



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The San Bernardino County Superintendent of Schools (SBCSS) is located in the Riverside-San Bernardino metropolitan area (sometimes called the "Inland Empire"). San Bernardino county is ethnically diverse, with public school enrollments slightly over 400 thousand students (2019, CDE/Dataquest). San Bernardino, like other counties across California was busily progressing through its 2019-20 school year when the World Health Organization (WHO) announced in early 2020 that a novel coronavirus had been detected in China. During the first half of 2020, the coronavirus grew from a regional phenomenon to a global juggernaut disrupting commerce, trade and social life. As California State Superintendent of Public Instruction Tony Thurmond put it, "The COVID-19 pandemic affected entire communities, states and the world and led us on a journey none of us thought we would experience in our lifetime. Our communities and families have experienced physical, emotional, health and financial strains. The high levels of stress and trauma experienced during this time have highlighted the resiliency, strength, and power of ourselves and the importance of our school communities (Stronger Together, 2020, pg. v). As of September 2020, over 47,000 San Bernardino county residents have tested positive for the coronavirus. San Bernardino county, like other municipalities across the state have experienced significant challenges because of the COVID-19 pandemic. Currently, San Bernardino is one of 38 counties listed on the state's color-tiered monitoring system (purple), having restrictions on social gatherings, commerce and the routine functioning of our public school system.

The impact of COVID-19 on SBCSS, its students, families and staff have been considerable. Along with other school districts in the state of California, SBCSS experienced school closures during the months of March, April, May and June of 2020. The unplanned school closures had a disproportionately harmful effect on students from socio-economically disadvantaged backgrounds, ethnic minority students, students with disabilities and English Learners. To ensure an equitable learning experience for all California students, Governor Newsom signed Senate Bill 98 (SB98) on June 29, 2020. SB 98 includes requirements regarding distance learning and in-person instruction. During this time, SBCSS enacted a distance learning program to meet the needs of students with the hope of returning to in-person school for the 2020-21 school year. On July 17, 2020, Governor Newsom announced updated guidance for California schools. Consequently, the majority of California school districts would be required to start their school year off in a distance learning format unless they resided in a county with low COVID-19 positivity rates. SBCSS has used the summer months to work on a school re-entry plan, develop safety protocols, provide professional development for teachers to ensure that the 2020-21 school year provides the learning opportunities all of our students need and deserve.

Stakeholder Engagement

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

Districts achieve educational equity when they provide all students with the resources and conditions necessary to realize academic excellence across all valued indicators of success ("Equity Toolkit for Administrators", 2010, p.6.). In this uncertain social and political environment prompted by the COVID-19 pandemic, SBCSS remains committed to ensuring educational equity for all students in all of its programs. One of the foundational building blocks of systemic equity is family engagement and "voice". Current research shows that effective family engagement positively contributes to improved student outcomes and closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels. Moreover, experts advocate for family engagement as an essential strategy for building the pathway to college and career readiness for all students, as well as an essential component of a systems approach to school turnaround (Weiss, Lopez, Rosenberg, 2010; Center on School Turnaround, 2017).

Due to COVID-19 school closures, the majority of stakeholder engagement was conducted via virtual meetings, online surveys, email and telephone. Stakeholder input was obtained from a broad cross-section of the SBCSS community, including parents, students, teachers, classified staff, administrators, clinical counseling staff, our Foster Youth Services Coordinating Program (FYSCP), and our local bargaining unit representatives (California Teachers Association, California School Employees Association and Teamsters). Surveys for parents were sent electronically using our Aeries student information system, with surveys for parents of English Learners written in their primary language. The majority of our EL parents are Spanish speakers. Surveys were sent to all stakeholders during June and July 2020 at the conclusion of the 2019-20 school year. This was intentional as to allow survey participants the opportunity to reflect on their recent experiences with Distance Learning in the second half of the 2019-20 school year. Surveys regarding what should be included in the Learning Continuity and Attendance Plan were sent in August of 2020 (click link below). In addition to surveys, SBCSS conducted virtual district advisory council meetings as well as town hall meetings with parents to gather input and suggestions.

<https://www.sbcss.k12.ca.us/index.php/student-services/alternative-education>.

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

To provide greater access for parent/guardian input, Student Services conducted four virtual Town Hall meetings and a District English Language Advisory Committee (DELAC) meeting on Zoom during the week of August 18th, 2020. Parents were provided prior notice to the meetings through emails, Aeries communications, text messages and personal phone calls. Fliers inviting parent/guardians were prominently listed on our Student Services and Alternative Education web pages on our SBCSS.net website.

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

The total number of online surveys completed during the month of August, 2020 were 680. A brief summary of the major findings for each stakeholder group are below:

STAKEHOLDER GROUP: Parent/Guardian survey (total survey responses = 259)

A review of online survey results showed that 259 parent/guardians completed the survey. The majority of parent/guardians completing the survey were women (71%). The ethnic/racial demographic of survey respondents were as follows, 15% Black or African American, 27% White, 52% Hispanic/Latino, 17% Mixed Race and 26% of survey participants preferred not to respond. Nearly 63% of parent/guardians stated that their child participated in the Free and or Reduced Lunch program, 20% were English Learners, 32% were Special Education students, while 17% were Foster Youth.

The majority of parent/guardian survey respondents came from Community School (65%), while the remaining 35% of respondents had students attending our Burton Thrall Juvenile Court School. When asked specifically about which instructional model they preferred when school started back, 44% responded that they want their student back on campus 100% of the time, 14% responded they want their student on campus 2 times per week, 17% stated that they wanted their child back on campus 1 time per week. Survey results showed that 25% of parents did not want their child returning back to a physical campus.

When asked about what their child needed to effectively participate in Distance Learning, 35% stated that they needed a chromebook/laptop/tablet, while 37% stated that they needed an internet connective device and a hotspot for internet access. Parent/guardians were asked about what program components they felt their child needed access to frequently. Survey results showed that 95% of parents/guardians felt that their student need frequent access to teachers. Parents reported access to counselors (65%), engaging curriculum (52%) and paraeducators and tutors (47%) as important as well. When asked about how much time they expect their child to be with their teacher each day, 18% of responded "1 hour or less per day", 26% responded "Between 1 hour and 2 hours per day", 36% responded "Between 3 hours and 4 hours per day", while 20% responded "More than 4 hours per day". Parent/guardians overwhelming responded that they felt that students and staff should be required to wash their hands frequently (90%), that students and staff should be required to wear face coverings (88%), that students and staff should maintain physical distance (at least 6 feet apart) 82%, that high-touch classroom surfaces are disinfected frequently (92%) and that classrooms are properly ventilated with as much fresh air as possible (76%).

STAKEHOLDER GROUP: Students (total survey responses = 298)

A review of online survey results showed that 298 students completed the survey. The majority of students completing the survey were male (78%). The ethnic/racial demographic of students surveyed were as follows, 27% Black or African American, 12% White, 60% Hispanic/Latino. The majority of students completing the survey were 12th graders (56%), while 18% were 11th graders, 15% were 10th graders, 8% were 9th graders and K-8 students comprised 3% of surveyed students. Survey data is consistent with historical SBCSS enrollment trends in the alternative education program.

When students were asked to reflect on any challenges they experienced towards the end of last school year and Distance Learning, students reported the following:

- "I had other responsibilities" (41%)
- "I did not have a quiet space to complete school-work" (30%)

When further probed about their experiences, students reported the following:

- "I received enough instruction from my teacher(s) to complete the work I was assigned" (82%)
- "I received regular feedback from my teacher(s) on work I completed during Distance Learning" (78%)
- "I regularly participated in Distance Learning during the spring" (63%)
- "I regularly communicated with my teacher(s) while Distance Learning" (68%)
- "I regularly communicated with classmates while Distance Learning" (55%)
- "I went outside or exercised everyday" (66%)
- "I read books, magazines, the news or other stories everyday" (55%)

The intent of this survey was to discern the perceptions and feelings of stakeholders regarding educational services during school closures at the end of the 2019-20 school year and to gather a sense of how stakeholders feel about the upcoming school year. The survey responses below focus on how students feel about the 2020-21 school year.

Interestingly, when students were asked, "Although the district will determine the instructional model used, my preference when school starts back is that all students"

- Attend class on campus 100% of the time (40%)
- Attend class on campus 2 times per week (22%)
- Attend class on campus 1 time per week (14%)
- Do not return to campus (24%)

When asked about their thoughts on personal safety, the majority of students stated that it was important to them that:

- Students and staff are required to wash their hands frequently (85%)
- Students and staff are required to wear face coverings (80%)
- Classroom surfaces and high-touch surfaces were cleaned frequently (80%)
- Students and staff maintain physical distance (6 feet apart), (55%)
- Classrooms were ventilated properly with as much fresh air as possible coming in (71%)

When asked, "I feel prepared for the new school year", 73% of students responded "true or mostly true". When asked, "I know what is expected of me to be successful at school", 89% of students responded "true or mostly true". When further probed about their expectations of Distance Learning, 24% of students reported that they expected to spend 1 hour or less per day online with their teacher. In contrast, 24% of students reported that they felt they were expected to spend between 1 and 2 hours online with their teacher per day, while 31% of students reported that they expected to spend between 3 and 4 hours online per day with their teacher. Twenty-one percent of students reported that they expected to spend more than 4 hours per day online with their teacher. This finding is important to SBCSS for various reasons. SBCSS will continue ensuring that the correct information regarding Distance Learning and synchronous and asynchronous instruction is disseminated properly. SBCSS does not want students, parents or certificated teaching staff having unrealistic expectations regarding Distance Learning mandates outlined in SB98.

It is clear from survey results that resource distribution should be a priority, as nearly 54% of students reported that they need either a chromebook/laptop/tablet and a mobile hotspot to effectively participate in Distance Learning, while 44% stated they already had those materials and were ready to effectively participate in Distance Learning. This disparity, commonly referred to as the "Digital Divide" is a reality that SBCSS will continue to address during the 2020-21 school year.

STAKEHOLDER GROUP: Teachers (total survey responses = 30)

Teachers were asked to reflect on what services they provided during the 2019-20 school closures. The majority of teachers responded that they provided assignments online or physical copies of assignments (87%), ensured that students received feedback on their assignments (grading) 77%, provided virtual office hours (70%) and provided additional educational videos or resources to students (60%). Teachers reported with less frequency (30%) that they provided "live-streamed or recorded lessons". This is important to contextualize since the mandates outlined in SB98 require daily live interaction between teachers and students. Organizationally, Student Services is currently providing teachers with professional development and support to implement daily synchronous communication between teachers and students.

When teachers were asked, "which of the following resources and supports for staff did you use during the 2019-20 school year?", the top five responses included:

1. Devices to use for work (e.g. tablets, laptops) - 90%
2. Formal curriculum - 73%

3. Classroom materials - 73%

4. Professional development on how to use online platforms (e.g. Zoom, Odysseyware) - 67%

5. Technical support - 63%

These findings are important for various reasons. During the school closures of 2019-20, many LEA's across the state of California struggled to provide a coherent Distance Learning program for their students. SBCSS, like other LEA's have been reflecting on the areas needed for improvement to make Distance Learning during the 2020-21 school year as productive as effective for all those involved. Ensuring students and teachers have access to internet connective devices, mobile hotspots and formal curriculum are paramount. Additionally, making sure that all instructional staff have consistent and on-going professional development to support their Distance Learning programs is mandatory. Our Student Services Branch has found that proactively planning and collaborating with our Technology Services Branch is vital to the successful implementation of our Distance Learning program.

Teachers were asked to continue reflecting on their experiences from last school year. Teachers were asked, "which of the following challenges did you experience during Distance Learning". The top five responses teachers listed were as follows:

1. Keeping my students engaged in learning (67%)
2. Maintaining communication with my students (47%)
3. Maintaining a good work-life balance (40%)
4. Taking care of family members (e.g. children also engaging in remote learning) (37%)
5. Time management (33%)

These teacher survey findings are consistent with mainstream media reports that highlight student engagement has been extremely challenging during the COVID-19 pandemic. It is also interesting to note that there appears to be a distinct difference between student perception and teacher/parent expectations regarding the quality of teacher-student interaction during the school closures of 2019-20. Furthermore, survey results show that only 25% of teachers rated their students as "very engaged" or "highly engaged". The majority of teachers (54%) reported that their students were "moderately engaged". In addition, teacher survey results clearly indicate that the issue of stress, maintaining a good work-life balance, taking care of family members and time management are considerable. However, teacher survey results for the question "which of the following resources and supports for staff did you use during the 2019-20 school year", showed that less than 10% of teachers selected, "Resources for staff in crisis". This is a particularly important survey finding. This means either teachers did not know that there were resources available for staff in crisis, or they knew of them but for some reason or another chose not to access them. This is a substantive research finding that has practical real-life considerations that need to be addressed. These findings will be submitted to Human Resources and our Bargaining Unit leadership for further consideration.

STAKEHOLDER GROUP: Classified Staff (total survey responses = 35)

A review of Classified Staff surveys shows that 35 respondents completed the survey. The majority of survey respondents were paraeducators (41%). Other Classified Staff members accounted for 26% of responses, while School Support Registrar Technicians accounted for 21% of responses. Office Specialists I, II, III accounted for 9% of responses and Student Workers accounted for the remaining 9% of respondents.

When paraeducators were asked, "I supported my teacher in providing Distance Learning during the 2019-20 school year?", 79% responded "yes". When question about the effectiveness of synchronous instruction during distance learning, 42% of paraeducators reported that they felt it was either effective or highly-effective. Twenty-two percent of paraeducators felt that synchronous instruction during distance learning was moderately effective. When questioned about the effectiveness of asynchronous instruction during distance learning, 50% of paraeducators reported that they felt it was either effective or highly-effective. Fourteen percent of paraeducators felt that asynchronous instruction during distance learning was moderately effective, while 36% stated that they were not sure or did not respond. Survey data clearly shows that paraeducators felt their schools were really effective in providing students with internet and connective devices, providing curriculum and textbooks and monitoring student attendance (79%). When asked about what students needed frequent access to during distance learning, the top two answers provided by paraeducators were their teachers and engaging curriculum. When paraeducators were asked about students returning to their physical campuses, the majority of paraeducators responded that it was important that students and staff receive information or training on proper hand washing, wearing face coverings, maintaining physical distance, classroom disinfecting practices and proper temperature checking and monitoring protocols. These answers are consistent with survey results obtained for students and parents. When asked about what supports SBCSS should continue to offer staff for distance learning in regards to "usefulness", technical support and professional development on engaging students through distance learning were the most reported responses. Positive sentiments were expressed about our staff's ability to provide an effective distance learning education with additional training and professional development.

STAKEHOLDER GROUP: Administrators and Management Staff (total survey responses = 23)

A review of Administrator and Management Staff survey results show that 23 participants responded to the survey. The majority of respondents were Mental Health clinicians, school psychologists or other management staff (74%), while 17% were school site principals. The remaining 9% of respondents held executive management positions. When asked about the services their staff provided during distance learning, the majority of responses included additional educational videos, virtual office hours, assignments (on-line or physical copies), and live-streamed or recorded lessons.

When asked, "how would you rate the overall effectiveness of your staff's response to Distance Learning in the following areas.", respondents stated that their responses were "highly-effective" in varying degrees:

- Synchronous instruction (52%)
- Asynchronous instruction (9%)
- Actively communicating with students (26%)
- Actively communicating with parents (22%)
- Providing students with internet connective devices (55%)
- Providing students with hot spots (48%)

- Guiding students and parents to additional resources (39%)
- Providing additional mental health supports (78%)
- Providing curriculum and textbooks (35%)
- Monitoring student attendance (35%)
- Monitoring student engagement (30%)

When asked about challenges they observed or heard about that impacted their staff, the top 5 responses included:

1. Keeping students engaged in learning (70%)
2. Using the online platforms (57%)
3. Delivering lessons (e.g. recording, posting lessons, live-streaming) (52%)
4. Adapting materials for online/remote learning (48%)
5. Time management (41%)

When asked, "what do students need frequent access to during distance learning", respondents selected teachers, counselors and nutrition services the majority of the time. Consistent with the findings of students, parents and staff members, administrators and management staff placed a premium on safety, citing a need for training on frequent hand-washing, face covering protocols, maintaining physical distance, classroom disinfectant practices and proper classroom ventilation practices. A review of narrative responses shows that administrators and management staff feel that mental health should be one of our primary focuses for the 2020-21 school year. Interestingly, when asked "which of the following should SBCSS continue to offer staff to support Distance Learning?", respondents selected "resources for staff in crisis" and "technical support" 61% of the time.

STAKEHOLDER GROUP: Children Deserve Success Director, Foster Youth Coordinating Program Managers and Homeless Education Program Manager

On July 22, 2020, SBCSS's Children Deserve Success Director and Foster Youth Services Coordinating Program managers (FYSCP) met virtually with the Student Services Branch's Accountability and Assessment Manager to discuss the 2020-21 Learning Continuity and Attendance Plan. The discussion was multifaceted but centered primarily on how to best enhance the services for Foster Youth and McKinney-Vento eligible students during Distance Learning. The SBCSS Accountability and Assessment Manager shared the newly revised Distance Learning Engagement and Attendance Tracker (DLEAT) with the team and discussed how it more accurately captures student attendance and meets the requirements of SB98.

The primary concern voiced by both FYSCP Program Managers was that County Schools needed to increase its “own” student participation rate with respect to FY student-centered events. After further dialogue, it was agreed that a new process for resource information dissemination was needed. The new process would involve more centralized resource distribution that would include use of the Aeries student information system.

After that discussion, the SBCSS Accountability and Assessment Manager asked for concrete actions that should be included in the 2020-21 Learning Continuity and Attendance Plan. The following suggestions were provided:

- Use the FYSCP and Homeless Education Department for staff training
- Use the FYSCP and Homeless Education Department to provide workshops on high school to college transition and potential career options
- Make sure that school sites are responsive to programs that are geared towards FY and McKinney-Vento eligible students
- Provide resources to FY and McKinney-Vento eligible students simultaneously when and where possible
- Use the resources they can provide for incentives for student attendance/participation
- Utilize Aeries Parent Portal to deliver messages to parents directly regarding time-sensitive resources (e.g. scholarships, employment listings, parent and student-centered conferences, hygiene give-aways, career readiness learning opportunities, etc.)
- Be exceedingly diligent regarding McKinney-Vento students’ access to technology, responding quickly as they are a highly mobile student population

PLEASE NOTE:

For the sake of clarity and brevity, percentages were rounded to the nearest whole percent when applicable. Additionally, percentages were calculated using the number of responses provided in a category response, not by the sum total of respondents in each stakeholder group.

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

The SBCSS administrative leadership team reviewed the results of the LCP stakeholder surveys and considered the input from stakeholders during the four virtual Town Hall meetings and DELAC meeting held the week of August 18, 2020. Dominant themes emerged from surveys and stakeholder input. SBCSS has made the determination that our 2020-21 LCP will include the following components:

- Increasing student access to technology (hardware and software)
- Ensuring that student hot-spot mobile devices are distributed as necessary for seamless synchronous interaction
- Providing increased fiscal support for mental health services for all students
- Providing professional development to teachers and staff that support a constantly changing educational environment
- Explore extending the hours of operation for our larger cluster sites, so additional supports can be provided directly to the community at convenient times for students and parents

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.]

SBCSS as a County Office of Education has a broad range of educational programs that provide services to our 33 local school districts. As such, the SBCSS re-entry plan was developed to maximize our ability to support programs residing in the city confines of our local districts. As a consequence, the SBCSS Student Services re-entry plan focuses on matching the re-entry plan of each individual school district. The SBCSS re-entry plan focuses on five potential instructional modalities listed below:

1. Reopening with 100% of the students in a classroom on campus with feasible restrictions / guidelines.
2. Reopening with 50% of students from each classroom on campus at a time 4 days per week (each student in class 2 days per week) with feasible restrictions / guidelines, students not on campus participating in Distance Learning. Teachers will be responsible for completing their Distance Learning Log daily. Instructional supplies will be aligned to district adopted curriculum. Distance learning will be accomplished through either ZOOM, Google classroom, WebEx or packets.
3. Reopening with 25% of students from each classroom on campus 4 days per week (each student once per week) at a time with feasible restrictions / guidelines and students not on campus participating in Distance Learning. Teachers will be responsible for completing their Distance Learning Log daily. Instructional supplies will be aligned to district adopted curriculum.
4. Reopening with 0% of students returning to campus and 100% instruction provided online through a Distance Learning format. Teachers will be responsible for completing their Distance Learning Log daily. Instructional supplies will be aligned to district adopted curriculum.
5. The Independent Learning Academy (ILA) will operate concurrently with models one to four as an available voluntary option for students. The ILA program provides instruction utilizing an independent study model as defined in CA Education Codes 51745-51749.6.

With respect to In-Person Instructional Offerings, the SBCSS re-entry plan specifically address the following categories which are consistent with the CDE's "Stronger Together, A Guidebook for the Safe Reopening of California's Public Schools":

1. Local Conditions to Guide to Reopening Decisions
2. Plan to Address Positive COVID-19 Cases or Community Surges
3. Injury and Illness Prevention Plan

4. Campus Access
5. Hygiene
6. Protective Equipment
7. Physical Distancing
8. Cleaning/Disinfecting
9. Employee Issues
10. Communication with Students, Parents, Employees, Public Health Officials, and the Community

The degree of "learning loss" over the summer and its impact on students is a well-known phenomena. "While there is some controversy about the magnitude of summer learning loss, three trends are consistent across seasonal research findings: achievement typically slows or declines over the summer months, declines tend to be steeper for math than reading, and the extent (proportionally) of loss increases in the upper grades (Kuhfeld, Tarasawa, 2020). Seasonal learning loss is a phenomena that is not new to educators, however; the COVID-19 pandemic and school closures has caused additional trauma to many of our students nationwide and in the state of California. From an equity lens, COVID-19 have additional aspects of trauma to students, loss of resources, and loss of opportunity to learn that go well beyond a traditional summer break for many families. In other words, children from more affluent communities are more likely to come from families with financial resources, stable employment, and flexible work from home and childcare arrangements that allow them to weather this storm more easily than families who are renting their housing, working in low-pay fields that are hardest hit by economic impacts, and experiencing higher rates of food insecurity, family instability, and other shocks from this disruption. The truth is; missing school for a prolonged period will likely have major impacts on student academic performance come fall 2020.

SBCSS is cognizant of the academic challenges that the COVID-19 pandemic will have on student achievement. SBCSS is currently focusing on the following areas to address learning loss:

- Ensuring that students have access to certificated teachers, paraeducators, tutors and clerical staff that support their learning (**LCP-IP1**)
- Ensuring that students and staff have equitable access to Personal Protective Equipment (PPE)/Essential Protective Gear (EPG) (**LCP-IP2**)
- Ensuring that instructional staff have access to additional professional development that enhances their ability to provide instruction in our core curriculum (**LCP-IP3**)
- Providing professional development on our new Freckle Math/ELA/History/Science curriculum (**LCP-IP4**)
- Providing training to teachers and paraeducators in Advancement Via Individual Determination (AVID) strategies (**LCP-IP5**)
- Increasing and extending licenses for core curriculum and supplemental curriculum (digital and print-based) (**LCP-IP6**)
- Providing professional development on the STAR assessment's prescriptive learning path and associated products (**LCP-IP7**)
- Increasing the use of student-centered teaching resources (**LCP-IP8**)

- Developing an assessment schedule that reflects the current realities of the COVID-19 pandemic while allowing for valid and reliable assessment results (**LCP-IP9**)

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

Description	Total Funds	Contributing
SBCSS will ensure that students have access to certificated teachers, paraeducators, tutors and clerical staff that support their learning (salaries). Staff will have access to supplies common at school sites to maintain their routine operations (LCP-IP1)	11,580,000.00	No
Ensuring that students and staff have equitable access to Personal Protective Equipment (PPE)/Essential Protective Gear (EPG) (LCP-IP2)	20,000.00	No
Ensuring that instructional staff have access to additional professional development that enhances their ability to provide instruction in our core curriculum (LCP-IP3)	50,000.00	Yes
Providing professional development on our new Freckle Math/ELA/History/Science curriculum (LCP-IP4)	5,000.00	Yes
Providing training to teachers and paraeducators in Advancement Via Individual Determination (AVID) strategies (LCP-IP5)	5,000.00	Yes
Increasing and extending licenses for core curriculum and supplemental curriculum (digital and print-based) (LCP-IP6)	500,000.00	Yes
Providing professional development on the STAR assessment's prescriptive learning path and associated products (LCP-IP7)	5,000.00	Yes
Increasing the use of student-centered teaching resources (LCP-IP8)	250,000.00	Yes
Developing an assessment schedule that reflects the current realities of the COVID-19 pandemic while allowing for valid and reliable assessment results (LCP-IP9)	2,500.00	Yes

Distance Learning Program

Continuity of Instruction

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

Due to Governor Newsom's announcement on July 17, 2020 SBCSS had no option but to start the 2020-21 school year off in a Distance Learning format. SBCSS has worked with its three employee bargaining units to ensure that a strong and robust instructional program will be offered to students during distance learning. Crucial elements of the San Bernardino County Teachers Association (SBCTA) Memorandum of Understanding (MOU) include the following:

1. Teachers will return for the 2020-21 school year in a distance learning setting and guidance from the Department of Public Health will be used to determine the learning model in place thereafter.
2. Instruction will be standards-based on approved digital platforms
3. Teachers will report to their assigned worksite based on San Bernardino county COVID-19 positivity rates
4. Teachers will establish and provide daily office hours to student, parents and administration
5. Teachers will utilize technology to provide synchronous and asynchronous instruction that meeting the required minimum minutes of daily instruction for all students (PK-12)
6. Teachers will ensure that they make daily contact with students/families on their caseload and document their interactions on a Distance Learning Log

To further ensure continuity of instruction and that students have access to a full curriculum of substantially similar quality, SBCSS developed Distance Learning Guidelines (Appendix A). Distance Learning Guidelines focus on defining the elements of synchronous and asynchronous interactions/instruction, providing contextual examples of each. Teachers are required to take attendance based on the combination of synchronous and asynchronous instructional minutes that meet state minimum requirements (per grade level). Attendance is recorded in our Aeries student information system and "engagement" is tracked using our internally developed Distance Learning Engagement and Attendance Tracker (DLEAT). In addition, SBCSS is continuing to develop a calendar of professional development offerings that provide certificated teaching staff and classified staff with the appropriate support needed during the 2020-21 school year. SBCSS has prioritized the following Distance Learning Program areas for our 2020-21 Learning Continuity and Attendance Plan (LCP):

1. Ensuring student and staff digital connectivity by purchasing additional technology devices (hardware and accessories) including but not limited to laptops, chromebooks, tablets, smartboards and hotspots, webcams, monitors, headphones (**LCP-DLP1**)
2. Ensuring that students have access to digital citizenship instruction and that all online curriculum is vetted and meets our Student Privacy Data Agreement (**LCP-DLP2**)
3. Ensuring that students have access to print-based materials during distance learning appropriate for their instructional level (**LCP-DLP3**)
4. Providing training to paraeducators and tutors to assist with individual instruction in a virtual environment (**LCP-DLP4**)
5. Increasing core curriculum print-based and digital resources (**LCP-DLP5**)
6. Increasing teaching resources, with an emphasis on engaging game-based curriculum that stimulates authentic learning (**LCP-DLP6**)
7. Increasing professional development on engaging students via distance learning for staff (**LCP-DLP7**)
8. Increasing the use of evidence-based online programs that engage students and families (**LCP-DLP8**)
9. Purchase and implement software that supports both synchronous and asynchronous instruction (**LCP-DLP9**)
10. Promotion of programs and services to reengage students (**LCP-DLP10**)

SBCSS understands that supporting the needs of students in a distance learning environment is complex and multifaceted. SBCSS will focus on supporting its students by taking a holistic approach to education that balances the basic needs of students and staff while providing prescriptive professional development that facilitates enhanced instruction and student achievement. This holistic approach will provide the foundation for our support for students that are transitioning between in-person instruction and distance learning.

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.]

SBCSS will continue to survey and communicate with students and parents regarding their need for technology devices and internet connectivity. The SBCSS central office will continue to host a shared spreadsheet (accessible to all programs and regions) documenting these communications. When students/families are found to be in need of technology, the appropriate device(s) will be provided to the student/family free of charge. Device deployment will be documented on the spreadsheet and our Aeries student information system. Daily and weekly monitoring of device deployment will be conducted by teachers, principals, Area Directors and management staff.

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.]

SBCSS will assess pupil progress through live contacts and synchronous instructional minutes in a variety of ways. The primary methods of assessing our students live contact and synchronous instructional minutes will come through the use of our proprietary Distance Learning Engagement and Attendance Tracker (DLEAT) and through the use of our Aeries student information system. The DLEAT is a shared spreadsheet/database that teachers use to record a student's participation in daily live interactions with teachers (synchronous interaction). The DLEAT database allows a teacher to record the method and minutes of synchronous interaction with students on a daily basis. Teachers then record retroactively, the number of minutes ("time-value") that a student participated in asynchronous learning. Time value is calculated by teachers who consider factors such as a student's current cognitive, language and academic abilities. Teachers may determine the time value of one assignment differently for different students. This is consistent with best practices with respect to student *differentiated instruction*. Teachers verify the duration of asynchronous instruction minutes based on completed work (e.g. Google classroom homework submission, Odysseyware assignment completion, email correspondence, etc.). When teachers have verified asynchronous instruction, they enter the time value of synchronous and asynchronous instruction. Based on the student's grade level, the DLEAT database will automatically calculate the corresponding attendance code (P - Present, O- Online Distance Learning, U - Unexcused Absence, E - Excused Absence). The teacher then reports that student's attendance code into our Aeries student information system.

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.]

SBCSS central office has developed a calendar of professional development offerings for teachers to support distance learning. Professional development offerings provided by the central office will be in conjunction with site-specific professional development offerings coordinated by school site principals. This dual track of diverse professional development offerings will allow for repeated, coordinated and flexible learning opportunities for staff members. Professional development opportunities are focused on the following overarching topics: Curriculum and assessment, Relationship building and wellness, and Digital Learning Tools. As the sessions are scheduled they will be entered in the SBCSS online registration system (OMS) where staff may login to view and register for all opportunities offered by month. The online calendar of offerings may be found at <https://sbcss.k12oms.org/?qid=194>. Paraeducators and teachers who do not have technology needed to access the available professional development may request access to the needed equipment.

Staff Roles and Responsibilities

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

SBCSS has worked with its three employee bargaining units to ensure that we are able to provide a strong and robust instructional program for all students. As a consequence of the COVID-19 pandemic, the roles and responsibilities of all staff members have changed. Due to the large number of specialized service providers in our organization, SBCSS will provide a summary of roles and responsibilities expected of individuals in each bargaining unit rather than by actual position. A summary of the roles and responsibilities expected of each bargaining unit member can be found below:

Roles and responsibilities of affected staff as a result of COVID-19:

1. Staff members will return for the 2020-21 school year in a distance learning setting and guidance from the Department of Public Health will be used to determine the learning model in place thereafter.
2. Instruction will be standards-based on approved digital platforms
3. Staff members will report to their assigned worksite based on San Bernardino county COVID-19 positivity rates
4. Staff members will work the required hours per day (specified within their respective bargaining agreements)
5. Teachers will establish and provide daily office hours to student, parents and administration
6. Teachers will utilize technology to provide synchronous and asynchronous instruction that meeting the required minimum minutes of daily instruction for all students (PK-12)
7. Teachers will ensure that they make daily contact with students/families on their caseload and document their interactions on a Distance Learning Log
8. Pareducators will provide virtual standards-based and/or content appropriate instructional support via distance learning from a County approved digital platform.
9. Support staff will work, in collaboration with teachers, students, parents, district/County administration, to support in the creation of any mandated learning plans. Teachers will utilize technology to provide synchronous and asynchronous instruction that meeting the required minimum minutes of daily instruction for all students (PK-12)

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.]

SBCSS will ensure that pupils with unique needs will receive additional support in order to achieve equitable access and student achievement. A list of additional supports for students with unique needs is listed below:

English Learners:

- English learners will be provided designated instruction by teachers, paraeducators and tutors
- English learners will be prioritized by staff for re-engagement, contact and follow up based on DLEAT and Aeries documentation
- English learners will have their own "district-challenges/incentives" that are aimed at increasing student engagement and achievement
- English learner tutors will utilize specially designed curriculum for distance learning with English Learners
- The parent/guardian of English learners will be contacted weekly to discuss their needs and academic progress (EL tutors)
- Subscriptions may be provided for English Learners to specially designed supplemental programs that are shown to enhance English language acquisition

Students with Disabilities:

- Students with disabilities will have access to additional support personnel that will work with them on their Individual Education Plan (IEP) goals
- Students with disabilities will be prioritized by staff for re-engagement, contact and follow up based on DLEAT and Aeries documentation
- Students with disabilities will have their own "district-challenges/incentives" that are aimed at increasing student engagement and achievement
- Students with disabilities have access to tutors that will utilize specially designed curriculum for students with disabilities
- Students with 504 plans will be provided with the needed supports outlined in their 504 plans and resources as necessary to support distance learning and in-person learning as appropriate
- The parent/guardian of students with disabilities will be contacted weekly to discuss their needs and academic progress (additional support personnel)

Foster Youth & McKinney-Vento:

- Foster Youth and McKinney-Vento eligible students will have access to additional support personnel that will determine their current level of need.
- Foster Youth and McKinney-Vento eligible students will be prioritized by staff for re-engagement, contact and follow up based on DLEAT and Aeries documentation
- Foster Youth and McKinney-Vento eligible students will have their own "district-challenges/incentives" that are aimed at increasing student engagement and achievement
- The parent/guardian or group home administrators of Foster Youth and McKinney-Vento eligible students will be contacted weekly to discuss their needs and academic progress (additional support personnel)

- The SSCC will have access to additional support personnel to continue assessing student need
- Provide resources to Foster Youth and McKinney-Vento eligible students to support attendance and academic achievement

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

Description	Total Funds	Contributing
Purchasing additional internet connective devices (hardware and accessories) such as laptops, desktops, chromebooks, tablets, smartboards, hotspots, webcams, monitors, headphones (LCP-DLP1)	1,000,000.00	Yes
Purchasing online curriculum that supports student digital citizenship. Paying staff and or consultants to successfully instruct, monitor and implement digital citizenship standards (LCP-DLP2)	50,000.00	Yes
Provide for costs associated with purchasing, printing and mailing of consumable instructional materials (LCP-DLP3)	200,000.00	Yes
Utilizing staff and contracted consultants to provide professional development to tutors and paraeducators in a virtual/distance learning environment (LCP-DLP4)	150,000.00	Yes
Renewing Pearson ELA and Science curriculum, expanding licenses for digital courseware (and print-based materials). Purchasing Pearson Social-Science digital courseware (and print-based materials). Piloting and purchasing a mathematics curriculum engaging for students of diverse ability levels. (LCP-DLP5)	750,000.00	Yes
Provide professional development to staff on various methods of increasing student engagement during virtual/distance learning (LCP-DLP6)	100,000.00	Yes
Increasing professional development on engaging students via distance learning for staff (LCP-DLP7)	100,000.00	Yes
Increasing the use of evidence-based online program that engage students and families (LCP-DLP8)	100,000.00	Yes
Purchase and implement software that supports both synchronous and asynchronous instruction (LCP-DLP9)	100,000.00	Yes
Promotional materials, supplies and services to reengage students (LCP-DLP10)	50,000	Yes

Pupil Learning Loss

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

Research into student learning loss has been a focus of educators for many decades. In light of school closures and the debatable efficacy of distance learning due to the COVID-19 pandemic, student learning loss is once again garnering considerable attention. To contextualize this topic, it is well known that students often "lose" or cannot demonstrate their learning over the summer months. Research highlights that students' mathematics skills show the steepest losses over summers and time outside of school. However, learning loss in English Language Arts is well documented as well. Due to the unprecedented negative impact COVID-19 has had on our social, economic and political structures across the United States, the issue of equity related to student learning loss is that much more significant. Inequities surrounding student/family income levels and access to digital technology have presented a moral imperative for the education institution (NWEA Collaborative Brief Paper, April 2020).

All students are assessed within 10 days of enrollment using the Renaissance STAR ELA/Math assessment regardless of whether they are taking a course in ELA or Math. They are retested every 45 days thereafter to determine growth/learning loss and provided interventions according to their needs. Student course assignments are individualized after a thorough analysis of all transcripts using the Individual Learning Plan (ILP). If a student is assigned to a Social Studies, Science or a Visual and Performing Arts course, they are assessed upon enrollment in the respective course and throughout to determine continual progress toward the course objectives. English Learners are assessed annually. SBCSS will focus on reviewing the ELD standards and tools for progress monitoring in 2020-2021.

SBCSS has prioritized the following Pupil Learning Loss areas for our 2020-21 Learning Continuity and Attendance Plan (LCP):

- Increasing the use of contracted staff (i.e. consultants) to help implement specialized initiatives (e.g. re-engagement specialists, technology specialists, curriculum specialists). ([LCP-PLL1](#))
- Exploring increasing the hours of operation at cluster sites to provide extended services for students and families (e.g., after school individual tutoring) ([LCP-PLL2](#))
- Increasing tutor outreach to students ([LCP-PLL3](#))
- Teachers will ensure that all students are assessed using our Renaissance STAR ELA/Math local assessment measure within the first 10 days of enrollment ([LCP-PLL4](#))
- Teachers will work with students to develop an Individualized Learning Plan (ILP) ([LCP-PLL5](#))
- Teachers will ensure that students and parent/guardians are aware of the contents of the ILP ([LCP-PLL6](#))
- Administrators will ensure that student STAR assessments are completed within the required time frame ([LCP-PLL7](#))
- Administrators will consistently audit student ILP's for completion ([LCP-PLL8](#))
- Teachers will ensure that students are engaged in online curriculum that are "computer-adaptive" and respond to the learning needs/deficits of students ([LCP-PLL9](#))
- Teachers, paraeducators and tutors will work with students individually to ensure the fidelity of use of online curriculum, providing academic support and instruction as needed ([LCP-PLL10](#))
- Student Services central office will provide administrators, teachers, paraeducators and tutors with professional development and fiscal support to effectively implement computer adaptive curriculum to combat student learning loss ([LCP-PLL11](#))
- Continue the implementation of the Student Assistance Program (SAP) ([LCP-PLL12](#))

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.]

SBCSS will address learning loss through timely and consistent student assessment using our Renaissance STAR local assessments. Teachers will review student scores for validity and reliability as practical. Teachers will work with the student and families to review student scores, set reasonable and measurable assessment goals. Teachers will provide synchronous and asynchronous academic instruction, differentiating instruction based on student need. Teachers will utilize their paraeducators and tutors to provide additional support to students with greater need. Principals will provide oversight, leadership and incentives for students to stay engaged in the learning process. Teachers will coordinate their instructional efforts with paraeducators and tutors to ensure that students receive as much individualized support as they can to master learning objectives. Instructional and assessment strategies will be similar for English learners, low-income, foster youth, students with disabilities and McKinney-Vento eligible students; however, these students will have additional dedicated support personnel to assist them with their learning objectives.

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.]

Student learning loss will be measured LEA wide in several ways including but not limited to the following:

- Student grades and credits earned quarterly
- Student progress on interval STAR ELA/Math assessments
- Student progress on Interim Assessment Blocks (CAASPP)
- Student progress in computer adaptive curriculum
- Student attendance percentages (synchronous and asynchronous) from the DLEAT
- Tutor contact logs
- Teacher usage reports (multiple online curriculum)
- Student usage reports (multiple online curriculum)
- Student discipline records

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

Description	Total Funds	Contributing
Student Services will partner with independent contractors to provide services and support initiatives outlined in our LCP that address Pupil Learning Loss (LCP-PLL1)	250,000.00	Yes
In order to increase services and resources for students and families, SBCSS will extend its hours of operations at cluster sites (LCP-PLL2)	300,000.00	Yes
Increasing tutor outreach to students (LCP-PLL3)	50,000.00	Yes

Description	Total Funds	Contributing
Teachers will ensure that all students are assessed using our Renaissance STAR ELA/Math local assessment measure within the first 10 days of enrollment (LCP-PLL4)	5,000.00	Yes
Teachers will work with students to develop an Individualized Learning Plan (ILP), teachers will ensure that students and parent/guardians are aware of the contents of the ILP, administrators will ensure that STAR assessments are completed within the required time frame and administrators will consistently audit student ILP's (LCP-PLL 5, 6, 7, 8)	5,000.00	Yes
Teachers will utilize "computer adaptive" curriculum that makes learning fun (gamification) (LCP-PLL9)	100,000.00	Yes
Teachers, paraeducators and tutors will work with students individually to ensure the fidelity of use of online curriculum, providing academic support and instruction as needed (LCP-PLL10)	50,000.00	Yes
Student Services central office will provide administrators, teachers, paraeducators and tutors with professional development and fiscal support to effectively implement computer adaptive curriculum to combat student learning loss (LCP-PLL11)	50,000.00	Yes
The SSCC will continue the operation of the Student Assistance Program (SAP) with a focus on students that are transitioning from in-person to distance-learning settings. (LCP-PLL12)	150,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

SBCSS Student Services Branch recognizes the need to support the whole child. Supporting the whole child also means supporting the staff that support our students. Below, you will find the organizational response of our Student Services Counseling Center (SSCC). The SSCC has enacted various protocols and services to effectively monitor and support the mental health and social and emotional well-being of our students and staff. The actions and services listed below were conducted during the school closures near the end of the 2019-20 school year and will continue and be expanded upon during the 2020-21 school year:

1. Clinicians are being provided ongoing Clinical Supervision and Group Team Meetings to monitor the mental health and stability of Counseling Center employees as well as gather data on client needs. After the immediate needs of students and staff are identified, a plan to provide support for all students is implemented.
2. Clinicians contact every student/family enrolled in County Schools both Community School and IAE to assess family needs, provide resources and referrals and offer mental health services to students and their families.
3. Clinicians monitor use of referrals and ongoing needs of all families throughout the emergency ensuring to attend to physical needs (food services, housing, electricity, access to electronics, etc.), emotional/mental, educational needs of students. All needs regarding education and access are reported to teachers and principals.
4. Clinicians provide mental health treatment services individuals, families and group therapy to all families who are interested wither weekly, twice weekly or bi-weekly based on the need. Clinicians complete assessments for any new clients who are interested in services and work to actively check in on any students via phone who are not already enrolled in services to monitor and assess needs.
5. Clinicians contact teachers weekly to coordinate support and gather information regarding collateral data.
6. The SSCC provides resources to all teachers and principals to post in their Google classroom or websites. In addition, the SSCC provides resources to all parents requesting additional support. The resources include videos and written material covering mental health, social emotional learning, academic supports and tips for surviving COVID-19. Resources are divided categorically by parent resources, elementary school student resources and middle school/high school resources. Teachers are encouraged to use the Social Emotional Learning material in their classroom meetings.
7. All clinicians are receiving training on providing equity focused treatment services utilizing creative projective and play therapy supports. All clinicians will be engaging students in interactive therapeutic treatment services using trainings provide in play, art and telehealth therapy. The focus will be on cultural empathy and engaging culturally relevant supports.

Current and Past SSCC Supports for Students-Parents:

9. Clinicians attend Google classroom meetings with students and teachers to provide support for students and lead discussions such as “How am I surviving Quarantine, How to stay healthy emotionally and physically during COVID-19.”
10. Clinicians provided three webinars for students, parents and staff.

STUDENTS: How to Handle Stress When My World Feels Upside Down- Mariah Arellanes, Eileen Lozano and Ameerah Muhammad
https://drive.google.com/drive/folders/1-7rTQ9bsEZWN_Z4I2dmVgFeSD64koAzk?usp=sharing

PARENTS: Parenting During A Pandemic: Stress English- Lisa Peredia Spanish- Erica Avalos, Adina Silva
<https://drive.google.com/drive/folders/1Fvz6XpufGG7Ah-joB5Z3DG9B6JrLmw0?usp=sharing>

STAFF: Understanding and Managing Stress in Uncertain Times- Olivia Dahlin

<https://drive.google.com/drive/folders/1DMyRNKW62HA7er-kUwKvildmHWjV6qBF?usp=sharing>

11. Clinicians developed greeting videos for students and staff to address stress management, grief and loss and provide trauma resilient training. Greeting Video-Tips for making it through quarantine and Summer Sendoff Video- tips for healthy risk taking during a time of quarantine/resources.

SSCC Greeting Video

https://sbcssk12caus-my.sharepoint.com/:f:/g/personal/olivia_dahlin_sbcss_org/Ek6uBViggM9KhNglAVvLTTAB-9YvO0adnkOAE_UCWjLMYA?e=OnSb3H

Student Resource Video

https://sbcssk12caus-my.sharepoint.com/:f:/g/personal/olivia_dahlin_sbcss_org/EhbR0FFe8adOlyZvtg9UX3UBD9n-NkM8TzCW8t-KK6HVwg?e=e7nrh2

12. Clinicians provided Mindfulness Video Lessons to all School Staff and Student to Provide Social Emotional Support and Learning Mindfulness Videos

13. Clinicians hosted I Empathize- Sexual Exploitation Curriculum lessons via Zoom Sessions or in Google Classroom.

14. Clinicians hosted Synergy Day activities via Zoom to support student health and improve school climate and connectivity in a time of digital learning.

15. Clinicians offered Summer Sessions to All students and families in order to ensure continuity of care and that students would not lose access to mental health treatment services during summer recess.

Current SSCC Supports for Identified Subgroups:

Foster Youth:

1. Clinicians contact every Foster Youth enrolled in County Schools to assess for need, offer ongoing telehealth services and offer Educational Case Management.

2. Clinicians participate in Client Family Treatment Team Meetings via telehealth with clients Social Worker, Guardian, Probation Officers, and anyone involved in the family team for students.

3. Clinicians provide ongoing monitoring, calling and mental health support for all foster youth identified on Foster Youth Reports provided through DBH and or SBCSS. Not all foster youth choose to participate in services however clinicians continue to contact group homes and foster homes for monitoring

McKinney-Vento:

1. All McKinney-Vento students identified by SBCSS spreadsheet are contacted to offer resources and support, assess for family or student needs, engage social worker if appropriate and ensure service delivery will continue.
2. Resources provided through SBCSS such as shopping purchases or trips are logged on the McKinney-Vento spreadsheet.

SBCSS is cognizant of the academic and social-emotional challenges that the COVID-19 pandemic has caused. SBCSS is currently focusing on the following areas to support the mental health and well-being of our student's, families and staff:

- Implementing a Social-Emotional Learning curriculum for students (embedded in a cross-curricular manner)
- Providing continued professional development on Trauma Resilient Organizations
- Increasing mental health and social emotional supports

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.]

Pupil engagement and outreach are fundamental components of a quality distance learning strategy. The school closures at the end of the 2019-20 school year have provided evidence that a multi-tiered system to engage students is necessary. To be effective, that multi-tiered system must focus on engagement and re-engagement of absent/missing students. Core components of our SBCSS pupil engagement and outreach approach include:

DISTRICT

1. Apply for federal and state funds that focus on student engagement and outreach
2. Utilize federal and state funds on expenditures that directly and indirectly support student engagement
3. Implement a tracking system that monitors student engagement and attendance (i.e. DLEAT and Aeries analytics)
4. Consistently update the tracking system with "live" data via our Aeries student information system
5. Provide professional development and support to staff so they may proficiently access and update the DLEAT tracking system
6. Provide personnel support to assist school sites with checking on students who are "absent" more than 3 days
7. Provide technology to students/families to ensure that access is equitable for all students

SCHOOL

1. Make sure that students and parents understand that they need to check in with their classroom teacher daily (via Zoom or some other form synchronous communication, see Appendix A)
2. Teachers will take attendance daily, while tracking/monitoring synchronous interactions for all students, utilizing the DLEAT spreadsheet/database
3. Teachers will provide robust and engaging instructional activities for students
4. Teachers will ensure that students have been provided the necessary materials to complete all assignments
5. Administrators will ensure that teachers provide virtual office hours for student/parent check-in and questions.
5. If or when a student/parent does not check in; the teacher will attempt to contact parent via phone or email
6. If or when a student/parent has not checked in for more than 3 sequential days, the teacher will refer this student to the school principal for follow-up
7. Principals will investigate any student unexcused absence over 60% of the week or 3 instructional days to determine appropriate plan.
8. The principal will utilize Aeries communication to ensure that multiple methods of student and parent contact are being utilized
9. The principal will engage in wellness-checks/home visits with our community partners (San Bernardino County Probation Department) for students absent more than 5 days
10. Principals will notify their Area Director if an intervention plan is needed to re-engage a student who is absent from Distance Learning
11. Area Directors will work with internal and external agencies to re-engage students who are absent more than 10 days

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.]

SBCSS will provide students and parents with the appropriate referrals to local "grab and go" nutrition services provided by that student's district of residence. SBCSS will provide students and parents with an on-going list of nutrition resources specific to their local community as they are received. SBCSS will provide additional staffing to increase the hours of operation at large cluster sites. With increased hours of operation, SBCSS will coordinate with local food banks and pantries to become a hub for SBCSS students and parents that are experiencing food insecurity. When schools return to in-person instruction nutrition services will be provided to students on the school site of attendance. Lunches will be delivered to the site by the local district that has contracted with SBCSS for this purpose.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Student Services will be partnering with consultants and outside agencies to provide supports to parents to help them stay actively engaged and involved in their child's learning. Examples of these expenditures may include but are not limited to parent education trainings, interpreters, etc.	150,000.00	Yes
Mental Health and Social and Emotional Well-Being	Implementing a Social-Emotional Learning curriculum for students (embedded in a cross-curricular manner)	50,000.00	Yes
Mental Health and Social and Emotional Well-Being	Providing continued professional development on Trauma Resilient Organizations	25,000.00	Yes
Mental Health and Social and Emotional Well-Being	Increasing mental health and social emotional supports	500,000.00	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.03%	\$4,872,008.00

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.]

SBCSS is a County Office of Education whose student population is primarily composed of students who are either Foster Youth, English Learners and or Low-Income Students. A review of our 2019 California School Dashboard shows the following demographics:

Community School

Enrollment: 539

Socioeconomically Disadvantaged: 93.7%

English Learners 18.4%

Foster Youth: 5.4%

San Bernardino County Juvenile Detention and Assessment Center (SBCJDAC)

Enrollment: 106

Socioeconomically Disadvantaged: 100.0%

English Learners 7.5%

Foster Youth: 13.2%

San Bernardino County Special Education

Enrollment: 1,388

Socioeconomically Disadvantaged: 72.1%

English Learners 14.6%

Foster Youth: 2.9%

Students may be referred to SBCSS programs through one of the following ways: through the SARB process, expulsion from the referring district, IEP process (special education school only) or parent referral. Students within the SBCJDAC have been placed there through the juvenile court system. Students referred via these processes have support needs that go beyond the general education supports, services and even curriculum. Foster youth, English Learners and low-income students have those needs increased. During the 2019-2020 school year from July 1 - March 1, 12.7% of foster youth, 23.4% homeless, 28.4%, and 27.9% of low-income students were considered chronically absent. When administrators conducted empathy interviews and data dives with this population of students they found students needed increased mental health supports, technology devices and access (chromebooks and hotspots) to be successful in distance learning, and had significant learning gaps. These identified areas of need are the basis for actions and services in increasing student engagement (such as adopting gamification curriculum), mental health services, professional development in servicing at-risk youth, additional tutoring and providing basic needs resources to students and families (i.e. school supplies and food pantries).

SBCSS administrators, staff and stakeholders have agreed that the actions outlined in our Learning Continuity and Attendance Plan would significantly benefit Foster Youth, English Learners and Low-Income students. Due to our unique student population, most actions targeted towards these students have the added benefit of assisting the majority of our enrolled student population (based on program type and school enrollment).

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

SBCSS administrators, staff and stakeholders have agreed that the actions outlined in our Learning Continuity and Attendance Plan would significantly benefit Foster Youth, English Learners and Low-Income students. Actions that are contributing to increased or improved services are budgeted at \$5,092,500.00 which exceeds the required 13.03%.

The following actions and services for unduplicated students are over and above what will be provided for all students: additional sessions with mental health clinicians, resources and supports to assist families and students such as bus passes and basic needs items, additional tutoring staff, technology resources to provide student access, professional development to support foster, homeless, low-income and English learner students.