LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solana Beach School District
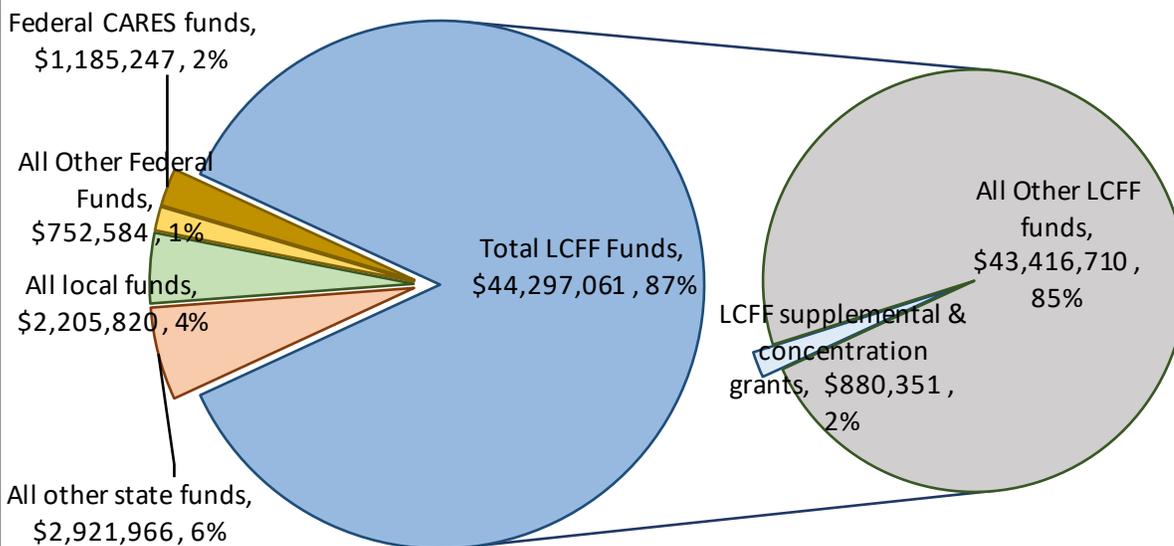
CDS Code: 37-68387-6098479

School Year: 2020-2021

LEA contact information: Lisa Davis/858-794-7112/lisadavis@sbsd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

Federal CARES funds, $1,185,247 , 2%

All Other Federal Funds, $752,584 , 1%

All local funds, $2,205,820 , 4%

All other state funds, $2,921,966, 6%

Total LCFF Funds, $44,297,061 , 87%

All Other LCFF funds, $43,416,710 , 85%

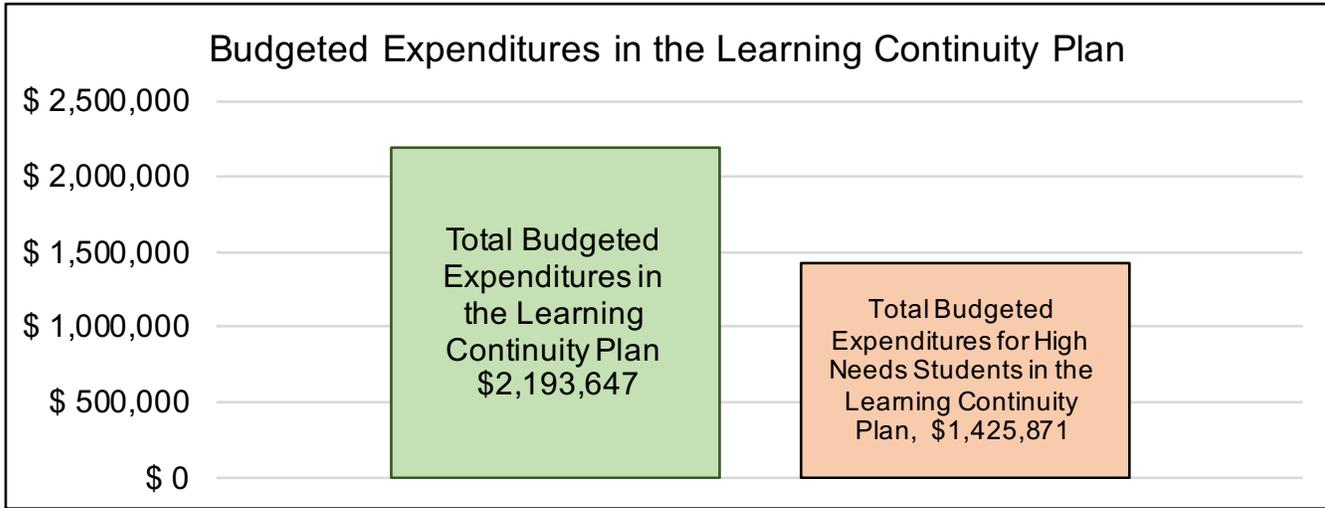LCFF supplemental & concentration grants, $880,351 , 2%

This chart shows the total general purpose revenue Solana Beach School District expects to receive in the coming year from all sources.

The total revenue projected for Solana Beach School District is $51,362,678.00, of which $44,297,061.00 is Local Control Funding Formula (LCFF) funds, $2,921,966.00 is other state funds, $2,205,820.00 is local funds and $1,937,831.00 is federal funds. Of the $1,937,831.00 in federal funds, $1,185,247.00 are federal CARES Act funds. Of the $44,297,061.00 in LCFF Funds, $880,351.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to desribe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.

Budgeted Expenditures in the Learning Continuity Plan

Total Budgeted Expenditures in the Learning Continuity Plan $2,193,647	Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan, $1,425,871

(Bar chart: Y-axis from $0 to $2,500,000 in increments of $500,000. Green bar = Total Budgeted Expenditures in the Learning Continuity Plan $2,193,647; Orange bar = Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan, $1,425,871)

This chart provides a quick summary of how much Solana Beach School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021and how much of the total is tied to increasing or improving services for high needs students.

Solana Beach School District plans to spend $56,059,803.31 for the 2020-2021 school year. Of that amount, $2,193,646.76 is tied to actions/services in the Learning Continuity Plan and $53,866,156.55 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:
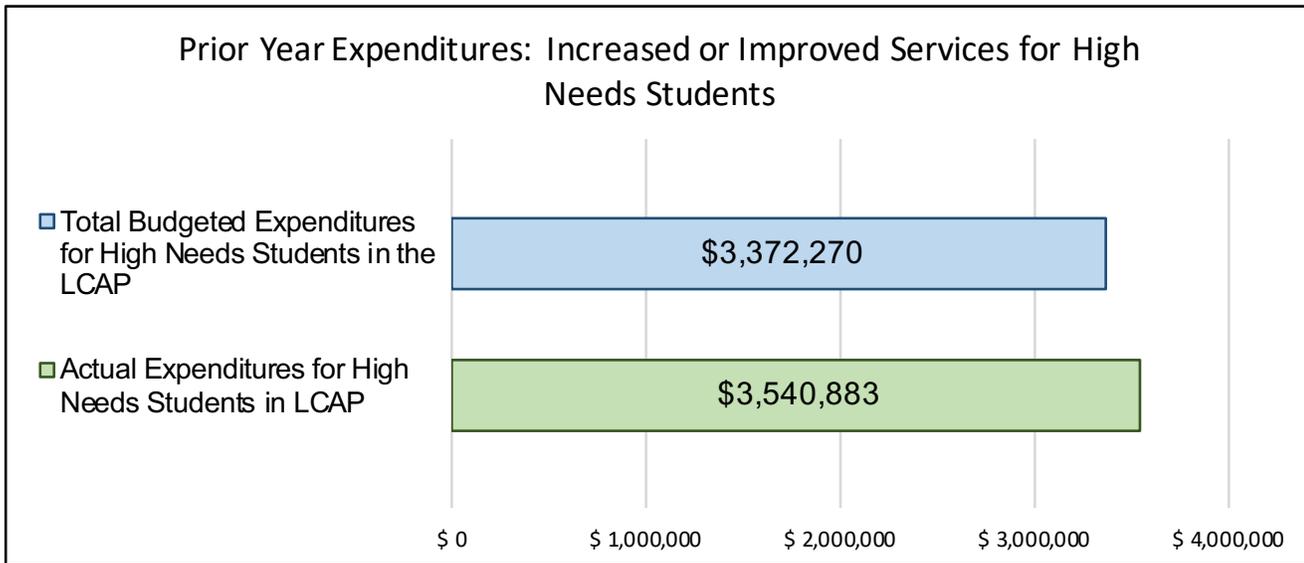
Expenditures include administrative staff, certificated and classified staff, materials/supplies, utilities and other services that are essential to the daily operations of a school district.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Solana Beach School District is projecting it will receive $880,351.00 based on the enrollment of foster youth, English learner, and low-income students. Solana Beach School District must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Solana Beach School District plans to spend $1,425,871.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$3,372,270
☐ Actual Expenditures for High Needs Students in LCAP	$3,540,883

(Bar chart x-axis: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000)

This chart compares what Solana Beach School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Solana Beach School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Solana Beach School District's LCAP budgeted $3,372,270.00 for planned actions to increase or improve services for high needs students. Solana Beach School District actually spent $3,540,883.00 for actions to increase or improve services for high needs students in 2019-2020.

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
Solana Beach School District	Sabrina Lee Assistant Superintendent, Instructional Services	sabrinalee@sbsd.net 858-794-7135

General Information

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

The Solana Beach School District (SBSD) serves approximately 2,900 students. In response to the COVID-19 Pandemic, beginning March 16, 2020, Solana Beach School District's (SBSD's) goal has been to adapt program offerings to the emergency-imposed distance learning model while maintaining equity and access for all students. This has included, but is not limited to, all students having access to 1:1 devices, learning platforms, and wifi/internet, and guidance and ongoing support for students and families on how to utilize the learning platforms. Surveys were also conducted and follow up communication occurred to ensure students and families had access to be able to learn on the platforms provided. In addition, families that needed additional supports for basic needs (e.g., food, rent assistance, utilities) were provided and connected with resources and support.

For the 2020-21 school year, equity and access to learning and student well-being in safe environments continue to be a priority for all students and staff. SBSD identified guiding principles to support the safe reopening of schools, with the health and safety of all students and staff being the umbrella encompassing all principles. Guiding principles include:
1. Returning as many students to school for as many days per week as possible.
2. Maximizing teaching and learning.
3. Providing for the social emotional needs of students, staff, and families.

Since the initial emergency closures in the spring of 2020, the impact to our community has included financial challenges and major shifts in daily home life for students, families and staff. Community members have indicated job loss and support needs for basic services, social-emotional concerns, and technology. Since the spring of 2020 and the start of the school year we have seen an increase in the need for internet access, meals, and other basic services. In addition, there has been a reduction in donations and higher mobility rates of students and families.

Stakeholder Engagement

To support the continuous learning and well-being of all students, SBSD solicited input and feedback from a variety of stakeholders during live, virtual meetings as well as via surveys, including pupils, families, educators, and community members, representing all pupils and unduplicated pupils. Protocols were put in place to gather the feedback of those who without internet access as well as those who speak languages other than English.

SBSD surveyed families, certificated and classified staff during May 2020 to reflect upon the spring 2020 distance learning model, as well as gather input for the 2020-21 school year learning option offerings and planning efforts. Surveys were provided for families in English, Spanish, and Mandarin. Approximately, 1,900 families responded to the survey, along with approximately 200 certificated staff members and 130 classified staff members. Survey results were reviewed and examined for patterns and common themes, summarized below, and disaggregated by unduplicated student group population representation to determine the areas of need for those specific groups.

In addition, multiple venues for stakeholder input were provided through virtual meetings, communication through email and phone calls, and public board meetings. Means of engaging stakeholders included existing structures such as DELAC, as well as additional virtual meetings added to the calendar between April-August of 2020 for the specific purpose of addressing the unique challenges of the COVID-19 Pandemic. Stakeholder engagement opportunities included:
- District English Learner Advisory Committee (DELAC)
- Site/District Staff Meetings
- District Leadership Team Meetings
- Board of Education Meetings
- Surveys
- District-Led Workgroup Meetings
- Education Coalition Meetings
- Parent Advisory
- PTO/PTA Roundtables
- Site Parent Meetings
- Solana Beach Schools Foundation (SBSF)

Individual participants at various meetings included:
- Community members
- Board of Education members
- Teachers from every school site
- Classified staff members
- Bargaining unit representatives
- Foster Youth support staff
- Administrators (including principals) from every school site and the District Office

Solana Beach School District Learning Continuity and Attendance Plan 2020-21 Board Adopted 9/24/20

- Parents/Guardians
- Pupils, including unduplicated pupils, where applicable (we are an elementary district)

Stakeholder Engagement Meeting Schedule (not an exhaustive list):

Parent Advisory meetings including agendized topics related to distance learning and school reopening were held on the following dates:
- District English Language Advisory Committee (DELAC) - 6/2/20, 8/3/20
- PTA/PTO Roundtable - 5/19/20, 6/2/20, 7/14/20, 8/11/20, 9/9/20
- Education Coalition - 6/8/20

School Site-Specific Virtual Parent Meetings, with a combined total attendance of approximately 1,900 participants, were held on the following dates:
- Solana Ranch School Site Parent Meeting - 7/14/20
- Solana Santa Fe School Site Parent Meeting - 7/15/20
- Solana Vista School Site Parent Meeting - 7/15/20
- Solana Highlands School - 7/16/20
- Solana Pacific School - 7/16/20
- Carmel Creek School - 7/17/20
- Skyline School - 7/17/20

Collaboration meetings between District leadership and the certificated and classified bargaining units including agendized topics related to distance learning and school reopening were held on the following dates:
- Solana Beach Teachers Association (SBTA) - 5/1/20, 5/14/20, 5/26/20, 6/4/20, 6/16/20, 6/30/20, 7/9/20, 7/11/20, 7/15/20, 7/22/20, 8/6/20, 9/3/20, 9/17/20
- Solana Beach Association of Support Professionals (SBASP) - 4/15/20, 5/13/20, 6/2/20, 8/6/20

Collaborative administration, teacher, and staff Workgroup Meetings related to distance learning and school reopening were held on the following dates:
- Reopening of Schools Workgroup - 6/4/20, 6/16/20, 6/17/20, 6/23/20
- Online Scholars Model Development Workgroup - 7/7/20, 7/27/20, 7/30/20
- Vulnerable Populations Workgroup - 4/28/20, 5/8/20, 6/11/20
- Safety Workgroups- 6/4/20, 6/16/20, 6/17/20, 6/23/20
- Attendance/Re-engagement Workgroups - 8/7/20, 8/11/20
- SEL Teams Workgroups- 4/24/20, 4/28/20, 5/14/20, 5/28/20

SBSD Board of Education Meetings including agendized topics related to distance learning and school reopening were held on the following dates:
- Regular Board of Education Meetings - 5/21/20, 6/18/20, 6/25/20, 7/23/20, 8/13/20
- Special Board of Education Meetings - 5/7/20, 7/23/20, 7/27/20, 8/27/20

A work group was established to develop routines, procedures, distance learning models that protect and support our students who receive moderate/severe programming - 6/5/20, 7/3/20

In addition, SBSD met with local community organizations to maximize partnerships in supporting students and families that included, Parent Advisory - PTA/PTO parent leaders, Solana Beach Schools Foundation, Casa de Amistad representatives, and local Boys and Girls Club representatives. Whenever possible, communications were provided in English, Spanish and Mandarin.

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

All board meeting agendas and access to information are located on our District webpage at www.sbsd.net. Due to the Governor's Executive Order N-33-20 for COVID-19, all in-person gatherings are prohibited. In lieu of in-person board meetings, SBSD Board Meetings are held live via video conferencing/telephonic. Notifications for public hearings are posted in accordance with legal requirements specific to the topic of discussion. Members of the public may request to address the Board during a public meeting by completing a form as part of the public comment section of each Board of Education Meeting agenda. All board agendas and staff reports are located on our district website.

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

Themes that emerged from stakeholder groups categorized below.

Families, Parent Advisory Groups, Community Organizations:
- more structured schedule and increased opportunities for live connectivity and instruction
- increased opportunities for student connectedness and support
- additional targeted feedback student learning progress
- opportunities for more small group live instruction
- professional learning to support and maximize online learning environments
- technology support for families to support students in an online environment
- maximizing the health and safety of students and staff
- maximize outdoor learning space
- options for a fully online learning program and an onsite learning program (fully onsite or a hybrid model)
- additional support to students who may have limited supports in the home
- supporting students who are at-risk academically and/or social-emotionally
- services to support students with Individualized Education Plans
- support quality enrichment programming (STREAM, Discovery labs)

Solana Beach School District Learning Continuity and Attendance Plan 2020-21 Board Adopted 9/24/20

- challenges managing child's learning at home

Staff:
- maximizing the health and safety of students and staff
- focus on essential standards to maximize instruction
- professional learning to support and maximize online learning environments
- opportunities for more small group instruction in an online environment
- focus on student connectedness and well-being
- resources to support online learning environments
- on-going collaboration and communication between the district and staff
- options for a fully online learning program and an onsite learning program (fully onsite or a hybrid model)
- supporting students who are at-risk academically and/or social-emotionally

English Learner Advisory Group:
- increased teacher-student live connectivity
- challenges of working full time while trying to manage child's learning
- develop clear and consistent expectations and regular, daily student schedules that would not require parent oversight
- specific language-based need for a teacher to clarify directions and processes for task completion and submission when the parent/guardian did not have the English skills to support their children in these areas

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

Based on the input from various stakeholder groups the following actions and services were taken:

The District developed and refined the following guiding principles for instruction for the 2020-2021 school year, whether instruction is delivered online, onsite, or in a combination/hybrid model:
- Addressing essential learning standards for the year
- Feedback to move learning forward and monitor progress
- Equitable access for all students
- Student-student meaningful interaction
- Teacher-student meaningful interaction

SBSD families were provided with a choice of learning model options for the 2020-21 school year.
- Fully online learning model (Online Scholars Model)
- Onsite learning model: Hybrid learning model with the intent to return as many students as possible (Onsite Scholars Model)

It was determined that the instructional day would remain status quo (approximately 8:30 AM to 2:30 PM, with slight variation in start/end time by school site) whether students are learning online or onsite. Each school day, no matter which modality is used, will include the following components:

- Daily Live Instruction (Synchronous)
- Pre-recorded Instruction (Asynchronous)
- Independent Work

In response to feedback across stakeholder groups that additional live connectivity was needed in order to strengthen academic and social-emotional outcomes, it was determined that, in any given week, a teacher's time will be spent in synchronous (live) lessons with students, both in small group and large group configurations. Classroom teachers have developed consistent and predictable schedules and structures for online learning in order to help students and families understand and support from home. Each teacher additionally will offer live "office hours," which are opportunities for students to meet with their teachers on a drop-in basis and receive individualized support.

In addition, the following actions were taken in consideration of feedback specifically from the families of SBSD English learners:

- Re-evaluation and adjustment of district communication tools, including the implementation of Aeries ParentSquare, a teacher-parent two-way communication tool that includes auto-translation between English and a parent or guardian's preferred correspondence language.
- Examination and refinement of online learning platforms and protocols used by classroom teachers and support staff related to platform organization; supports provided for families in multiple languages on topics such as how to log on, navigate assignments, and submit student work.
- Implementation of open, virtual, parent drop-in support sessions at the start of the school year, including language support, to help parents navigate online learning platforms.
- Improved coordination between district staff, district bilingual community liaisons, other bilingual teachers and staff, community organizations such as Casa de Amistad and the Boys and Girls Club and English learner students' parents and guardians.

Knowing that all staff members would be supporting students via online learning to some extent, the district organized content and professional learning to support the maximization of academic and social emotional-supports for students in onsite, online, and blended/hybrid modalities. Using Student Achievement Partners' 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics documents as a starting place, District staff developed scope and sequence documents for ELA, Mathematics, and NGSS essential learnings during the 2020-2021 school year. Staff professional learning put in place to support a successful launch for the 2020-2021 school year included:

- Leading Edge Flex Certification, in partnership with the San Diego County Office of Education, was offered to all certificated staff, including classroom teachers, education specialists, and site administrators, beginning in July of 2020. Approximately 200 staff members participated in this training.
- A cohort of individuals supporting English learners attended CABE's Virtual Back to School Workshop Series, designed to support equity for English learners during Distance Learning and/or Hybrid Educational settings.

- The distribution of Fisher, Frey, and Hattie's Distance Learning Playbook for all certificated staff and a half-day professional learning session to examine and apply this resource during an optional professional learning day prior to the start of the school year. Approximately, 245 staff members participated in this training.
- Professional learning provided by district staff on best practices for engaging students and enhancing social and emotional learning via online, hybrid, and onsite learning modalities.
- A choice board menu of self-paced learning options based on individual teacher and staff needs, including free virtual workshops provided by the San Diego County Office of Education's Innovation Division's Professional Learning and Technology Research Team as well as live a pre-recorded workshops offered by educational software and platform vendors (e.g. Zoom, Google Classroom).

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.]

SBSD began the school year in an online environment for all students because of San Diego County's COVID-19 status on the state monitoring list. Beginning September 21, 2020, families who opted their child into an onsite model (Onsite Scholars model) will return to school in a hybrid model initially, with an intent to bring more students back to campus while adhering to and maximizing all health and safety measures. SBSD is not only adhering to the minimum state requirements around health and safety measures put forth by the California Department of Public Health (CDPH) and the San Diego County Health and Human Services Department, SBSD has taken additional measures to maximize all safety requirements. Students and staff will adhere to 6 feet physical distancing, face masks will be required for all students and staff, active health screenings and temperature checks will occur on campus when students and staff attend the physical campus, students will be placed in cohort groups and staggered schedules, hygiene breaks and movement breaks are designed within the instructional day schedule, and SBSD in partnership with UC San Diego Health is providing proactive asymptomatic COVID-19 testing of all staff and on-site students for the 2020-21 school year.

Initially, in-person instruction will occur in a hybrid model, which consists of an A/B model. Classes will be divided into two cohort groups: A/B to minimize cohort exposure and maximize the health and safety of students while on campus. Cohort A students will attend in-person on Mondays and Tuesdays, while Cohort B students are off site, live streaming into portions of the day or working on asynchronous and independent work; Cohort B students will attend in-person on Thursdays and Fridays, while Cohort A students are off site, live streaming into portions of the day or working on asynchronous and independent work;. Wednesdays most students will receive instruction in an online environment offsite. In addition, Wednesdays may be used to assess smaller groups of students in-person or provide additional supports for students either in-person or online.

In-person instruction will include instruction of grade level content standards, adhering to the district scope and sequence, which may be addressed through direct instruction from the classroom teacher, opportunities for shared and guided practice for students, and maximizing outdoor learning opportunities whenever possible. All learning has been designed to be accessible on the district learning management systems (SeeSaw and Google Classroom) so that if students and classes need to quickly shift learning to an online learning environment the transition to continuous learning is smooth.

In addition, to assess students current learning levels and monitor student progress, SBSD will administer iReady Mathematics and English Language Arts diagnostic assessments to all students. The California Department of Education (CDE) has identified iReady as an approved diagnostic assessment tool which consists of, "a suite of computer-based assessments designed to provide a complete picture of student performance and growth across math and ELA. The suite includes diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. Reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results from the system are connected to personalized learning pathways and accompanying teacher resources." SBSD will use the personalized pathways to create an equitable learning environment for students. Teachers will utilize information from this data set, as well as district formative assessments to determine student needs and target instruction and accelerate learning to support students in accessing grade level standards. Additionally, students who may need additional support may be provided with additional language and/or intervention support from or English Learner Development/Intervention support teachers. To continue to develop English learner language skills, site English Language Development teachers, in coordination with students' classroom teachers, will provide daily comprehensive English Language Development. Designated ELD instruction will be provided through ELD teacher-led daily instruction via small groups differentiated by English learner proficiency level, for students at the Emerging and Expanding levels of English language fluency. Students at the Bridging level will have their daily designated ELD instruction provided by their classroom teacher, via daily small group lessons. Integrated ELD instruction will occur during content area small group and whole group instruction, differentiated by English learner proficiency level.

Our District Community Liaisons also support families in supporting students with resources needed to support ongoing learning. Examples include language support, access to staying connected in a digital environment, and basic resources. In addition, SBSD is maximizing partnerships with community organizations such as the Boys and Girls Club and Casa de Amistad, who are assisting students and families within the hybrid schedule and off site days to have a learning space with supervision.

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

Description	Total Funds	Contributing
Hire three additional full-time teachers and one additional half time teacher to help lower class sizes to provide more individualized support to pupils.	$362,586	No
Procure additional supplies, materials, equipment, and contracted services for personal protection, hygiene, and disinfecting to maximize health and safety.	$195,000	Yes

Description	Total Funds	Contributing
Additional technology equipment to support instruction in a hybrid learning environment. (e.g. iPad arm, microphones, headphones)	$140,000	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.]

SBSD offered students/families the option to enroll in a fully online learning model (Online Scholars model) for the 2020-21 school year. This learning model is composed of students from throughout the Solana Beach School District and is staffed with fully credentialed SBSD teachers and administrators, while providing access to grade level standards and resource materials to support mastery of grade level standards.

Staff and students engage in teaching and learning utilizing the district's identified learning platforms: Seesaw, Google Classroom, and/or Zoom. Learning occurs in both live connectivity sessions (synchronous learning), as well as prerecorded guided learning and independent learning (asynchronous learning) within the platforms identified. There is a structured instructional day schedule that includes a combination of synchronous, asynchronous and independent work. In addition, daily attendance and Social-Emotional check-ins, content area instruction, enrichment, and time for movement breaks are embedded.

Students have access to curriculum through the learning management systems utilized by the district. Staff, whether an Onsite or Online Scholar staff member is utilizing the district scope and sequence that supports addressing grade level content standards for the year. Students in the Online Scholars model, will also be assessed utilizing iReady Mathematics and English Language Arts (ELA) diagnostic assessments, as well as district formative assessments. The California Department of Education (CDE) has identified iReady as an approved diagnostic assessment tool which consists of, "a suite of computer-based assessments designed to provide a complete picture of student performance and growth across math and ELA. The suite includes diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. Reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results from the system are connected to personalized learning pathways and accompanying teacher resources." SBSD will use the personalized pathways to create an equitable learning environment for students. Teachers will utilize information from this data set, as well as district formative assessments to determine student needs and target instruction and accelerate learning to support students in accessing

grade level standards. Additionally, students who may need additional support may be provided with additional language and/or intervention support from or English Learner Development/Intervention support teachers. To continue to develop English learner language skills, English Language Development teachers, in coordination with students' classroom teachers, will provide daily comprehensive English Language Development. Designated ELD instruction will be provided through ELD teacher-led daily synchronous instruction via small groups differentiated by English learner proficiency level, for students at the Emerging and Expanding levels of English language fluency. Students at the Bridging level will have their daily designated ELD instruction provided by their classroom teacher, via daily synchronous and asynchronous lessons. Integrated ELD instruction will occur during synchronous content area small group instruction, differentiated by English learner proficiency level, provided by classroom teachers 2-3 times a week, augmented by asynchronous lessons on the remaining days of each week.

Students with disabilities are offered online (distance) learning and tailored opportunities to provide educational benefit to the greatest extent possible under the circumstances. Students with disabilities received 1:1 devices and personalized equipment to ensure access to their education within the home setting. Special education and general education staff partner to provide a blend of synchronous and asynchronous learning to support student access to the core curriculum all while integrating accommodations and modifications, per student IEPs. Furthermore, special education staff are creating, assigning, and providing feedback (via virtual platforms) on individualized lessons aligned with student IEP goals and offer small group and individualized live conferencing for parent consultation, specialized academic instruction and designated instructional services.

In the event that students and staff in the onsite model may need to shift to a fully online model of learning, SBSD has structured systems of support utilizing the learning management systems identified earlier (SeeSaw, Google Classroom and/or Zoom), and training both staff and students on how to utilize the platforms for continuity of instruction. Regardless if students are onsite or fully online, all students and staff will have access to the learning management systems to provide instruction and feedback, and for students to show evidence of learning, collaborate with peers, and ask questions.

Additionally, SBSD has built out anchor resources to support staff, students and families with maneuvering through the technological aspects of the learning platforms. Staff also is receiving additional professional learning which is identified in the professional development section of this document to support online learning environments.

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.]

Due to physical school closures because of the COVID-19 Pandemic, on March 16, 2020, SBSD quickly pivoted to a distance learning model. The majority of students took home 1:1 devices on the last day of in-person school attendance. Arrangements were made within the first week of school closures to distribute devices to the remaining students. During the first phase of transition to distance learning, district leadership worked with site administrators and community liaisons to identify families in need of wifi access and distributed hotspots to families in need.

For the 2020-21 school year, all enrolled students were issued a device prior to the start of the school year. As new students enroll they are issued a device. Students who require connectivity support are provided a hotspot that has been procured through the SDCOE Connectivity Program. Identification of which students required connectivity support was completed through: an online survey, during in-person device distribution, and outreach from district community liaisons. Should a family's situation change, and a student needs access to connectivity, there is a form families may complete. In addition, technology personnel provide technical support to staff and families to support student access and connectivity. Procured resources to support families are located on our district website at: https://www.sbsd.k12.ca.us/Page/9969. Staff and families may also submit a technology support form and our technology staff works to address the need(s).

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.]

The instructional plan for Solana Beach School District includes both live (synchronous) instruction, including interaction with peers and support check-ins, as well as asynchronous learning activities.

Teachers will monitor and document student attendance and engagement using the district's student information system and the learning management systems.

Attendance and participation will be monitored daily for students both onsite and online through daily virtual connections, as well as asynchronous lessons that can be tracked through the learning management system. Each teacher has a daily schedule that is provided to students which include lessons that are synchronous and asynchronous. Participation of student work can be tracked within the learning management system, and the time value for the lesson/activity will be identified through the instructional schedule.

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.]

SBSD's professional learning is designed to incorporate evidence based practices, provide ongoing support for staff, and designed to incorporate learning into daily practice. A series of asynchronous and synchronous professional learning is available to staff. The content of the sessions include: learning management platforms utilized within SBSD to support in delivering and accessing instruction and core content, maximizing digital tools to organize, assess, and support student learning, evidence based pedagogical approaches to support online learning environments, and ways to access resources to support the planning and execution of instruction.

Professional learning includes:
- Leading Edge Certification (Self-paced professional learning, designed to support and increase staff's understanding and skills to effectively facilitate online learning instruction.)

Solana Beach School District Learning Continuity and Attendance Plan 2020-21 Board Adopted 9/24/20

- SBSD Online Learning Handbook and Planning Resources (A compilation of internal professional learning and instructional resources to support instruction in online environments.)
- The Distance Learning Playbook by Fisher, Frey and Hattie (A resources of practical strategies, broken down into nine-learning modules to support online (distance) learning with a focus on equity.)

To prepare for the 2020-21 school year, staff engaged in professional learning at our August professional learning days focused on best practices to support learning in online environments. Key foundations in starting the year was building on the social-emotional learning of staff and students, as the COVID-19 pandemic has caused many impacts to the daily lives of both staff and students. This included professional learning on Trauma-Informed practices, unpacking strategies from the Distance Learning Playbook, and specific time for grade level teams and job-alikes to collaborate and refine the map of learning sequence for the year. In addition, staff was introduced to the SBSD Online Learning Handbook resource which will be continually refined and updated throughout the school year to support staff with the tools and resources to enhance instruction.

Knowing that all staff members would be supporting students via online learning to some extent, the district organized content and professional learning to support the maximization of academic and social emotional-supports for students in onsite, online, and blended/hybrid modalities. Using Student Achievement Partners' 2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics documents as a starting place, District staff developed scope and sequence documents for ELA, Mathematics, and NGSS essential learnings during the 2020-2021 school year. Staff professional learning put in place to support a successful launch for the 2020-2021 school year included:
- Leading Edge Flex Certification, in partnership with the San Diego County Office of Education, was offered to all certificated staff, including classroom teachers, education specialists, and site administrators, beginning in July of 2020. Approximately 200 staff members participated in this training.
- A cohort of individuals supporting English learners attended CABE's Virtual Back to School Workshop Series, designed to support equity for English learners during Distance Learning and/or Hybrid Educational settings.
- The distribution of Fisher, Frey, and Hattie's Distance Learning Playbook for all certificated staff and a half-day professional learning session to examine and apply this resource during an optional professional learning day prior to the start of the school year. Approximately, 245 staff members participated in this training.
- Professional learning provided by district staff on best practices for engaging students and enhancing social and emotional learning via online, hybrid, and onsite learning modalities.
- A choice board menu of self-paced learning options based on individual teacher and staff needs, including free virtual workshops provided by the San Diego County Office of Education's Innovation Division's Professional Learning and Technology Research Team as well as live a pre-recorded workshops offered by educational software and platform vendors (e.g. Zoom, Google Classroom).

Technical support is also provided to staff with options of both real time support and asynchronous support. If there is an issue related to utilizing the learning management system, there are a variety of resources the Instructional Services department has curated, as well as offerings of Q&A sessions for staff. If there is a need for technical support in the area of software or hardware, our Technology department

has a process for staff to complete a service ticket for support. If there is an immediate need for live support, staff also has the option to contact the Technology help desk by phone.

Staff Roles and Responsibilities

The District has created a new certificated job description for an Online Teacher given the large number of students who enrolled in this model of instruction for the 2020-2021 school year. The Online Teacher fulfills the same job responsibilities of a traditional classroom teacher, but in an online, virtual classroom. In addition, the District hired a Principal and Assistant Principal to solely support the Online Scholars program students, staff, and families.

All District employees have the added responsibility of completing additional safety training related to the pandemic and also must complete a daily symptom checker to verify they are free of commonly reported COVID-19 symptoms. District staff monitor the employee symptom checker and respond accordingly when an employee notates symptoms.

Employees will also have the added responsibility of completing daily symptom checks of all students and visitors who enter a school site, once the District returns to in-person learning.

District staff are also creating new systems and structures to track employee leaves related to the Families First Coronavirus Response Act (FFCRA), unique expenses, and new employee training and verifications.

Other employees may also take on new and different responsibilities to help with the daily operations of the school and district.

Supports for Pupils with Unique Needs

SBSD will continue to support systems to provide equity and access for all students. In an online (distance) learning environment, connectivity to digital platforms and learning is key to be able to support access for students. Systems to support families with technology needs have been identified in the "Access and Connectivity" section. In addition, district bilingual community liaisons and Student Services staff are a bridge in identifying family needs and connecting students and families to resources. Community liaisons also provide translation and interpretation support in Spanish and Mandarin.

SBSD's support for English learners, foster youth, low-income students, students experiencing homelessness, and students with exceptional needs center around 1) providing student and families with the tools they need to access online (distance) learning, 2) building supports and scaffolds into lessons to meet the learning needs of all students, and 3) staying connected with families to provide support and receive input

and feedback. Students who are experiencing homelessness are provided with the support they need to be successful during online learning. The district's McKinney-Vento Liaison coordinates with the site principals and community liaisons who reach out to families to provide information and resources. The schools have increased outreach to these families specifically to connect them with resources to support online learning, such as providing hotspots for wifi, and resources for basic needs.

Students with disabilities are serviced via online learning and tailored opportunities to provide educational benefit to the greatest extent possible. Students with disabilities will receive 1:1 devices and personalized equipment to ensure access to their education within the home setting. Special education and general education staff partner to provide a blend of synchronous and asynchronous learning to support student access to the core curriculum, while integrating accommodations and modifications, per student IEPs. Special education staff will create, assign, and provide feedback (via virtual platforms) on individualized lessons aligned with student IEP goals and offer small group and individualized live conferencing for consultation, specialized academic instruction and designated instructional services.

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

Description	Total Funds	Contributing
Restructure in order to provide administrative support to the Online Scholars Program. Principal	$169,428	No
Purchase additional devices to support students and staff with instruction and learning.	$140,000	Yes
Purchase internet connectivity devices and service to support students.	$10,000	Yes
Purchase communication software to support video conferencing with staff, students, families, and community members.	$9,000	Yes
Purchase learning and learning management system software to support students.	$70,000	Yes
Provide professional learning to staff to enhance skills of instructing in online learning environments. (E.g. Leading Edge Certification, August Professional Learning Days, iReady)	$667,000	Yes

Description	Total Funds	Contributing
Provide an Extended School Year Program for students with disabilities during the summer in an online environment that included targeted instruction and assessment.	$131,063	No
Purchase administrative software to support document management and electronic signatures.	$7,500	No
Restructure in order to provide administrative support to the Online Scholars Program. Assistant Principal	$118,570	No

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.]

SBSD will utilize iReady Mathematics and English Language Arts (ELA) diagnostic assessments, as well as district formative assessments to assess student learning loss and measure the learning progress of all students. iReady Assessments will be administered to all students districtwide 2-3 times a year, and district assessments will be ongoing as needed to monitor and support student progress. The California Department of Education (CDE) has identified iReady as an approved diagnostic assessment tool which consists of, "a suite of computer-based assessments designed to provide a complete picture of student performance and growth across math and ELA. The suite includes diagnostic and standards mastery assessments, dyslexia screening, and oral reading fluency assessments that can be used coherently to monitor and support student progress. Reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results from the system are connected to personalized learning pathways and accompanying teacher resources." SBSD will use the personalized pathways to create an equitable learning environment for students. Teachers will utilize information from this data set, as well as district formative assessments to determine student needs and target instruction and accelerate learning to support students in accessing grade level standards.

Students with disabilities were supported with Lexia Core 5 Reading during the COVID-19 school closures and will continue with the program over the course of the 2020-2021 school year in an effort to address pupil learning loss. Overall, Lexia Core 5 provides differentiated literacy instruction that targets skill gaps as they emerge, and provides teachers with the data and student-specific resources they need for individual or small-group instruction. Students with disabilities will be assessed for regression of skills over the course of the 2020-2021 school year in the area of Mathematics and additional support will be provided through each child's Individualized Education Plan (IEP).

Pupil Learning Loss Strategies

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

To maximize learning, teachers and staff will implement multi-tiered systems of support for all students, for both academics and social-emotional learning. This will support addressing learning loss and accelerating learning progress for students. After identifying where students are currently performing through diagnostic and formative assessments, staff will implement tiered systems of learning support for students. Tier 1 instruction includes strategies to support all students in the mastery of grade level standards and equip/enhance student application of social-emotional learning strategies. Tier 2 instruction includes additional targeted support beyond what is provided in tier 1 to support students in specific areas to master grade level standards or enhance student well-being, and tier 3 instruction is intensive targeted support beyond tier 1 and 2 supports.

Support for English Learners

- Site ELD teachers and classroom teachers will have access to English learners' iReady diagnostic data as well as informal English fluency assessment data to guide them in targeting intensive support for English learners experiencing learning loss and gaps. Learning gaps will be identified and addressed through content-based instruction as much as possible, to promote ongoing inclusion and forward academic progress. English learner instruction will adhere to grade-level content and instructional rigor around essential learnings, just as with English-only students. In the case of English learners, ELD teachers and classroom teachers will scaffold students' ongoing access to the content through the addition of research-based supports such as GLAD strategies and computer-adaptive technology tools. Formative assessments will be incorporated on an ongoing basis to monitor student progress and respond to English learners' language needs and potential learning gaps.

Supports for Homeless Students and Foster Youth

- Classroom teachers will have access to iReady diagnostic data to guide them in targeting intensive academic support for foster youth and students who are experiencing homelessness to support their learning loss and/or gaps. Formative assessments will be provided on an on-going basis to monitor student progress and make strategic decisions about more or less intensive interventions

as needed. Students will also have access to school counseling to support mental health needs which are impacting academic progress.

Supports for Students with Exceptional Needs

- The district has developed re-entry plans guided by early assessment data collection to mitigate learning gaps and to guide high-quality instruction around reading skills, math skills, and social-emotional learning skills. The district is framing the phased in return of students with focus on relationships, routines, and resilience with predictable structures and systems to help students get readjusted to school. Students will be provided with high quality instruction and curriculum, targeted intervention based on assessment data, grade level teaching, and specific strategies for engagement. Additionally, Education Specialists will have access to iReady and Lexia Core 5 diagnostic data to guide them in targeting intensive academic support for students with disabilities. Formative assessments will be provided on an on-going basis to monitor student progress and Individualized Education Plan (IEP) goals.

In addition, SBSD has increased the hours of school counselors and hired additional counselors to support students and families with the transition into new learning environments and home environments.

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.]

Teachers and staff will continue to monitor student progress and achievement towards standards using formative and summative data (e.g. iReady, district benchmarks, district formative assessments, Dreambox, SEL Universal Screener). The analysis of the data will be reviewed regularly by teachers, and when applicable, support staff and principal to determine next steps of instruction. As part of the multi-tiered systems of support, each site also holds "Student Success Days" where classroom teachers come together with support specialists and the principal, to review and share data of student progress, identifying skill areas for specific students who may need more targeted and intensive support. A plan to support students in these areas is developed, implemented, and monitored where there are cycles of check in with the support staff and classroom teacher every four to six weeks.

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

Description	Total Funds	Contributing
Hire three additional full-time teachers and one additional half time teacher to help lower class sizes to provide more individualized support to pupils.	$362,586	No
Summer Intervention Program - targeted small group instruction provided through distance learning to support students who were two or more grade levels below in reading.	$67,991	Yes

Solana Beach School District Learning Continuity and Attendance Plan 2020-21 Board Adopted 9/24/20

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.]

Providing mental health support during the pandemic is essential for the well-being of staff and students. SBSD provided professional learning in August 2020, prior to the return to school, on trauma-informed practices as well as strategies to support adult self-care. Additionally, all staff will engage in Suicide Prevention training and anti-bullying. Each school site has a Social Emotional Learning (SEL) team which meets weekly to identify students with mental health needs. A Universal Screener will be administered to students in grades 3-6 in the fall and winter to further identify students who need mental health support. For the 20-21 school year, three counselors were each increased to 1 FTE, and an additional .5 FTE counselor was hired to provide mental health support. Each school site has an assigned school counselor who supports the SEL team and provides social/emotional learning (SEL) resources, strategies, and interventions to support student well-being as well as engagement in learning. This team also provides resources to teachers to support students. Connections to families are also critical to the well-being of students. As such, counselors will be hosting parent coffee chats with strategies to equip parents on how they can respond and support their children at home. In addition, SBSD has a behavior specialist and school psychologists that provide direct support to students and consults with teachers and families. To support staff, SBSD will continue to provide opportunities for staff, similar to spring 2020 (e.g. wellness week) through identified optional wellness opportunities provided through VEBA or SBSD volunteer staff. A Multi-Tiered System of Support is in place at all sites that provides social emotional support for each tier of intervention.

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.]

During uncertain times, connecting families to school and community resources is a critical component of a successful school program. SBSD continues its commitment to connect all families to their schools, and to identify those students who are not engaging in learning and are at risk of learning loss. Each school site has a Social Emotional Learning (SEL) team who meets weekly to identify students who are not engaging in distance learning, and they utilize a multi-tiered intervention system which provides reengagement strategies at each tier of intervention. The main focus is to include families, providing language support for families who do not speak English, in developing a plan to re-engage their students in instruction. When a student is absent or is non-engaged in their learning (e.g., not completing assessments, assignments or participating in live zoom activities), the classroom teacher will contact the family, expressing concern for the safety and well-being of the student and family and determines what supports are necessary for the student to engage in their learning (i.e., technology issues, connectivity, access to learning platforms, etc.), and the family will receive support to correct these issues. If the student continues to not engage/participate in on-line learning, the SEL team will meet with the family to identify other obstacles that are interfering with the student's engagement, including mental health issues. Resources and added support, such as counseling services, are provided and an identified staff member continues to communicate with the student and family on a weekly basis until the student is consistently attending and participating.

School Nutrition

SBSD will provide nutritionally adequate meals based on, and in accordance with, all required USDA standards and National School Lunch Program guidelines to ALL district students; in-person onsite learners and online distance learners; Paid AND Free and Reduced Meal Program (FRMP) participants. All applicable USDA waivers to provide service have been completed and submitted in order to operate. Fresh, individually packaged complete meals are offered daily to all students via either a "grab and go" curbside pick-up, for those students participating in distance learning online from home AND via classroom or playground delivery for those students learning in-person onsite from campus.

The schedule of service for curbside pick-up is Monday through Friday from 11am-1pm at ALL six school sites. When back on campus, onsite campus delivery service will be based on individual classroom schedules throughout the onsite school day.

Both service models, online and onsite are/will be provided while adhering to all state and county health codes and strict food safety guidelines with the addition of COVID-19 related physical distancing protocols and safety measures from initial preparation through final service; employees maintaining a minimum of six-foot distance from one another and students, while wearing masks and gloves and practicing frequent hand washing.

Information of lunch service models has been disseminated via multilingual communications to all families through the Child Nutrition Services Department and weekly communique through school principals. A particular emphasis has been made to provide information on how to apply for the district's Free and Reduced Lunch Program by targeting families who may have found new financial hardship due to the ensuing pandemic.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Increasing three school counselors from .8 FTE to 1 FTE and adding an additional .5 FTE school counselor for the 2020-21 school year.	$102,319	Yes
School Nutrition	Additional Equipment for delivery of meal service.	$3,189.76	No

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
3.78%	$886,924

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.]

As a "Community Funded District," the Solana Beach School District will not receive state supplemental funding for low-income, foster youth, or English learner (EL) pupils. However, the Solana Beach School District has calculated its proportionality percentage and developed actions to support all students in meeting or exceeding grade-level standards through the implementation of the State Standards, course access, and student achievement.

The 2020-21 minimum proportionality percentage for the Solana Beach School District is 3.78% and the estimated LCFF Supplemental and Concentration Grant funding is $886,924. The District's current spending plan attributed to its unduplicated population is spending at least the minimum proportionality percentage required which equates to $886,924. The District continually monitors the services it provides and improves any deficiencies to the programs that serve its low-income, English learners, and foster youth population. Research-based strategies from the National Reading Technical Assistance Center (2010) supporting language development and reading comprehension which include, but are not limited to: vocabulary development, targeted explicit direct instruction driven by data results (e.g. explicit instruction of words and their meanings, questioning strategies that highlight vocabulary and language engagement), are implemented to support English learners, foster youth, and low-income students. In addition, the English Learner Roadmap is being utilized to guide our English Learner program and evidence-based practices. Monitoring English learner students after they have been reclassified is also a critical action to ensure the success of English learners long term. In addition, research shows that foster youth, English learners, and low-income students may be at higher risk of Adverse Childhood Experiences (ACES). As a result, additional support services such as counseling, social and emotional learning support, and strategies to ensure students feel connected to school as well as to others will occur. Based on research, we believe this is the most effective use of funds to support English learners, foster youth, and low-income students.

The following specific services and actions are additional services and actions specific to English learners, foster youth, and low-income students:

For English learners, to identify current needs, iReady reading and math diagnostic assessments will be conducted in September. In addition, ELD teachers and classroom teachers will be administering informal language assessments in the areas of listening, speaking, reading, and writing, supported by the Illuminate Data and Assessment platform. Results of these assessments will be used to place students in dynamic small groups for daily designated English language development support. This ELD support will be provided by certificated classroom teachers and ELD teachers, supported by paraprofessionals trained and experienced in meeting the needs of English learners. Formative assessments will be used on an ongoing basis to monitor students progress, adjust small group composition, and make strategic decisions about more or less intensive interventions as needed. A full-time and part-time school-community liaison will provide outreach to families, support translations and will network within community organizations. Extended day and extended school year learning opportunities will be provided for at-risk students. Additional social and emotional learning supports will be provided as needed to ensure an optimal learning environment.

For low-income students, certificated staff, with para-professional support, deliver direct instruction to students, provide professional learning to staff focused on evidence-based instructional strategies for targeted improvement, and consult with classroom teachers. Additional intervention supports will be provided for students who do not make expected progress. Extended day and extended school year learning opportunities will be provided for at-risk students. Preschool learning opportunities to support early foundational skills will be offered to support low-income students. More frequent progress monitoring and adjustments to instruction will occur with low-income students. Additional social and emotional learning supports will be provided as needed to ensure an optimal learning environment.

For foster youth, research shows evidence of experiences of more trauma and a need for additional social and emotional learning support. The district will provide individual outreach to families of foster youth to coordinate services, provide intervention programs for students that do not make expected progress, and support with additional social-emotional learning to address the needs of students.

Increased/improved services for English learners:

- Nine district staff members were supported to attend CABE's Virtual Back to School Series ($150 registration fee per participant). The topics covered during this series were: Oral Language Strategies; Developing Vocabulary; and Designated ELD in Small Groups.

- Research conducted by Curriculum Associates has shown iReady personalized instruction learning pathways to increase learning gains in English learners in both reading and mathematics. iReady is designed to incorporate language scaffolds, both in English and in students' primary language, to provide students access to rigorous, grade-level content while simultaneously improving their fluency and comprehension in English.

- Learning A-Z English learners tools and resources (eight licenses at $63/license) were added to the instructional resource repertoire for each school site's ELD program, in order to support instruction and assessments of English learners' reading, writing, speaking, and listening in both designated and integrated ELD contexts via online and hybrid learning.

Increased/improved services for foster youth:

- The hours and number of counselors has increased this school year to support services related to trauma and social-emotional learning. With research showing that students who are Foster Youth may be at higher risk of Adverse Childhood Experiences (ACES), it is important to be proactive with mental health supports to better provide opportunities to access learning. In addition, targeted intervention supports from trained certificated and classified staff members focused on evidence based practices will be implemented.

Increased/improved services for low-income students:

- The hours and number of counselors has increased this school year to support services related to trauma and social-emotional learning. With research showing that students who are low income may be at higher risk of Adverse Childhood Experiences (ACES), it is important to be proactive with mental health supports to better provide opportunities to access learning. In addition, targeted intervention supports from trained certificated and classified staff members focused on evidence based practices will be implemented.