Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

As a result of the COVID-19 pandemic and under the guidance of the Sonoma County Health Department, the Sonoma County Office of Education, and the Office of the California Governor Gavin Newsom, Santa Rosa City Schools (SRCS) suspended in-person instruction and transitioned to distance learning on March 26, 2020. From that date through the end of the 2019-20 academic year, all instruction was delivered through a distance learning model where students participated in learning activities at home, with teachers delivering instruction through mostly digital platforms. The District distributed Chromebooks to students so that they could participate in distance learning and placed hotspots in areas where internet connectivity was insufficient to support online learning.

With an understanding that distance learning presented challenges to families and that students received differing levels of support at home, the District adjusted the grade reporting practices for the last grading period of the year. Before the school year ended, the District conducted a survey of all families and staff to understand better their situations and preferences for 2020-21 teaching and learning. On June 3, 2020, the District held a Special Board Meeting video conference to solicit further input from families and staff. In May, the District began to convene an Executive Committee and several subcommittees to begin to make recommendations for the development of the 2020-21 Return to School Plan. The Executive Committee and subcommittees worked throughout the summer to develop a plan while continuing to seek updated feedback from our constituents through surveys and Zoom meetings.

Due to the suspension of in-person learning, the regular rhythm and progression of student learning was interrupted across all grade levels and content areas. There were no universal screeners in place to monitor student progress remotely. Distance learning did not replicate the traditional classroom learning experience, despite our educators' best efforts during a sudden transition. The District recognized the challenges for parents and guardians who were helping their children with distance learning while also managing their own work

responsibilities. Due to the COVID-19 pandemic, many SRCS families experienced stress due to lost income or lost jobs and, in some cases, were displaced from their housing. Many families also experienced food insecurity and benefited from the District's "grab and go" meal program. The shift to distance learning amid shelter-at-home guidance also impacted students' social wellbeing, emotional wellness, and physical health. Despite the diligent efforts of school staff to maintain student-school connections, the social isolation at home and lack of in-class interactions were hard for students and families. Families also expressed concerns about increased screen time for their children and how it might affect their stress levels and physical wellbeing.

Santa Rosa City Schools had planned to begin the 2020-21 school year with a hybrid learning model and two distance learning choices for families. However, the District recognized the need for flexibility and the ability to pivot based on guidance from the County Health Office. When Sonoma County was returned to the state's COVID-19 watchlist per the Governor's orders and public health guidance, the SRCS Board of Education resolved on July 22, 2020 to launch the new school year fully remotely, with a return to in-person learning when public health guidelines allow. Since making this decision, SRCS has continued to seek input from the community and respond to their concerns through public feedback at Board meetings and scheduled Q&A forums for family and staff.

Stakeholder Engagement

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

Stakeholder engagement has been and continues to be integral to our planning and development as we navigate the impact of COVID-19 on our students, families, and staff. SRCS is fortunate to have an engaged community that has provided input and asked questions since we transitioned to distance learning on March 26, 2020. We used this input to create a Return to School Plan that is grounded in public health and science, educational best practices, and wellness practices that promote the mental and physical health of our community.

Prior to the close of the 2019-20 school year, the District surveyed our families and staff to gather data on people's situations, distance learning, and return-to-school models, with over 2,400 responses. The June 3rd Special Board Meeting video conference to seek further input from families and staff was attended by over 450 people. In May, the District convened an Executive Committee and several subcommittees to begin the process for developing the 2020-21 Return to School Plan.

The Executive Committee included representatives from the Santa Rosa Teachers Association (SRTA) and Santa Rosa Classified Chapter 75 (CSEA), school site administrators, and district office administrators. The subcommittee members, totaling 220 people, included students, parents, classified staff, certificated staff, and administrative staff. The subcommittees addressed six different topics: Health and Safety; Distance Learning for Health Compromised; Childcare; Elementary Instruction (KA-6); Middle School Instruction (7-8); and High School Instruction (9-12).

Each subcommittee established protocols, procedures, and meeting schedules to discuss, research, and prepare recommendations to present to the Executive Committee for inclusion in the final version of the plan. To further assist with this process, SRTA convened weekly Zoom focus groups (130 participating members) to help inform this work. Additionally, both SRCS and SRTA surveyed stakeholders to garner more input and guidance on the development of the plan.

On June 24, 2020, a Return to School Executive Committee Working Group was convened to create the draft version of the Return to School plan, which was further developed by the Executive Committee, the Executive Cabinet, and through negotiations with SRCS Classified Chapter 75 classified staff and SRTA certificated staff.

As SRCS prepared to return to school remotely, the District continued to seek staff and community input--as well as address questions—through public hearings at Board meetings and through Q&A Webinars. The Board meetings were held on: July 8th, July 22nd, Aug. 12th, and Aug. 26th.

The District held Q&A Webinars in separate sessions for staff and the community on July 30th and August 6th. The first staff session, held via Zoom, was attended by over 500 of our employees, with 300 participating in the second session. The community sessions were broadcast live via Zoom and Facebook, with separate sessions available to English and Spanish speakers. To facilitate discussion, attendees were encouraged to submit their questions in advance to a designated email address.

In addition to these efforts to communicate with staff and families, SRCS has also created a Return to School page on our website with English and Spanish resources to address FAQs, to explain different learning models, to provide updated meal information, and to provide guidance for different wellness options for family and staff.

The District values continued input from our community and will work to review and integrate additional feedback into our planning as we move forward in an extremely dynamic situation that requires our collective best thinking and practices.

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

Board meetings were open to the public via Facebook and then Zoom due to the shelter-at-home order. The meetings were open and accessible for all via remote participation. Public hearings are held at our regularly scheduled and agendized Board meetings. The Friday before each Board meeting, the agenda is posted at the District Office and on the District website. Anyone wishing to speak on an item related to remote learning was given notice in these postings, with bilingual directions on how the process works.

Parents were notified about the July 30th and August 6th Q&A Webinars by District email and the ParentSquare communication application . Parents had the opportunity to participate in English and Spanish sessions via Facebook or Zoom.

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

In May 2020, families and staff (certificated and classified) responded to end-of-year surveys regarding their intentions for 2020-21 and their feelings about how teaching and learning would proceed during the continued pandemic. Over 1,800 families and over 600 staff members responded, with 72% percent of staff respondents identifying their position as certificated. The Santa Rosa Teachers Association (SRTA) also conducted a survey of its members, with 548 responding.

Strong Desire to Return to School/Workplace and Engage in Different Instructional Models

In the survey of families, ninety-nine percent of respondents stated their child or children were returning to a SRCS school. For SRTA members, there was also a strong desire to return to school with safety precautions.

All constituents recognized that a return to school would probably look different than pre-COVID-19 due to restrictions on how schools would be allowed to operate. When asked about what learning models they would prefer, families said they preferred Socially-distanced In-person Learning (47%) or Hybrid Learning (46%). Santa Rosa City Schools staff, both classified and certificated, stated a preference for the Hybrid Model (45%), with 27% supporting the Socially-distanced In-person model. The least popular choice for families was fully remote learning (14%), while 28% of SRCS staff supported that model.

When asked how comfortable stakeholders would be in sending their children back to school or returning to the school/workplace, most families responded that they were comfortable or very comfortable (58%), with 32% stating they would be uncomfortable or very uncomfortable. The responses for SRCS staff showed that 40% of respondents felt comfortable or very comfortable returning to schools/workplaces, 31% were hesitant, and 30% stated they would feel uncomfortable or very uncomfortable.

When asked what concerned them about continued distance learning, teachers stated through the SRTA survey that they were either concerned or very concerned about the following topics:

63% Insufficient instructional time with all students to address all academic standards

66% Managing curriculum for the hybrid model (online and in-person learning)

61% Assessments and 1:1 testing

With regard to technology priorities that directly impact the ability to deliver remote learning, 92% of teachers responding cited a need for software licenses for programs, and new and better applications for distance learning. Ninety-three percent of respondents also stated a need for more technology support in order to teach remotely. Teachers cited these priorities technology priorities for students: 1:1 technology that allows students to participate fully in remote learning (92%); fully-established email accounts so student-teacher connection can begin immediately (85%), and adequate technology support (93%).

In the event that SRCS would not be able to return to full-time in-person learning, stakeholders were asked about their childcare solutions. Nearly fifty-two percent of respondents stated their child or children were old enough to supervise themselves. Thirty-six percent expressed that their child or children would be supervised by an immediate family member living in their home or by a family member or friend who lives close. Almost fourteen percent of family responses showed a need for fee-based childcare, with 10% stating they would need SRCS to provide fee-based childcare.

Classified and certificated staff responses stated that 12% would have childcare supervised by an immediate family member living in their home or by a family member or friend who lives close, with 16% stating a need for fee-based childcare. Seven percent expressed a need for SRCS fee-based childcare. Seventy-two percent of respondents said this question did not apply to them. This correlates to results from the SRTA survey where 68% of responding members shared they did not have childcare needs.

Safety

For all stakeholders responding to SRCS surveys, safety was paramount to any return to school, whether it be full-time in-person learning or a hybrid model. All family responses were predicated on the basis that SRCS would adhere to all COVID-19 safety guidelines to keep children safe, as stated in the survey questions being asked.

Details from the SRTA survey reveal that 55% of members identify themselves as being in a high-risk category (underlying health condition, age, or caring for elderly). Among the certificated staff responding to the survey, 67% would like to come back to school with safety precautions. Sixty-nine percent of SRTA responses indicated an overwhelming demand for safety. Teachers recognized that many safety measures would be required to be safe at school under public health guidelines. Fifty-two percent of SRTA respondents called for identification and implementation of site teams to support COVID-19 health and safety protocols. Members stated that they are flexible about different learning models, as long as safety concerns are fully addressed:

53% Online learning only

55% Most online learning with in-person support for certain students

70% Hybrid model

41% In-person learning only

Supporting Students Socially, Emotionally, and Academically

Through public forums such as Q&A Webinars and Board meetings, families consistently expressed concerns about their children's social and academic progress due to the March 26, 2020 suspension of in-person learning. As many families experienced economic loss, job loss, and food insecurity due to the pandemic, additional stress has been placed on all family members. During the spring distance learning, many students also mourned the loss of in-person learning and the social and emotional fulfillment it brings through daily peer interactions, with many struggling with the new-found isolation under shelter-at-home orders. All of this was no doubt compounded by Sonoma County's recent fires and our ongoing recovery from this trauma.

The SRTA survey results showed that teachers have great concern for students as they return to school, recognizing that they will need a lot of academic and social and emotional support. Thirty-four percent of teachers responding desired expanded Tier 2 program support for larger quantities of qualifying students, while 44% of responses indicated a need for additional health and human services professionals. Nearly half of those responding to the SRTA survey (49%), suggested training for families to increase empowerment on health and safety protocols and procedures.

Through public forums such as Q&A Webinars and Board meetings, families expressed concerns about their children's learning progress and possible learning loss due to the suspension of in-person during the spring. With the abrupt shift to distance learning, many felt underprepared to support their children's remote learning and some children had difficulty adjusting to distance learning.

The SRTA survey results indicated that the majority of those responding were concerned about student engagement (75%) and student accountability (71%). Additionally, these survey results identified several areas of interest for student learning when students returned to school in person or online:

60% Academic counseling, support, and intervention classes for students needing academic assistance

46% Modifications to ease transition back to in-person learning

76% Technology and curriculum support for newly introduced or mandated learning platforms

66% Elimination of all non-mandated high stakes testing to minimize encroachment into active instructional time

74% Plan for following up with non-engaged students

Professional Development and Collaboration

In the year-end SRCS survey, teachers were asked to rate their ability to use certain technology tools. The majority of responding teachers felt comfortable or very comfortable using video conferencing tools (75%), Google Classroom (68%), and Google Applications (62%). In contrast, they stated that they needed support or would like some support with Seesaw (76%), screencasting tools (63%), and Illuminate Online Assessments (62%).

In the SRTA survey, teachers agreed or strongly agreed they had a need for two types of professional development: “one and done” (43%) and ongoing sessions (52%). In addition to professional development, teachers overwhelmingly stated a desire for collaboration with peers at the site-level (75%) and with job-alike colleagues in the District (59%). Teachers also expressed a desire to provide instruction more collaboratively through team models, with 36% of respondents wanting to build partnerships and 48% wanting to build a team. Directly related to this desire for collaboration and team models, teachers suggested that this might be the time to begin to explore and implement more Project-based Learning (PBL) as we analyze successful student engagement models of instruction (57% responded maybe and 18% affirmatively).

Teachers were also asked to identify their 2020-21 professional development priorities, with the following topics among those deemed important or very important:

79% Best practices for online teaching

77% Supporting equal access to learning for all students

74% Motivating students to participate in distance learning

88% Time to prepare for distance learning through collaboration with colleagues

85% Delivering efficient and effective instruction through the hybrid model

71% Expectations for Special Education case managers

In analyzing the stakeholder data, Santa Rosa City Schools identified six dominant themes that informed the development of the Return to School Plan and The Learning Continuity and Attendance Plan: Connection; Instruction; Safety; Technology; Communication; and Professional Development.

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

All aspects of this plan were directly influenced and made better by participating stakeholders as we established priorities that aligned with each of the six themes identified through the analysis of survey and meeting feedback:

Connection

-Social-emotional wellness

-Connection to community partnership

-Relationship-building

-Back-to-school transitions

Instruction

-Clear expectations

-Essential standards

-Flexible instructional strategies

-Assessment to guide instruction

-Access to support and intervention

Safety

-Adherence to County Health guidelines

-Create safety protocols and systems

-COVID-19 training for students, parents, and staff

-Point-person for COVID-related topics

Technology

-Technology access for all students

-Technology support for students and families

-Consistency with platforms and apps

Communication

-Frequent, timely, and centralized communication

-Consistency

-Use of one platform by staff and teacher to communicate with students and parents

Professional Development

-Need for learning, planning, and collaborating

-Collaboration time to design curriculum together (horizontally, vertically, and district-wide)

-In-person training for families

The wide range of input and requests from stakeholders also inspired the return-to-school working committee to identify these overarching principles that guided the decision-making process for this plan.

-Safeguard the health and safety of students and staff

-Comply with State, County Health Department, and Centers for Disease Control guidelines

-Consider feedback from diverse and multiple sources

-Ensure equitable access to teaching and learning (prioritize most vulnerable students, individualized student check-ins, consistent online experiences)

-Leverage resources to address achievement and opportunity gaps

-Adhere to established learning plans while remaining flexible

-Use an inclusive and fair decision-making process to revise established plans

-Leverage community resources to enhance planning

-Foster student learning and progress

-Reduce negative or unintended consequences

-Maintain positive learning and working environments

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.]

Given the uncertainty of the impact of the COVID-19 pandemic, in-person instruction may not be immediately allowable under state and local health orders. However, SRCS has recognized the need to be prepared to offer in-person instruction when possible. The State provided a waiver process to allow for in-person instruction for students in need

SRCS had planned to begin the 2020-21 school year by offering three learning model options to students and families, with the understanding that the dynamic COVID-19 situation may make it necessary to pivot:

1. **Hybrid Model (2 days at school, 3 days at home)**
   -Students assigned to one of the two cohorts (A or B) attending school either Monday and Tuesday **OR** Thursday and Friday.

-On the three days, they would not be in school, they would learn from home (or child care).
-On Wednesdays, all students would have a virtual check-in with their teacher or other support staff and the schools would be cleaned between cohorts.
-Teachers would be focusing on the essential standards of the California Standards and assessing students regularly to determine if any academic intervention is needed.
-Keep family members in the same cohort so they would be attending school on the same days.

2. **Distance Learning Model (5 days at home)**
-All teaching would be done virtually (on a computer/Chromebook) and class assignments would be provided via a district-wide common online platform.
-Students would have virtual classes with their teachers every day except for Wednesdays when they would have a virtual check-in with their teacher or other support staff.

3. **Learning House Model (5 days at home)**
-Would create a community of more than 100 learners from multiple school sites.
-Students would work with a small group of educators and build an online community.
-Students would build on their own strengths with real-world projects and integration of core subjects and electives.
-Intervention and enrichment would be embedded into students' process of learning.

When Sonoma County was returned to the state's COVID-19 watchlist per the Governor's orders and public health guidance, the SRCS Board of Education resolved on July 22, 2020 to launch the new school year fully remotely, following guidelines for Distance Learning Model #2 and #3 where students engage in remote learning 5 days per week.

When the District is given Public Health clearance to resume in-person learning, we will follow public health guidance.

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

Description	Total Funds	Contributing
COVID-19 Coordinator	$170,582	Y
COVID-19 Personal Protective Equipment (PPE)	$1,382,853	N
Professional Cleaning and Sanitizing of SRCS facilities	$1,000,000	N
Air Filters and Purifiers	$500,000	N
Professional Development	$500,000	Y
Return to School Committee	$50,000	Y
COVID safety training for staff, student, parents, and community	$125,000	Y
Outdoor Learning Spaces	$250,000	Y
Air Ventilation and Circulation	$650,000	N
Modified Classroom Layouts/signage	$50,000	Y

Distance Learning Program

Continuity of Instruction

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

In its work to prepare for the return to school, the District—through the work of the Return to School committees and subcommittees—identified and discussed models of instruction that would be most effective and flexible in the face of challenges due to COVID-19. Ultimately, three models emerged from the committees and negotiations: Hybrid, Distance Learning, and Learning House. All three would accommodate the social distancing requirements of Sonoma County Health Orders, California Department of Education Guidelines, and the Sonoma County Road Map to Safe Reopening.

The Distance Learning Model is one of the 3 back-to-school models offered to families. It is also the model the District will use when there are school closures and students and staff cannot be at sites, when all instruction will be remote.

Distance Learning is designed to provide a traditional education similar to in-person learning. The difference is all teaching will be done virtually and course work will be provided via Google Classroom and Seesaw. Students will be taught virtually every day except for Wednesdays when they will have a virtual check-in.

Distance Learning includes the following:

-Students meet with a group of classmates and teachers from their current school

-Middle and high school students have classes with teachers from different subject areas, just as they would in traditional school

-Access to content and assignments via Seesaw and Google Classroom

-Students will attend online school every day except Wednesday, when teachers are in professional development and have collaborative planning time. On that day, students will check-in with teachers but will not have online instruction

-Students enrolled in specialized programs (such as ArtQuest, IB, SPARQ, University Center, Early College Magnet) will be able to continue in those programs through Distance Learning

-Students enrolled in charter schools (CCLA, SRFACS, SRCSA, SRACS) will be able to continue in those schools through Distance Learning

-All learners are served, including Special Education, English Language Learners

-Intervention and enrichment opportunities will be provided

-Electives will be offered

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Santa Rosa City Schools will work to ensure equitable access to education for all students by providing adequate access to connectivity and technological devices to participate in the educational program and to complete assigned work. We will ensure that all students have access to devices and Wi-Fi.

The District recognized that many of the existing student Chromebooks were reaching obsolescence and developed a plan for cyclical replacement of Chromebooks. New devices will be deployed as they come into the district. All students will be offered a device. Families that choose not to use a school device will need to explicitly state that their child has a device.

Families will receive information from their site principal. Teachers who expressed need will also be provided new laptops to ensure connectivity and support for students through distance learning. All staff will have access to their classrooms and school sites to ensure resources and connectivity as needed.

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.]

Attendance: The student is expected to check the teacher's distance learning platform (e.g., Google Classroom, Seesaw) and District Gmail and complete assignments. Students will have opportunities to check in with the teacher during specified times.

There are multiple ways to assess student progress and understanding of grade and subject level content. These may include content exams, projects, presentations, and performance tasks, among other things. Performance tasks may be described as multi-step academic exercises that allow students to demonstrate knowledge and content application, synthesis, creativity, etc., with content knowledge in a real and/or imagined context. Performance tasks are often accompanied by rubrics that allow for levels of performance and subtle differences in assessment feedback to students.

In hybrid, distance learning, and the Learning House, certain types of assessments such as performance tasks may be used more than others. Assessments may serve both formative and summative purposes, providing teachers the necessary information to make instructional decisions and supporting students in receiving feedback to adjust the demonstration of learning.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Santa Rosa City Schools is committed to supporting the professional growth of its staff, both certificated and classified. In response to the County's shelter-at-home order, a menu of professional development classes was offered virtually on Monday, April 13, 2020, focused on tools and strategies to support a distance learning model of instruction.

As we planned for return to school in August, the District recognized the need for additional, ongoing training and collaboration focused on highly effective tools, skills, and strategies for meeting the diverse needs of our students. To ensure equitable learning and social and emotional outcomes for all students during this new way of teaching and learning, as well as the expectation of AB 98, all staff are expected to attend professional development.

Considering District and SRTA survey data, as well as input from the various stakeholder committees, the following professional development topics and formats have been considered. This list is not exhaustive but rather reflects current needs and wants expressed by staff in light of these new models of instruction, hybrid and distance learning.

Instruction: essential standards; content specific; best practices for distance learning; strategies to motivate students in a distance learning environment; use of Newsela and Learning A-Z to support differentiation; effective lesson design for distance learning; Culturally, Responsive, Sustaining and Humanizing Education (CRSH); strategies for engagement in district curriculum in a hybrid/distance learning format (e.g., *Everyday Math*, *Wonders*, etc.); flipped classroom; Project Based Learning; formative assessment; diagnostic tools such as MAP, Inspect and Let's Go Learn.

Technology: Google Classroom and Google Apps; screencasting tools; Zoom; Seesaw; Class Dojo; ParentSquare; creating engaging videos for online teaching and learning; class webpage development; Acellus; and other applications to enhance distance learning

Social Emotional Wellness and Mental Health: Trauma-informed care; self-care; psychological First Aid; class meetings; classroom community building; restorative practices; managing social media consumption; safety protocols and precautions; Positive Behavioral Interventions & Supports (PBIS); addressing current events through grade level appropriate conversations; encouraging and supporting student voice and advocacy.

Distance Learning Plans: Distance learning plans for each individual student will provide an explanation of how the student's IEP will be executed in that model of instruction. Because a distance learning instructional model is different from an in-person instructional model there will be obvious variations in how the IEP will be executed.

Staff Roles and Responsibilities

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

In response to the COVID-19 crisis and as identified in the Return to School Plan, the District has created a new position, COVID Coordinator. This role's primary purpose is to coordinate COVID-19 related clear, consistent, and aligned information, processes, and protocols to staff district-wide. The COVID Coordinator will work closely with Business Services, Teaching and Learning, Student and Family Services, and Human Resources, as well as staff to provide resources and support to navigate information regarding COVID 19.

CSEA 75 20-21 #3 MOU COVID-19 RTS

SRTA 20-21 #1 MOU COVID-19 RTS

Supports for Pupils with Unique Needs

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

English Learners

All English learners will be provided with a minimum of 30 minutes a day of Designated ELD instruction by a certificated staff member. This Designated ELD instruction shall be targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the 2012 California English Language Development Standards, focused on communicative purposes, not discrete grammar instruction, address the speaking, listening, reading and writing domains and include systematic development of academic vocabulary. For the secondary level, this includes at least one period of Designated ELD per school day, with two periods for newcomer students, and is part of a comprehensive Designated ELD course sequence. Board-approved curriculum (*Wonders Designated ELD*, *Inside the U.S.*, *Inside*, and *Edge*) must be used to support the instruction.

The World House Program has been established to support newly arrived middle school youth in Santa Rosa City Schools. The program will operate at Lawrence Cook Middle School. The focus of World House is to support newcomers in learning English while integrating into a new country, new culture, and a new educational system. The World House Program is set up to support students who have been in the US for 0-2 years.

For Distance Learning, the following guidelines are in place to ensure that EL students are served through remote teaching and learning:

Synchronous Designated ELD: live virtual lessons/meetings; phone calls; small group lessons; by proficiency levels with scaffolds; in mixed level groups for fluency building; teacher feedback and support as needed

Asynchronous Designated ELD: previously recorded lessons and videos; phone and text messages; ELD assignments/projects using approved ELD curriculum; paper and pencil activities; reading logs and journals; goal setting and reflection

Foster and Homeless Youth

SRCS is committed to supporting the foster and homeless youth in the district in collaboration with the Sonoma County Office of Education. The District recognizes that additional challenges may occur for this population during the COVID-19 pandemic and is committed to providing the necessary support for their physical, emotional and academic health. This support takes the form of collaboration with students and families, school and district staff, and other county agencies in order to remove barriers to educational access and expand educational opportunities. Students identified as foster youth are supported by the Supporting Our Language Learners (SOLL) counselors in addition to a comprehensive school counselor.

By removing barriers that occur due to frequent changes in home placement, SRCS helps to ensure that foster and homeless youth can benefit from uninterrupted educational access. AB 175 (Foster Youth Bill of Rights) provides protections for this vulnerable population of

students. School districts are also responsible for ensuring that youth who are experiencing homelessness have full access to educational programs in accordance with the McKinney-Vento Homeless Assistance Act.

All Sonoma County students have the right to enroll in and attend school, even when housing becomes uncertain. If a child lacks “fixed, regular, and adequate housing,” federal and state laws require immediate school enrollment for that child – even without proof of residency or medical, school, or legal guardianship records.

McKinney-Vento and Foster Youth students have priority access to the district provided Chromebooks and hotspots during Distance Learning. Additionally, SRCS students housed in the Catholic Charities Family Shelter in Santa Rosa were also provided with headphones. SRCS Child Nutrition Services is also supporting students housed in the Catholic Charities Family Shelter by delivering meals.

Special Education

To every extent possible, students with exceptional needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person and distance learning settings. Students’ Case Managers will be required to meet with families to determine which, if any, services need to be adjusted.

During this time, regardless of the model, all elements of the Individual with Disabilities Education Act (IDEA) must be met. Service providers such as Speech and Language or Counseling services must continue to provide services, either through online services or in-person as developed in the IEP.

However, distance learning is not accessible to many students with exceptional needs. Many populations cannot have their developmental, educational, health and other needs met in an online environment.

Students with mild to moderate disabilities may benefit from hybrid models that include some time in-person and some time in the distance learning model depending on their age. These decisions will be made in consultation with the IEP Team. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and a hybrid environment as well as what accommodations and modality of learning allows the greatest access.

To support the student’s access to the general education classroom within the hybrid and distance learning learning models, and and to meet the required elements of the Individuals with Disabilities Education Act (IDEA), SRCS will:

-provide services in the IEP in the least restrictive setting

-meet current service obligations of all IEPs, or modify current IEPs to meet the needs of any changes in service

-all related Service Providers, School Psychologists, Speech and Language Pathologists, Adapted Physical Education, and School Nurses shall provide services to the students they are assigned as outlined in each student’s IEP

Distance learning plans for each individual student will provide an explanation of how the student's IEP will be executed in that model of instruction. Because a distance learning instructional model is different from an in-person instructional model there will be obvious variations in how the IEP will be executed.

If families are experiencing any concerns with the distance learning or hybrid model, Case Managers and SRCS Program Managers are available to support students.

Advanced Learner Program and Services (ALPS)

The Teacher on Special Assignment (TOSA) for ALPS will offer a series of enrichment classes for 4th-6th graders once per week by grade level. Students will have the opportunity to identify projects of interest as they learn about the Icons of Depth and Complexity and concept-based learning. Each session will be 8 weeks long and will involve synchronous and asynchronous teaching and learning. Each session is limited to 20 students maximum.

Independent Study

Independent Study is available for grades Kindergarten through 12th grade, and is authorized by the Board of Education in Board Policy 6158 as an optional, alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Students in this program generally work independently and meet with a teacher once a week. Independent study offers a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning.

Students who want to participate in Independent Study will work with their site administration according to a written agreement and under the general supervision of a credentialed teacher, or teachers. While independent study students follow the district-adopted curriculum and meet the district graduation requirements, independent study offers flexibility to meet individual student needs, interests, and styles of learning. The minimum number of days a student can enroll in Independent Study is 5 and the maximum is 18 days. To continue in Independent Study past 18 days, approval is needed from the administrator.

Home and Hospital

Home and Hospital will also be under the umbrella of the Learning House. The Home and Hospital Instruction Program (California Education Code Section 48206.3) and Board Policy 6183 serves students who incur a temporary disability, which makes attendance in the regular day classes or alternative education program impossible or inadvisable. Home-hospital serves students with a temporary disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The parent or guardian will need to notify the school of the student's presence in a qualifying hospital or facility or if at home. With the parent or guardian, a determination will be made regarding which option for continued learning may be best for the student: individualized instruction as provided by a home/hospital teacher or independent study.

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

Description	Total Funds	Contributing
Spring 2020 elementary remote learning packets (duplicating & mailing)	$25,000	Y
Student Chromebooks	$950,000	Y
Staff laptops	$50,000	Y
Additional technology hardware for staff to support remote learning (e.g. monitors, cameras, tripods)	$50,000	Y
Connectivity (hotspots and improved technology infrastructure)	$150,000	Y
Professional Development	$500,000	Y
Seesaw licenses, 5,155 total student licenses	$29,557	Y
Newsela – cost for adding 3rd - 6th grades to subscription	$25,612	Y
Lexia Reading 9 site licenses for all KA-6 grade students	$107,100	Y
Additional Licensing software for remote Special Education Assessment protocols	$12,500	Y
Costs associated with HIPAA Compliant teletherapy	$2,500	Y
Continue to Fund Food Services Program during distance learning where no food sales are possible	$2,439,959	Y

Pupil Learning Loss

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

Elementary (KA-6)
The District has revised the elementary assessment calendar to reflect the challenges of COVID-19 and remote learning. For the first trimester, the District has suspended the 1:1 assessments for DRA (K-2), DIBELS (3-6), and Beginning of Year Math (K-5). The District has made every effort to focus on trimesterly assessments that can be administered remotely and done independently by students (e.g., Let's Go Learn, MAP, Lucy Calkins Writing, CPM end of trimester benchmarks, etc.). Teachers are encouraged to use formative assessments that are part of the District-adopted curriculum (e.g. *Everyday Math*, *CPM*, *Wonders*, etc.) to monitor student learning, check for understanding, provide individual feedback, and differentiate instruction. With so many unknowns due to COVID-19, the 2020-21 elementary assessment calendar is subject to change and is a flexible living document.

Middle School (7-8)
Teachers are encouraged to use formative assessments to monitor student learning, check for understanding, provide individual feedback, and differentiate instruction in reference to state common core standards. Teachers also administer MAP Growth assessment three times a

year to target instruction through accurate, and actionable evidence. Special education teachers use these results to develop goals and give in the moment data to demonstrate growth towards goals.

High School (9-12)

Teachers are encouraged to use formative assessments to monitor student learning, check for understanding, provide individual feedback, and differentiate instruction in reference to common core or Career Technical Education pathway industry standards. Special Education teachers administer the MAP Growth assessment three times a year to develop goals, give in the moment data to demonstrate growth towards goals and to target instruction through accurate, and actionable evidence.

State-mandated Testing
-Grades 3-8, 11: SBAC ELA and Math
-Grades 5 and 8, 11: CA Science Test (CAST)
-Grades 5, 7, and 9: California Physical Fitness Test
-K-12: English Language Proficiency Assessments for California (ELPAC) administered to qualifying students in accordance with the law

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.]

The key strategies to address learning loss include:
-address students' social and emotional wellbeing first
-use a comprehensive approach to formative assessments
-focus on assessments that already exist and are aligned with adopted instructional materials to provide stability for students and staff
-focus on essential standards (endurance, leverage, and readiness)
-target student skills individually to address rather than reteaching prior year content to the whole class
-address needs for equitable access for learning
-communicate with families clearly and frequently about student progress

The district will provide professional development and support for teachers and staff during the 2020-21 school year to address essential standards, learning loss and accelerate learning progress in a distance learning model to improve Tier 1 instruction. Professional Development will also focus on student engagement and feedback as we explore Best Practices for Distance Learning. Teachers engage in thinking critically about increasing student engagement in distance learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers, site administrators and district administration will review data on a regular basis (each trimester and quarter) to determine if the learning loss strategies are showing student improvement on formative assessments, benchmark assessments, surveys, and student engagement. At the elementary level, the data for many assessments is entered in our data and assessment platform, Illuminate, making it easy to monitor students' progress on multiple assessments. Teachers can also administer short online assessments in Illuminate for easy grading and monitoring.

Should the pupil learning loss strategies used not prove to be effective for a student, teachers will analyze why and attempt to use different strategies to address student learning needs. The District encourages teachers to use common planning time to discuss common assessments they may be administering in order to calibrate scoring by reviewing some student work together. This process often leads to informative discussions about effective lessons and strategies that may benefit a larger student group.

Should a student not demonstrate expected academic growth after many attempts at remedying learning loss, the teacher may want to seek advice from site colleagues and/or the site's Student Success Team by reviewing different Tiers of support strategies.

The District will provide ongoing Professional Development about formative assessments, creating performance tasks, and how to motivate and engage students in distance learning.

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

Description	Total Funds	Contributing
Professional Development	$556,520	Y
Labster: virtual lab simulations to support grades 9 - 12 science courses	$27,500	Y
Acellus: to support remote learning for students in grades 7 - 12 with a focus on math	$150,000	Y
Rosetta Stone	$154,190	Y
Professional Development for Rosetta Stone	$9,000	Y
GLAD Training (Secondary EL)	$13,000	Y
Professional Development for GLAD Training	$14,400	Y
Professional Development for Bay Area Writing Project	$6,480	Y
Learning A-Z	$56,437	Y
Let's Go Learn	$120,290	Y
Ethnic Studies/ CRSH 2.0/CRSH for Admin Professional Development	$83,150	Y
Platforms for Distance Learning music and video, secondary	$80,000	Y
Art Supplies for Students at Home Distance Learning	$100,000	Y
Conversations in Common Reading project	$10,000	Y
Arts Integration/Distance Learning PD	$1,500	Y

California All State Music Education Conference	$1500	Y
Westminster Woods	$11,851	Y
MAP Growth Reading Fluency: to support K-5 teachers in measuring oral reading fluency, literal comprehension, and foundational skills-for both English and Spanish speakers.	$9,500.00	Y
Extra Day of Professional Development added to the 2020-2021 school year	$471,434	Y

Mental Health and Social and Emotional Well-Being

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

Through the Multi-Tiered System of Support (MTSS) structure, we support both the development of academic and social-emotional and behavioral well-being (or mental health). MTSS supports district-wide coordination of a continuum of support making sure that all students' needs are identified.

Tier 1: Universal Supports - Whole School Safety and Prevention Plan

-SRCS has developed a system to connect with students and families to promote attendance.

-SRCS school sites will consider strategies to become a trauma-responsive school system to support the school community.

-SRCS will engage with students and families using culturally responsive techniques.

-SRCS is committed to using universal screening to identify the social-emotional needs of students.

-SRCS will use professional development time to increase trauma knowledge and skills.

-SRCS will engage staff in professional development about mental health de-stigmatization.

-SRCS will include information about mental health and wellness resources on the district and school websites and in communication with families.

-SRCS will have a team at each site that will conduct a needs assessment in the form of a survey to check on the technology, food & shelter, academic, pandemic resiliency and other concerns. At the elementary level parents will be surveyed, and in secondary students complete their own survey. The response data will be analyzed and the site level Tier 2 teams will respond to and document the support offered in response to the needs indicated by students and families in the surveys.

Tier 1: Community and Family Wellness

-SRCS will continue to collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

Tier 1: Staff Wellness

-SRCS acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.

-Prior to school opening, and ongoing, SRCS will provide training on secondary traumatic stress and self-care.

-SRCS District and Site Administrators will promote mindfulness techniques.

-SRCS Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

-SRCS will promote the use of staff support groups to enhance staff cohesion and coping.

-District Therapists and Social Workers will be available to staff for support and referral to mental health services when appropriate.

Tier 1: Classroom Strategies

-SRCS will engage staff in professional development for social-emotional learning to help teachers learn tools and strategies to lower anxiety and stress exhibited by students.

-SRCS will encourage staff to establish and implement routines for both in-person and distance learning, which include welcoming inclusion activities, engagement strategies, and an optimistic closure to class.

-SRCS will encourage staff to include stress management and mindfulness practices in classroom routines.

-SRCS is participating in the Resilience in School Environments (RISE) program to assess and improve the social-emotional wellness of students and staff.

-SRCS will encourage teachers to ask their students how they are doing and refer to counseling when students are struggling.

-SRCS leadership and staff will consider the impact of stress and trauma when assessing and supporting students.

-SRCS will connect with students and/or families to problem solve and find solutions to support students who are reluctant to turn on their cameras during distance learning.

Tier 2 / 3: Early and Targeted Interventions for Students and Staff

-SRCS is committed to scaling up Social Emotional Learning to promote social-emotional competencies among students and staff.

-SRCS will continue to offer staff mental health support through SOS Counseling.

-SRCS is committed to building the capacity of student mental health services.

-Social-Emotional Wellness support will be provided by the school counselors, district school-based therapists/social workers, and community-based organizations who contract with SRCS (SAY, Lifeworks, and Humanidad).

-Mental health staff will provide services either in-person or through a telehealth platform.

-Mental health resources will be consistent across the district and district-wide mental health providers should be coordinating services. (School Psychologists, School Counselors, School-Based Clinicians, and School-Based Therapists)

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Attendance Plan

In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the Student Information System (SIS) each day as required by AB 98 and any other state or federal mandates.

For attendance-taking purposes, teachers mark students present or absent during in-person learning. Attendance for Distance Learning is met through the following synchronous and asynchronous learning and codes have been created to identify the engagement:

-evidence of participation in online activities

-completion of regular assignments

-completion of assessments

-or contacts between any SRCS staff member and a student or their parent or guardian through phone, emails, or any type of communication

A pupil who does not participate in a portion of distance learning on a school day shall be documented as absent for that school day.

Students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week, shall be subject to a tiered re-engagement process. Weekly lists are provided to each site by the district's SAFE Office to begin the re-engagement process and data is analyzed to discover patterns of absences, comparisons among the schools as well as within days of the week, and or differences among classrooms and grades.

Reengagement Process

Tier 1

-The automated messaging system will make daily phone calls for each day a student is marked absent by the teacher.

-Teachers or other SRCS employees will attempt to make contact with the student and parent.

-Attendance information will be available for parents through the Student Information Portal of the SIS.

-Teachers will create, publish, and inform students and parents of their grading practices in a hybrid or distance learning model.

-Assure assignments and grades are uploaded weekly.

-All contacts are documented in the Student Comments of the SIS

Tier 2

-Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the school site attendanceTeam that includes the attendance technician and administrator.

-School site may also choose to do a safe, socially distanced family home visit to better understand the issues concerning school engagement, after other strategies to reach the family have been attempted and documented

-As part of the re-engagement strategy, the school site attendance team will attempt to reach out and determine the cause for the absence. The Team will ensure that communication with the parent is working, phone dialer, emails, and internet access; determine if there is a breakdown in communication and make any corrections; and determine if the lack of participation is due to a lack of access and the site will take the necessary steps to ensure the issue is resolved.

-The parents will be informed that continued absences from distance learning could include: a conference with an administrator; development of an Attendance Plan through an Student Study Team (SST) process; through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports, and potential greater academic supports and interventions; and discussion of the intervention of the student being removed from Distance Learning.

-Additionally, as a part of the response to the Universal Screener, contacts and contact attempts made with the students &/or families will be documented in the SIS, to assist with showing re-engagement efforts.

Tier 3

-If the re-engagement strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held,

-The school administrator may develop an Attendance Plan that includes: teacher engagement; both reward and consequences for further attendance,

-Review of the family circumstance for outside connection with health and social service;

-Meeting with District SAFE staff; and

-Make a recommendation to transitioning the student to full in-person learning If available by County Health Order

School Nutrition

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

SRCS will offer breakfast and lunch meals to all students each school day. Non-Congregate Grab and Go meals breakfast and lunch meals will be offered each school day the student is not scheduled to be on campus. As of 9/8/2020 40.16% of students qualify for free or reduced-price meals.

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 and Distance Learning Professional Development	The addition of Arts Integration Professional Development will support teachers in addressing distance learning, student engagement and social-emotional needs.	$150,000	Y
Pupil Learning Loss	Include platforms that support the delivery of arts instruction and engagement during Distance Learning including WeVideo, Soundtrap, and SmartMusic.	$80,000	Y
Distance Learning Professional Development	The addition of Professional Development for teachers in Culturally Responsive Sustaining and Humanizing (CRSH) pedagogy, CRSH for Administrators and Ethnic Studies will be provided to support teachers to increase student engagement, to help teachers see the value of the cultural wealth of all students.	$83,150	Y
Pupil and Family Engagement Outreach	Curricular Materials for Conversations In Common Reading project to engage students and promote understanding and acceptance of diversity, especially during times of distance learning.	$10,000	Y
Pupil Learning Loss	Art Supplies for art students to utilize at home during distance learning	$100,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students

Elementary 22.89% Secondary 8.98%	Elementary $6,433,678 Secondary $8,323,438

Required Descriptions

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

The needs of foster youth and McKinney-Vento youth were considered first when they were included in the SRCS plan to provide “support care for vulnerable populations,” which addressed the needs of Special Education Students and English Learners. The needs of homeless students were further considered when Student and Family Engagement staff was assigned to make contact with them and verify their housing status before the first week of school. The staff member reached out to each family and discussed the “support care” programs at Biella, Monroe, the Finley Center and at Salvation Army. Additionally, students were surveyed about their needs for accessing distance learning (Chromebooks and hotspots) and enrollment assistance was offered. Foster and homeless youth were also given priority status for district child care programs when they reopen.

Making early personal contact with homeless families is especially effective for those students since they relocate frequently and often need assistance at the start of the school year.

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

At-risk, or vulnerable students, have a prioritization when it comes to on-site childcare, as funded through the district. This childcare offers increased services in the areas of supporting the whole child during distance learning (through nutritious snacks and Social Emotional Learning activities) and providing supplemental support to vulnerable students. Additionally, students identified in these subgroups have been prioritized for access to internet hot-spots and device distribution.