </ul>	<p><b>Learning Loss</b></p> <p>Highlighted Actions</p> <ul style="list-style-type: none"> <li>EVALUATE LEARNING LOSS</li> <li>SUPPORT PUPIL PARTICIPATION &amp; PROGRESS</li> <li>PROVIDE PROFESSIONAL DEVELOPMENT IN TEACHING REMOTELY</li> </ul>	<p><b>Student Wellbeing</b></p> <p>Highlighted Actions</p> <ul style="list-style-type: none"> <li>SUPPORT MENTAL HEALTH AND SOCIAL EMOTIONAL WELL-BEING</li> <li>CONTINUE PUPIL ENGAGEMENT &amp; OUTREACH</li> <li>SUPPORT STUDENT NUTRITION</li> </ul>
<p>Santa Maria-Bonita School District, 708 South Miller St., Santa Maria, CA 93454, Phone: (805) 928-1783, Website: <a href="http://www.smbdsd.org">www.smbdsd.org</a>, CDS#: 42691200000000 Superintendent: Luke Ontiveros, Email: <a href="mailto:loniveros@smbdsd.net">loniveros@smbdsd.net</a></p>		<p><b>Instructional Phases</b></p> <ol style="list-style-type: none"> <li><b>Distance Learning</b> All classes are conducted remotely.</li> <li><b>Blended A/B Model</b> Half of students attend Tues./Wed. &amp; the other half Thu./Fri.</li> <li><b>Traditional (Staggered)</b> Students attend in-person every day. Large gatherings not permitted.</li> <li><b>Traditional</b> Students attend school every day on a regular schedule.</li> </ol>			

Santa Maria-Bonita School District, 708 South Miller St., Santa Maria, CA 93454, Phone: (805) 928-1783, Website: [www.smbdsd.org](http://www.smbdsd.org), CDS#: 42691200000000  
Superintendent: Luke Ontiveros, Email: [loniveros@smbdsd.net](mailto:loniveros@smbdsd.net)

For additional information & resources please visit: [www.smbdsd.org](http://www.smbdsd.org)

The SMBSD is a K-8 school district located on the beautiful Central Coast and is nestled in the Santa Maria Valley, one of the most productive agricultural areas in the State of California. The District currently serves close to 16,700 preschool through eighth-grade students, the largest elementary district, and the district with the greatest total student enrollment of any district in Santa Barbara County. There are 21 schools in the district including sixteen elementary schools, four junior high schools, and one Dual Language K-8 school. Over 92.6% of students are designated as socio-economically disadvantaged based upon Free/Reduced meal counts, 51% are designated as English Learners, 20% identify as experiencing homelessness, 9% are students from migratory families, 3% are Students with Disabilities, and 0.4% of our students are designated as Foster Youth. Approximately 12% of our students speak indigenous languages (Mixteco, Zapoteco, Trikki, Chinanteco) with some indigenous languages that have no written language. Our families are hardworking and grounded in a rich cultural heritage who want the very best education for their children. They embrace a new culture and a new language interwoven into the fabric of their home language and culture. With our dedicated 2,003 employees, we endeavor to meet the educational, health and safety, as well as the social, and emotional needs of our families, staff, and students in this ever-changing response to a global public health crisis. The LCP is designed to serve as the primary tool in aligning the district's local efforts to ensure continuous improvement in all areas of student achievement and program effectiveness. A key concept embedded within those efforts is that of equity, ensuring that support is provided based on identified needs and that actions and services are identified and developed to address the identified needs within each of five goal areas:

1. Provide effective district/school-wide support systems, procedures, processes, materials and practices that support student learning.
2. By 2023, all classrooms will show evidence of our shared vision of instruction to include all five of the High-Quality Instructional Indicators (HQIIs) including a culture of learning with high expectations and challenging grade-level standard-based content.
3. Develop and enhance programs and services that support English Learners becoming proficient in all academic areas.
4. Maintain a safe, secure, healthy and positive learning environment for all students and staff.
5. Create a culture of respect and caring that supports positive relationships among all stakeholders.

Our vision of student success includes a deliberate intentional culture of learning with high expectations where every day every educator, every staff member, and every student seeks to learn and strives for growth. We support and challenge each other to stay focused on what matters most, ensuring that in every classroom our students are tackling relevant, challenging content, taking ownership of their learning, and improving every day. We continue to focus on high-quality instructional practices that support a culture of learning with high expectations, challenging content, student ownership, demonstrated learning, and support for all students.

As we work to change some of our practices and protocols, we must work equally hard to keep some aspects of school the same. Optimizing instructional time and supporting the social and emotional needs of our students and staff is embedded within our plan. Ensuring that all children have equity of access to an array of devices, resources, and tools in order to stay engaged and connected with educators, whether virtually or in person. We also acknowledge the importance of ensuring that our schools continue to be a place of learning, laughter, and close connections between students and staff members.

Last year, SMBSD was identified by the state for Differentiated Assistance based upon the performance of specific student groups on the California School Dashboard. The two groups that have recurred across all three years include Students with Disabilities and Foster Youth. It should also be noted that English Learners also demonstrate significant performance gaps. These student groups include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. SMBSD continues to refine actions and services to ensure that we meet the academic, social and emotional needs of all our students, especially our most vulnerable students. In order to close the achievement gap and

ensure that all students reach our goal of learning one grade level and beyond, our plan aligns with our Strategic Framework and Operational Plan for Acceleration which includes: prioritizing the most critical prerequisite skills and knowledge for each subject area and grade level, planning an approach to diagnosing students' unfinished learning in prerequisite content knowledge and those prerequisite skills, adapting scope and sequence/pacing guidance for each subject area and grade level to reflect where teachers might need to provide acceleration support, training teachers and leaders to diagnose students' unfinished learning and providing acceleration support, and monitoring students' progress on grade-appropriate assignments and adjusting supports for teachers and leaders based on student results. With the rapid transition to distance learning and all the accompanying challenges, there is an increased need for ensuring the fidelity of implementation of district programs and practices. SMBSD outlined the desired state of reopening within our School Re-Entry and Safety Plan for distance learning that are the guiding principles of our plan which includes:

### **Academic and Instruction:**

- Attending to the mission of optimizing educational opportunities for all students equitably and educating the whole child
- High-quality instruction anchored in standards-aligned materials is provided at a level that will allow students to successfully articulate to the next course or grade level following an articulated scope & sequence of essential learning
- A learning environment and strategies are designed with agility to ensure high-quality instruction continues whether we are in a physical or remote learning space
- Ongoing Professional Learning in order to build capacity to ensure that staff have the required skills for virtual teaching and management
- Using data and assessments to ensure our practices support our students by name, by need, by inequity, and by injustice
- Planning conceived for after school enrichment activities
- Efforts that are supported logistically and financially to include access and availability to materials and supplies that support all students, teachers and staff

### **Health, Safety, and Well-being:**

- Actions grounded in the scientific guidance provided by federal, state, and county health officials
- Written policies and procedures for employees, which provide administration, principals, teachers, staff, students, and families the necessary information to safely go to school
- Being flexible to balance educational needs with public health and safety
- We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities
- We will create socially, emotionally, and physically safe and nurturing environments for our students to thrive in
- Student and employee mental wellness supports are maintained or increased to reflect the current needs
- Prepared for class, grade, or school closures in the event of changing conditions that would warrant ordered by the County Health Officer
- Prepared for increased rates of absence among students and staff

## Engagement & Communication:

- Provide consistent, clear, and routine communications and engagement in multiple modalities and languages in order to keep our parents/guardians and community informed
- Provide our community accurate information resources, timely, consistent, clear, accessible and routine communications and engagement in multiple modalities and in our primary languages of English, Spanish, and Mixteco
- Parent/guardian Resource Guide and centralized phone number for multilingual timely parent support
- Parent/guardian online education resources available on the District Website the link to website is <http://www.smbds.org>.
- Full cooperation and collaboration among the Local Education Agencies and County Public Health, County Office of Education, other school districts, the cities and county, County Office of Emergency Management, and other allied agencies

Providing these expectations to students and families represents one of SMBSD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and the design of robust and flexible modes of instruction during this pandemic has presented a unique opportunity to do things differently. As stakeholders have urged and as is reflected in the district's vision statement, this is a time to analyze, adapt, and execute flexible strategies. Our individual and collective response to the challenges in this pandemic represents an opportunity to lay strong foundations in new areas that will allow students to thrive in 2020-21 and the years beyond.

## Stakeholder Engagement

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

The Santa Maria-Bonita School District (SMBSD) is dedicated to a collaborative approach as we involve all stakeholders. We are committed to substantial stakeholder engagement and believe that it is an integral part of developing and implementing a comprehensive plan. The existing structure in place ensures that information is disseminated and that all stakeholders are part of a collaborative team. Stakeholder engagement for the Learning Continuity and Attendance Plan followed an appropriate communication structure in addition to hosting definitive virtual meetings and activities. The Vision of Student Success current goals continued to be clearly identified and articulated throughout the phased process toward the reopening of schools and the development of the Learning Continuity and Attendance Plan. Virtual meetings and surveys taken were forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, Foster Youth representatives, parents of Special Education students, Migratory students and parents of English Learners. Additionally, informal feedback was collected along the way through social media comments and requests, phone calls to sites, and the district office as well as in-person visits with questions, requests, and feedback and staff communications such as emails and online platforms. The process also included identified research and data collection. Engaging in outreach and surveying stakeholders have provided and continue to provide staff valuable input to inform the planning

in the outlined areas of the plan to include: Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. All input was recorded as appropriate.

Upon school closure, due to proactive decisions that were made, SMBSD was able to implement a plan that immediately served thousands of students and their families. The changes and considerations made were influenced by federal, state, and local guidance keeping in mind the many challenges to distance learning facing our highest-need students and families. With school closures having a significant impact, our focus was on developing a plan with an equity lens in mind. Through the end of the academic year, the district's phased planning process toward the reopening of schools explicitly identified research, survey, and data collection as the first and foundational phase of planning. Stakeholder engagement followed an appropriate communication structure in addition to hosting definitive meetings and activities. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in implementing distance learning and, when public health conditions allow, in-person instruction, measuring student progress and participation and as well as addressing learning loss, providing supports for English Learners, Foster Youth, Students Experiencing Homelessness, Students with Unique Needs, Students from Migratory Families, and Low-Income students, ensuring access to technological devices and connectivity, providing resources and supports that address student and staff mental health and social-emotional well-being, student and family engagement and outreach to re-engage students who are absent, engaged, or at risk of learning loss, providing school meals for students during distance learning as well as in-person instruction and increasing/improving services for English Learners, Foster Youth, Students Experiencing Homelessness, Students from Migratory Families, and Low-Income Students. The goals of the district continued to be clearly identified and articulated throughout the process.

During the months of May through September, key stakeholder groups were engaged to collaborate and solicit input specific to the district's School Re-Entry and Safety Plan and by extension, the Learning Continuity and Attendance Plan. Virtual discussions and review of the goals, district data, as well as proposed actions and services have all been a part of the collaborative conversation and approach. Stakeholder groups were provided information starting April 2020 and invited to the virtual meetings starting in July 2020 and continuing through September to not only collaborate but to gain a better understanding of the Learning Continuity and Attendance Plan. The virtual meetings and surveys took were also forms of collecting information from parents, community members, pupils, local bargaining units (including certificated, classified, and other school personnel), administrators, county agencies, Foster Youth representatives, parents of Special Education students, Migratory students and parents of English Learners. Stakeholder virtual meetings and events were held and all input was recorded as appropriate. Engagement of stakeholders included solicitation of specific input to inform the plan. SMBSD will continue to gather input and will await stakeholder feedback following the public hearing, scheduled meetings, and pending data and information.

**Community Engagement** – The following groups (denoted in **BOLD** type) were actively involved in the Local Continuity and Attendance Plan development process described below:

**Local Control and Accountability Plan (LCAP) and Learning Continuity and Attendance Plan (LCP) Stakeholder Team** – The SMBSD LCAP/LCP Stakeholder team is comprised of parents, students, community members, local business leaders, non-profit community partners, district staff (including both classified and certificated, site managers, District English Learner Advisory Committee members, three school board members, the superintendent, and other district staff).

The LCAP/LCP Stakeholder Team Virtual Meetings (including Presentations/Discussions/Input Sessions) occurred in August and September. Superintendent Luke Ontiveros, Director of Plan Alignment and Implementation, Rebecca Herrick and members of the Instructional Services

Department led and participated in the collaboration that took place at each meeting. District leaders also continued to work together as a team and received continuous professional learning at both the county and state levels to ensure that presentations were current and in alignment with updates that were shared.

The LCAP Stakeholder Team met on August 26, 2020, and on September 16, 2020. These virtual meetings included interpretation in both Spanish and Mixtec. Presentations are available in English and Spanish following all meetings. The Learning Continuity and Attendance Plan rough draft was reviewed by the LCAP Stakeholder Team at the September 16, 2020 meeting and was posted on the district website on September 4, 2020. Time was allowed for the superintendent to post any written comments to stakeholder questions (if applicable) prior to September 9, 2020, Public Hearing on the plan and for stakeholders to continue to provide recommendations and input through the survey, stakeholder meetings, DELAC meetings, and by emailing the Superintendent prior to the plan being taken to the School Board of Education for approval on September 23, 2020.

**Parents and Students** - Parents are an important part of the decision-making process in the Santa Maria-Bonita School District. Our students' parents participate in decision making at the school and district level in a linguistically inclusive space with the appropriate translated materials. School Site Council and English Learner Advisory Meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English Learners, reclassified students, homeless, Foster Youth, Low-Income, and other groups about the student and school needs and recommendations for improvement.

Parents and students provided their input through surveys. Two parent surveys and one student survey. Surveys were administered in a digital format between June 1 and July 30, 2020. Surveys were available in English and Spanish. Parents were invited to participate in the surveys via Parent Square messages. Students were surveyed using their digital access platform. Both parents and students were offered alternative means of participation if that survey was inaccessible for reasons of language, technology, or literacy. Multilingual staff members were available by phone to assist parents and students with submitting their survey input. In addition, specific outreach was conducted to our Mixtec community members inviting and facilitating their participation in these surveys.

Parents and students were surveyed about their distance learning experiences, barriers, needs, communication, and overall input. The district received nearly 11,000 survey responses. The data from these surveys were used as a larger body of information used to create our plan and design high-leverage supports.

**Parent Leadership Team** - The SMBSD Parent Leadership team was formed in the 2017-2018 school year as a part of the effort to engage parents as partners and expand leadership development among parents in our district. This group of parent leaders from a variety of school sites have participated in expanded training, stakeholder and advisory committees, volunteering, facilitated training for other parents, and contributed to the development of new parent engagement efforts, including surveys and expanded outreach. In May 2020, the SMBSD Parent Leadership team previewed and provided their feedback to assist in the development of a survey designed to inquire about parents' experience with distance learning and the needs of students and their families during this time. Their feedback and input contributed to the survey and helped to inform our initial outreach efforts. This team will meet virtually this school year and provide input.

**District** - SMBSD has facilitated many venues for communication regarding the LCP and each of the actions and services that have been implemented to increase or improve services. These include the Instructional Services Team Meetings, Leading Learning Team (LLT), the Elementary and Junior High Principal Cluster Meetings, the Certificated and Classified Labor-Management Council Meetings (LMC and

CLMC), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), and School Site Council Meetings (SSC).

**District Advisory Council (DAC) and District English Language Advisory Committees (DELAC)** - Ongoing collaborations with DELAC leaders include regular informal telephone conversations to ascertain stakeholder concerns, interests, and needs. Two DELAC leader study sessions, an in-person meeting on March 3, 2020, prior to the COVID shelter-in-place order, and a virtual meeting on July 24, 2020, prior to the first virtual DELAC meeting in the 2020-2021 school year, informed the agenda, availability, and connectivity needs among DELAC members. Virtual DELAC meetings occurred on July 29, 2020, and August 19, 2020. In addition to contributions to the agenda, informal feedback was provided by the DELAC Chair and Vice-Chair to increase stakeholder participation at the September 2, 2020 meeting.

**School Site Council and English Learner Advisory Committee** - In 2018, due to the percentage of English Learners at all schools throughout the district, both the English Learner Advisory Committee (ELAC) at each school and the School Site Council (SSC) at each school voted to have each SSC absorb the responsibilities of the ELAC. At each school, SSC/ELAC meetings are held six times per year and scheduled at each site by school administrators to gather input from parents of English Learners, Reclassified Students, Homeless, Foster Youth, Low Income, and other groups about the student and school needs and recommendations for improvement. Site administrators are working closely with the Director of Plan Alignment and Implementation to ensure that councils were involved in the LCP process at the site and district level. A Plan Alignment and Implementation bulletin was provided in August and the LCAP/LCP presentations are shared with school administrators and school board members. These meetings provide key input to ensure the district's plan for improved or increased services is aligned with the academic and mental health needs of students at all schools throughout our district.

**The School Board** - The school board members have been involved in the LCP development and approval process. They are an integral part of the district team. School Board Members Linda Cordero and Veda Alvarez-Flores are members of the LCAP Stakeholder Team.

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district's website, through the superintendent's email, and Parent Square. Materials were translated to reach stakeholders that speak languages other than English. The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. From the surveys starting in April and collaboration team meetings in early August through the multiple engagement activities throughout September, the district gained and will continue to gain a tremendous amount of input prior to engaging in plan revisions leading up to and following the public hearing in early September.

Additional input was received at the September 9, 2020 Public Hearing that supported the final refinement of the plan leading toward the approval date of September 23, 2020. Each of the stakeholder groups and their feedback on LCP surveys contributed valuable input in the development of the LCP for SMBSD.

SMBSD will continue to solicit stakeholder input and communicate on a regular basis throughout the school year. The table below includes stakeholder communications that will continue throughout the school year.

## STAKEHOLDER COMMUNICATIONS

- Regularly distributed communication with up-to-date information
- Videos and short informational graphics to be posted regarding
  - Phases: Instructional Models
  - Expectations (students, parents and teachers)
  - Technology Support
  - Learning platforms
  - Safety
- FAQs as needed
- Regular updates and responses to FB messages in Spanish and English
- Expanded outreach using Spanish Radio and Spanish Language TV contacts to share videos, and information
- Continuity plan stakeholder feedback

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

To maximize stakeholder engagement and input, a series of virtual meetings with interpreters, using Zoom including phone-in options, meeting chats, and breakout small group discussions with interpreters supporting collaborative contributions. Ongoing feedback from stakeholder group leaders and others inform how to refine the structure and schedule of these meetings to accommodate stakeholder availability, connectivity, and purposeful participation. Informal collaborations with stakeholder group leaders inform agenda topics, meeting design, interpreter support, and meeting formats. Meeting notices are posted with agendas and a bilingual helpline is available 12 hours per day to provide real-time technical support prior to and during the meetings.

Understanding that not all SMBSD families have access to technology or feel comfortable using online tools, training was and will continue to be provided upon request and alternate options have been arranged for stakeholders to contribute to the meetings for the Learning Continuity and Attendance Plan. Stakeholder attendees at meetings were able to listen to presentations and discussions and collaborate as a team in order to ask questions or make recommendations. During the meetings, the chat feature is also open for stakeholder contributions.

There are a number of ways to provide feedback and comments regarding the LCP: stakeholders can email, an address has been placed on the website for comments to be sent via US mail, and comments can be submitted using the Draft Plan Comment Form on the district's Learning Continuity and Attendance Plan page.

Additionally, the September 9, 2020 Board meeting gave the opportunity for members to provide public comments, in addition to the methods utilized since the school building closure.

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

Feedback gathered from a variety of stakeholder groups was a careful and deliberate process. This feedback was gathered through nearly 11,000 survey results, thousands of calls to the SMBSD helpline, and both formal virtual and informal socially-distanced meetings. It was through our intentional pursuit of stakeholder feedback that we were able to gain important insight, gather recommendations and understand the experiences of our students and their families during this time.

The list below is a summary of the key themes and ideas that emerged from data collection across stakeholder group surveys.

Trends across stakeholder feedback surveys:

- The desire for increased time spent in live interactions with students and teachers
- Distance learning challenges
- Standardized schedules and learning platforms for students
- Increase in types and frequency of communication
- Need for more technology support for families
- Need for educational/instructional materials to assist specific groups, students, parents, and teachers with technology
- Access to adequate WiFi connections for students at home
- Expression of trust and gratitude of district and school leaders
- Safety protocol for all members of the school community to ensure all students, parents, staff are interacting in ways that keep everyone safe
- The social and emotional well-being of students during times when school buildings are closed
- Preference for in-person instruction
- The academic success of students during distance learning

#### **Local Control and Accountability Plan (LCAP) and Learning Continuity and Attendance Plan (LCP) Stakeholder Team -**

Stakeholders had the opportunity to review and discuss the Learning Continuity and Attendance Plan in small breakout sessions and contributed the following feedback, recommendations, and questions:

- **Continuity and Instruction and Professional Learning**
  - Support for staff in Social Emotional Learning and delivery of Tier One Services
  - Mental Health Providers
  - Culture Climate Committee (teacher inclusion)
  - Questions about in-person instruction and which students have experienced significant learning loss, students with special needs, and waiver
  - Concerns about children who do not have a quiet place to work and a plan to support students with equipment
  - Recommendation for ED Tech classes for teachers
  - Recommendation to record Professional Learning

- **Distance Learning Program - Access to Devices and Connectivity**
  - Districtwide WiFi updates requested
  - Questions about criteria for students who will receive in-person instruction during periods of Distance Learning
  - Question about collaboration with the City of Santa Maria regarding WiFi to avoid duplication of efforts
  - Questions about programs to support families whose children have to be in daycare
  - Questions about additional supports for students experiencing homelessness
  - Kudos to the district for providing technology to students even at the Preschool level
  - Questions regarding the procedure for online classes (video on/off)
  - Questions about long-term solutions to internet connectivity
  - Additional equipment
  
- **Pupil Engagement and Outreach Parent Engagement and Education**
  - Questions about how to gain access to a broader audience
  - Positive response to Virtual Parenting Classes
  - How to support families with working parents who have to rely upon older children to assist younger siblings
  - Need for bilingual tutors to assist parents and students in the evening
  - Questions about how to support and engage the small number of students who are not attending synchronous sessions
  - Positive responses to Distance Learning Launch conferences with follow up support materials.
  - Positive responses to the coordination between districts for meal distribution and schedules
  - Need for additional support for parents to help with homework/schoolwork
  - Parent Square benefits and drawbacks of mass communication tools and the frequency of mass communication
  
- **Mental Health and Social-Emotional Well-Being**
  - Questions about specific outreach to Mixteco Community
  - Questions about Helpline access to Mixteco Community
  - Questions about administering mental health assessments schoolwide or on an as-needed basis
  - The referral process for accessing Outreach mentors
  - Request for tutors to be available to assist students and parents during evening hours
  - Access to interpretation after school hours for Marriage and Family Therapists
  
- **Nutrition**
  - Questions about expanded hours for access
  - Positive responses to distribution, type, and availability of nutrition for students
  - Delivery meal options to students experiencing homelessness and possible expanded access for families who may not be able to access this service during distribution windows
  - Positive response to collaboration among local food banks and other partner organizations to distribute food and up-to-date information to families

- **Distance Learning Resources**
  - Excitement for library books in the hands of students
  - Concern for families with limited internet access, connectivity issues, and multiple students using limited bandwidth and/or space
  - Question about the level of engagement during synchronous sessions and requirements for camera usage
  
- **Student Well-being - Social Emotional Learning (SEL) and Nutrition**
  - Changing policy as a result of state requirements caused some confusion
  - Questions about distribution to ensure we are meeting the nutrition needs of families
  - Discussion of Lion's Quest SEL curriculum to support students
  - Discussion of additional support staff to assist with SEL needs and the streamlining of referral processes
  
- **Parent Engagement and Education**
  - Questions about learning pods and parents forming support groups
  - Appreciation for outreach to indigenous families
  - Requests for expanded training and more meetings with teachers
  - Request for more messaging regarding the importance of parent participation in the education process including PSAs
  
- **Pupil Learning Loss Expanded Learning and Support for English Learners**
  - Appreciation for the ASES and MED after school program outreach
  - Appreciation for the incorporation of ethnic studies
  - Request for a greater connection to bilingual tutoring services for parents and students to access.
  - Comments related to student engagement and assisting those who may be at increased risk of experiencing learning loss including students experiencing homelessness and newcomers
  - Comments related to best practices for student engagement in the digital environment and specific best practices for our emerging multilingual students
  - Appreciation for increased access to therapy

**Parents and Students** - All parents and students in grades 4-8 were invited to participate in a total of three surveys between June 1 and July 30, 2020. Feedback gained from each of these surveys is as follows:

- 51% of parents surveyed preferred a Classroom/ On-Campus return model
- 29% of parents surveyed preferred a Blended Learning return model
- 20% of parents surveyed preferred a Distance Learning return model
- 34% of those surveyed indicated that they would need childcare if the district adopted a Blended Learning return model
- 46% of those surveyed indicated that they would not need childcare if the district adopted a Blended Learning return model
- 20% of those surveyed indicated they did not know whether they would need childcare if the district adopted a Blended Learning return model
- 77% of parents wanted their children to have workbooks and reading books to assist with distance learning
- 43% of parents report being “very concerned” or “extremely concerned” about their child’s academic growth

- Safety concerns were expressed in about 28% of comments
- Distance Learning was not preferred for a number of reasons including:
  - Time spent with teachers
  - Parents' inability to assist with school work
  - Lack of communication with teachers
  - Wide variation ineffective delivery methods
  - Preference for in-person learning
  - Concern for social-emotional effects of distance learning
- Schedules were common topics and often included suggestions about what form those might take and concern about how parents working full-time would be able to monitor children

Student survey results were as follows:

- 84% completed the survey in English and 16% completed the survey in Spanish
- 58% of students report receiving school lunch at least once a week
- 34% of students report having no one to help them with their school work
- A majority of students report receiving help from parents, grandparents, or siblings
- 61% of students report helping their siblings during distance learning
- 59% of students report having feelings of sadness or loneliness during school building closures
- 52% of students report having someone to help them with feelings of sadness or loneliness
- 40% of students reported needing a quiet place to work
- 14% of students reported needing better internet access to complete work successfully during distance learning
- 29% of students reported needing someone to help with their work
- 32% of students reported needing more time with their teacher to complete work successfully during distance learning
- 22% of students reported needing school supplies to complete work successfully during distance learning

**District Advisory Council (DAC) and District English Language Advisory Committees (DELAC)** - On September 2, 2020 members of DELAC were provided the opportunity to review and comment on the Learning Continuity and Attendance Plan. Participants from this committee contributed the following feedback:

- Appreciation for surveys and desire for more opportunities to provide feedback
- Questions if parents will be required to continue to pick up lunch from only one site
- Concerns about children who stay with caretakers/babysitters not being able to access nutrition services
- Questions about Bilingual Instructional Aides in virtual classrooms to assist TK students
- Concern about students in primary grades understanding and being able to access technology
- Questions about outreach done to reach students who are not logging into virtual classrooms
- Questions and use of social media to reach more parents with helpful information and tutorial videos in multiple languages
- Requests for continued and expanded outreach to the Mixteco community
- Requests for after school and weekend access to help and tutor services for students

**The School Board** - Beginning with the April 8, 2020, SMBSD Board meeting, stakeholders have had the opportunity to participate remotely in public meetings, including the district's public hearings, by submitting their comments via email by 3 pm on the day prior to the meeting. Public comments, if requested, are read aloud by district staff during the meeting, and are reflected in the board minutes which are posted on the district's website.

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

The Santa Maria-Bonita School District values the significant role that all stakeholders play in supporting the achievement of our students. The process of stakeholder involvement is reflective of commitment and dedication to building strong and significant educational partnerships with all members of the school community.

Our stakeholder groups were engaged in multiple ways to review the plan, analyze data, and recommend modifications to our plan. Based on the information collected from surveys, stakeholder meetings, parent advisory groups, and other means of communication, the following themes emerged from the input and helped to shape the plan:

- Quality, grade-level instruction provided on a daily basis (both synchronous and asynchronous)
- Expanded equitable access to resources to address and mitigate learning loss and meet social and emotional needs
- Increased support for technology needs
- Expanded parent engagement and outreach

**Below is a listing of specific portions of the plan influenced by stakeholder input:**

**Continuity of Learning-In-Person Instructional Offering:**

The input from stakeholders including staff, parents, and community members was taken into careful consideration when working to ensure the safety of those who would be at school sites during any of the phases of learning. The purchase of barriers, disinfection/cleaning supplies, and the associated equipment along with personal protective equipment for staff, students, and families entering school sites and for staff working in the community was highly supported by stakeholder feedback from surveys and meetings as well as the guidance from the public health department.

Based on specific survey data from staff, a School-Age Student Supervision and Support Program was created to provide supervision for the school-aged children in distance learning of SMBSD staff. Family Outreach Advocates continue to work with families and connect them to resources to ensure both their physical and mental well-being throughout the time of distance learning. To continue to provide support for the social-emotional well-being of the students and families of SMBSD, the services of Outreach Mentors and School-Based Counselors have been expanded and altered to meet the current public health requirements. These changes were influenced by the needs of our school community as determined through our communication with stakeholders.

**Continuity of Instruction:**

The need for daily instruction schedules for students and the use of common online platforms was communicated through a variety of means and common to all of the stakeholder groups. As a result, SMBSD has implemented a model that provides symmetry and cohesion in the district's teaching and learning.

**Access to Devices and Connectivity:**

SMBSD provided increased and expanded access to devices and connectivity for students. These actions were a direct result of the feedback from stakeholders through surveys and stakeholder meetings as well as the internal needs assessments conducted by SMBSD administration. In response to the communicated needs of teachers, SMBSD has provided additional equipment to support virtual instruction and continues to monitor and review platforms and access to refine our efforts.

**Pupil Participation and Progress:**

To ensure equity, access, and consistency across school sites requested by all stakeholders, school and district staff participated in the process of schedule creation. Schedules designed to meet the required minimum instructional minutes were directly contributed to by a team of more than 100 teachers.

**Distance Learning and Professional Development:**

Support for teachers as they transitioned to online learning platforms was informed by the stated needs of teachers and administrators. Training and support plans included the purchase of several platforms, books, and numerous professional learning opportunities to enhance instruction in the digital classroom.

Based on needs and feedback from the school community, the district created a helpline for staff, parents, and students to address technology issues. In addition, inquiries to assist in meeting the challenges posed by distance learning, the same multilingual helpline staff were available to assist parents with enrollment.

**Supports for Pupils with Unique Needs:**

Based upon feedback from families and members of the community, SMBSD provided additional support to families experiencing homelessness, foster youth, students with exceptional needs, and English learners in order to ensure all students had access to the required materials for distance learning, including hotspot wireless internet devices to connect to the internet, expanded-hour multilingual phone support, student instructional supplies, and items to assist in meeting basic needs.

**Pupil Learning Loss:**

To address concerns of pupil learning loss stated by teachers, parents, and other members of the school community, expanded learning opportunities have been planned and implemented district-wide. These efforts target students most at risk for learning loss including English Learners, Foster Youth, and other unduplicated students. Additionally, pacing guides have been developed for teacher use in all core subject areas to mitigate learning loss and accelerate student learning.

**Mental Health and Social-Emotional Well-Being:**

To address concerns related to the mental health and social and emotional well-being of our students conveyed throughout our communication with stakeholders, SMBSD had created a robust and multifaceted plan in partnership with schools and our community partners. The expansion of access to Outreach Mentors, Marriage and Family Therapists, Family Outreach Advocates, Truancy Mentors, and School-Based Counselors is complemented by the introduction of the Social-Emotional Curriculum, implementation of culture/climate teams, and the use of other evidence-based interventions to support students.

### **Pupil and Family Engagement and Outreach:**

Based on requests from parents and other members of the school community, SMBSD is continuing to develop additional means to engage parents in the education of their children. Instructional and informational videos will continue to be created to meet the needs of families as distance learning develops and evolves. The development of parent education programs will continue to be informed by feedback from parents and other members of the school community.

### **School Nutrition:**

To meet the nutritional needs of SMBSD students, the number of distribution sites has been increased and additional pick up times have been added to include both early morning and evening pickup.

## **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.]

Santa Maria-Bonita School District (SMBSD) will continue to apply the guidance from the California Department of Education, the Centers for Disease Control (CDC), the Office of the Governor of California, and state and local health departments to plan for in-person scenarios as health conditions in Santa Barbara County permit us to return to in-person instruction in the 2020-2021 school year and beyond. SMBSD has thoughtfully considered flexible and adaptable re-entry plans and schedules to accommodate the fluidity of public health guidance and requirements. As SMBSD continues to implement our multi-stage multi-faceted crisis response plan, we appreciate the opportunity to select those approaches which are applicable to our unique needs, goals, and strategies for effective school re-entry, in-person instruction, and response to any learning loss or unfinished learning. Even when in-person instruction resumes, students will need additional academic, behavioral, and social support to successfully transition to in-person instruction and recover from any learning loss or unfinished learning that may have occurred.

In addition to planning for the specific levels at re-entry, SMBSD is prepared for the likelihood that a return to in-person instruction may quickly revert to a hybrid or full distance learning approach. State or local public health agencies provide the guidance to which we adapt and plan for socially distant yet purposeful instructional delivery aligned to our challenging State academic grade-level standards. SMBSD is carefully considering the multiple factors within the various planning levels for social distancing to determine how we will provide, to the extent practical, quality programs of study. The District recognizes the need for further student support due to unfinished learning and learning loss. The priority will be for students who have significant learning loss based on assessments, progress monitoring for both academic and social-emotional well-being.

Protecting the health of our students, staff members, and community while maximizing students' time on campus takes careful consideration. This plan has taken into account the feedback from stakeholders while considering many factors including:

- safety of students, staff members, and the community
- students' academic success
- students social, emotional, and physical well-being
- physical space and facilities
- student enrollment
- staffing
- fiscal resources
- policies, including possible state and federal waivers
- programming options

**Continuity of Instruction** - While current health conditions do not permit traditional in-person instruction, the district ensured that we were ready to start the year in a distance learning model and that we continue to provide operations throughout the year, even if the health situation changes in our community. It should be noted that any updates or further planning will continue to be made as we respond to state and county guidance and our own monitoring of community conditions and needs. SMBSD's School Re-Entry and Safety Plan defined four phases of instructional models. Phase 4 is the least restrictive phase and represents traditional school (pre-COVID), whereas Phase 1 is the most restrictive phase where all students engage in distance learning. Listed below is additional information about the four phases.

**PHASE 4: Pre-COVID Traditional** - All students are at school every day, on a regular schedule, with all activities resumed. It is most likely that Phase 4 will only be reached when a vaccine is developed. At this phase, normal operations would return, though continued messages about hygiene would occur.

**PHASE 3: Traditional (Staggered)** - All students would be at school every day on a regular schedule. However, student schedules could be impacted by bussing constraints (staggered arrival and dismissal times). Assemblies and other large gatherings would not be permitted and varied schedules for cafeteria and large space areas would be created. Some recommendations on hygiene and cleaning apply.

**PHASE 2: Blended Learning** - All orders from Phase 3 apply along with adhering to six feet of social distancing, regulations on hygiene, cleaning and personal protective equipment (PPE). An AB Blended Learning model would be implemented to allow for appropriate health and safety procedures. Students are split by alpha into Group A or Group B. Group A attends school every T/W, and Group B attends school every TH/F. All students are engaged in distance learning on M. Staff is in professional learning, PLCs, student/parent office hours, etc. while school is cleaned on Mondays. Classrooms will also be cleaned on Wednesday afternoons in preparation for the AB Group change.

**PHASE 1: Distance Learning (Episodic)** - Per the CA Statewide Requirements:

- Rigorous distance learning
- Access to devices and connectivity for all kids
- Daily live interaction with teachers and other students
- Challenging assignments equivalent to in-person classes
- Adapted lessons for English language learners and special education students

In some cases, the Santa Barbara County Department of Public Health may order the closure of a class, grade level, school, or the entire district. This could occur county-wide, in the event that a countywide stay at home order is issued. Alternatively, if a student or staff member develops COVID-19 and contact tracing reveals exposures, the Santa Barbara County Department of Public Health may order a particular class, grade level, school, or the district to discontinue in-person classes which would result in distance learning for the affected students.

In an effort to respond to any scenario, the District spent considerable time designing systems and structures that allow for seamless transitions between the Instructional Phases, as needed. Teams met throughout the summer to design learning schedules for all grade levels, for all Phases. Considerable professional learning was designed around the likelihood of distance and blended learning. This professional learning focused on engaging with students digitally using core District adopted curriculum.

SMBSD started the school year in the Distance Learning (DL) model. The school schedule for the beginning of the school year provided every student and parent with an opportunity to meet, individually, in a “conference-style” with the student’s assigned teacher. These conferences, called Distance Learning Launch Meetings, provided an opportunity to distribute technology and learning materials for students. Teachers also spent time ensuring each student was able to log in successfully to their Chromebook and online learning platforms. Parents were provided with a common daily learning schedule, along with an overview of distance learning expectations. These meetings, when designed, were identified to be conducted regardless of instructional phase the school year opened, in the event of a needed phase transition.

#### **Plans and protocols to ensure the safety of students and staff:**

**Campus access/Physical Distancing:** Students, staff, and visitors will enter the school sites through specifically identified areas on campus. Each of these main areas will be staffed by at least two staff members, as feasible, who will be responsible for performing health screenings of the students. Touchless thermometers have been provided and are used at all school sites. Related to this process, we intend to utilize staff members such as Certificated Coaches, Physical Education (PE) Teachers, Project Clerks, Library Media Clerks, Teacher Tutors, Outreach, etc. Staff Members will work to promote social distancing in a variety of ways. This includes markers that signify the safest path of travel and six-foot delineations, as well as slowing the entrance to school when too many students are congregating. In order to maintain social distancing, parents and other non-student family members may be asked to not enter the campus but to drop their students off by the car or by walking with the student until arriving on campus. The district is also considering the use of staggered arrival times which will provide timed intervals for screening to be completed.

**Hygiene practices:** The use of portable hand washing stations is being considered when feasible, as well as the option of utilizing an increased number of stations containing hand sanitizer. Students will be encouraged to wash or sanitize their hands 1) before entering the classroom, 2) before and after lunch, 3) before and after recess, 4) before and after entering an internal space that is not their classroom, 5) after sneezing, touching their face, coughing, or other similar actions and 6) throughout the day. It is our intention that proper handwashing techniques and overall hygiene practices will be taught on the first day of school, and frequent reminders will be given by administrators, teachers, and signs or other visual/audio means. This teaching may include proper modeling by staff members.

**Protective equipment:** In compliance with State and County Public Health Orders, students and staff are required to wear face coverings in public places, with limited exceptions. As such, students and staff will be expected to wear face coverings for their personal use per these County and State guidelines. The district intends to have and maintain an available stock on-hand if needed. Additionally, face shields will be made available to specific groups for their use as the visibility of facial expressions can be essential for effective instruction. All staff and

students will be asked to use face coverings and/or face shields as much as possible during the day, and especially when six feet of social distancing is not possible. Gloves may be issued for additional protection as desired.

**Cleaning and disinfection:** In accordance with the California Department of Public Health (CDPH), high touch classroom surfaces will be cleaned and disinfected at least daily, and, as practicable, frequently throughout the day using an EPA approved disinfectant effective against COVID-19. It is our intention that teachers will reorganize their use of materials in the classroom and will purchase new materials in order to limit the shared use of materials by students. In cases where materials must be shared, these materials will be disinfected between uses as feasible.

School bus windows will be open as feasible and as weather permits. The bus driver and students will be encouraged to wear face masks while riding the bus. The District is considering options to limit the number of students being transported on buses by inviting families to provide their own transportation, staggering start times, and/or increasing allowable walking distances in board policy.

In our hybrid learning model, it is our intention that each day, approximately 50% of students will be physically at the school site and 50% will be attending school virtually. This will effectively reduce class sizes and improve our overall social distancing. In-person assemblies and large gatherings may not be permitted. Communal areas, such as computer labs and libraries, will not be utilized. Varied schedules may be created for the cafeteria and other large area usages.

All student, teacher, and staff desks will be placed six feet apart in the classroom or other inside learning areas as well as all office areas, as feasible. Many pieces of furniture may be removed from the classroom to maximize social distancing. We have ample outdoor play space on campus, but alternative schedules for play and designated play areas may be used to maximize distance during outdoor activities.

Many assignments are digital in nature. When this is not possible, teachers may ask students to individually turn in assignments to a receptacle (rather than have one student collect all assignments). As feasible, these assignments will be left for at least 24 hours before handling, though teachers will be encouraged to wait 72 hours before handling. Gloves will be provided to any teacher who wishes to exercise additional caution.

Arrows or similar markings may be placed upon the ground in outdoor areas to delineate traffic flow. Teachers may develop spacing protocols for lining up with social distancing outside. While six feet of social distancing is preferred, teachers may be authorized to have students line up with less social distancing outside if there are safety or other concerns that warrant closer groupings. In the classroom, teachers may go over expectations for how to perform common tasks (such as sharpening a pencil) in a way that promotes social distancing.

### **Assessment and Accountability:**

Looking at CAASPP data from 2019-2020 and the data provided by NWEA's study of over 400,000 remote tested students during school closure in the Spring of 2020, we anticipate a learning loss greater than the normal summer slide. An initial administration of the NWEA MAP in both ELA and mathematics for every grade 1-8 SMBSD student will occur October 5 - October 14, to collect baseline data. Data will be collected multiple times per year as identified on the District Assessment calendar to track and monitor student growth.

K	NWEA MAP Growth (ELA & Math)	Group administration In-Person/Virtual	Trimester 1 Trimester 2 Trimester 3	Oct 1-16, 2020 (Optional) Feb. 17-26, 2021 May 24-28, 2021
1-2	NWEA MAP Growth (ELA & Math)	Group administration In-Person/Virtual	Trimester 1 Trimester 2 Trimester 3	Oct 1-16, 2020 Feb. 17-26, 2021 May 24-28, 2021
3-8	NWEA MAP Growth (ELA & Math)	Group administration In-Person/Virtual	Trimester 1 Trimester 2	Oct 1-16, 2020 Feb. 17-26, 2021

In a proactive effort to support students identified as being at greater risk for learning loss, the District designed several comprehensive digital summer learning programs. Specifically, students entering first, second, and third grades who were identified as at-risk during the spring of last year were recommended for an intensive three-week digital summer school program. This program occurred on June 20 - August 6, 2020. Class sizes were kept minimal (15-18) and were taught by a trained SMBSD educator with the support of a bilingual instructional assistant. The summer school program focused on literacy instruction that occurred during the physical closure of schools, March, April, and May. A secondary focus of this program was in building the capacity of a responsible person in the home who could assist our youngest learners in accessing online learning. The focus on training the caregiver was important because it was assumed that online distance learning would either continue into the fall of 2020 or occur intermittently during the 2020-2021 school year.

Additional supplemental learning opportunities were also provided to students identified as Long Term English Learners (LTEL), Migrant, and students with special education needs. These programs ran in June and July, concluding prior to the summer school program.

As previously referenced, all K-8 students will be monitored multiple times throughout the year using NWEA MAP. Achievement data will be analyzed at the site and district level. Students identified to be at-risk based on previous learning loss, or expected ongoing learning loss, will be provided an opportunity to attend a supplemental extended day online program. It is anticipated that this program will begin in October 2020 and will continue in 12-week cycles, with frequent monitoring of student academic progress.

The 2020-2021 Priority Instructional Content in ELA/Literacy and Mathematics and Coherence Maps will be utilized by staff to prioritize essential learning for the 2020-21 school year and to provide just in time scaffolds for students who experienced unfinished learning during the spring of 2020. These resources, along with ongoing staff development around the use of the District Pacing Guides, will support staff in identifying the most critical learning for 2020-21.

Currently, the District is offering instruction through a distance learning model. Options for in-person learning cohorts for highest needs groups are currently being explored with District personnel and our employee unions. It is the goal of the District to provide on-site learning opportunities when safe and feasible.

The District is also in the process of developing a learning call center that will provide students and parents with access to tutors during the evening hours.

Teachers have been provided with the following resources to support quality first instruction: a new Chromebook that allows for the current technology to be used and when paired with older equipment allows for a double screen so that teachers can see students and the instructional materials being displayed at the same time. It also allows teachers to observe the group while popping in and out of breakout

rooms for small groups or one on one instruction. Bilingual instructional assistants continue to be provided at the TK-2 grade level to support additional support needed by younger learners, which includes intervention and small group instruction. A multitude of professional learning offerings, which support teachers in maximizing student engagement in Distance Learning has been provided and will continue to be a focus of professional learning throughout the school year. Teachers are also being provided with Essential Learning Pacing Guides for the 2020-2021 school year. These guides are aligned to the district core adopted curriculum and will support the acceleration of student learning.

Instructional Coaches are supporting student learning by co-teaching and providing additional small groups or one-on-one instruction to students identified for additional support. Coaches are also supporting the design and delivery of resources that support online teaching and learning.

PE teachers are providing physical education, health education, and SEL instruction to students daily, both synchronously, and asynchronously. PE teachers are also providing extensive support to students each Monday of the school week when teachers are providing support to students and parents through scheduled office hours.

Music teachers continue to provide instruction to students regularly each week, both synchronously and asynchronously. Band students have been provided with instruments to use in the home. An online program called SmartMusic! was purchased for the current school year to allow for additional student practice, and it supports band students outside of synchronous instruction. Classroom teachers are able to infuse asynchronous art lessons into student learning on Mondays.

### **Social and Emotional Learning:**

SMBSD continues to provide a variety of health/well-being support services and links to community-based organizations. Most of the district's related service providers are able to provide their services virtually or by telephone. Wellness check home visits are conducted for all students not responding to emails, calls, or text messages. Family Outreach Advocates help connect families with resources and attend appointments with some families. Outreach Mentors and School-Based Counselors meet with students remotely, to ensure students are receiving the support they need in both their academic and social-emotional areas. Community Liaisons support built-in networks for locating homeless families and children in order to account for every child within our district, provide support and access to information in multiple languages, manage caseloads for students living in motels, check-in with students/families to provide support and resources and assist with the district Call Center. They also support newly identified families that may have become homeless during school campus closure to process necessary affidavits and provide community resources. Truancy Mentors and Foster Youth Liaisons check in with students on their caseload, to provide necessary resources, and to ensure that they are accessing the curriculum online.

### **Strategies to support students with unique behavior or physical needs:**

For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will assist the parent's school site team to determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if home individual instruction or virtual instruction is appropriate for the student.

Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place. Through consultation with parents,

students with low incidence disabilities will be offered their unique equipment and communication devices for home use to continue learning in a unique environment.

**Independent Study:**

If students are not able to access their learning online when leaving the area due to internet/connectivity issues, independent study will be provided to these students for up to 20 days. Students will receive grade-level material, as well as additional materials that will support areas of need, as determined by data and teacher input. The Independent Study TOSA and the student’s teacher will collaborate on these assignments in order to ensure that the student receives instruction that will benefit them and their learning needs.

As we continue to plan for the different phases of instruction, we are committed to providing a culture of learning with high expectations through effective instructional practices for all of our students. When the time comes that our schools are able to move from Phase 4 (Episodic Distance Learning) to Phase 3 (Blended Learning) all of the supports detailed above will continue. Core instruction will remain highly focused on the Essential Learning for the 2020-21 school year, and supplemental instruction will be provided outside of the regular school day for students demonstrating a learning loss will continue to be supported. The district will continue to communicate with all stakeholders concerning moving from the different phases of instruction. Students and families will continue to be provided access to information, take-home technology devices, and other resources. Structures that have been put into place will continue to include: processes and procedures for ongoing communication, a distance learning platform, a schedule for ongoing distribution efforts, a call-in center for students and families in need of social/emotional support, and guidance for families needing additional help or resources within the community. As we continue to plan, we are committed to providing a culture of learning with high expectations through effective instructional practices for all of our students.

**Gifted and Talented Education:**

The SMBSD Gifted and Talented Education Program (GATE) supports quality education for all gifted students in order to develop knowledge, skills, and natural abilities while also empowering students to reach his or her full potential. All students in 2nd grade are screened for GATE eligibility. In grades 3rd-8th, students can be identified through the same process, based on parent request or teacher recommendation. Students identified as eligible for GATE instruction are provided differentiated learning opportunities commensurate with the individual student's abilities and/or talents. GATE instruction is provided by a GATE trained educator, and when possible GATE students are clustered in small groups, which allows the teacher to support the students in small groups. GATE instruction includes moments that extend the academic content standards with depth and complexity, opportunities for students to develop problem-solving skills, and opportunities for students to develop a healthy self-concept and leadership skills. The District's GATE program is supported by a TOSA, and our program continues to operate in distance learning as it does in brick and mortar.

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

Description	Total Funds	Contributing
<b>Personal Protective Equipment:</b> Personal protective equipment to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$503,991	Y

Description	Total Funds	Contributing
<b>Cleaning Equipment:</b> Additional equipment to support cleanliness such as hand washing stations, no touch paper towel dispensers, musical instrument cleaner, AC filters and pressure washers.	\$302,532	Y
<b>Disinfecting Supplies:</b> Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$154,346	Y
<b>Barriers:</b> Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing.	\$44,400	Y
<b>School Age Student Supervision and Support Program:</b> Supplies for grade level students enrolled in supervision and support programs.	\$48,047	Y
<b>CCSS Aligned Supplemental Instructional Materials - Common Core state aligned supplemental instructional materials, including English language arts, mathematics, social studies and science. Supplemental support materials will be used to support teachers in providing direct instruction and expanded learning.</b>	\$106,000	Y

## Distance Learning Program

### Continuity of Instruction

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

SMBSD continues to provide continuity of instruction despite the challenges of the COVID-19. We believe that if we provide effective, standards-based, high-quality instruction we will reach our goal of all student's moving a minimum of a grade level each year. Regardless of what phase of instruction our schools are in, students will have as many opportunities as possible to engage with grade-appropriate content and accelerate their learning.

In order to ensure all students, have a coherent academic experience, implement high-quality curricula, and to offer consistent and coherent support, SMBSD's vision of student success is evident in all four phases of instruction. We are committed to high-quality instruction to include:

- Culture of Learning with High Expectations
- Challenging Content
- Student Ownership
- Supporting all Students
- Demonstrating Learning

SMBSD started the school year in the phase1 Distance Learning (DL) model. Per the CA Statewide Requirements, this model includes:

- Rigorous Distance Learning
- Access to devices and connectivity for all kids
- Daily live interaction with teachers and other students
- Challenging assignments equivalent to in-person classes
- Adapted lessons for English language learners and special education students

The school schedule for the beginning of the school year provided every student and parent with an opportunity to meet, individually, “conference-style” with the student’s assigned teacher. These conferences, called Distance Learning Launch Meetings, provided an opportunity to distribute technology and learning materials to students. Teachers also spent time ensuring each student was able to log in successfully to their Chromebook and online learning platforms. Parents were provided with a common daily learning schedule, along with an overview of distance learning expectations. These meetings, as designed, were identified to be conducted regardless of the Instructional Phase in which the school year opened, in the event of a needed phase transition.

The SMBSD distance learning plan includes a combination of synchronous and asynchronous learning. The Teaching and Learning Department’s planned learning model provides high-quality instruction that is flexible and includes a balance between synchronous and asynchronous learning as well as a whole group and small group instruction. Synchronous learning is any type of learning that takes place in real-time. Students are engaged in learning simultaneously through live instruction and interaction with their teacher. Asynchronous learning occurs separately from direct instruction and without real-time interaction.

A key decision supporting symmetry and cohesion in the district’s teaching and learning, based on stakeholder feedback, was the identification of Google Classroom as the designated Learning Management System.

All instructional models include:

- Common platforms: Clever and Google Classroom/Google Suite
- Common communication platforms: Zoom and Google Meets
- Common student engagement software supported by the District: Peardeck and Edpuzzle.
- Utilize the SMBSD Distance Learning website for online instructional resources
- Provide Social Emotional Learning supports for students
- Teach grade-level standards through the use of adopted curriculum for all core subject areas
- Students will be assessed using Common Formative Assessments and NWEA
- Ongoing parent communication at the classroom, site & district level
- Student engagement is taken daily
- Zoom Etiquette will be taught

In combination with aligned use of the scope and sequence documents, teachers will be able to maintain continuity of instruction through distance learning and across any transitions into or out of the phases of instruction. The use of a management system ensures continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

To ensure teachers are able to address possible learning loss and to accelerate learning through the use of the core curriculum and state standards, in both distance learning and in-person learning, comprehensive scope and sequence documents have been developed. *Achieve the Core 2020-2021 Priority Instructional Content ELA/Mathematics* provides teachers guidance on the progression of the disciplines, by naming the priorities in mathematics (K–8) and ELA/literacy (K–8) that should be the focus of instruction for educators in the 2020-2021 academic year. The document provides guidance about content priorities by leveraging the structure and emphases of college-and career-ready mathematics and ELA/literacy standards. The Teaching and Learning Department has outlined essential learning through the phases of instruction. Using this guide provides specific instructions for teachers to mitigate learning loss and support their instructional planning for the 2020-21 school year with an equity and access lens. Teachers understand that “every school year there are students who require support in addressing unfinished learning from prior grades,” a challenge that will be felt more prominently this year.

<b>ESSENTIAL LEARNING</b>		
<b><i>Achieve the Core 2020-2021 Priority Instructional Content ELA/Mathematics (June 2020)</i></b> is being used to develop District guidance documents and pacing guides.		
<b>Phase 1</b> Episodic Distance Learning	<b>Phase 2</b> AB Blended	<b>Phase 3 and 4</b> Traditional, Staggered
<ul style="list-style-type: none"> <li>• Common eLearning Platform: Google Classroom</li> <li>• Core content taught live, daily (whole group, small group, one-on-one) using a District-adopted curriculum</li> <li>• Lessons recorded and posted within Google Classroom daily for student access.</li> <li>• Grades TK-2 will assign bilingual instructional assistants to support students in DL-mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Common eLearning Platform: Google Classroom</li> <li>• Core content taught daily, using District-adopted curriculum</li> <li>• Lessons recorded and posted within Google Classroom for student access during DL-mode.</li> <li>• Grades TK-2 will assign bilingual instructional assistants to support students in DL-mode. New learning will happen in-person. *Alternative models may exist for TK/K based on crossover teacher support.</li> <li>• Grades 3-8 will utilize the flipped learning model in order to maximize new learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Common eLearning Platform: Google Classroom</li> <li>• Core content taught daily</li> <li>• Grades 3-8 should take advantage of the flipped learning model when designing homework in order to maximize new learning opportunities.</li> </ul>

## 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.]

As one of many school districts entering the 2020-21 school year in the distance learning model, accessibility to devices and internet connectivity is crucial to ensure that we can extend beyond the baseline goal of student participation and achieve measurable student learning outcomes. Santa Maria-Bonita has committed fiscally and procedurally to ensure all students will have access to the needed

equipment and connectivity. All of our students (Preschool (PK)-8) have been provided a Chromebook that will remain with them through the entire distance learning process and beyond. For homeless students, one of the District's Family Advocates delivered a Chromebook to the students. All students are provided unique and secure accounts within 24 hours of enrollment that ensure they have digital access to all of the core curriculum during distance learning. Each day our students are participating in live instruction via their district-provided device through either Google Meet or Zoom. Teachers are able to remotely teach, monitor student's engagement and participation in online learning, and provide additional support when needed. Students were also provided and will continue to be provided, textbooks, traditional paper materials, and supplies to support their learning.

To ensure all students have the connectivity required to participate in distance learning, the district is supporting eligible families in the process of applying for low-cost internet from local providers. For those families that are either ineligible or living in a residence where this offer is not available, the district provides a hotspot with filtered access to the internet. As a long-term solution, the district is simultaneously building a long term evolution (LTE) network that will entirely reach across our boundaries to provide access to our families who would otherwise go without.

In the event that a family needs any technical support, we have established a multilingual call center (SMBSD Helpline) that is staffed by individuals who have received training on the most common roadblocks to connectivity. Depending on the nature of this issue, these calls can be escalated to the district Information Technology (IT) department as needed. Each site also has a daily opportunity for parents/students to visit during an allotted time to receive technical support or, when necessary, swap out a non-working device for a replacement device.

To identify any families who may not be able to connect successfully during distance learning, school sites are regularly provided with a list of students who don't have a record of logging into their devices during a set period of time. This allows each school site to follow up with those identified families to better understand what specific barriers need to be addressed. The daily tracking of student participation also provides us a similar data point to identify those families that may require additional support.

Below is an example of the data elements we use to identify those students who have recently successfully connected. By comparing this data to the enrollment data available within our student information system we have the ability to have a very targeted approach to which families require additional support. That support comes from a partnership between the classroom teacher, office staff, administrator and district support staff to help identify and meet the needs of each specific student and family.

## Portal Analytics

[Export all data](#)

TIME RANGE: Last 7 days  
 UNITS: Absolute  
 APP: All Apps  
 APP TYPE: District-added  
 SCHOOLS: All Schools  
 GRADES: Preschool, Infant/Toddler, Transitional Kindergarten, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th  
 USERS: Students

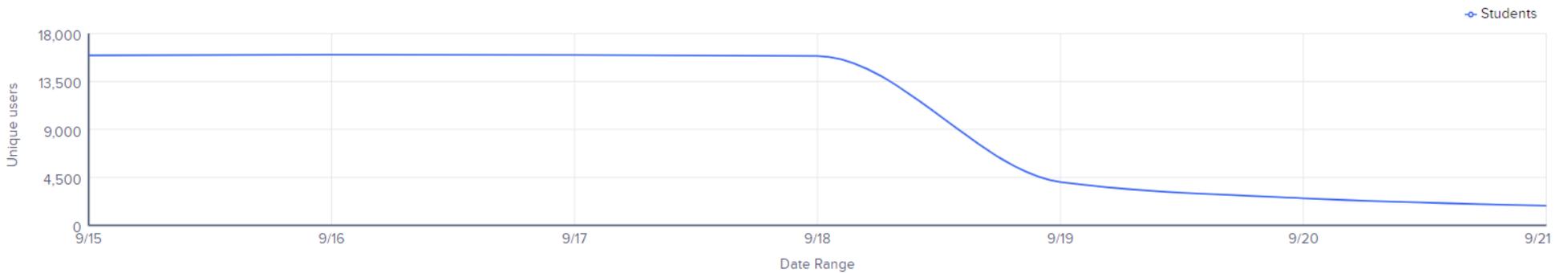
### Key Metrics

Usage by scoped users  
**99.5%**  
 Students

Unique users  
**16.5K**  
 Students

Total logins  
**601.7K**  
 Students

### Daily Unique Users



In addition to focusing on the needs of students in terms of devices and connectivity Santa Maria-Bonita continues to actively review the needs of teacher equipment and tools to ensure they have the necessary equipment to host virtual instruction. Recently each teacher was provided the opportunity to check out a new Chromebook to:

- use as a backup, if their primary device fails
- to view things as a student using a quick response (QR) code
- to use as a second screen to see student's faces
- to use as a viewer to keep tabs on a breakout room

Via feedback provided from teachers, several programs (EdPuzzle, PearDeck, etc) specific to increasing student engagement have been purchased to ensure that our virtual instruction provides opportunities for each student to provide formative feedback so that our teachers can continue to modify their instruction as they would in a traditional classroom.

## 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.]

Systematic District procedures around instructional minutes, student engagement, and participation were put into place to ensure equity and access and consistency across sites to high-quality instruction for all students.

A team of more than 100 teachers, representing all grade levels PK-8, came together over the summer to create schedule options that met the required minimum instructional minutes (180 minutes for PK/TK/K, and 240 minutes for grade 2-8) as called out in AB77. Schedule options address providing access to core grade-level instruction in the areas of English Language Arts, mathematics, science and social studies, Designated English Language Development (ELD) for English Learners, Physical Education/Visual and Performing Arts, and small group instruction, as necessary, to meet the needs of students and to accelerate learning. The schedule options created allowed for consistency across all school sites in the District.

Per SB 98, daily participation as evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians shall be monitored.

An instructional time value document and procedure has been developed to allow the District to capture the value of both synchronous and asynchronous learning for all students. This document requires staff to document daily learning opportunities, by subject area. Time value is assigned to synchronous learning, for each subject area, along with the time value of any assignment assigned to a student as part of asynchronous learning. Site leaders will calibrate teachers' understanding of time value for assignments, and clearly define what constitutes daily attendance during distance learning, and will monitor teaching and learning at the site level to ensure minimal instructional minutes are both provided and documented on this form.

Student attendance will be taken at least one time per day in all grade levels. Elementary staff will start each day with an SEL lesson, where the initial daily attendance will be documented. Junior high attendance will be taken at each period. Student engagement will be recorded and monitored at the site level. Types of engagement monitoring include any combination of active presence and work completion.

In an effort to monitor student ongoing engagement in learning, the District will also formally monitor student progress using the NWEA MAP. Regular communication between the teacher and the parent will include student achievement and progress toward Standard mastery in both ELA and mathematics at all grade levels.

Participation Code	State Code	Teacher Observation
1	Distance Learning - Synchronous Engaged	Student Contact
2	Distance Learning - Asynchronous	Assigned Work Submitted/Assessment Completed
3	Distance Learning - Parent Contact	Parent/Guardian Contact
A	Distance Learning - Not Engaged	No Participation/Absent

## 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.]

Professional learning (PL) throughout the spring and summer of 2020 was designed to support (administrative and certificated) staff in all Instructional Phases. A multitude of opportunities were provided to build staff capacity around learning how to engage students in an online instructional environment. Staff were supported with a back-to-school professional learning day that focused on utilizing core adopted, grade level curriculum, in all content areas, specifically in an online learning environment. These trainings are accessible to all SMBSD employees and will be frequented by site administrators in follow-up site-based professional learning.

During the 2019-2020 school year, administrators were provided training in understanding that we can improve student experiences and student learning by increasing access to grade-appropriate assignments, strong instruction, deep engagement, and high expectations. Time was spent learning about standards-aligned literacy and how our ELA/literacy adoptions are in alignment with our high-quality instructional indicators (HQII): culture of learning, challenging content, student ownership, supporting all students, and demonstrating learning. Administrative professional learning will continue this year through cycles of learning with a focus on improving our practice in how to lead and provide feedback toward improved literacy instruction by understanding school strengths and opportunities using the lens of standards and the HQIIs through regular classroom visitations and conversations about content and instruction with teachers. The cycles of learning contain three components: bi-weekly leading learning administrative team meetings, instructional practice walks occurring every 6 weeks focused on how leaders can provide support to their staff in mitigating the learning loss associated with the school closure, and bi-weekly coaching meetings with site administrative team and our Director for School Support tying the learning to school system and leadership goals.

In addition, the District has provided extensive professional learning to support teachers in providing instruction during distance learning. These PLs include training on how to use Google Classroom, Google Slides, and Google Sites, along with a multitude of Google Add-Ons, like Pear Deck and EdPuzzle. Several of these training sessions have offered both beginner and intermediate/advanced options. Each of the digital tools identified for District use during distance learning has been supported by professional learning opportunities. Additional training was also designed specifically to support the use of the District adopted, core curriculum in an online environment. Additionally, all teachers will be receiving the book *The Distance Learning Playbook* and two training sessions with the author for support in implementation. This resource and professional learning will support teachers in student engagement and planning for distance learning lessons. Leaders will also have training sessions specific to how to lead in a distance learning model.

All teachers have been required to take advantage of curriculum-related professional learning. The next phase of professional learning to be provided will include an overview of how to use the District's Pacing Guides for Instructional Learning Priorities in ELA/Literacy and Mathematics. These guides are aligned to the District's adopted curriculum and will support accelerated student learning. Additionally, to ensure staff understand how to use the online learning platforms, considerable training has been provided in the online components of the District's core adopted curriculum, with a particular focus on using these resources in a distance learning or blended learning instructional environment. Multiple staff surveys have been conducted to gather training needs. Each identified need has been addressed in a timely manner.

The District has also provided all staff access to IT and/or professional learning support that is accessed by either completing a Google Form or calling the IT Helpline. A distance learning website was established in the spring of 2020, in order to provide all staff with easy access to online tutorials, videos, etc. The distance learning website is organized as follows:

- Care (SEL)
- Connect (engagement platforms for distance learning teaching)
- Curriculum (core adopted programs and online use)
- Resources (video libraries for parents in English, Spanish, and Mixteco)

An IT Hotline is provided for both staff, students, and parents. Staff may use the Helpline to receive technical support in any District supported software program. This "just in time" support is in addition to the various technology-related professional learning opportunities previously mentioned. Staff also have access to site technicians who support both the teacher and the student, as needed, with accessing technology required for teaching and/or learning.

## Staff Roles and Responsibilities

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

The impact of COVID-19 on our staff, as well as our students and their families, and the subsequent transition to a distance learning model, has affected the roles and responsibilities of the SMBSD staff throughout all schools within the district as well as among the staff positioned at the district office. Roles and responsibilities have become refined as available staff work within their respective job descriptions, to support the duties of the staff who are unable to perform their respective regular work duties. These changes, in concert with modified labor Agreements, provide a continuity of learning for all students to ensure a safe and effective learning environment for students and staff, worksites compliant with local public health orders, and an organization that is empathetic to the needs of all employees.

Following are the key changes to roles and responsibilities of staff.

### Instructional Services Department

**Teachers:** Teachers have transitioned to distance learning instruction, adhering to the California Standards of the Teaching Profession, the District-adopted curricula and the District's digital learning resources which are substantially equivalent to what students would expect to receive during in-person instruction. Teachers will deliver grade level instruction, resources, and support to students through distance learning, including screen time, homework, student independent work, reading, and other activities with 180 minutes per day in grades Transitional Kinder (TK)-K and 240 minutes per day in grades 1-8. Within our phases of instruction teachers are responsible for monitoring attendance and engagement using multiple measures. Training and online platforms have been provided to support teachers in modifying in-person lesson delivery to online lesson delivery that can transition as public health guidance allows. Teachers are responsible for evaluation of the instructional time, grade level quality of student work and tracking student participation in the distance and hybrid learning environments to determine attendance. Digital platforms like Clever and Google Classroom are utilized to inform student interaction by grade level and school. Teachers support daily live interactive teaching and learning class sessions with students via online communication tools like Google Meet and Zoom. As part of the District's tiered reengagement strategy, teachers engage more frequently with parents and

families to ensure daily student attendance and participation in distance learning class sessions. This approach is also part of our districtwide behavioral or social-emotional outreach and referral process.

Throughout all grade levels, social emotional skill (SEL) development will be included in distance learning with guided and independent skill practice using evidence-based curricula like Lions Quest provided by the Outreach Mentors in asynchronous learning. Lessons include self-awareness, self-management, social awareness, and relationships skills. Each mini-lesson for elementary and secondary grade levels will begin with a mindfulness activity, progress to a lesson and finish with a written assessment or journal. Coping, helping, and accessing information strategies will be taught so that, as reasonably as possible in the midst of a pandemic, students develop health literacy skills.

Expanding upon the work in the SEL lessons, the Culture Climate team developed guidance tools and resources to support implementation of the expected behaviors for students in distance learning. These include a focus on setting consistent expectations in all classrooms and school sites within our district. Teachers will teach, assess, monitor, recognize, and reinforce student expectations. Progress monitoring data will inform the need for reteaching and an evidence-based universal screening tool, Social Skills Rating System (SSRS) will connect students to school and community behavioral, clinical, and counseling resources as needed. More detailed information about our Mental Health and Trauma-Informed Care practices may be found in Section 6 of this plan.

**Librarian Media Clerks (LMC):** LMCs have adjusted their work in response to the school closure. For example, since students are not physically checking books in and out of the school library, the District has invested in a digital library platform called SORA. During the 2020-2021 school year, LMCs will support teachers and their students in accessing these resources. Examples of this support include providing staff development around SORA access and joining classroom teachers in Zoom lessons with students to facilitate student learning around how to access the SORA platform. It is also expected that LMCs will support parent engagement efforts specific to supporting literacy in the home through access to digital reading materials available on SORA. Another way LMCs are supporting students during school closure is the regular reading of favorite books to students via video. These videos are often provided to students through the District website, the Google Classroom, or through ParentSquare (a school/home communication tool).

**Computer Lab Technicians:** Computer Lab Technicians continue to support teachers, students, and parents in accessing school technology for learning. In addition, the Computer Lab Technicians have been redeployed to support the IT Helpline. This Helpline is accessible to staff, parents, and students and was hugely beneficial to both the system and the community during the rapid closure of schools last spring. This SMBSD helpline will continue to be supported by our Computer Lab Technicians during the 2020-2021 school year.

**Bilingual Instructional Aides:** Bilingual Instructional Aides (BIAs) continue to offer instructional support to English Learners throughout the school day. Their support looks similar to the support provided in traditional learning environments. For example, the BIAs continue to support the certificated teachers' work with English learners in small groups. The key difference between the BIAs' roles now, and prior to school closure, is that supports are provided through a digital platform, rather than in person. Another key difference in the BIAs role is the heightened need to provide assistance to teachers in their support of non-English speaking parents in distance learning. Parental needs are often related to understanding the technology used in distance learning, or in providing parents with strategies to support their students in the home.

## **Pupil Personnel Services**

To address the mental and physical health of students, impacted staff are listed in this section of the plan below. Other positions under Pupil Support Services, to include Outreach Mentors, Marriage and Family Therapist, and Family Outreach Advocates, who have been impacted are included in the Mental Health and Social Emotional Well-Being section of the plan.

**District Community Liaisons:** District community liaisons continue to provide outreach services to support student engagement in online learning, parent participation, and stakeholder input. District Community Liaisons have been an essential part of assisting parents with enrollment in school, under the distance learning model. They staff the twelve-hour per day Monday through Friday District Helpline support the needs of our families, answer questions, and ensure accurate enrollment information is entered into our AERIES database.

In addition to these functions, District Community Liaisons often assist in after-hour parent meetings, board meetings, and other functions that involve parents and the community. To support sites, District Community Liaisons serve as interpreters for program/project-related duties, assist during parent-teacher conferences and other meetings, maintain files and records of assigned programs, provide school staff with information obtained from home contacts and visits, make home visits for signatures needed, and develop channels of communication between the school, family, stakeholders, and relevant community agencies.

**Site Community Liaisons:** Site Community Liaisons serve as interpreters for program/project-related duties, assist during parent-teacher conferences and other meetings, maintain files and records of assigned programs, provide school staff with information obtained from home contacts and visits, make home visits for signatures needed, and develop channels of communication between the school, family and relevant community agencies. They also support student engagement during distance learning assisting with phone calls to confirm absences, and as needed provide translating services for teachers and staff.

**Homeless Liaison Staff:** Our Homeless Liaisons have connected students who are living in community temporary shelters with hygiene supplies, school supplies, technology and instructional support to ensure students experiencing homelessness who are sheltered-in-place have no barriers to learning whether online, hybrid or as public health protocols allow, in-person instruction. This included our IT Department working collaboratively with local community organizations to house technology carts for student use at the community temporary shelters. Homeless liaisons continue to provide outreach services to connect students experiencing homelessness to purposeful teaching and learning, community resources, and social services.

**School Nurses:** School Nurses actively model and support all required public health measures following Santa Barbara County Public Health guidelines. They provide training to staff on any new procedures required by the health department, take part in the Student Study Team, COST (Coordination of Services Team), and IEP meetings. School nurses also provide medication administration training to staff (when students are on campus), perform specialized procedures (when students are on campus), and are vital members of the crisis response teams at school sites.

**Full-Time Health Assistants:** Health Assistants process items in students' health files, ensuring that they are up to date on immunizations, and following up with parents that do not have their children compliant. Health Assistants are also preparing health care plans for students, in preparation for when they do attend a blended learning environment.

**Student Supervision Aides:** In our district, Student Supervision Aides are trained to support students during classroom transition, on buses, and during lunch or recess time. In distance learning, they report to assigned school sites to assist as needed, such as assisting with photocopying, various clerical duties, and assisting with translation during parent/family and teacher collaborative Distance Learning Launch meetings. They may also be utilized to assist in welcoming persons arriving at school campuses.

## **Special Education**

All Special Education staff supporting students with disabilities will expand upon their roles to support students during Distance Learning (Phase 1), Blended AB Model (Phase 2), Traditional (Staggered) (Phase 3), and Traditional (Phase 4). Modifications made to staff roles and responsibilities to meet academic and social-emotional learning are outlined in the Supports for Pupils with Unique Needs section of this plan.

## **Health and Safety Protocols that support academic and social-emotional learning**

Our comprehensive plan includes several required health and safety protocols which are included in other sections of this plan as well as our publicly shared SMBSD School Re-Entry and Safety Plan. The roles and responsibilities outlined below were generated using recommendations from the Santa Barbara County Office of Education (SBCEO), Santa Barbara County Public Health Department, California School Nurses Organization, California Department of Public Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Our plan includes general recommendations for the application of public health protocols and broad responsibilities that support health and safety measures applicable to all staff.

Full cooperation and collaboration among county agencies, local education agencies, municipalities, community partners, and stakeholders guided the following health and safety protocols:

- Follow written policies and procedures, which provide administration, principals, teachers, staff, students, and families the necessary information to safely go to work or school and to immediately isolate any individuals who have symptoms of illness to prevent the possible transmission of disease;
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases;
- Ensure appropriate hygiene and safety protocols and practices (including handwashing and physical distancing) are in place to minimize exposure and risk to students and staff;
- Ensure student and employee mental health and wellness supports are maintained or increased to reflect the current needs;
- Prepare for class, grade, or school closures in the event of changing conditions that would warrant ordered by the County Public Health Officer;
- Prepare for increased rates of absence among students and staff;
- Develop safe plans for extended learning and school enrichment activities;
- Provide accurate, timely, consistent, and accessible information to students, families, staff, and school board members and stakeholders;

- Provide a Parent Resource Guide and centralized phone number for bilingual timely parent support and;
- Support the logistical and financial efforts' to adequately implement health and safety protocol.

Other Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

**Administrators:** Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

**Office Staff:** Actively model and support all required public health measures. Encourage electronic communications wherever possible. Work with school nurses to follow protocols that lower the risk of infectious students being on campus.

**Operations/Custodial Staff:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment and order additional supplies as needed to ensure readiness. Routine disinfecting of all high-touch areas on a daily basis and more frequently as needed. Contact operations department if a large-scale disinfecting/cleaning is required.

**Food Service Staff:** Actively model and support all required public health measures. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Ensure that meals are distributed in a drive-thru or curbside pick-up manner promoting social distancing and the use of appropriate personal protective equipment (PPE) to all staff and members of the public as required by local health authorities. Continue to monitor available waivers and opportunities to feed the community children regardless of eligibility or enrollment in school.

**Transportation Services Staff:** Contracted transportation services will ensure all staff are trained and prepared to actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops, during school loading and unloading zones and during transport. Ensure that bus windows are open for ventilation when feasible and buses are sanitized between groups of passengers.

**Other Support Staff:** Upon receiving training, actively model and support all required public health measures. Provide telephone support rather than in-person when feasible.

### **Expanded Learning Staff and Migrant Education (MEP)**

In both the After School Education and Safety (ASES) Expanded Learning program and the Migrant Education (MEP) Expanded Learning program, staff participated in virtual training to apply online Expanded Learning opportunities for PK to Grade 8 students during summer 2020, for 2020-2021 after school, and 2020-2021 Saturday School learning experiences.

Within the first days of spring school closure, MEP staff supported student education material distribution, connections of families to local housing, clinical, and social services resources, and outreach to MEP families to ensure connectivity for summer 2020 virtual expanded

learning and 2020-2021 school year virtual learning. MEP program continues as per California Department of Education (CDE) guidance to link migratory families to services.

## **Supports for Pupils with Unique Needs**

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

In the COVID-19 Written Report and the SMBSD School Re-Entry and Safety Plan, SMBSD emphasized the additional supports required to address the impacts of COVID-19 need to be viewed through an equity lens. Appropriate support and modifications have been made and will continue to be made to address the significant impact on English Learners, students with exceptional needs, students in foster care, Low-Income student groups, and students experiencing homelessness. Daily practices and identified plans will be reviewed to support students with disabilities. Attending learning is our priority and all learners will have engaging and empowering learning experiences in both traditional and blended learning models that prepare them to demonstrate the Vision of Student Success. District and school site staff are committed to providing a high-quality instructional program through the integration of district adopted curriculum and instructional strategies that align content and course offerings to the California State standards. All students will have accessibility to the curriculum on a daily basis to ensure their academic needs are met. Standards-aligned curriculum, district benchmarks and state assessments are administered to identify student academic levels, address achievement gaps, and support differentiated instruction based on student needs. Our instructional models will enable learning through a variety of best teaching strategies, instructional strategies designed for students with disabilities, English learners, and other students with unique needs. All students will be provided with technological opportunities as well as college and career readiness experiences to support and enrich active learning. It is important to recognize that effective instructional strategies will not only benefit students with disabilities, English learners, and other students with unique needs but will benefit all students.

### **English Learners:**

In SMBSD, English learners (ELs) will provided Designated and Integrated English Language Development (ELD) during Distance Learning (Phase 1), Blended AB Model (Phase 2), Traditional (Staggered) (Phase 3), and Traditional (Phase 4). During each phase, ELs students will receive their Designated and Integrated ELD instruction asynchronously and synchronously and be grouped by language proficiency levels. The district adopted curricular programs and approved supplemental programs will be used for instruction using Google Classroom as the eLearning platform. To ensure students are receiving dedicated time for speaking, teachers will be incorporating small group meetings in person (when allowed) or through Google Meet or Zoom. In addition, lessons will include Flipgrid or similar programs for continual speaking practice. Designated ELD teachers and homeroom teachers will work together to provide feedback to students and parents around the student's language development and document their progress on progress reports and report cards.

Bilingual Instructional Assistants (BIAs) are provided to all classrooms, kindergarten through second grade. The primary focus of the instructional assistant is to further support the learning needs of our youngest English learners. Instructional assistants provide both small group and individual support to English learners throughout the instructional day. When needed, the instructional assistant will also support parent/school communication in an effort to assist in meeting the needs of the student. BIAs will have access to courses in Google Classrooms so that they can review lessons and familiarize themselves with the content in order to better support students through distance learning. The district will provide BIA's training so that they are able to use strategies to support ELs, use the Google Classroom and Zoom.

Site ELD Coaches are responsible for tracking the progress of all English learners, providing professional development regarding English learners, and meeting with Newcomers on an individual or small group basis. The Site ELD Coach will also monitor all reclassified students in order to ensure the reclassified English student continues to make adequate progress at school.

In addition to the core instructional day, English learners will be provided with various extended school day options. Migrant and/or Long Term English Learners (LTEL) students will also be invited to participate in instructional programs that supplement the extended school day offerings during the regular school year. Common formative assessments will be used in order to progress monitor ELs and to ensure that students are growing at an expected pace, regardless of where a student started.

### **Special Education:**

All special education staff supporting students with disabilities will continue in their roles and include expanding their roles to support students in the distance learning platforms as well as hybrid models when appropriate, following State and local guidelines. Students in our Special Education program range from students identified with mild to significant disabilities to students who are identified as medically fragile. In all phases of learning, all students are supported and their progress in all areas monitored routinely.

In the transition, enhancement and maintenance of distance learning, we want to ensure each student has access to appropriate technology to access their online learning. Examples include providing hotspots for access to Google Classrooms, TK-4th grade Moderate to Severe and Mild to Moderate students provided access to touch screen Chromebooks (including staff when appropriate), increase 1:1 parent and student training/support meetings beyond initial planning to weekly/bi-weekly contact, and increase school to home compliance. Providing case managers with increased access to assessment kits and protocols ensures timely Child Find activities.

### **Examples:**

- All itinerant staff has their own testing materials to decrease the possibility of transmission of COVID-19.
- Develop and increase 1:1 assessment protocols providing Federal/State/Local Guidelines PPE by providing each site a minimum of three Plexiglass testing barriers per site.
- Supplementing distance learning to include hands-on activities provided to parents through 1:1 meetings, United States Postal Service, and drop off.
- Provision of Low Incidence Equipment for the home as requested by the parent through parent meetings to increase access to curriculum and mirror in-person support.

Students with complex medical needs: For our students who have complex medical needs, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Plan (IEP) will be scheduled to determine if home individual instruction or virtual instruction is appropriate for the student.

Students who have significant behavioral or physical support needs: Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

Case Managers/Certificated Staff: Continue student support and delivery in virtual settings to include parent meetings/training support to increase student engagement and access to support the goals and objectives of their IEP. Include parents in the formation of Emergency Response Plans at annual/triennial meetings.

Program Specialists: Continue with student, teacher and staff support to include monitoring, training and meaningful parent support to meet the requirements of timelines and to facilitate proper documentation via electronic formats for staff and parents.

Board Certified Behavior Analysts: Increase access for all students in virtual delivery by supporting teachers, staff and parents with meaningful consultation on strategies to decrease online behaviors and increase meaningful student participation while supporting parents/caregivers.

School Psychologists: Provide support and child find activities when appropriate in virtual environments as well as in-person 1:1 activities that follow the appropriate Department of Health, CDE, and State guidelines.

Mental Health Specialists: Continue services to students and parents in virtual settings to meet IEP goals and objectives. When appropriate and necessary, provide guidance and support to parents, students and staff to continue student learning.

Instructional Assistants and Behavior Specialists: Will continue to assist students in support of their IEP. This will include break out rooms during synchronous instruction, managing behavior during whole-class instruction, and monitoring student engagement.

### **Foster Youth:**

Students in foster care receive support from a full-time Foster Youth Liaison who is contracted through Fighting Back Santa Maria Valley (FBSMV). This liaison has monthly meetings set with each site administrator. During these meetings, the Foster Youth liaison reviews the list of foster youth that are attending the school site, discusses these individuals with the principal, and determines what services each student will benefit from. The list of possible services includes Outreach Mentor, Marriage and Family Therapist, Tutoring, Truancy Mentor, Teen Court Services, etc. The liaison has also provided additional resources that foster youth may need during distance learning. The Foster Youth Liaison works in collaboration with school teams and provides support between school teams and community partners. Foster students also have priority enrollment in after school programs through ASES. When they sign up for this assistance, they are put at the front of the list, even if the school's program is full.

### **Students Experiencing Homelessness:**

Homeless youth in the district are receiving support from the Homeless Youth Liaisons contracted through FBSMV. If there are any issues that arise where families need any assistance or additional support, these liaisons connect them with services, provide them with resources, and take them to appointments. Students who are experiencing homelessness were provided with support during distance learning. Families receive support getting placed in the homeless shelter or other temporary housing. Homeless Youth Liaisons have access to resources in the community that can help provide families with clothing, food, supplies, and furniture. Additionally, homeless youth are provided with immediate enrollment in schools. If homeless students move during the year, they have the option to stay at their school of residence and busing is provided if necessary, to accommodate this (during in-person learning phases). Homeless Liaisons collaborate with site teams to include administrators, counselors, community liaisons, family advocates, and teachers. Homeless students also have priority enrollment in

after school programs through ASES. When they sign up for this assistance, they are put at the front of the list, even if the school's program is full.

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

Description	Total Funds	Contributing
<b>Student Instructional Supplies:</b> Grade level cohort basic student supply packets that support Episodic Distance Learning, the AB Blended Model and the Traditional, Staggered setting such as pencils, paper, crayons, highlighters, traditional small whiteboards, student notebooks, backpacks, tote bags, etc.	\$2,341,028	Y
<b>Staff Technology:</b> Additional technology to support distance learning for staff to include Wifi hotspots, headsets, laptops, and a second Chromebook for all teachers	\$749,615	Y
<b>Online Platforms:</b> Increase access to technology in order to support student engagement and learning to include online supplemental instructional programs/software and subscriptions that align with the Common Core State Standards.	\$271,934	Y
<b>Professional Development:</b> Provide ongoing Teacher, Classified Staff, and Administrator professional learning (workshops, coaching, conferences, and collaborative time) to support the implementation of the Common Core State Standards, high quality instruction, training on the implementation of the newly adopted science curriculum, training on technology and distance learning.	\$970,000	Y
<b>Student Technology:</b> Technology made available for all students in order to access distance learning at home to ensure equity of access to learning opportunities and to ensure that all students are able to remain connected to learning opportunities.	\$2,422,669	Y
<b>Wireless Internet:</b> Provide LTE wireless internet access to students and staff in need. Fiber optics - district wide and personnel for evening support <b>Technology Tools and Software:</b> In order to support implementation of high quality first instruction and equip teachers for lesson delivery, the district will provide digital tools and content-filtering and device management and hardware/software	\$835,345	Y
<b>Kindergarten Instructional Supplies and Materials:</b> Purchase of additional Kindergarten materials for students to use during distance learning.	\$207,714	Y
<b>Special Education Instructional Supplies and Materials:</b> Purchase of additional student instructional supplies for special education students to use during distance learning.	\$399,077	Y

## Pupil Learning Loss

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

SMBSD's Local Continuity and Attendance Plan is aligned with our district goals and is designed to serve as a primary tool for the 2020-2021 school year in aligning the district's current efforts to ensure continuous improvement in all areas of student achievement and program effectiveness. Over 92% of our students come from low-income families and approximately 50% of our students are English Learners. Our focus on first instruction guided by our High Quality Instructional Indicators (HQIIs) will support all students. Key concepts embedded within these HQIIs are that of equity, student ownership for learning, and supporting all students in demonstrating learning. To address the significant impact on English Learners, Foster Youth students experiencing homelessness and Low-Income student groups, instructional design and delivery are informed by assessment data, progress monitoring, and the utilization of evidence-based instructional strategies informed by our high quality indicators. Design and delivery of instruction is aligned with principles of effective lesson design and alignment with challenging state content standards. Assessment data will be provided in the key areas of English language arts, ELD, and mathematics as well as Preschool and Kindergarten readiness, writing, and science. Additional, site level formative assessments, will occur regularly as part of daily instruction. Data gathered will be used to identify and support student learning loss through both core instruction and supplemental extended day offerings. Student progress will be monitored closely and parent collaborations on student progress will occur regularly.

Meeting the needs of all students and focusing on students who are most at risk will help address the achievement gap that has widened during the pandemic. Addressing unfinished learning on grade level or content area standards occurs through differentiated instruction planned, identified and delivered by the school level Professional Learning Communities with support from departments within our district Division of Instructional Services.

SMBSD will continue to use local, state measures, and a variety of assessment tools to measure student achievement. Utilizing local and state measures, the district's stakeholders including school site Guiding Coalition Teams and the LCAP/LCP Stakeholder Team, will analyze the implementation of data gathered from the actions and services outlined in the LCP to determine effectiveness of those actions and services and propose modifications throughout the year. Data analysis and stakeholder input will be used to assess the overall effectiveness of the actions and services and identify the needs of students and school sites.

SMBSD has built an instructional assessment plan for the year. Assessments focus on how students are accessing grade-level content. District level assessments are detailed on the Assessment calendar. Assessment data will be provided in the key areas of English language arts, ELD, and mathematics as well as Preschool and Kinder readiness, Writing, and Science. Additional, site level formative assessments, will occur regularly as part of daily instruction. Data gathered will be used to identify and support student learning loss through both core instruction and supplemental extended day offerings. Student progress will be monitored closely and communicated to parents regularly.

In addition to regularly conducting the NWEA assessment, the District will:

- Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- In grades K–2: ongoing measurement of foundational skills to support students' decoding and fluency.

- Utilize instructional aides in online instruction to join in instruction and help smaller groups of students who need support.
- Support teachers in the development, implantation and analyzing of common formative assessments during their PLC / grade level collaborations

Staff will be provided with District Core Instructional Pacing Guides for Essential Learning for the 2020-2021 school year. These Guides have been developed based on guidance provided by Achieve the Core's Essential Learning in ELA/Literacy and Mathematics and the Coherence Maps. These documents already have the curricular planning completed, allowing teachers the time to focus on their planning for instruction and specific student needs.

Extended Day Supplemental Learning Opportunities will be provided to students who need additional support in ELA or mathematics to reach grade level. These programs will begin no later than October, which will allow time for establishing routines and re-engage students in the current online learning environment. Assessments referenced above, will be used to gauge student progress. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

There will be a particular focus to identify students lacking competency of essential learning objectives from the 2019-20 interruption that may be impacting 2020-2021 learning. Once identified, extended day opportunities will be provided to backfill gaps outside the school day to reinforce needed learning so that students will not lose time during the regular school day.

The District's goal to establish an English Learner (EL) call center is in the process of being developed. Through this call center, EL parents will be able to get support in their language of correspondence from a teacher. Staff will be able to provide technical and academic support into the early evening after parents have arrived home from work. To close the loop, the student's classroom teacher will be notified that their student was in need of extra support.

## **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.]

Santa Maria-Bonita School District (SMBSD) schools are all Title I Schoolwide Programs for this reason all actions provided across all schools throughout the district support all our unduplicated counted pupils including students experiencing homelessness, foster youth, students from migratory families, students with disabilities and English Learners.

The District has approached student learning loss in a variety of ways. All programs have been designed thoughtfully to allow students the ability to layer supplemental supports and programs. The District has utilized various social media platforms and direct phone calls with a 12 hour per day telephone help line staffed by community liaisons and additional site and district staff to communicate information, resources, and support to parents. An ongoing focus has been placed on engaging and supporting parents with all facets of distance learning and accessing help to mitigate potential learning loss experienced by their child.

The core instructional day, whether in distance or blended learning, will provide all students with required instructional support to include regular assessments, Integrated and Designated ELD, and services identified in Individual Education Plans. The core instructional program consists of the District's Board adopted, standards-aligned curriculum in ELA/Literacy, mathematics, science, and social studies.

In 2019-2020, prior to and during the pandemic, administrator trainings on NWEA and our Shared Vision of set the stage to adapt our focus on grade level (Tier 1) instructional practices and assessments to distance learning. During the 2020-21 school year, a focus on essential learning for all grades K-8 instruction will be guided by the newly created pacing guides which are based on Achieve the Core guidance, *Priority Instructional Content in ELA/Literacy and Mathematics*, and identified just-in-time scaffolds, to accelerate learning, based on supports identified in the Achieve the Core *Coherence Maps*.

Teachers will scaffold and differentiate for students needing targeted and intensified support with guidance from the grade level team, site leadership team, ELD coaches, district and site curriculum leads and support from instructional aides. When outside of grade level first instruction, sites may select from a library of online supplemental learning tools like *Achieve 3000*, *Smarty Ants*, and *IXL*, as well as supplemental e-book libraries like what is available through SORA.

Formative assessment strategies to progress monitor student progression will be ongoing with a culture of learning with high expectations for all students to accelerate learning in distance and hybrid learning modalities.

English Learners are enrolled in Emerging, Expanding, Bridging, and Redesignated groupings or a combination thereof to mitigate learning loss and continue moving toward English Language proficiency. Designated ELD teachers support lessons, student engagement, and re-teaching in small groups. ELD Coaches at each school will provide coaching to help mitigate learning loss for English Learners, including Newcomer students. The optional summative ELPAC will be administered during the expanded administration window to ascertain student proficiency levels and inform needed student supports around reading, writing, listening, and speaking. Rosetta Stone is available to support the Newcomer student language proficiency, and prevent future learning loss with progress monitoring reports informing instructional practices. Bilingual Instructional Aides (BIAs) engage in small breakout sessions in the various online learning platforms to support English Learners in mastering the online content. BIAs are key to facilitating parent partnerships in supporting learning at home. An after-hours call center provides support and links to EL tutoring as well as school and community partnerships for learning.

Designated ELD support lessons are provided daily to all English Learners. In addition, students are provided re-teaching in small groups, as needed. ELD Coaches at each school will provide coaching support to general education teachers to both enhance instruction and to help mitigate learning loss for English Learners, including both Newcomer and LTEL students. English Learners' academic progress is monitored closely through a variety of means, which includes the NWEA MAP, ELPAC, the District Unassisted Writing Assessment, and a variety of formative classroom-based assessments. This information is used to identify needed student instructional supports.

In order to further support our English Learner students, the District is currently exploring the possibilities of establishing an English Learner (EL) academic call center. Parents and/or guardians of EL students, would be able to receive assistance in their language of correspondence from a certificate teacher. The teacher would provide support as appropriate which will in turn support the student's academic success. Technical support will also be provided as necessary. The academic call center would be available in the early evenings throughout the school week.

Students with disabilities will receive support as outlined in their IEPs and outlined by a comprehensive, detailed multi-phase distance, hybrid, and flexible in person learning model. Based upon 2019-2020 academic assessment data, case managers within the IEP team will liaison with special education teachers to support distance learning. Special Day Class (SDC) teachers will use the adopted distance learning

curricula and adopted alternate distance learning materials to support learning. When allowed, students with disabilities may receive in-person instruction and support to mitigate learning loss. Related services and assessments will convene remotely on a regular basis and in person as needed following health and safety protocols for students, staff, families, and visitors.

Students experiencing homelessness are at a greater risk of learning loss during distance learning. In all phases of instruction, they receive support from the Homeless Liaisons contracted through Fighting Back Santa Maria Valley. If there are any issues that arise where families need any assistance or additional support, these liaisons connect them with services, provide them with resources, and take them to appointments. Families receive support getting placed in the homeless shelter or other temporary housing. Homeless Youth Liaisons have access to resources in the community that can help provide families with clothing, food, supplies, and furniture. Additionally, homeless youth are provided with immediate enrollment in schools. Homeless Liaisons collaborate with site teams to include administrators, counselors, community liaisons, family advocates, and teachers. Homeless students also have priority enrollment in after school programs through After School Educations and Safety (ASES). When they sign up for this assistance, they are put at the front of the list, even if the school's program is full.

Furthermore, the Expanded Learning Department, in collaboration with Food Services, Maintenance and Operations, and Information Technology Departments are working in collaboration with the City of Santa Maria and the Good Samaritan Shelter to provide instructional support during the school day for up to 30 students living in a local shelter within Santa Maria-Bonita District boundaries. The goal of this program is to limit learning loss by providing a learning environment that is more appropriate to student needs for this targeted population. Although planning is still in progress, we anticipate that the program will be up and running by mid October 2020. All of these supports increase homeless student's engagement and participation, decrease communication barriers, and ensure that students are able to access any additional services that they might need.

Expanded learning opportunities will have priority enrollment for students experiencing homelessness, foster youth and Long Term English Learners. (Tier II) Supplemental learning programs intended to mitigate learning loss, provided in June, July, and August of 2020, will continue as Expanded Learning offerings throughout the 2020-2021 school year during after school, Saturday school, and in collaboration with parent education. These programs are designed to support students who are at greater risk of academic learning loss as identified by the NWEA MAP, which will be administered first in October 2020, along with formative assessment data gathered regularly by classroom teachers during both synchronous and asynchronous learning. Students eligible for our Migrant Education Program will build upon summer online learning and transition to after school and Saturday school programming with ELA, math, cultural competency and social-emotional 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.]

The effectiveness of the services and supports provided by the District in an effort to address learning loss will be measured by the ongoing assessments of student progress. The Assessment Schedule will include NWEA MAP for Math and ELA administered at 2 - 3 predetermined points over the course of the 2020-21 school year.

Site and district learning leadership teams will monitor the effectiveness of learning loss strategies using the continuous improvement concept of *Plan-Do-Study-Act*. All schools are Title I Schoolwide Programs, with continuous improvement at the core of our district and school plans. Our online learning platform Google Suite is built on the foundation of Clever which allows site and district administrators to

monitor student participation rates in real-time. This information guides daily parent outreach, teacher support, and administrator support to increase and maintain student participation in online learning.

Each week school teams meet to assess student performance data, using the NWEA assessment, online learning student performance data, and teacher-generated assessments, to determine effectiveness of pupil learning loss strategies and what tiered supports are needed to improve student academic achievement. Teams discuss pedagogical strategies to accelerate learning, address the needs of unique learners, and ensure instruction is guided by challenging State grade level academic standards. Student study teams, crisis intervention teams, English Learner support teams and grade level teams convene to provide individualized and cohort support for student academic, behavioral, and social outcomes.

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

Description	Total Funds	Contributing
<b>Assessment Materials:</b> NWEA The district will provide a comprehensive assessment system for grades TK-8 in support of an aligned instructional system.	\$267,080	Y
<b>Expanded Learning Opportunities:</b> In order to support increased positive academic, behavioral and social outcomes, the following expanded learning opportunities will be provided district wide according to the needs of English Learners, Foster Youth, and Unduplicated students: distance learning extended day class opportunities, Primary Jumpstart, Academies & Saturday schools, Summer schools, and ASES support.	\$2,044,126	Y
<b>Instructional Coaches</b> - In order to assist teachers in the implementation of <b>grade level core curriculum</b> , the district will provide <b>one Instructional Coach (full-time certificated teacher)</b> at each elementary site to provide leadership, specialized expertise and support for classroom teachers and staff in assisting with the full implementation of the California Common Core instructional program in order to bolster high quality Tier 1 instruction.	\$1,357,716	Y
<b>Homeless Liaisons</b> - Homeless youth also have the support of two homeless liaisons in the district who help connect them with the resources they need	\$275,789	Y

## Mental Health and Social and Emotional Well-Being

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

### Social and Emotional Well-Being

To effectively support the social and emotional well-being of students and staff during the school year, Lions Quest Social Emotional Learning (SEL) lessons focus on universal themes that have been developed to supplement existing SEL work and complement the

academic curriculum. Lessons include self-awareness, self-management, social awareness, and relationships skills. Each mini-lesson for elementary and secondary grade levels will begin with a mindfulness activity, progress to a lesson and finish with a written assessment or journal. Universal practices will also be implemented across all school sites with consistent norms, and data will be evaluated on a regular basis to determine strengths and areas of need within the district in regards to social emotional learning and behavior. These personal and social skill development strategies will empower students to apply coping, helping, and accessing resources strategies as students respond to the factors associated with COVID-19.

Expanding upon the work in the SEL lessons, the Culture Climate team developed a slideshow presentation that provides support, resources, and guidance on how to implement the social emotional norms for all schools in the district. SMBSD norms focus on setting consistent expectations in all classrooms and sites throughout the district. Teachers will provide direct introduction and instruction on these procedures 2-3 times a year and embed these norms in daily interactions. Data will be collected and monitored by school sites to determine areas of strengths, as well as areas that need to be revisited/ revised.

The monitoring of student mental health and social emotional well-being will be monitored district wide using an evidenced based universal screener, Social Skills Rating System (SSRS) to identify students. Teachers will complete the screener for each student in their classroom. The results from the screener will be shared with teachers, administration, psychologists, school nurses, and other staff. Referrals will then be made using SMBSD tiered systems of support for those students that were identified. Quarterly surveys will be given to monitor the effectiveness of services and to identify new students. The impacts that COVID 19 are and will have on our families make vary, in severity and timing. This is another reason it is important to use this tool throughout the school year. The results of the universal screener will guide targeted outreach to students/families and potential referrals to tiered supports for mental health and/or social and emotional well-being interventions. A Tiered System of Supports has been developed to guide school sites through the referral process.

Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices include:

- District Learning Launch: Teachers meeting with students and parents 2 weeks prior to the beginning of the school year. Getting to know students, building positive relationships and setting a positive tone for the school year.
- A slideshow that will be presented to all staff regarding the Culture Climate standards for all schools within the district
- Professional Learning on Lion's Quest social emotional curriculum which will be utilized in all K-6 classrooms within the district.

Additionally, the Pupil Personnel department regularly offers training on topics such as suicide prevention, Crisis Response, and training to develop knowledge and awareness in serving at risk student populations.

## **Mental Health and Addressing Trauma**

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that the mental wellness, coping, resilience, and healing, before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness. Since schools are not open for in person instruction, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel.

The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. When any staff have a reasonable suspicion that a student may be exhibiting factors associated with traumatic response staff will notify the administration. The administrator will address this issue in a meeting that will involve staff members (which can include the Outreach Mentor, School Based Therapist, teacher, parent and other staff involved) Depending on the level of service needed by the student, the appropriate referral to service will be made. In addition to this, the foster youth liaison for the district meets with each site administrator once a month to discuss the needs of foster youth and investigate what services they are receiving, and which ones they may need in addition to that, in order to best meet their social emotional needs. Homeless youth also have the support of two homeless liaisons in the district who help connect them with the resources they need. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or aurally with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

SMBSD recognizes that bullying is still a very relevant concern during the time of school closures. Prior to the closure of schools, cyberbullying was already an area of focus and remains so during distance learning. During the period of distance learning, the Outreach Mentors will provide bullying/cyberbullying resources throughout the year to school sites. This will include training in online bullying for site administrators, who in turn can provide the information to their teachers. Resources are also being made available to all administrators and teachers to help prevent online bullying.

District guidance also includes crisis response procedures including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines. All SMBSD staff will build upon prior training and engage in Crisis Response and Suicide Prevention / Intervention awareness training during the 2020-2021 school year. This training will engage staff in exploration of the link between emotional distress and trauma, including ways to recognize and understand trauma, how to engage students with compassion and empathy, and how to get help if needed – particularly if there is a safety concern such as suicidal ideation and how to support special populations including but not limited to Students With Disabilities, English Learners, Newcomer students, Students Experiencing Homelessness, Foster Youth, and Children from Migratory Families. The goal of the training is to recognize signs of trauma and distress early and intervene before a student becomes emotionally distressed to the point of thoughts of suicide. A broad group of staff is involved in the monitoring and support of Mental Health and Social and Emotional Well-being. These include, but are not limited to, counselors, mental health specialist, psychologist, and nurses. Counselors, psychologists and school nurses are involved in attending to student social and emotional needs and are trained to refer students for additional support as needed. This includes referrals to county Bewell resources, as well as district supports such as the Council on Alcoholism and Drug Abuse (CADA) Marriage and Family Therapist.

Tiered supports for mental health promotion, awareness, and supports are outlined in the table below:

## **Tier 1: Universal Mental Health Promotion and Awareness Strategies**

Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional and behavior skills and well-being of all students.

### **Strategies:**

- Community Resources
- District SEL norms
- School SEL curriculum
- Parent/Teacher communication
- Professional learning for staff: Suicide Prevention and Mental Health Crisis Response
- Parent Outreach and Engagement Sessions

## **Tier 2: Targeted Strategies**

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize universal screener, as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will focus on outlined policies and procedures for using the universal screener with a focus on connecting students to school and supporting their engagement.

### **Strategies:**

- Coordination of Services Team
- Check in Check out
- Linkage to community based services
- School based outreach (with Outreach Mentors)
- Case management
- Professional learning for staff and caregivers

## **Tier 3: Intensive Strategies**

Individualized support to improve a student's behavioral and academic outcomes. The goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problematic behaviors. SMBSD will continue to utilize Coordination of Services Team (COST) and Student Study Team (SST) to identify students in need of intensive support and linking them with the appropriate services. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and or trauma.

**Strategies:**

- Referral and linkage to community based services
- Suicide Risk assessment and safety planning
- Crisis Intervention
- Behavior Contract Supports
- Special Education Advocacy
- 504 Advocacy and Support
- School Attendance Review Board (SARB) Process
- Student Behavior and Placement Advocacy to assist with appropriate school placement

These tiered supports are implemented by the Pupil Personnel Department and implemented at the school sites. The Pupil Personnel Department and site supportive staff members include: two Program Specialists, four Family Outreach Advocates, two Homeless Liaisons, one Foster Youth Liaison, four Interpreters and four District Community Liaisons, Mental Health Support Nurse, Licensed Credentialed School Nurses, School Psychologist, Mental Health Specialist, Behavior Specialist, Jr. High Academic Counselors, Marriage Family Therapists, Outreach Mentors, site Community Liaisons. These staff members work with administrators at school sites to integrate all services for students and families by framing behavioral, mental health, and social services within the context of school culture and learning.

## 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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like in a distance or blended learning environment. SMBSD does not only want students to be present or “logged in,” we want them to be engaged, interacting, thinking and connecting.

The District’s Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state, and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. SMBSD has created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The Santa Maria-Bonita School District will ensure that for all students including Students with Disabilities, Students Experiencing Homelessness, Foster Youth, English Learners, Newcomer Students, and students from migratory families: a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Students that do not engage in synchronous or asynchronous instruction, will receive two automated calls within that day, as well as a personal phone call made by a teacher or other staff member (all done in their home language).

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district identified new best practices, learning from the efforts of teachers, administrators, and other staff. A key change

has been the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail.

Moving forward, student engagement will be defined as having three components:

**Behavioral engagement (Physical Actions):** The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching.

**Cognitive Engagement (Cognitive Processing):** Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task.

**Emotional Engagement (Motivation and Emotional Response):** Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus.

### **Monitoring Engagement**

The level of engagement will be monitored and assessed through regular engagement surveys, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

**Students and families:** Attend/engage daily with their teacher and report absences for ANY school day to the school.

**Teachers:** Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

**Attendance Staff:** Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

**Administrators:** Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SMBSD Pupil Personnel Office.

### **Outreach**

Throughout the spring school closures, efforts were made to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting re-engagement with the learning process. Students that are disconnected or unengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of additional trauma. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. School closures have contributed to social isolation, which in turn has increased lack of connectedness and belonging. Staff's outreach efforts continued through the summer with the goal to re-establish and maintain a vital connection to each and every student. As school reopened, a two-week district learning launch was held, where students and parents met with teachers to discuss the upcoming school year and the expectations with distance learning.

**Tiered reengagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:**

- When students are not accessing their education online, the following steps will occur:
  - Parent Square message will be sent to parents (in-home language)
  - Personalized calls by front office staff to also relay information to parents (in-home language)
  - Regular communication will be happening between teachers and parents about accessing online education and resources (with help of interpreters/community liaisons if necessary)
- If a student does not engage in online learning for three days within any given school week (missing 60% of their education), in addition to the attempts made above, SMBSD will have the Truancy Mentors make home visits to discuss these issue with the families. All Truancy Mentors speak both English and Spanish, and have access to a Mixteco interpreter.

<b>Plan to Address Student Participation</b>		
<b>1 - Daily</b>	<b>2 - Tier 2 Every Absence</b>	<b>3 - Tier 3</b>
Teachers input code in Aeries for attendance (1, 2, 3, A) Calls made through Aeries/Parent Square for every absence	Personal calls made to families to assess situations and connect to resources if needed. (Internet/connectivity, ORM, counseling, ASES, mental health)	Both calls continue & Truancy Mentors will be working with students that have not accessed their education for 60% of the week (3/5 days).
All Tier 2 - 3 must be documented in Attendance Notes* in Aeries		

To support the implementation of the above strategies, site-level teams will conduct weekly data reviews, student-level case management, and data-based site-level planning to address identified issues. This data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind. All our schools are Title I Schoolwide Programs with an appreciation for adapting all plans, practices, and strategies that reflect the unique needs of students with disabilities, students experiencing homelessness, foster youth, English learners, newcomer students, and students from migratory families.

**Additional Resources and Outreach Efforts**

Multiple supports exist for families enrolling in the district. These include online registration that is available from 8 am to 8 pm (Monday-Friday) and school site application drop-off. Drop-off is conducted through a non-contact, monitored process and all public health measures are practiced by staff and visitors. Staff members from the Parent Engagement Division of Pupil Personnel Services monitor phone lines and return calls.

SMBSD provides outreach to pupils and their parents or guardians, including in languages other than English when pupils are not meeting compulsory education requirements. During the COVID 19 shutdown, phone calls were made to families in the district, stressing the importance of being engaged in online learning. Videos were made in English, Spanish, and Mixteco to demonstrate how to log in and

access their education. Flyers were also displayed throughout the community, stressing the importance of engaging in online learning, as well as making sure to register online for the upcoming school year. This was also communicated on radio stations as well. Videos made to assist parents include

- Instructional models for elementary and junior highs
- Learning platforms explained
- District structures for learning, expectations for learning by grade level - what parents can expect
- Social distancing and safety procedures
- Pick up/ drop off procedures at school sites, visiting the office
- Distance Learning Schedules
- Extended Day programs and structure
- FAQs including Transportation, Lunch, Classroom when appropriate
- Parent Helpline
- How to create an Aeries Account for parents
- How to create an email account (to be posted from Youtube)
- Clever Login for students (currently on website)

SMBSD has engaged in two weeks of the District Learning Launch. During this time, teachers have been meeting with students and parents to discuss the format of online learning, stressing the importance of attendance, and letting students and parents know what this will look like in the 2020-2021 school year.

SMBSD ASES will provide tutoring to foster youth and students experiencing homelessness who have priority enrollment for the supplemental afterschool program.

SMBSD Migrant Education Program Department will continue ongoing outreach to students of migratory families who are generally at risk due to the transitory nature of their working environment. Migrant Education Program staff will provide outreach to support students and families with technology needs, parent education, student supplies, and providing referrals for clinical and emotional needs. Telehealth has been provided since March 2020 to support needs during shelter-in-place orders. Academic support will be provided through the following programs:

- Migrant Education Program Extended Day grades 1-6
- Migrant Education Program Saturday School grades PK - 8
- Migrant Education Program Summer School grades K - 8

# School Nutrition

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

The SMBSD Food Service Department will continue to serve its students healthy nutritional meals at no cost, thanks to the Community Eligibility Provision (CEP). Since the start of the pandemic, Food Services has served over 1.2 million meals to the Santa Maria community youth under the Seamless Summer Feeding Option. With summer meal flexibility waivers ending on August 12, 2020, and restarting on August 31, 2020, SMBSD opened on August 13, 2020 with limited flexibility in place under the National School Lunch Program, School Breakfast Program and the Child and Adult Care Feeding Program (CACFP) parameters during that time. These included the service of meals to SMBSD enrolled students only. After August 31, USDA approved the extension of Seamless Summer Feeding (18 years and younger) until December 31, 2020. Currently, breakfast and lunch packed meals are distributed Monday through Thursday each week (double meals are provided on Thursdays for students to enjoy food on Fridays). Meals include hot items or items that can be reheated. In addition, SMBSD is providing an extra bag of fresh fruits and vegetables to each child once a week to complement their nutrition. This addition is thanks to the USDA Fresh Fruit & Vegetable Grant provided to the District.

Meals are distributed in a drive-thru or curbside pickup manner promoting social distancing and the use of appropriate personal protective equipment (PPE) for all staff and members of the public as required by local health authorities. SMBSD offers feeding locations at 16 schools geographically dispersed throughout the district during lunch. In addition, an early morning and a late afternoon feeding site is available to accommodate working parents picking up meals for their children.

SMBSD will continue to monitor for waivers or opportunities to enhance or benefit the feeding program for the Santa Maria Valley community and its youth.

In planning for the return of students and staff to the school sites, Food Services will assess plans following recommendations and guidelines from the local health authorities, CDE and CDC. Plans may include a feeding in classroom model, a blend of meal serving processes, discontinuation of communal serving areas such as salad bars or condiment stations, and touchpoint of service systems.

## 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	Marriage and Family Therapist: 1) one per school site 2) additional Marriage and Family Therapist according to student's needs	\$262,000	Y

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>Outreach Mentors:</p> <p>1) one per school site</p> <p>2) additional Marriage and Family Therapist according to student's needs</p> <p>Outreach Mentors conduct individual and group sessions at all schools pertaining to issues relating to school attendance, academics, behavior, and developing resiliency. Outreach Mentors will support Tier 1 social emotional learning</p>	\$1,993,680	Y
Mental Health and Social and Emotional Well-Being	<p>Family Outreach Advocates</p> <p>1) Four Family Outreach Advocates - one per cluster</p> <p>2) One district-level Family Outreach Advocate</p>	\$408,194	Y
Mental Health and Social and Emotional Well-Being	<p>1) Foundations for Success: one full-time staff member to case manage foster students</p> <p>2) Check Connect Respect Truancy Mentors: 4 full-time Program Specialists that work with truant students using evidence-based interventions to assist them to get to school every day and on time.</p>	\$532,227	Y
Mental Health and Social and Emotional Well-Being	Santa Barbara County Council on Alcoholism and Drug Abuse (CADA): Teen Court - including tuition covered for SMBSD students and The Boys Council	\$1,493,000	Y
Mental Health and Social and Emotional Well-Being	One Certificated Teacher for each Junior High Opportunity Class: One certificated opportunity teacher will be provided per Jr. high school	\$408,971	Y
Mental Health and Social and Emotional Well-Being	Social Emotional Learning Support: meet with site culture/climate teams, examine site data as a group re: referrals, suspensions, areas of concern, plan how to remedy situations, look at positives and building on these and examine how their sites are aligning with district wide culture climate goals	\$100,000	Y
Mental Health and Social and Emotional Well-Being	Junior High Counselor: nine Junior High Counselors Jr. High Counselors provide career, academic, and personal/social counseling	\$1,286,585	Y

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Fitzgerald Community School: Junior High At-Risk Classes will be offered to high needs students on an as-needed basis	\$700,000	Y
Pupil Engagement and Outreach	Increased parent communication services 1) ParentSquare 2) improving district and site Web pages 3) interpretation Equipment 4) interpretation training for district staff	\$171,000	Y
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines.	\$107,700	Y
Distance Learning Program (Staff Roles and Responsibilities)	Classified Instructional Extra-Time: Classified staff to support sites during distance learning such as Computer Lab Techs, IT, Library Media Clerks, Bilingual Instructional Aides.	\$153,662	Y
Distance Learning Program (Staff Roles and Responsibilities)	Technology Student Access and Support to Learning Opportunities: In order to ensure equity of access to learning opportunities and to ensure that all students are able to remain connected to learning opportunities the district will: provide one full-time Computer Site Technician at each school site	\$1,,438,455	Y
Distance Learning Program (Staff Roles and Responsibilities)	Library Media Services to Support Student Literacy: In order to support student literacy, increase reading scores and provide English Learners, Foster Youth, and Unduplicated students access to library books and materials that are aligned to grade level curriculum the district will provide: one full-time Library Media Clerk per site to assist students in learning basic information skills and locating and selecting appropriate materials to enhance their learning, to integrate curriculum of site teachers and to host/support instructional programming	\$1,514,150	Y
Distance Learning Program (Staff Roles and Responsibilities)	Health Staff: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate the community about COVID-19, support contact tracing, and engage in direct outreach to students and families.	\$1,118,492	Y

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Community Liaisons: 1) One full-time Community Liaison at each school site 2) Four district-level Community Liaisons 3) additional school site Community Liaisons	\$2,382,300	Y
Stakeholder Engagement	<b>Translation/Interpretation Services:</b> 1) Two Trilingual Translators/Interpreters 2) Three Bilingual Translators/Interpreters	\$320,726	Y
Stakeholder Engagement	Family Engagement Programs, Parent and Community Involvement - Awaiting Stakeholder feedback following the public hearing and LCAP/LCP Stakeholder meeting on Sept. 16, 2020	\$110,000	Y
Multiple Areas	Bilingual Aides - The district will provide Bilingual Instruction Aides for: 1) TK, K, 1st - 3.5 per classroom 2) 2nd - 1.75 per classroom  The Bilingual Instructional Assistants assist certificated teachers in providing instruction, reteaching, and intervention. In addition, they assist in providing guidance in the student's primary language. The Bilingual Instructional Assistants support the certificated teacher by monitoring and reporting student progress regarding performance, translating and interpreting for students, parents, counselors, teachers, and others as assigned.	\$2,937,062	Y
Multiple Areas	Teacher on Special Assignment - Direct support to schools through the Tier 1 Team and Instructional Coaching will be provided by seven TOSAs within the Teaching and Learning Department. Specific areas of support for the TOSA roles include: technology, social studies/health, literacy, GATE, VAPA, PE, mathematics, STEAM, English Learner and teacher development.	\$1,229,734	Y
Multiple Areas	Site Funds: 0701, 0977 Title I	\$6,087,802	Y

Section	Description	Total Funds	Contributing
Multiple Areas	Fine Arts (Band) - Band students have been provided with instruments to use in the home. An online program called SmartMusic! was purchased for the current school year to allow for additional student practice, and it supports band students outside of synchronous instruction. Classroom teachers are able to infuse asynchronous art lessons into student learning on Mondays.	\$1,096,261	Y
Multiple Areas	Limited Assignment Teachers (part-time certificated teachers on contract that work 3 hours per day)	\$141,991	Y

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.99%	\$49,573,176

### 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.]

Santa Maria-Bonita School District (SMBSD) schools are all Title I Schoolwide Programs with over 92% unduplicated students. At all twenty-one schools, we support students from low-income families, students experiencing homelessness, foster youth, students with disabilities, English learners, Newcomer students, and students from migratory families. A primary aspect of our planning efforts continues to be centered on the involvement of the school community in identifying needs within each of the five areas of our district goals. The district continues its efforts to respond to the COVID 19 pandemic by implementing appropriate and responsive solutions to increase student connectedness, school safety, and student achievement. Addressing the socio-emotional and behavioral needs of the student population, including foster youth, English learners, and low-income students remains a high priority. The transition to distance learning provided an opportunity to review planned actions and services and programs currently in place. The district will continue to address the performance gaps and to analyze data further to better understand the needs of our students during this unprecedented time and beyond.

Funds are utilized district-wide to increase or improve services for all students with attention being given to the neediest students who are identified as low income, English learners, and/or foster youth. We believe that the actions and services that have been identified will ensure positive outcomes in all of our students across the district as well as provide support services that meet the needs, conditions, or circumstances for unduplicated students as a result of COVID 19. Qualitative and quantitative analysis of the increase and improvement of services will be reviewed throughout the year and through the phases of instruction as evidenced by improved student outcomes on achievement assessments. Several of our actions and services align with our first district goal which includes providing effective district/school-wide support systems, procedures, processes, materials, and practices that support student learning. Our priorities which are outlined throughout the plan and within the actions and services include ensuring that students have access to learning, meals, high-quality instruction to include curriculum, and social-emotional support.

Our priority continues to be on the provision of devices and connectivity access applied across the entire district. In order to expand the ways in which technology is used to support student engagement and learning, our district has become a 1:1 with all students assigned a Chromebook and the opportunity for daily technology exchanges to ensure no student is without connectivity. Hotspots are distributed upon request and a hotline is staffed twelve hours per day Monday through Friday with multi-lingual translators to support all families including non-English speaking families with connectivity, engagement with schools, and participation in school and district stakeholder trainings. Furthermore, in order to continue to provide access to all students, the district will complete the LTE wireless fiber optics internet access project. Digital platforms and software, including Clever and Google Classroom, allow teachers, principals, and district leaders to monitor student engagement in real-time providing opportunities to intervene and support students as they adapt to virtual classroom learning environments. Supplemental software programs beyond our district approved core digital learning program of study have been expanded according to student's needs. Examples of some of the Common Core State Standards-aligned programs include: Achieve 3000, Smarty Ants, IXL, Listenwise, and IL Math Fluency. These programs will be used to support student's abilities to meet the challenging State academic standards especially in the core areas of English Language Arts, Math, Science, and Social Studies. Districtwide and teacher generated formative assessments, as well as software-driven formative assessments, will inform progress and guide additional resources to support students from low-income families, English Learners, Newcomer students, and foster youth. Other actions and services aligned with our plan to continue to maintain and expand the ways in which technology is used to support student engagement and learning include a regular refresh program, maintaining distance learning and classroom technology through a fund for ongoing maintenance and operations, investing in personnel to support the district-level annual refresh technology program, distance learning program, and student equal access program, providing one full-time Computer Site Technician at each school site and providing professional learning to support technology, communication, distance learning platforms, and supplemental programs.

Communication with our students and families remains a priority. The District continues to conduct meetings and communications in a variety of ways but relies heavily on the virtual platforms Zoom and Google Meets. These platforms have facilitated participation with our staff members, students, and their families. Due to the many barriers during the pandemic, parents/guardians can now attend meetings from their homes. The SMBSD communication call line staff members continue to provide training for parents in order to ensure that they are able to participate and provide input from home or any convenient location.

In order to ensure equity district-wide, students were provided grade-level essential school supplies so they may engage in distance learning academic and social-emotional learning. Primary grade students were provided learning packets as well as necessary manipulatives that aligned with the grade-level core curriculum. These supplies were distributed at the distance learning launch meetings

and will be distributed throughout the year. In addition, specific Special Education materials and supplies for students and staff to use during distance learning will be purchased to include protocols, online resources, and assessment materials.

SMBSD will continue to support Common Core State Standards toward student proficiency during all phases of instruction. Extensive and ongoing professional learning to support teachers in providing instruction during distance learning was offered. Training and workshops for online platforms and communication were offered to all staff. Professional learning will continue to be offered in support of distance learning as well as a focus on curriculum-related, core adopted materials, and on the implementation of high-quality first instruction. In addition, increased professional learning will continue in support of grade-level strategies for increased student engagement during synchronous and asynchronous online learning activities. One example is all teachers will be provided with the book, *The Distance Learning Playbook* and then have two separate training sessions to support implementation. Leaders and teachers will learn more strategies in engaging and supporting students in a distance learning environment. Teachers on Special Assignment will continue to support professional learning and coaching in order to assist teachers in the implementation of high-quality instruction and to support distance learning. In order to bolster high-quality instruction and assist in the implementation of the California Common Core instructional program, the District will continue to provide one Instructional Coach per elementary school site.

To enhance college and career opportunities, all junior high school students including students from low-income families, English Learners, Newcomer students, and foster youth: college and career pathways that have begun will continue by applying virtual college experiences, such as those offered by Cal Poly San Luis Obispo, through Expanded Learning partnerships that use STEAM teaching and learning to support junior high school students in exploring virtual college learning experiences. These Expanded Learning experiences will support all students, including students from migratory families who participate in the year-long Saturday School and afterschool virtual learning programs. The Migrant Education Program summer virtual learning experience and the Long Term English Learner summer virtual learning experience has served as a model for all virtual Expanded Learning that will be offered while our schools operate virtual classroom environments.

Visual and Performing Arts education and Physical Education will provide an opportunity for a whole-child learning approach aligned with the Whole Child Resource Map and our Multi-Tiered System of Support. The experiences will transition to virtual learning, such as through dance instruction, to engage all students including students from low-income families, English learners, newcomer students, and foster youth. The district will continue to provide nine certificated Band Teachers and thirty-four elementary Physical Education Teachers. Band instruments will be replaced as needed and school sites will continue to purchase supplemental materials for both fine arts and physical education programs. In addition, the district has allocated funds toward on-line software for both music and physical education. Our aligned instructional system focuses on High-Quality Instructional Indicators that reflect supporting all students with a caring culture of learning with high expectations for students to take ownership of challenging content that demonstrates learning. These virtual whole child learning experiences will provide a balanced approach to a unique learning experience for students, families, and staff.

The District continues to increase support by expanding upon the literacy-rich environment by increasing our electronic library, increasing the access of e-books, take-home books for students, and supplemental instructional resources that include a bilingual, cultural competency, and social-emotional focus. The district will continue to maintain existing staff and supports in order to provide library media services to include one full-time Library Media Clerk per school site and one Supervisor of the Instructional Media Center.

Districtwide services are essentially directed at providing increased services to unduplicated students. Increased direct services at the site level may include supplemental instructional materials, parent engagement activities and support services, professional learning opportunities, increased counseling, enrichment activities, Advancement Via Individual Determination (AVID) strategies, and an increase in certificated staff. In addition, school sites have increased time for classified staff to support services that directly support our students and families. These services include support during the distance learning launch meetings, interpretation during parent/guardian and teacher meetings, and helping administrators prepare for distribution of student supplies and materials.

The District will continue to increase services to provide a safe, healthy, and secure environment by increasing Health Assistants that work at each school site from part to full-time and providing one full-time Program Specialist (PS) of Health Services. This PS will continue to serve under the Director of Pupil Support Services. Due to new safety standards, the district will continue to provide cleaning supplies, equipment, barriers, and personal protective equipment to ensure that students, staff, and family entering school sites and staff working in the community are safe. School Resources Officers (SROs) will be continuing their work in order to provide a safe and secure environment according to the phase of learning that the schools are in. During distance learning, SROs are providing community support as directed by the Santa Maria Police Department. Student Supervisors will continue to provide services to school sites by adjusting their support in order to help provide a safe and secure environment during the distance learning phase of instruction.

The District will continue to maintain and strengthen district operations that support systems, processes, and practices that support student learning. This includes expansion of the support provided to school sites which will enhance collaboration that will increase operations between departments to include the Food Services Department, Maintenance and Operations Department, and the Business Services Department. The support services will increase according to the current health and safety needs of our students and staff to ensure their well-being. The district will continue to align district structures to support and maintain facilities, operations, and staffing levels, including but not limited to night custodians, maintenance, and operational costs. These services will continue to provide a safe, clean, and productive learning environment that promotes safety in all phases of instruction. The additional support staff will help to ensure that school site campuses are clean, functioning, and safe.

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

Santa Maria-Bonita School District (SMBSD) continues to implement actions and services to support high-quality teaching and learning across the district with specific attention to foster youth, English learners, and low-income students. SMBSD's transition to distance learning provided a unique opportunity to conduct needs assessments and to re-examine actions and services to ensure that funds continue to be allocated to support specific actions and services for students in these identified subgroups. To maintain the quality of district programs, some of the actions and services described below that have previously been provided have been modified. Other actions and services have been added to support a high-quality distance learning program and help close the achievement gap for our foster youth, English learners, and low-income students.

The actions and services listed have been effective thus far for the 2020-2021 school year, by ensuring students are able to participate in both synchronous and asynchronous learning and that they are able to access grade-level content. They have also increased the effectiveness of students' ability to take ownership of their learning and to increase parents' and guardians' abilities to support their children's academic and

social-emotional success. Qualitative and Quantitative data will continue to be used to monitor programs and make appropriate adjustments to continue to meet the needs of foster youth, English learners, and low-income students.

The district continues to increase expanded learning opportunities to students through varied supplemental virtual educational experiences by allocating funds for site-specific expanded learning. This allows school sites to best meet the needs of students. The expansion will include Intersession, extended day classes, Saturday School, and Primary Jumpstart. In addition, the district will continue to support our foster youth, English learners, and low-income students who are in the Migrant expanded learning programs and/or Special Education expanded learning programs by allocating funds to support these services. The district will continue to increase all expanded learning programs in order to provide students additional time to work with certificated teachers to accelerate learning and close the achievement gap.

Expanded learning opportunities have priority enrollment for students experiencing foster youth, homelessness, English Learners, and low-income students. Supplemental learning programs intended to mitigate learning loss, provided in June, July, and August of 2020, were provided and will continue to be provided as Expanded Learning offerings throughout the 2020-2021 school year during after school, Saturday school, and in collaboration with parent education. These programs are designed to support students who are at greater risk of academic learning loss as identified by the NWEA MAP, which will be administered first in October 2020, along with formative assessment data gathered regularly by classroom teachers during both synchronous and asynchronous learning. Students eligible for our Migrant Education Program will build upon summer online learning and transition to after school and Saturday school programming with ELA, math, cultural competency, and social-emotional learning embedded. The District will continue to provide additional support to the After School Education and Safety Program which will currently be provided virtually to students in need of additional supplemental aligned academic and social-emotional learning.

In order to support English learners, the district re-employed three and a half hours per day Bilingual Instructional Assistants (BIAs) for Kindergarten and first grades. The district also re-employed Bilingual Instructional Assistants for second grades; each assistant is equally split between two classes. The BIAs assist certificated teachers in providing instruction, reteaching, and intervention to our English learners and reclassified students. In addition, they assist in providing guidance in the student's primary language. The BIAs support the certificated teacher by monitoring and reporting student progress regarding performance, translating, and interpreting for students, parents, counselors, teachers, and others as assigned. During the distance learning phase of instruction, the BIAs engage in small breakout sessions in the various online learning platforms to support English learners in mastering the online content. BIAs are key to facilitating parent partnerships in supporting learning at home. The district also re-employed one English Language Development (ELD) Coach (full-time certified teacher) per school site, to assist with data analysis, support lessons, reteaching in small groups, teacher coaching, and professional learning. In addition, the ELD Coaches will support our Board-adopted Distance Learning program of study as needed to support teaching and learning experiences that are substantially equivalent to in-person instruction for all students including English learners, newcomers, and students from migratory families.

The district continues to provide each junior high school one certificated Limited Assignment Teacher (LAT) (a certificated teacher with a workday of fewer than three hours and fifteen minutes) to support intervention and small group instruction in the areas of English Language Development and English Language Arts. The district also continues to expand the Achieve3000 program by allocating funds to provide school sites the supplemental English Language Arts Achieve3000 program. The program is a technology accelerator program for reading comprehension. This program will allow students to read grade-level material at their specific reading level which in turn will enable them to spend more time engaged in practicing literacy skills. The program will allow newcomer students and English learner students who are

struggling to read core material in English the ability to read core material in their primary language as appropriate both at home and in the classroom. Another program being offered is Rosetta Stone. This supplemental program supports student language proficiency and prevents future learning loss with progress monitoring reports informing instructional practices. The Dual Language Immersion Program continues to support Jiménez Elementary School Dual Language Immersion school site Master Plan and professional learning.

To further support English learners, the district continues to provide one Program Specialist of English Languages Services. The Program Specialist will continue to be accountable for improving student achievement through the effective management of English Learner support and development, enhancement, and improvement of curriculum and instructional programs in English Language Development to provide English Learner students access to high-quality teaching and learning. The district continues to provide one Teacher on Special Assignment (TOSA) for English Learner Support Services (full-time certificated teacher) to help support teachers in the teaching of Designated and Integrated English Language Development, support Professional Development, and collaborate with teachers and administrators district-wide.

To maintain a safe, secure, healthy, and positive learning environment for all students and staff, the district will continue to implement and expand counseling services and socio-emotional, psychological, and academic support for students and families and collaborate with community resources, local colleges, and industry. The district will utilize the Multi-Tiered System of Support to develop an integrated framework and alignment of systems to support student-centered learning and behavioral interventions designed to support positive outcomes for students and to close the achievement gap for our low income, foster youth, and English learner students. The district will provide: five additional Family Advocates, one Foster Youth Program Specialist, two Homeless Liaisons, one Outreach Mentor, and one Marriage and Family Therapist per school site, to provide advocacy, and ongoing services to support the academic, behavioral, and social outcomes of students who are considered at-risk. These services have been increased to foster resiliency and as needed referral to additional services for students and families coping with trauma which impedes the academic, behavioral, and social outcomes of students. In addition, four full-time Truancy Mentor Program Specialists that work with truant students using evidence-based interventions to assist students who are not engaged during distance learning will continue to be contracted out through community services. Other actions and services include two bilingual and two trilingual Healthy Start Advocates dedicated to SMBSD to assist parents and families in connecting with services so that they are healthy and prepared for school each day. In addition, community services to help close the achievement gap for our Foster Youth students to include tutoring, mentoring, and other needed family foster youth support services.

The district will continue to provide a Multi-Tiered System of Support through services to help increase student engagement, attendance, and a positive learning environment: Fitzgerald Community School-serviced through Santa Barbara County Education Office Junior High At-Risk Class and Student Connections Program Teen Court. The district will also continue to have three full-time Program Specialists (PS) of Special Education (25%) and High-Needs Students (75%) and hire a fourth Program Specialist for the 2019-2020 year. These PS assist in planning, developing, and implementing support programs and provide support for professional learning, co-teaching, and other supplemental services for students with high needs and to target specific student groups including Students with Disabilities, Foster Youth, and High-Needs Students.

Regular parent/family outreach engages parents as partners in supporting student success. Parent/family education will continue to be increased with an emphasis on supporting learning at home. The district will continue to create a culture of respect and caring that supports positive relationships among all stakeholders by providing: four full-time District Community Liaisons for district-level services including supporting parents in filling out paperwork, understanding support services, one Community Liaison (CL) at each school site and additional CL at school sites according to their needs assessment. CLs increase the communication between school and home for all students with an

emphasis on students and families with high needs. Due to the COVID 19 pandemic, CLs provide extensive services to families by answering calls that come into the District call center and making phone calls to families in the district, stressing the importance of being engaged in online learning. Interpretation and translation services will continue to be provided to engage and inform parents to include three bilingual translators/interpreters and two trilingual translators/interpreters. The district will continue to employ a full-time Program Specialist of School-Based Services and Family Engagement Activities. The Program Specialist serves as a liaison between district leaders, school site administrators, and SMBSD families. The Program Specialist will continue to build the District Parent Leadership Team in order to increase parent collaboration and involvement at all levels and will ensure to conduct surveys to guide services for parents and students.