

REMOTE LEARNING DURING COVID-19

What Are the Effects on K-8 Students?

SUMMARY

The COVID-19 pandemic impacted all aspects of life, including education. The 2021 Santa Barbara County Grand Jury (Jury) investigated how Santa Barbara County's public school districts reacted during the yearlong shutdown beginning in April 2020, how remote learning¹ affected the academic performance and social-emotional well-being of students in grades K-8, and how the districts plan to mitigate the negative effects of remote learning in future years.

The Jury has found that all districts, in concert with guidance from the Santa Barbara County Education Office, did a noteworthy job to make remote learning as effective as possible. This effort led to some positive outcomes which will need to be continued going forward. Overall, however, remote learning, specifically in math and English language arts (ELA) was not as effective as in-person instruction and resulted in learning deficits for many students.

Academically, the most severely affected students were those already underperforming prior to the pandemic. As a result, this learning gap between students has widened. In addition, many social-emotional issues emerged during remote learning. For some students, an even greater toll resulted when problems within the home went undetected due to teachers not seeing students in person.

With these issues in mind, the districts have outlined programs they will implement to mitigate the learning and social-emotional losses, beginning with the 2021-22 school year. An immediate focus for all districts at the start of this school year will be on the emotional status of students. Schools will be using counselors, psychologists, and special programs to address issues that may present themselves. Regarding learning loss, the Jury notes that it will be a few years before academic performance can be fully evaluated. One standard county-wide assessment is needed at the end of the 2021-22 school year to give a solid benchmark upon which to measure yearly performance. All students, but especially those who are underperforming, require county-wide initiatives such as smaller class sizes, more one-on-one instruction, and targeted testing to improve results in math and ELA. The Jury recognizes that all these initiatives have costs associated with them, which will need to be addressed in future budgets once COVID relief funds have ended.

Santa Barbara County school districts and the Santa Barbara County Education Office know there is much work to be done to repair the academic and social-emotional losses resulting from remote learning. As a result, they will need to apply the important lessons learned to improve student outcomes during the 2021-22 school year and beyond.

¹ Remote Learning (aka "Distance Learning") is the process of teaching and learning performed at a distance. Rather than having students and teachers coming together in person, remote learning means that students are receiving instruction from their teacher online.

INTRODUCTION

In the 2020-21 school year, there were 42,734 students enrolled in kindergarten through 8th grade in Santa Barbara County public schools (68 percent of the total K-12 enrollment). Of that total, the largest sub-groups are Hispanic at 74.5 percent and socio-economically disadvantaged at 68.5 percent. The following two tables show the detailed demographic data for Grades K-8 for the 2020-21 school year. This does not include 56 students enrolled in Santa Barbara County Education Office (SBCEO) schools.

Demographics	
Hispanic or Latino	74.50%
White	18.40%
Asian	1.30%
Filipino	1.00%
African American	0.60%
American Indian or Alaska Native	0.30%
Pacific Islander	0.10%
Two or More Races	2.80%
Not Reported	1.00%

Demographics by Student Group ²	
Socio-Economically Disadvantaged	68.50%
English Learners	29.00%
Homeless	11.00%
Disabilities	7.10%
Migrant	3.60%
Foster	0.40%

Santa Barbara County schools handled remote learning differently, depending upon the district.

Starting in April 2020, some districts transitioned to 100% remote learning, others implemented a hybrid model (a few days in school, the remainder remotely) and a few districts applied for and received a waiver from the State to return to in-person instruction as early as October 2020. Most districts, except for those whose communities were heavily impacted by the virus, were back to in-person instruction by April 2021. Presently, all districts are conducting in-person learning for the 2021-22 school year.

The Jury focused on the actions taken by the districts at the onset of school closures and the academic and social-emotional effects of remote learning on students in grades K-8. As to academic effects, the Jury reviewed two main subject areas: math and English language arts (ELA.) These are the two most important areas of study for students, especially in grades 3-4. Math and English are the foundation for all other learning. Students who struggle in these subjects will continue to struggle throughout their lives. The Jury also looked at students' social-emotional loss, which has a direct impact on learning, and recommends that this be a top priority in the new school year.

² Socially economically disadvantaged: Students who are eligible for free or reduced priced meals; or, have parents/guardians who did not receive a high school diploma.

English Learners: A child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classwork in English.

Homeless: Individuals who lack a fixed, regular, and adequate nighttime residence.

Disability: A disorder in one or more of the basic psychological processes involved in understanding, or using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, or write.

Migrant children: A child whose parent or guardian is a migratory worker in the agriculture, dairy, lumber or fishing industries and whose family has moved during the past 3 years.

Foster children: A child who has been removed from his/her home pursuant to Welfare and Institution Code 309, which pertains solely to temporary custody of dependent children.

METHODOLOGY

This report was written at the start of the 2021-22 school year and is based on findings in each district's 2021 Local Control and Accountability Plan (LCAP), which was presented to and approved by each school board, and on 2021 end-of-year testing results, where available.

The Jury interviewed representatives and/or reviewed end-of-year reports from the Santa Barbara County Education Office (SBCEO) and from each of the school districts within Santa Barbara County: Ballard, Blochman, Buellton, Carpinteria, Cold Spring, College, Cuyama, Goleta, Guadalupe, Hope, Lompoc, Los Olivos, Montecito, Orcutt, Santa Barbara, Santa Maria-Bonita, Solvang, and Vista del Mar.

The Jury also interviewed representatives from two major community organizations which provide help to students in Santa Barbara County: United Way of Santa Barbara County and United Boys and Girls Club of Santa Barbara County.

Lastly, the Jury reviewed current research studies from various educational consulting organizations and articles about the subject from national, state, and local perspectives. A list of those articles relied upon for this report is included in the References section.

OBSERVATIONS

Actions Taken by County School Districts When Schools Closed Due to COVID-19

Beginning in March 2020, the pandemic took hold nationwide and Santa Barbara County districts were forced to close schools in April 2020 and reformat learning for the remainder of the school year. Their primary objectives were to: 1) add health measures and safety protocols, 2) set up a remote learning program, and 3) engage community resources to augment learning. These efforts required funds which were unanticipated and were not included in school budgets. Federal and State COVID relief funds came to the rescue. Additional Federal and State funding cannot be relied upon in the future. Santa Barbara County schools received over \$173 million from four different Federal and State bills (see Appendix A). Title 1 schools (those with the greatest percentage of socially-economically disadvantaged students) received the greatest share since students from these households need the most help to meet state academic standards. Using these funds, the LCAPs outlined the following efforts undertaken by the districts:

1 - Health Measures and Safety Protocols:

The Federal Center for Disease Control, California Department of Public Health and the Santa Barbara County Public Health Department all had requirements which the schools had to meet prior to students re-entering schools, as follows:

- Purchase Personal Protective Equipment (PPE), including face masks, face shields and plexiglass between seating areas.
- Implement cleaning procedures: custodial staff to clean surfaces, workstations, restrooms, buses, and cafeterias on a routine basis and according to guidelines.
- Implement sanitation/health procedures with handwashing stations, personal school supplies/office materials, thermometers, daily health assessment apps, and contact tracing.
- Improve ventilation, including Heating, Ventilating and Air Conditioning filters and update antiquated filtration systems.

- Create outdoor learning spaces.
- Reduce seating capacity in all classrooms to ensure social distancing.

2 - Set up a Remote Learning Program:

Setting up a remote learning program required a variety of new tasks: purchasing equipment and the learning program software which provided the appropriate grade/subject matter and lessons. It also necessitated connectivity requirements for all County students: computers, internet connections and/or WiFi hotspots. Each district chose its own software and its own video conferencing platform to deliver the programs. The goal was to ensure that any student who wanted/needed a computer would have one. This goal was met. As to internet connectivity, this was more difficult to accomplish as some students lacked internet connections, despite the use of WiFi hotspots. However, many students without internet access were able to come to their local school or to community centers to study in small groups.

Remote learning also necessitated teacher and parent training. Teaching online required that teachers learn new programs and skills to adequately connect with students, both emotionally and academically. Principals and administrators were especially helpful and cognizant of teachers' needs. As a result, teacher workshops, ongoing training, coaches, and specialists were provided to train teachers in the most effective methods for remote learning. Additionally, since remote learning is very taxing on teachers, counselors were provided to enable teachers to air their frustrations and learn effective coping skills. And, as remote learning was new to parents, they were guided through an open hotline where questions could be answered. Video tutorials were provided and for most districts, intervention specialists came to the home to assist with basic setup and instruction of software programs.

As a result of these efforts, teachers improved their teaching techniques, parents became more comfortable with the technology and students improved their computer skills.

3 - Engage Community Resources:

Santa Barbara County is fortunate to have strong community organizations, such as The United Way, Boys and Girls Club, and Girls Inc. They have always been important partners with the districts to improve learning and social skills, but during the pandemic, demand for their help increased dramatically. These organizations expanded their after-school and Saturday programs and began study programs during the school day at various locations throughout the County for students who either lacked internet connectivity at home or needed supervision and help to complete their online assignments.

Effects of Remote Learning

By the end of the 2020-21 school year, two primary effects became evident:

1 - Learning Loss:

“Learning loss” or “learning gap” were terms that were coined to describe the effects of remote learning during the pandemic. They mean that students are not learning content and mastering skills at the same rate that they typically would in a non-pandemic, in-person learning year. One district wrote in its LCAP: “Given that school closures that took place in March 2020 and the altered school operations plans that resulted from the COVID-19 pandemic, it is highly likely that students have or will experience learning loss.” Another district stated in its LCAP: “CAASPP testing (California Assessment of Student Performance and Progress) indicates that not all students are meeting expectations. Local data also indicates that not all students are meeting grade level benchmarks.” This

recognition is also highlighted in various state research studies.³

Remote learning is not as effective as in-person instruction because it is harder for students (especially younger children) to pay attention and be engaged. Although they are logged in, students are far less attentive than they are in person. Some students were in a crowded, noisy environment with lack of supervision to keep them on track and on task, making online learning especially difficult for these students. Furthermore, teachers have a much harder time communicating with and having command of their class during remote learning. This shift was also difficult for parents, many of whom quit their jobs to stay at home and all of whom, along with their children, were learning how to use these programs for the first time. According to one district report, “The issue has not been lack of a device to connect to the internet, but rather barriers in the homes that prevent students from joining Zoom sessions, completing asynchronous work, density in housing which prevents multiple students’ connection to Zoom simultaneously and parent work schedules that prevent assisting student with schoolwork and connectivity.”

In addition, although students were constantly being tested throughout the year to make sure they were meeting grade level benchmarks, teachers report it was more difficult to administer testing online. Despite this, diagnostic testing was critical to target the appropriate learning plans to combat learning loss. It was reported: “Another lesson was the effect of learning loss on students due to remote learning. While all stakeholders did an amazing job under the circumstances, remote learning methods are not ideal for most students and many students suffered learning loss because of it. One of the ways the district plans to combat learning loss was through frequent use of diagnostic and formative assessments in conjunction with targeted learning plans for students with learning loss.”

End-of-year summative testing has always been critical in determining a student’s progress from one year to the next. However, the end-of-year testing was altered statewide for the 2019-20 and the 2020-21 school years as follows:

- Schools were given a waiver to omit end-of-year state-mandated California Assessment of Student Performance and Progress (CAASPP) testing for the 2019-20 school year.
- End-of-year testing was mandated for the 2020-21 school year. However, the State permitted each district to choose among a list of approved tests. They could choose the CAASPP Smarter Balanced test or any of the locally chosen approved tests: STAR 360 by Renaissance (STAR) or the Northwest Evaluation Association (NWEA). The State allowed the Smarter Balanced tests to be shorter and allowed a longer timeframe (until July 2021) in which to administer them.
- The use of different tests per district prohibits the County and the State, via the California School Dashboard, from measuring and posting the consolidated results.
- All schools within each district are mandated to report their results on the School Accountability Report Card (SARC), which will be published by February 1, 2022.

In the current LCAPs, most districts have started setting performance targets for future testing, using either 2019 or current year local tests as a baseline.

³ PACE, an independent non-partisan research center focused on issues relating to California education, produced two studies: “COVID-19 and the Educational Equity Crisis/Evidence on Learning Loss from the CORE Data Collaborative,” dated January 25, 2021, and “COVID-19 Impacts on Student Learning/Evidence from Interim Assessments in California,” dated June 2021. Both studies used interim assessments to analyze the situation. Two key findings from both studies are: 1) Significant learning loss in both English language arts (ELA) and Math, with students in earlier grades most affected. 2) Certain student groups, especially low-income students, English language learners (ELLs) and Latinos are falling behind more compared to others.

At the time of this report, only a portion of Santa Barbara County districts had compiled their end-of-year testing results for the 2020-21 school year. The test results reviewed by the Jury show a learning loss in math and ELA, with the losses more striking in math. A medium-sized district indicated losses across its schools with a 7 percent drop in ELA and an 11 percent drop in math performance from 2019-20 to 2020-21. And, in one of the larger districts, compared to the 2019-20 school year, each grade in grades 2-6 shows an overall decrease of 4 percent to 8 percent in reading and a 10 to 20 percent decrease in math performance. Furthermore, this district reports that the greatest losses occurred among these subgroups, as defined in their LCAP: African American/Black, Hispanic, Emergent Multilingual Learners, students from low-income households, homeless, and students with disabilities. These subgroups had already been underperforming in previous years, and remote learning exacerbated the losses.

It should be noted that those districts which started in-person school earlier because of obtaining waivers showed better performance among their students.

2 - Social-Emotional Well-Being:

Remote learning is hard on children socially and emotionally. Face-to-face interaction with teachers and other students gives children an anchor and helps them to develop socially and emotionally. As reported by a local school district: “The challenges during the 2020-21 school year mainly centered around the discomfort students felt with teletherapy or a counseling appointment by Zoom. Other students felt disconnected entirely because of the platform and without the face-to-face contact, it was hard to keep them engaged, despite attempts at home visits, contacts with parents, and classroom activities.” Districts found ways to administer ongoing emotional health testing and found programs that provided ways to structure and measure social-emotional well-being. Some of these curricula were Character Counts, Positive Behavior Intervention and Supports, Care Solace and Second Step. Some districts added counselors and psychiatrists, whom students could visit online or in person. A few districts added a social worker or an outreach worker to their staff. Other districts partnered with community agencies such as Child Abuse Listening Mediation (CALM), Family Service Agency, or People Helping People. Social-emotional health has far-reaching effects. One district wrote: “As we reflect upon the strengths and challenges of the 2020-21 school year, we are reminded of the importance relationships have on not just student achievement but staff connectedness and morale. We have seen the research indicating the relationship a student has with his/her teacher as well as their sense of connectedness as having the greatest influence on student achievement.”

A more serious effect is that, in some instances, children were subject to a home situation where family members, also feeling the effects of the pandemic, exhibited unhealthy behaviors. When in the classroom, teachers are the first line of defense and are able to spot and report problems. Without personal interaction, some children experienced issues that went untreated. One district summarizes it best: “We experienced a world-wide pandemic. Students’ lives were disrupted because of an invisible danger. The totality of trauma experienced by students and staff is yet unknown.”

Teachers understand this and know that these social emotional issues will need to be addressed in the new school year.⁴

District plans to mitigate the negative effects:

Districts have thought long and hard about the best ways to mitigate learning and social-emotional losses due to remote learning during the pandemic. A summary of the planned strategies is as follows:

1 - Learning Loss:

The available year-end testing indicates that students have experienced learning loss, particularly in math and ELA. The loss, especially among underperforming students, requires greater intervention and should be a focus for the coming years. It is clear that the districts realize the importance of the task ahead. To address learning loss, most districts have started the Multi-Tiered System of Support (MTSS) which was described by a district as follows:

Due to COVID-19 and the challenges of student engagement, a three-tiered support system was created to support unengaged students. Tier 1 is the teacher level. Teachers were to contact families and attempt to engage students. If unsuccessful, students were referred to Tier 2 school level. School principals, leadership teams, office personnel, bilingual liaisons, and counselors worked to engage students. If needed, students were referred to Tier 3 district level. Additional communication, home visits, etc. were attempted. Students in Tier 3 were also offered in-school small group cohort admission. Priority for small group cohort admission was given to homeless/foster youth.

As described by a mid-sized district: “If we know where the breakdown in learning occurs, we will be able to target interventions, increasing the likelihood of meeting or exceeding state standards.”

Based on a thorough review of each district’s LCAPs, the following actions to improve academic performance are being implemented throughout the County for the 2021-22 school year:

- Reduce class sizes. This is one of the most important keys to narrowing the learning gap.
- Provide individual and small group instruction to students who experienced the greatest losses.
- Provide instructional coaches for groups and teachers.
- Increase teacher training programs. Teachers will meet in Professional Learning Groups (PLG) utilizing multiple measures to monitor student success.
- Measure back-to-school achievement through tests that are measured against a set baseline from the 2020-21 school year.
- Keep students engaged through software programs that have proven to be successful.

⁴ February 2021, EdSource presented a study by the Inverness Institute which surveyed the California Teacher Consultant Response Network members (K-12) to ask them about their experiences as they adapted to serve their students during the pandemic. One hundred twenty-one teachers completed the initial survey. A summary of their responses is chilling. Almost half (46%) of teachers report that distance learning is not effective in meeting students’ social and emotional needs. The report stated that 65% of their students are in danger of suffering long-term mental health issues. Nearly all teachers reported these barriers to effective learning: social isolation of students, the emotional trauma of students and families and the upheaval caused by economic and social distress. <https://edsource.org/2021/spotlight-2-students-social-and-emotional-wellbeing/649021>

- Provide parent education programs and continue communication with and outreach to parents.
- Plan yearly summer school and after-school programs at school and/or through community resources. Expand relationships with community resources to work with students in math and ELA.

2 - Social-Emotional Loss:

With the start of the 2021-22 school year, student engagement has been a focus of professional development for teachers and counselors. The following steps are being taken by districts to bolster the social-emotional health of students:

- Hire more counselors, school psychologists and nurses to work with individual students.
- Continue using programs used during shutdown and partner with outside organizations for outreach to relieve stress on students, faculty, and staff.
- Add emotional health training on how to apply this learning to academics as top priority for each teacher.
- Administer ongoing social-emotional health testing to determine which students require more intervention.

CONCLUSION

The 2021 Santa Barbara County Grand Jury found there is a consensus among educators, administrators, consulting and testing firms that remote learning during the COVID-19 pandemic had a profound effect on schools, teachers, parents, and most of all students. The full extent of the losses will not be known for years to come. However, Santa Barbara County school districts responded proactively to this unexpected challenge and, going forward, can make use of the positive lessons learned.

The 2021-22 school year will require that the remaining COVID relief funds used to offset the effects of remote learning must be carefully allocated to address the academic and social-emotional losses in the future. Extra thought and planning will be necessary to come up with the best strategies to mitigate these losses. When these funds are no longer available, upcoming budgets will need to focus on and include the elements critical to improve the academic performance and social-emotional health for all students.

With the arrival of various COVID-19 variants, there is always the possibility of a need for a return, to some extent, to distance learning. So far this year, many students have been sent home due to either students or teachers testing positive for COVID-19, causing further disruptions in learning. During these temporary disruptions, the County districts can implement the changes they have learned during the previous school year to make any future distance learning more effective. However, districts should do everything in their power to keep schools open to enable students to make up for the losses suffered during the COVID shutdown.

The 2021 Grand Jury commends the support and guidance from the Santa Barbara County Education Office and the Santa Barbara County school districts' teachers and staff for adapting to the challenges brought on by the pandemic and for continuing the education of students under these demanding circumstances.

FINDINGS AND RECOMMENDATIONS

Finding 1

In-person learning is more effective than remote learning both academically and emotionally.

Finding 2

For student achievement, especially for low performing students, in-person learning in small classes or small groups is preferable to larger classrooms.

Finding 3

Remote learning exposed the importance of outreach efforts to provide coaching to parents on creating a positive home learning environment.

Finding 4

Santa Barbara County school districts did not use one common test throughout Santa Barbara County, making it impossible to compare countywide testing results.

Recommendation 4

That the Santa Barbara County school districts and the Santa Barbara County Education Office work together to develop a common summative testing program to be adopted for all Santa Barbara County school districts for the 2022-23 school year.

Finding 5

Students with the greatest learning loss will require a concentrated effort to bring them up to Federal and State grade level standards.

Recommendation 5

That Santa Barbara County Schools outline their plans to attain Federal and State grade level standards for math and English language arts.

Finding 6

As the 2020-21 school year wore on, remote learning and teaching techniques and students' computer skills improved.

Finding 7

Federal and State COVID relief funds cannot be counted on indefinitely.

Recommendation 7

That the Santa Barbara County Education Office schedule a series of meetings prior to the 2022-23 school year with Santa Barbara County school districts to establish spending guidelines and review budgets' post-COVID relief funds to ensure that mitigation efforts continue.

Finding 8

Community organizations provided critical assistance to the Santa Barbara County school districts by expanding their efforts to bridge the learning gap between the home environment and school.

Recommendation 8

That each Santa Barbara County school district develop plans by the start of the 2022-23 school year to encourage community organizations to continue to provide critical academic and emotional support.

Finding 9

Internet services were critical to remote learning and, in most cases, Santa Barbara County school districts filled the gap for homes that did not have them.

Recommendation 9

That each Santa Barbara County school district maintain adequate internet services for all students if distance learning or an emergency should again require remote learning.

REQUEST FOR RESPONSE

Pursuant to *California Penal Code Section 933 and 933.05*, the Santa Barbara County Grand Jury requests each entity or individual named below to respond to the enumerated findings and recommendations within the specified statutory time limit:

Responses to Findings shall be either:

- Agree
- Disagree wholly
- Disagree partially with an explanation

Responses to Recommendations shall be one of the following:

- Has been implemented, with brief summary of implementation actions taken
- Will be implemented, with an implementation schedule
- Requires further analysis, with analysis completion date of no more than six months after the publication of the report
- Will not be implemented, with an explanation of why

Ballard Elementary School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Blochman Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Buellton Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Carpinteria Unified School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Cold Spring School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

College School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Cuyama Joint Unified School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Goleta Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Guadalupe Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Hope Elementary School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Lompoc Unified School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Los Olivos Elementary School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Montecito Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Orcutt Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Santa Barbara Unified School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Santa Maria-Bonita School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Solvang School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Vista del Mar Union School District

Findings 1, 2, 3, 4, 5, 6, 7, 8 and 9

Recommendations 4, 5, 8, 9

Santa Barbara County Education Office

Findings 4, 5, 7

Recommendations 4, 5, 7

APPENDIX A

Santa Barbara County COVID Relief Allocation Dollars by School District all Grades (K-12)						
District	CARES – Federal 3/27/2020	CARES – State 3/27/2020	\$900B COVID Relief 12/27/2020	Rescue Plan – Federal 3/11/2021	Relief Per Student	Total of all Relief Funds all Grades
SM - Bonita	\$4,104,856	\$18,905,077	\$14,187,147	\$31,543,693	\$4,154	\$68,740,773
Lompoc	\$2,428,018	\$7,746,601	\$8,391,682	\$18,658,061	\$3,971	\$37,224,363
Santa Barbara	\$2,244,243	\$7,761,110	\$7,756,522	\$17,245,846	\$2,722	\$35,007,720
Orcutt	\$483,668	\$2,233,042	\$1,671,647	\$3,716,738	\$1,933	\$8,105,094
Goleta	\$360,511	\$1,731,099	\$1,245,993	\$2,770,340	\$1,729	\$6,107,944
Carpinteria	\$341,934	\$1,749,260	\$1,181,788	\$2,627,586	\$2,810	\$5,900,567
Guadalupe	\$255,089	\$1,364,641	\$881,635	\$1,960,227	\$3,543	\$4,461,592
Solvang	\$232,743	\$319,240	\$581,261	\$1,292,376	\$3,930	\$2,425,621
Hope	\$111,680	\$414,334	\$385,987	\$858,203	\$1,949	\$1,770,204
Cuyama	\$68,640	\$211,116	\$237,233	\$527,463	\$5,259	\$1,044,451
Montecito	\$67,886	\$132,970	\$211,857	\$471,043	\$2,471	\$883,757
Buellton	\$38,196	\$340,772	\$132,012	\$293,516	\$1,274	\$804,497
College	\$37,787	\$144,319	\$130,599	\$290,374	\$3,033	\$603,078
Los Olivos	\$11,827	\$57,279	\$40,876	\$90,884	\$1,421	\$200,867
Cold Springs	\$12,596	\$46,823	\$43,534	\$96,794	\$1,199	\$199,747
Blochman	\$0	\$118,719	\$0	\$0	\$571	\$118,719
Vista del Mar	\$1,383	\$14,878	\$4,780	\$10,628	\$1,343	\$31,669
Ballard	\$0	\$31,218	\$0	\$0	\$218	\$31,218
Total	\$10,801,057	\$43,322,498	\$37,084,553	\$82,453,772		\$173,661,881

EdSource.Org/2021

Link: [Find out how much California school districts and charter schools will get in COVID relief | Database | EdSource](#)

K-8 Enrollment by School 2020-21	
Ballard	128
Blochman	173
Buellton	553
Carpinteria	1,418
Cold Spring	178
College	192
Cuyama	133
Goleta	3,378
Guadalupe	1,270
Hope	775
Lompoc	6,294
Los Olivos	155
Montecito	374
Orcutt	3,971
Santa Barbara	6,445
Santa Maria-Bonita	16,665
Solvang	607
Vista del Mar	25
Total # of Students	42,734

Note: Does not include 56 students enrolled in Santa Barbara County Education Office (SBCEO) schools.

REFERENCES

Summary of Studies on this Topic

“Closing the Learning Gap: How Frontline Educators Want to Address Lost Learning Due to COVID-19.” *Insights from the Horace Mann Voice of the Educator Study*. March 2021.

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