

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

COVID-19 has disrupted and impacted nearly every element of school and community life. At Santa Barbara Charter School, major changes due to school closures in March include: teachers designing remote learning curriculum, meeting needs of students with Individual Education Plans (IEPs) through distance learning, completing all special education paperwork with digital signatures on Prior Written Notices for changes in services, meeting remotely with staff, students and parents to discuss learning needs, arranging for staffing and social distancing on campus, arranging for families to collect student belongings and learning materials, deep cleaning of all classrooms, loaning over 30 devices to families in order to access online programming, and more. We made in-person contact with each family to determine at-home technology capacity (internet access and devices) and individual family/student needs. We also provided tech training support for both staff and students/families. Staff directly communicated with each student and their parent. Special education services were offered remotely and academic instruction continued.

Before the 2019-20 school year ended, SBCS established a Task Force to look at all elements of school reopening and contingency planning for the 2020-21 school year. All staffing and operations were examined and analyzed toward a new version of school reopening.

Stakeholder Engagement

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

STUDENTS:

The teachers at SBCS take student opinions and feedback seriously. Students were surveyed in an ongoing manner through informal methods in the spring, such as with daily check-ins that were verbal, written, or symbolic. Teachers met one-on-one with students to check-in and support their well-being, while also gauging overall student emotion and well-being. Parents also share their child’s perspective with teachers and the SBCS administration.

EDUCATORS:

At SBCS, the teachers and staff have ongoing and impactful opportunities for providing feedback and implementing change. Throughout the spring, SBCS teachers continued their weekly meetings as Teachers Council. Staff were given surveys regarding their work schedules and provided input into their work environment with fall reopening planning. There was a reopening task force, which was open to all staff. Those who self-selected to participate comprised fifteen teachers, aides, specialists, and administrators. The task force met weekly on eight occasions, and crafted a draft reopening plan that was shared with the full staff and parents.

Information that assisted the task force came from many sources, including the Santa Barbara Unified School District parent survey results <https://drive.google.com/file/d/1n14aUDNeX4n2s7RzjJ9PUGkkl-92xjzD/view>, ongoing weekly meetings with Santa Barbara County Education Office school leadership team members, liaison meetings with Santa Barbara County Public Health, and more.

HomeBased Partnership teachers also meet as a Teachers Council, and provided input toward fall reopening contingency planning: <https://docs.google.com/document/d/1DulpWiDfxM0k6hCkGdYf2N7zt24InybcolKrqxoKaCA/edit?usp=sharing>

Classroom-based Teachers Council hybrid reopening plan: <https://docs.google.com/document/d/1OVcOfOyaM11VDBgXVxlwnFSLpjy9udT5yNBQ5AzEAY/edit?usp=sharing>

Classroom-based Teachers Council Distance Learning reopening plan: <https://docs.google.com/document/d/1iIOHgMtSHB4LLmHYmXm5A8WL4YYxLBbNmjUU9YyxqfY/edit?usp=sharing>

OTHER STAKEHOLDERS:

Stakeholders who do not have internet access: All of our staff and parents have internet access, as was determined by Spring polling and follow-up phone calls. All information was posted on Parent Square, which texts parents in addition to sending out emails.

Stakeholders who speak languages other than English: All of our parents speak and read English. Many members of our staff are bilingual in Spanish, and attended the parent meetings. Our school's trained interpreter was available to translate for anyone who needed it. She continues to be available for any one-on-one parent-teacher meetings. Parent Square can translate posts into Spanish.

PARENTS:

HomeBased Partnership PARENTS:

July 10: Fall reopening plans shared

July 17: Sharing CA governor's reopening schools mandate

July 18: Summer news

July 19: Curriculum information, procedures

July 19: Teacher assignments and roles for 2020-21

July 20: Town Hall regarding Fall reopening

July 21: Notes and information shared about the Town Hall https://docs.google.com/document/d/1LLlIxMw5HzbtUvB-drXz2P-zIXN-7o_eXfgw5hWMSPE/edit?usp=sharing

July 22: Cohort preferences taken from parents

July 29: Curriculum orders and information taken from parents

Aug 7: Family mentorships for new homeschooling families offered

Aug 9: Family phone list shared

Aug 10: Parent Handbook for HBP programs shared

Aug 23: Videos shared: “How to complete a work record,” “How to complete a Master Agreement,” “How to complete the Work Record Agreement”.

Classroom-based PARENTS:

June 1: Information meeting about school reopening

https://docs.google.com/presentation/d/1r2t2yh9kbt_EmqhfJ49N7lq1Xt7FaLGBTd96kUsdTSw/edit?usp=sharing

June 5, June 7: ThoughtExchange survey of parents “What’s on the top of your hearts and minds as we prepare for fall reopening?”

June 11: Parent survey share out from ThoughtExchange, community feedback, next steps

https://docs.google.com/document/d/1NoLvHTiaCJ7zXgQ6OR_4lqX5rG-TCSHLGA1KbnhnwMw/edit?usp=sharing

July 6: Parent Webinar on school reopening

<https://docs.google.com/presentation/d/1ksl1tjkFcvTgrPHjuN69wfAGO2zbrCTpIA8fqWUF3zq/edit?usp=sharing>

July 7: Post to parents with webinar recording, meeting questions, and FAQ’s

July 9: Parent survey regarding fall attendance

July 17: Sharing CA governor’s reopening schools mandate

July 23: Parent Focus Group meeting about Independent Distance Learning

<https://drive.google.com/file/d/1SI9r3LbAYQGbXYNdOutXys74qneF49Uf/view?usp=sharing>

July 27: Post about opening in distance learning, with parent survey

<https://drive.google.com/file/d/1ScMapq45ERkD56z4oejeosIRRYjb9ZEc/view?usp=sharing>

July 28: Share out survey results from parents regarding hybrid reopening

https://drive.google.com/file/d/1SOExh_vsXKMBT1er4gqVhAb6oWpPj2KR/view?usp=sharing

July 30: Spring distance learning parent survey—classroom program

Aug 3: Childcare for essential workers survey to parents

Aug 3: Independent Distance Learning family survey, follow-up with individual families

Aug 5: Waiver information about reopening schools posted

Throughout August: Phone calls to parents about classroom options

Aug 10: Parent meeting about Independent Distance Learning

https://docs.google.com/presentation/d/1KHpMYIFRF22WDXnKo_3zdbUfMKfpXGJ7Nw6uX7PZ50Q/edit?usp=sharing

Aug 14: Distance Learning schedule posted and upcoming parent meetings

offered <https://docs.google.com/document/d/1iIOHgMtSHB4LLmHYmXm5A8WL4YYxLBbNmjUU9YyxqfY/edit?usp=sharing>

Aug 16: Class lists, teacher assignments, parent information meetings posted

Aug 17: New Family Orientation

Aug 19: Every teacher hosted a family information meeting “What is Distance Learning”

Aug 20 and Aug 21: Student/parent/teacher conferences

Week of Aug 24: Kindergarten student/parent/teacher conferences and one-on-one parent meetings

In addition to posting information and hosting live meetings and webinars, the community meetings were recorded and the recordings were posted to the community. New families were emailed and invited to all of the meetings, as were returning families. The meetings were offered via Zoom with an unlimited number of participants. Long posts or written information was summarized by the Director of Education in five- to eight-minute video recordings using Screencastify, so parents could gain a brief overview of the data/information if they were unable to watch or read the entire item.

A public hearing was held on Wednesday, September 9, 2020 to review the elements of this plan. This was posted on our school’s Parent Square and to our list-serv. https://drive.google.com/drive/folders/1PV-7Z-mznnHYuH9NTE1mJM40vNI5_O3D?usp=sharing

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

Since the emergency school closures in March 2020, all Circle of Trustees (board meetings) have been held via Zoom. The agendas and Zoom links are published on ParentSquare and via our list-serv. Public Comment is sought for every meeting.

All 2020 meetings can be found here: <https://drive.google.com/drive/folders/1nN8qhG7YIX4XqigKEa13slmNA0C-YE5u?usp=sharing>

There is free guest wifi on campus, which parents and community members may use.

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

EDUCATORS

Teachers Council set the class configurations to maximize small group instruction, so that students are working both independently and with their peers. The morning/afternoon Zoom synchronous cohorts allow for increased student engagement as there are smaller class

sizes. The ability for families to choose between two versions of Distance Learning has allowed us to embrace the desires of some families to be more in control of their child's schooling while minimizing time online. Our classroom Distance Learning program provides structure and guidance for students as they work through the day's assignments. This current structure also offered nearly 50% of our students to be assigned to a teacher that they had in the past, which greatly improves their feelings of connectedness and community. Teachers willingly changed their proposed grade assignments in order to serve and benefit student learning and social/emotional development. We have no union or bargaining unit.

OTHER SCHOOL PERSONNEL

All classified staff were invited to participate in the school reopening task force of spring and summer 2020. We had 8 who joined and offered direct input into the reopening plan. All staff were surveyed two or three times during the summer regarding their own job and work conditions, which led to some folks taking a leave of absence, or engaging in the interactive process to obtain work place accommodations or reassignment. We have no union or bargaining unit.

PARENTS

Parent and stakeholder feedback also directly influenced this plan in relationship to the attendance, engagement, and accountability elements, as stakeholders do not want "time on Zoom" to equal "school." Parents and school staff believe that learning happens everywhere and all the time, which means that students can be learning and developing academically, socially, and emotionally off a computer screen. In fact, many of our families prefer to minimize screen time.

Independent Study, HomeBased Partnership Families

Families who seek an independent study schooling experience want to maintain control over their child's learning plan, and want to oversee the implementation of their child's education.

Families choose to homeschool for many different reasons. Some families have shared a desire to keep a strong daily connection to their child as their primary goal, while others homeschool for medical reasons or travel. Some families enroll in our program after discovering that traditional public school was not a good fit for their child. This year, many new families have also noted the desire to have a more consistent routine for their child during otherwise unpredictable times.

In addition to our Independent Study HomeBased Partnership families, we found we had nearly 25% of our current SBCS classroom-based families desire a more self-driven version of Distance Learning. Some of the reasons include:

- Parents desire that a child spend less time or zero time with technology and/or Zoom platform.
- Parents (or the child) have health and safety needs that would prevent their child from returning to school under the hybrid (in-person) model.
- Parents with multiple children enrolled in SBCS anticipate difficulty managing transportation and/or scheduling needs if school were to resume in the hybrid model.
- Parents who are working remotely from home want the flexibility of creating a schedule of learning for their child that fits family needs.
- Parents desire the option of combining program offerings and community resources to balance a child's overall experience.

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

All of the meetings and information listed above demonstrate the considerable and consistent efforts to gain stakeholder input. This information was used by the Task Force, Teachers Council, and the SBCS administrative team to come up with a Distance Learning and Hybrid model of schooling that prioritized the community's desires for student relationships and connections with their peers, while allowing for various means of engaging in Distance Learning and academic work.

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Some highlights of what specifically changed for the 20/21 school year based on staff/parent/stakeholder feedback:

- Offer two versions of Distance Learning for parents who want more or less teacher-provided structure to the school day
- Change teacher and staff assignments
- Change roles and responsibilities for some staff, determine which staff can and cannot work on campus with students
- Maximize the cleaning of common areas, particularly the bathrooms, when students are on campus
- Systematize parent-facing documents across the grades to support communication to families
- Systematize student websites and apps needed to engage in the learning (K-4 Seesaw, 4-6 Google Classroom)
- Minimize Zoom time and maximize Zoom effectiveness for students, and allow for greater flexibility for working parents
- Offer child care on site for SBCS students who are children of essential workers
- Meet one-on-one with students for assessments or essential needs for students with an Individual Education Plan (IEP)
- Vary the delivery models of services for students with an IEP

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Our primary goal is to have students on campus to the greatest extent possible while ensuring student and staff safety to the greatest extent possible.

Kids are at the center of every decision we are making.

Needs include:

- Health Needs and Constraints (social distancing)
- Connections and Relationships Between Students and Staff, and Students with Peers
- Consistent Education
- Academic Learning
- Individual Social/Emotional Needs
- Play and Interactions

Focused Instruction

- Focus on Reading, Writing, and Math
- Social Studies, Science, and PE integrated when possible
- Using an acceleration model rather than a retention model - teach at grade level standards and address missing skills when they are needed for the grade level standard
- Social-emotional learning and student well-being will be priorities
- Enrichment and extension work at home
- Projects
- Ongoing assessment

Special Education and Intervention

- Special Education services will be offered in person, on campus and online, depending on the child's needs
- Students with Individual Education Plans (IEPs) will receive their Specialized Academic Instruction (SAI)
- Students with IEPs will receive their speech, counseling, and occupational therapy
- Extended learning time may be offered to students in need
- Students will be served with others in their grade band with similar needs

Mental wellness and social-emotional support

- Continued implementation of the Multi-Tiered System of Support (MTSS, all, some, few)
- Dedicated class time for mental wellness
- Continue mindfulness work
- Support from school-based counselor and school psychologist (full-time counselor this year)
- School-based social group support
- Continue Conflict Resolution work school-wide
- Care Solace concierge service for families and staff with mental health care matching and resource vetting
- Additional professional development for staff

Setting the tone for the students

- Focus on the positives
- Finding reasons to celebrate
- Welcoming atmosphere despite restrictions
- Setting a positive tone at home helps
- Ensuring that our staff's mental wellness also is prioritized
- Supporting families in need
- Maintaining our humanity and loving nature toward kids

Addressing re-entry safety protocols

- Entering school/arrival
- Entering classrooms
- Recess and play
- Bathrooms
- Departure
- Office
- Illnesses at school
- Possible classroom/school closures

DRAFT reopening plan, hybrid:

<https://docs.google.com/presentation/d/1ksl1tjkFcvTgrPHjuN69wfAGO2zbrCTpIA8fqWUF3zq/edit?usp=sharing>

HBP Contingency Planning for Fall 2020

The Covid 19 virus has created a climate of uncertainty for the fall. Our goal is to be ready for changing situations by creating several, flexible plans into and out of which we can easily transition in this changing climate. Below are our current thoughts for some of the possible scenarios we may experience. These are subject to modification as the situations change.

Contingency 1: We are closed to face-to-face contact in the fall:

Open Days: Zoom Circle times, Some teachers writing letters to their students, Regularly checking in with parents to offer support

Thursday Electives: Offer scheduled, virtual units/projects, posting them to the HBP email list and storing them in Dropbox for parents to browse. Offering instruction for parents of younger students, especially in reading and math. Have a plan for the week in the HBP News - "Learning Opportunities for the Week"

RTI/Tutoring Meet virtually using Zoom

Contingency 2: We can have only have a percentage of students at school at a time

Open Days will turn into Fun Days and Elective Classes turn into Mini Units.

Thursday Electives

Instead of the usual 8-week fall elective term, we will have two 4-week Mini-Unit elective terms. This will give us more flexibility and also give the students more of a chance to get in classes.

RTI/Tutoring

1:1 tutoring with cleaning after each student meeting or online

Contingency 3: reopen with typical HBP schedules for Open Days, Electives, Clubs, and tutoring with increased cleaning and health screenings.

Full HomeBased Partnership contingency plans for fall:

<https://docs.google.com/document/d/1DulpWiDfxM0k6hCkGdYf2N7zt24InybcolKrgxoKaCA/edit?usp=sharing>

SB County Public Health SBCS school reopening attestation version July 2020:

https://docs.google.com/spreadsheets/d/10GNOq1E_cCoLLCqAd0wP3ipZbFD-vu2ZSqHGKRVEIBk/edit?usp=sharing

SBCS Summer Camp and Fall Camp SB County Public Health reopening attestation

https://docs.google.com/spreadsheets/d/1H_3xQSny_IChQwfsjQERiNX9ULg2jvZRWiTXgMOaBf0/edit?usp=sharing

Joint operations with Goleta Valley campus (co-located)

https://docs.google.com/document/d/15zzFKmNLVo_GxKeQqdqOkWy8Ham7ap_djvJ0761EtLQ/edit?usp=sharing

Plans and protocols for hygiene and health are in the reopening plan (toward the last 2/3 of the document), and current protocols are linked below:

DRAFT fall SBCS reopening school plan and staff handbook:

<https://drive.google.com/file/d/1Q1hbUXM09uixNDxM5AndscIX3k7ZWSpL/view?usp=sharing>

Campus Access protocols August: <https://docs.google.com/document/d/1fV2sugNTRKdqRe1TkeudHONKqDQQeSe0kMul-sOBV58/edit?usp=sharing>

Assessment and services protocols August:

<https://docs.google.com/document/d/1wvEmAEFeyXIG3HLYFS0mfsuRmvWZDmsyqboB6utNpkQ/edit?usp=sharing>

Distance Learning—fully remote

Teachers Council shared the following with classroom-based parents:

“During this time of distance learning, we remain committed to creating a strong community built on relationships and connections. We will strive to ensure that families, students, and staff feel supported, cared for, and understand that we are working together, as one community. We believe that technology can be a platform for connecting and educating, but it is not where all of the learning happens. Learning will always be based on each child’s own exploration and experience. Until we can physically reopen -- and even after -- we will use technology platforms creatively to build and nurture relationships, foster independence and resiliency, and promote creativity and collaboration.

We are structuring each class into cohorts in order to teach the class, yet reach the individual child. The cohorts are Distance Learning cohorts, and may or may not be the in-person hybrid cohort. Some adjustments may be made as the year gets underway. All of what we are doing is a work-in-progress, as we aim to meet the needs of the learners.

Our fundamental goal remains to prepare students academically, socially, and emotionally for the next grade level. Their social and emotional growth and well-being continues to be a priority. We will have a primary curricular focus on the key academic standards, and much of our curriculum can be delivered remotely and then seamlessly reintegrated in person, when we’re allowed. However, distance learning also creates new possibilities for the pursuit of individual interests, passions, and engagement. Our moment in history is particularly rich in important issues and, more than ever, we believe school must be a safe place to try new things, explore difficult topics, gain confidence in our voice and opinions, and achieve personal growth. Even as we try to find the opportunities within the overall challenge of distance learning, your child’s safety, social and emotional growth, and education remains our driving focus.”

Distance Learning schedules, Zoom time blocks, Distance Learning overview for classroom-based program:

<https://docs.google.com/document/d/1iOHqMtSHB4LLmHYmXm5A8WL4YYxLBbNmjUU9YyxqfY/edit?usp=sharing>

Parents of Santa Barbara Charter School students enrolled for the 2020-21 school year were given two options based on the requirements for reopening.

Version A is a Distance Learning model that utilizes classroom teachers to deliver grade level direct instruction through various online platforms with cohort groups. This teaching program is designed to be both synchronous (live, in person) and asynchronous (including both recorded instruction and independent work on assignments). This model was created for transitioning students to the in-person hybrid model of teaching when allowed. Our Version A Distance Learning students will move to cohort-based, in-person hybrid instruction when allowed.

Version B is called the Distance Learning Partnership program. This program is selected by parents who desire more flexibility with school schedule, less time with technology for direct instruction, and generally more choice in determining how and when to deliver a child’s grade appropriate curriculum. Children enrolled in this program receive direct instruction from parents, guided and monitored by SBCS teachers. SBCS teachers are assigned a “class” made up of mixed grade children. The SBCS teachers assigned to the Version B role help provide guidance for parents and opportunity for children to participate in daily community through the online platform Zoom. They oversee the child’s daily assignments and weekly engagement, verify daily participation, and certify assignments. SBCS teachers provide parents grade-level curriculum in the core subjects of reading, writing and mathematics for their child and supporting materials as needed and requested. Version B Distance Learning students will move to small group in-person enrichment and community time when allowed.

When we are in “fully remote” Distance Learning, our regularly scheduled student-teacher check-in times allow Version B students to establish a relationship with the SBCS teacher, and provides time for the teacher to get to know each child. During these check-in meetings, the teacher informally assesses each child’s ongoing academic and social emotional needs, provides parent support, verifies each child’s daily school participation, and more. SBCS teachers provide parents grade-level curriculum in the core subjects of reading, writing and mathematics for their child and supporting materials as needed and requested.

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

Description	Total Funds	Contributing
Campus Access, Clean and Disinfect	\$7,900	No
Hygiene Practices	TBD	No
Protective Equipment (PPE)	TBD	No
Physical Distancing	\$3,000	No
Indoor and Outdoor classroom modifications	\$2,700	No
CareSolace Mental Health Concierge Service for families	\$950	Yes
Costs for returning small cohorts of high-needs students	TBD	Yes
One-time cost for Covid-19 surveillance testing for staff (more will be needed)	\$6,750	No

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.]

Santa Barbara Charter School has worked to ensure that students will have continuity of learning if they transition between in-person instruction and distance learning, as well as having access to a full essential curriculum offering regardless of method of delivery for the 2020-21 school year.

Continuity of Instruction and Learning:

MODEL

Classroom Based Program: On-site learning in a safe, socially-distanced setting combined with distance learning when we are safer at home. Scheduled days in classroom and scheduled home extended learning time.

PROGRAM DESCRIPTION

Students placed into smaller homeroom groups with a staggered schedule in classrooms for live instruction on some days and then stay at home at other times with a modified distance learning program. Poised to move to fully open or fully distanced as permitted or required by guidelines.

Distance Learning includes:

- Extended Learning emotional learning
- Hands-on opportunities
- Integrated curriculum-Movement and structured play-Social-
- Practice
- Teacher/staff check-ins and lessons
- Seesaw (grade K-4)
- Google Classroom (grade 4-6)

SERVES THE NEEDS OF ...

Classroom-based families at SBCS.

MODEL

Distance Learning Partnership, Classroom Based option: On-site learning in a safe, socially-distanced setting combined with distance learning when we are safer at home. Scheduled days in classroom and scheduled home extended learning time.

PROGRAM DESCRIPTION

Individualized offerings for each student through teacher-created/curated curriculum, integrating parent input. Teachers, students, and parents meet regularly to discuss assignments and review work samples. While most learning is independent, students are offered daily social interactions with peers and their teacher.

SERVES THE NEEDS OF ...

Families who prefer learning at home with the option for in-person activities when safe. Families who want to minimize technology use, individualize their child's learning experience, and set their own daily learning schedule.

MODEL

HomeBased Partnership (HBP): Independent Study Enrichment Program

PROGRAM DESCRIPTION

A family-based, experiential, individualized education with enrichment activities and elective courses on HBP campus. At HBP each family establishes a unique approach and maintains parental flexibility in curriculum use, while demonstrating that each child is making progress toward grade-level standards. The HBP program provides support and oversight by certified teachers.

SERVES THE NEEDS OF ...

Families who desire a homeschooling community, along with flexibility and options to co-create and design curriculum. In person social opportunities and play provide a variety of enrichment activities, and we have an abundance of materials available on site and for home use.

MODEL

HomeBased Partnership: Independent Study Customized Program

PROGRAM DESCRIPTION

A fully independent study, home schooling program. A family-based, experiential, individualized education for students who benefit from a degree of flexibility, autonomy, and creativity. Family homeschooling, with a SBCS HBP teacher assigned for support.

SERVES THE NEEDS OF ...

Families who prefer learning at home with no in-person activities. Fully customizable.

Curriculum and Instructional Resources:

All students at SBCS have similar access to curriculum and instructional resources at SBCS, regardless of program model, grade level, or our method of delivery. Each child is assigned to the roster of a credentialed teacher who works with them, in partnership with the parents/caregivers, to craft an effective learning plan. We follow the California Common Core State Standards.

CLASSROOM BASED curriculum

Language Arts: The SBCS Language Arts program focuses on developing a wide range of communication skills. Students are encouraged to become speakers and listeners, as well as readers and writers. They learn to communicate content, articulate opinions, and express themselves creatively. In the early grades, students acquire foundational skills, learning to decode, encode, and read for meaning. Writing is used across the curriculum and grade levels to help children explore interpersonal, intrapersonal, and academic issues. Students also use writing to reflect upon their own work and come to understand themselves as learners. Students read literature and informational texts. Their writing skills integrate their experiences as readers.

Mathematics: Students are introduced to mathematics as a part of everyday life. The study of mathematics helps students develop critical thinking skills, as well as make logical arguments and valid inferences. Mathematics instruction is experiential, interactive, investigative, and concrete, with an emphasis on exploration and discovery, using hands-on learning materials, and using models to develop mathematical automaticity. Students are encouraged throughout their school experience to develop the spirit of inquiry and curiosity through the study of each mathematical domain.

Science: The Science curriculum revolves around a broad, central theme: Involvement, Inquiry, Interdependence, and Reasoning as part of a Scientific Community. Students discover the exciting world of natural phenomena through the study of science. The science program is both “minds-on” and “hands-on.” Students study Physical, Life, and Earth Sciences. The curriculum builds on key thematic lines across the grades (K-8), including Energy, Evolution, Form and Function, Patterns of Change, Scale and Structure, Stability, and Systems and Interactions.

Social Studies: Social Studies are the study of the interactions among human beings and between human beings and their environment. Interactions between self and others are the most important topics of study, and the classroom presents infinite opportunity for exploring many issues. During the primary grades, students focus on self, family, and community. As students move through the grades, the social studies curriculum moves outward and becomes more global. A multicultural perspective is explored at every level.

Arts: Visual and Performing Arts are used to deepen and enrich instruction across the disciplines. Art is also taught as a substantive discipline in its own right.

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.]

Santa Barbara Charter School has ensured access to devices and connectivity by communicating with families to determine needs, and to offer devices and connectivity. In the spring of 2020, we surveyed each family and loaned classroom iPads or Chromebooks to anyone with a need. Again in August, we surveyed every family and loaned out devices. Parents who did not respond to the survey were contacted individually. As needs come up, students are loaned devices. We reached all students and have all students connecting electronically on a scheduled basis.

Students who have unique circumstances, or who live out of range of connectivity, have been addressed directly. When families requested mobile hotspots or had concerns about connectivity issues, we purchased T-Mobile hotspots and loaned them out to families. Families also were given local community hotspots to utilize. As a small school, we can monitor and ensure 100% connectivity for our families.

Students who attend our on-site childcare program for essential workers have strong connectivity and have school devices to use.

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.]

Assessment of student achievement at SBCS is based on, but not limited to, the following:

- Authentic performance assessments, such as essays, research presentations, demonstrations, projects, presentations, exhibits, portfolios, and cumulative work collections;
- Teacher-developed summative tests that reflect grade-level expectations at critical stages of each curriculum;

- Ongoing formative assessment and student monitoring, as well as parent communication utilizing progress reports, phone and email communications, student conferences, and parent-teacher conferences;
- Mandated special education testing; and
- Mandated standards-based testing developed by the California State Board of Education, as measured by the California Assessment of Student Performance and Progress (CAASPP) when available.

Assessment during the 2020-21 school year will continue as mentioned above.

During full or hybrid Distance Learning, SBCS will assess student progress through live contacts and synchronous (live, in person) instruction. SBCS teachers also will measure the time value of pupil work based on a classroom instruction equivalent, and evaluate submitted assignments in a manner similar to classroom-based instruction.

Starting from August 24th, the first day of school, SBCS classroom-based students are offered daily live interaction with their peers and teacher. Independent Study HomeBased Partnership students are offered frequent, live interactions through weekly circle time, regular “meet-up” options, and regular teacher contact. Each of these offerings are in line with offerings during normal, in-person schooling. Students in the classroom program interact on a daily basis, and students in our Independent Study HomeBased Partnership interact with peers and their teacher on a weekly or monthly basis. The Independent Study agreement is outlined in detail in the SBCS Independent Study Policy, Master Agreement, and Work Record Agreement, and Daily Engagement Log.

Pupil Progress:

Our HomeBased Partnership program (HBP):

Our HomeBased Partnership program has a 27-year record of offering a comprehensive, independent study enrichment program that has received full independent study funding and has successfully passed annual attendance audits with zero audit exceptions for many years running. Students enrolled in this program are carefully monitored by the assigned, credentialed teacher.

In our HBP Enrichment Program, we have many families who do not want to be given a school day schedule from SBCS, so the daily live interaction is optional, within the spirit of our long-term commitment to students and families who want to homeschool their children. For students in the HomeBased Partnership, we offer frequent, live interaction between teachers and students via: Reading Club, Writing Club, Math Club, Circle Times, Morning Meet Ups, and Elective Classes. These optional programs offer student-to-student discussion opportunities and student-to-teacher interactions. Parent input via an online survey and via parent conferences has helped to guide the types of programs offered during our fully remote work time.

In line with our Charter and our school's Independent Study Master Agreement and Work Record Agreement, there are no synchronous minutes required for HBP students. Synchronous teaching is optional through the interactions mentioned above. Attendance and participation in these optional activities is tracked and monitored by each HBP teacher. This is recorded **weekly**.

Live contact with students is tracked and monitored by each HBP teacher. This is recorded informally **weekly**.

Teachers monitor and assess pupil progress through in-person, one-on-one formative assessments, by using diagnostic tests, and by evaluating work samples.

Participation is measured as described in the SBCS Master Agreement, the Student's Work Record, and the Daily Engagement log. This is certified **monthly**.

The teacher certifies the time value of each assignment.

The teacher assesses the submitted work from each student.

In our HBP Customized Program, the educational programming is completely customizable, and operates within the spirit of our long-term commitment to students and families who want to homeschool their children.

In line with our Charter and our school's Independent Study Master Agreement and Work Record Agreement, there are no synchronous minutes required for HBP students. Students are taught at home, by their parents

Live contact with students is tracked and monitored by each HBP teacher. This is recorded **monthly**.

Teachers monitor and assess pupil progress through in-person, one-on-one formative assessments, by using diagnostic tests, and by evaluating work samples.

Participation is measured as described in the SBCS Master Agreement, the Student's Work Record, and the Daily Engagement log. This is certified **monthly**.

The teacher certifies the time value of each assignment.

The teacher assesses the submitted work from each student

Our classroom-based program:

Distance Learning Version A:

Version A is a Distance Learning model that utilizes classroom teachers to deliver grade level direct instruction through various online platforms with cohort groups. This teaching program is designed to be both synchronous and asynchronous. Our version A Distance Learning students will move to cohort-based, in-person hybrid instruction when allowed.

Live contact with students is tracked and monitored by each classroom teacher. Students are tracked and monitored through live contacts and synchronous (live, in person) instructional minutes. This is recorded **daily**.

Teachers monitor and assess pupil progress in many ways, as mentioned previously, including: formative and summative assessments, progress-monitoring, and evaluating work samples. Participation is measured by completion of assignments, parent/guardian contact, student work submitted, student assessment, in person instruction, and other methods as needed. Participation is measured **daily and certified weekly**.

The certificated teacher determines the time value of each assignment, based on a classroom equivalent, as well as the time value of synchronous and asynchronous assignments. The teacher assesses the submitted work from each student to monitor progress. The assignments and offerings are measured **weekly**.

Distance Learning Version B:

This version is selected by parents who desire more flexibility with the school schedule, less time with technology for direct instruction and generally more choice in determining how and when to deliver a child's grade appropriate curriculum. Children enrolled in this program receive direct instruction from parents, guided and monitored by SBCS teachers, who provide guidance for parents and a daily opportunity for children to participate in community with an offering of daily live interaction, with synchronous learning options. The teacher oversees the child's daily assignments and weekly engagement, verifies daily participation, and certifies assignments. Version B Distance Learning students will move to small group in-person enrichment and community time when allowed.

Live contact with students is tracked and monitored by each classroom teacher. Students are tracked and monitored through live contacts and synchronous instructional minutes. This is recorded **daily**.

Teachers monitor and assess pupil progress in many ways, as mentioned previously, including: formative and summative assessments, progress-monitoring, and evaluating work samples. Participation is measured by completion of assignments, parent/guardian contact, student work submitted, student assessment, in person instruction, and other methods as needed. Participation is measured **daily and certified weekly**.

The certificated teacher determines the time value of each assignment, based on a classroom equivalent, as well as the time value of synchronous and asynchronous assignments. The teacher assesses the submitted work from each student to monitor progress. The assignments and offerings are measured **weekly**.

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.]

Santa Barbara Charter School classroom-based teachers participated in Distance Learning professional development through individually selected modules, and as a group.

Staff were given The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting Book by Douglas B. Fisher, John Hattie, and Nancy Frey. Together they worked through a few chapters, and then continued individually.

Teachers offered professional development for their colleagues in August. Offerings include: Social Emotional Learning, Trauma-Informed Practices, Seesaw How-To level 1 and level 2, Website design, and Google Classroom tutorial. All staff, not just teachers, were invited to these trainings. Ongoing support with Zoom and other tech needs are provided for support staff.

Teachers received professional development on the newly adopted Illustrative Mathematics curriculum for K-5, with a specific focus on using the curriculum during Distance Learning and hybrid teaching.

Parents were asked to volunteer to provide technology support to other parents. This was especially helpful during the first week of school. A teacher also made a number of “how-to” videos for parents to assist them with logging on, etc. https://docs.google.com/document/d/1ubt-g58hNc0CccsOyTxb7nMiWy09C01jzbzVwZegL_RI/edit?usp=sharing

All SBCS staff participated in six hours of Implicit Bias training offered by Just Communities in August.

Resources provided to staff:

All staff have been offered a school-owned laptop for work use. All teachers have the option of purchasing a phone/iPad stand that can be used for recording lessons or videos. The school purchased Seesaw for Schools to enhance functionality. Teachers have been given curriculum materials, text books, online sources, and distance learning resources electronically. Teachers and staff are permitted to work on campus or at home.

Staff Roles and Responsibilities

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

A number of staff roles were changed this fall. All SBCS staff returned as anticipated, to their anticipated hours.

Our intervention teacher was reassigned as a classroom teacher so we could lower the student caseload for nearly all the classroom teachers. Classes went from 25 students to 20 students, on average.

One of our HBP teachers was reassigned to support fully remote students who are enrolled in the Customized HBP program.

Our office/reception staff were reassigned to provide more classroom support, as a class aide and as a copy aide, since reception needs have diminished greatly during Distance Learning.

Our behavior aide was assigned to on-site learning/academic/behavior support for SBCS students whose parents are essential workers.

Our math specialist shifted to fully remote work and after-hours material support.

Our math aide was shifted to a science aide position, and is working with the science specialist to assist teachers with teaching science remotely.

One of our classroom aides was reassigned to part-time tutor and part-time aide to support SBCS students whose parents are essential workers through on-site tutoring.

Our After School Program director was reassigned to part-time tutor and part-time after school program director for SBCS students whose parents are essential workers.

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.]

Supports for students with unique needs: Santa Barbara Charter School promotes success for all students. Curricular differentiation is an inherent element of the SBCS education plan. Our focus is on discovering what students do well, as well as identifying areas of remediation. It is common for a student to be a high achiever in one area and less competent in another. Multi-grade classrooms are especially conducive to meeting the needs of learners with diverse needs. A student might receive more advanced math instruction, while receiving extra help in reading or language arts. Students are not excluded for academic underperformance.

Identification: At SBCS, at-risk students are identified in several ways. A student who scores low on any section of standardized tests or locally developed assessment may be considered at risk. Teachers may identify a student based on classroom performance, behavioral and/or social challenges, and/or parent report. Students may be provided informal support or formal Multi-Tiered Systems of Support (MTSS).

Support: Extra instruction, scaffolded activities, and/or modified assignments are provided. Depending on the makeup of the classes, teachers often share students for leveled mathematics or language arts instruction. An effort is made to understand a student's achievement in the context of their physical, cognitive, and socio-emotional development in order to tailor instruction to the student's needs. In addition to classroom instruction, pull out MTSS may be delivered on a daily basis. MTSS can be focused on reading fluency, reading comprehension, writing and writing conventions, mathematical operations, mathematical concepts, social interactions, and/or behavioral responses.

Collaboration: Close collaboration between teachers, parents, staff, and students encourages consistency when responding to students. Teachers may share student concerns with each other during Teachers Council, and collectively generate possible strategies for supporting that student. Similarly, teachers and parents meet or correspond when a student is struggling. When concerns about performance persist, a Student Success Team (SST) is convened. Previous modifications are reviewed and a plan of action is generated. Most SSTs result in improved achievement. When they don't, further measures are explored for meeting a student's needs. SBCS promotes success for all students. After exhausting all strategies and interventions, students will be referred back to SST. Dialogue between teachers, parents, students, and other educational professionals are integral to student success.

Additional Supports during Distance Learning for:

English Learners: Our Emergent Multi-Lingual (EML) student support specialist will work with teachers and parents to develop and support each child’s individual needs within the context of their classroom.

Pupils with Exceptional Needs: Curriculum differentiation, meeting with parents/caregivers, assigning support staff to monitor and assist.

Pupils in Foster Care: In addition to what is mentioned above, we will partner with the local agencies that can assist, such as SBCEO and the local social worker in order to meet individual needs. Students will be able to remain enrolled in SBCS if they are in foster care.

Pupils who are experiencing homelessness: In addition to the supports mentioned above, we will partner with the local agencies that can assist. Students will be able to remain enrolled in SBCS if they become homeless.

Staff continues to meet with students in class groupings, small intervention groups, and through one-on-one meetings. There was a staff member assigned as a “case manager” for each student in the groups mentioned above, and staff continued to keep in touch with families to support them, during the school closures. Staff communicated with families regarding tech support and device loans, as well as ensuring families can access food services and community resources. Staff communicated with families in their preferred language. We made in-person contact with each family to determine at-home technology capacity (internet access and devices) and individual family/student needs.

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

Description	Total Funds	Contributing
Access to Devices and Connectivity: Additional iPads for students (6)	\$1,900	Yes
Access to Devices and Connectivity: Additional Chromebooks for students (10)	\$3,000	Yes
Access to Devices and Connectivity: Hotspots (6)	\$800	Yes
Continuity of instruction: Seesaw classroom	\$658	No
Continuity of instruction: Curriculum (diversity, math, HWT)	\$15,500	Yes
Continuity of instruction: Decrease class sizes, reassign grade level teaching staff—adding one certificated staff to classroom teacher role	\$85,000	Yes
Distance Learning Professional Development: (Distance Learning Playbook)	\$495	No
Distance Learning Professional Development: Maintain professional development days in August (3), trainings	\$27,000	Yes
Support for pupils with unique needs: Tutoring	\$43,969	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.]

Assessment of student achievement at SBCS is based on, but not limited to, the following:

- Authentic performance assessments, such as essays, research presentations, demonstrations, projects, presentations, exhibits, portfolios, and cumulative work collections;
- Teacher-developed summative tests that reflect grade-level expectations at critical stages of each curriculum;
- Ongoing formative assessment and student monitoring, as well as parent communication utilizing progress reports, phone and email communications, student conferences, and parent-teacher conferences.

We use a Response to Intervention (RTI) model:

Tier 1—All Students (Whole Class)

Three times per year

Goal=80% of students get their needs met

Tier 2—“At Risk” students (small groups)

1-2 times per month

1-3 Goal=15% of students in Tier 2

Tier 3—Special Ed students (individual)

1-2 times per week or daily

1-3 Goal=5% of students in Tier 3

Specifically, the tools used include:

English Language Arts

Lower elementary: Letter screening, letter sounds, phonics; Read Naturally for fluency and running record general reading screenings in line with our Primary Learning Record (PLeR). The Brigans screening is used for word attack skills, speed, and accuracy. Screenings happen at least four times a year.

Upper Elementary: Read Naturally for fluency and running record reading screenings in line with our Primary Learning Record (PLeR). Screenings happen at least three times a year.

ELD:

The Alisal District English Proficiency Test (ADEPT) will be used to identify the strengths and weaknesses of English Learners at the beginning of the year and to assess skill acquisition and identify areas that require instruction at regular intervals during the school year. Screenings happen at least twice a year.

Mathematics:

There are ongoing opportunities for formative assessment in the weekly segments of the math units, where teachers will check on students' understandings. There also are checkpoints where teachers can assess student understanding toward the section learning goals.

We also have assessments of broad computational understanding, for grade level spans. This is given two times per year.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

ALL STUDENTS

We offer standards-based instructional materials, a variety of professional learning opportunities for teachers, and collaboration among teachers to facilitate general support. We have a robust tier 1 intervention program and have strengthened our overall Multi-Tiered System of Support (MTSS) programming as a result of a three-year state MTSS grant. As a small school, we can implement tier 2 interventions quickly, and are holding team and grade level meetings with support staff to schedule and provide needed interventions. We have a systematic approach to RTI established school-wide.

EMERGENT MULTILINGUAL STUDENTS

Generally speaking, school closures have impacted Emergent Multilingual students (EMLs) most acutely, as access to daily school supports were substantially modified. In order to support our EMLs, any staff member needing to communicate with students or their families in Spanish have access to an interpreter. We continue to translate all parent communication through ParentSquare. In addition, our teachers are communicating with the administration regarding any students with needs so that we can offer individualized parent/guardian communication in support of internet connectivity, food security, referrals to community-based services, and access to supervision. Our English Language Development specialist is working one-on-one with students, in consultation with their teacher.

STUDENTS FROM LOW-INCOME HOUSEHOLDS

We continue to monitor and support our students who come from low-income households. Many students were given a school Internet device (Chromebook or iPad) and will be provided with Internet hot spots.

FOSTER YOUTH

Foster Youth receive social emotional and academic counseling support from the school staff and are monitored regarding student learning. We collaborate with SBCEO in support of foster youth.

STUDENTS WITH EXCEPTIONAL NEEDS

Depending on the degree of learning loss experienced by students with disabilities, SBCS is providing additional, evidence-based instruction in the areas of need. Ultimately the specific configuration of services will depend on students' identified needs but may include: direct instruction using a multisensory reading program, synchronous or asynchronous use of a supplemental program, or other means. This instruction will be provided by a teacher who is highly qualified to work with students with disabilities (e.g. special education teacher, speech pathologist, etc.) or by trained paraeducators working under the supervision of a credentialed teacher or specialist. Additionally, the school is finding ways to safely deliver direct, in-person instruction to students with disabilities one-on-one, and will be looking to offer small group instruction next.

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.]

SBCS uses a systematic cycle of inquiry for assessments including initial screenings, formative, and summative assessments.

Assessment of student learning at SBCS is based on, but not limited to, the following:

Authentic performance assessments, such as essays, research presentations, demonstrations, projects, presentations, exhibits, portfolios, and cumulative work collections;

Teacher-developed summative tests that reflect grade-level expectations at critical stages of each curriculum;

Ongoing formative assessment and student monitoring, as well as parent communication utilizing progress reports, phone and email communications, student conferences, and parent-teacher conferences.

Teachers Council meets weekly, and has time to analyze data, identify shifts and needed changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. We are using a cycle of inquiry when calibrating our assessment of student work samples. We focus on a continuous improvement model. Teachers engage in a cycle of inquiry for professional learning.

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

Description	Total Funds	Contributing
School and grade level team meeting to review student progress, monthly	None	Yes
25 hours weekly, instructional aides per elementary classroom	\$183,354	Yes
Tutors	See above	Yes
Illustrative Mathematics professional development	\$4,500	Yes
Science Consultant for teachers and students	\$6,000	Yes
Math teaching consultant for teachers	\$6,000	Yes
Special Education staff weekly meetings	None	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.]

Mental wellness and social-emotional support

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

Student supports:

Establishing and developing classroom community

Maintaining our robust emotional intelligence curriculum and school-wide conflict resolution system of communication

School-based mental health supports, school-based counselor, social group facilitator

Dedicated class time for mental wellness

Continued mindfulness work

Emphasizing the body-mind connection through: exercise, laughter, joy, interaction

Staff supports:

Training on trauma-informed practices, mindfulness, self-care

Meeting as a learning community on a weekly basis, with time to debrief and process

Care Solace concierge service for families and staff with mental health care matching and resource vetting

Family supports:

Parent education

Parent training and workshops

Care Solace concierge service for families and staff with mental health care matching and resource vetting

Community resources and referrals for families

MONITORING WELL-BEING

Staff:

- Weekly check-in with all teachers through Teachers Council (trusted community)
- Surveys about schooling and progress, reopening ideas, expecting honest feedback
- Option to self-refer for mental health supports and services through CareSolace
- Offerings for self-care and modeling self-care practices by admin
- Informal check-ins among and between staff. We are a small school that values relationships, and staff feel comfortable talking with one another about the challenges and successes. This is true for office staff, instructional aides, child care staff, as well as classroom staff. There are multiple entry points for staff to make complaints, as well.

Students:

- Weekly or daily check in with classroom teacher and other classroom staff
- Teachers monitor and modify work depending on the informal feedback they are receiving
- Verbal and non-verbal systems for checking in, as well as anonymous surveys
- Ongoing and direct parent contacts, in support of students' mental, emotional, behavioral well-being, as well as academic monitoring
- Journaling and story-telling experiences
- Social groups and counseling support via Zoom or in person offerings when referred
- Regular parent contacts between teachers and parents

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.]

Classroom-based teachers at SBCS have a direct and daily interaction with each student. If there is a student missing, teachers or their classroom aide will call, email, or text the parent to determine whether or not the pupil will attend Zoom class, or if they are working asynchronously. If the student is absent or if the parent is non-responsive, the office staff will follow up with a phone call. 100% of the attendance will be verified daily for the classroom program. When we move to hybrid or fully in-person schooling, we will continue to have 100% of the attendance verified on a daily basis.

In the HomeBased Partnership, all the attendance requirements are outlined in the Master Agreement and the parents sign another agreement outlining the roles and responsibilities. Attendance is verified through specific means.

Before Distance Learning began, we offered parents two versions of Distance Learning, as mentioned above. If students are not engaged in distance learning, or are absent for three or more days, classroom staff or the Director of Education will make contact with the family to discuss problems, solutions, and needs. Our bilingual staff will make contact with families who speak Spanish, and every effort will be made to re-engage each student. Our track record of family engagement makes us confident that these systems will be 100% effective with reaching and engaging our families.

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.]

We contract with Santa Barbara Unified School District (SBUSD) to offer school lunches during school closure and Distance Learning. SBUSD will continue to provide grab-and-go lunch daily Monday-Friday at 11 of 18 school sites, which have on-campus kitchen facilities, and an additional location to serve our lower west side families, as there is not a school in that neighborhood with cooking facilities. In addition, they will continue to provide the following day breakfast so that families are able to receive two meals per day in keeping with CDE guidelines.

We ensure that a common lunch time during which no instruction took place overlapped with our food services grab-n-go lunch service so that families can access school meals during the day.

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

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

Elementary: Breakfast \$2.50, Lunch/Supper \$3.00 Secondary: Breakfast \$3.00, Lunch/Supper \$3.75 Adult: Breakfast \$3.50, Lunch/Supper \$6.00

We will continue with a grab-and-go style meal service if we reopen in hybrid learning mode.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	N/A

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
4.02%	\$89,956

Required Descriptions

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

The following actions are provided school-wide, but are principally directed toward Emergent Multilingual students, students from low-income households, and Foster Youth:

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

Professional Learning Resources and Development listed under the section on Professional Learning are resources for all teachers, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth in that the new math curriculum addresses learning loss as well as acceleration of student learning. Consultation with experts on science and mathematics, specifically focusing on supporting Emergent Multilingual students, students from low-income households, and/or Foster Youth.

Changes to staff roles for classified and certificated staff supports all students, but are principally directed towards Emergent Multilingual students, students from low-income households, and Foster Youth in that small cohorts and tutoring groups can and will be established in order to best serve our emergent learners. By reassigning certificated staff, we were able to make smaller class sizes, which can support at-risk students more effectively. Due to COVID-19, we prioritized maintaining student/teacher relationships and were able to assign many children to continue with their previous teacher. Family and peer relationships were also considered in order to fully support students and their families within the classroom cohorts.

Mental health referral program for students, staff, and families. This should help to address greater emotional needs as a result of COVID-19.

How will we know these services have had their intended result?

We will monitor attendance and participation for our Emergent Multilingual students, students from low-income households, and Foster Youth in order to have at least 95% attendance and participation overall.

Professional learning trainings address and include all learners, particularly Emergent Multilingual students, students from low-income households, and Foster Youth. The math curriculum keeps each student engaged, and provides multiple entry points. The curriculum is provided in hard copy work books, therefore it is not technology dependent. When students complete and submit the work, we can see them accessing the curriculum. Teachers Council meets weekly, and has time to analyze data, identify shifts and needed changes in instruction to

meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. We are using a cycle of inquiry when calibrating our assessment of student work samples. We focus on a continuous improvement model.

The changes to staff roles mean that we can provide tutoring to on-campus students, as well as students working remotely. The class sizes are smaller. Teachers have made intervention groups and are supporting their students through small group work. SBCS uses a systematic cycle of inquiry for assessments including initial screenings, formative, and summative assessments. Teachers develop summative tests that reflect grade-level expectations at critical stages of each curriculum and use formative assessment and student monitoring, as well as parent communication. The results of these assessments will inform next steps and MTSS.

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

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

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

On-campus tutoring and essential worker child care is supporting all students, and scholarships for care are provided for Emergent Multilingual students, students from low-income households, and Foster Youth.

Parenting coach and social skills facilitator is available to support all students and their families. The referral process prioritizes those in need. Families can receive support virtually and outside of regular school hours. This should help to address greater behavioral/emotional needs as a result of COVID-19.

On-campus and remote tutors for unduplicated students: \$43,985

Social skills and parenting coach \$5,800

Supplemental materials/supplies for students, new math curriculum for K-5: \$28,784

Consultation with experts on science and mathematics: \$24, 846