



2022-23 Preview: Learning Supports

Educational Services
Santa Rosa City Schools
June 8, 2022



Santa Rosa City Schools, PK - 12



All SRCS students' school experiences are grounded in:

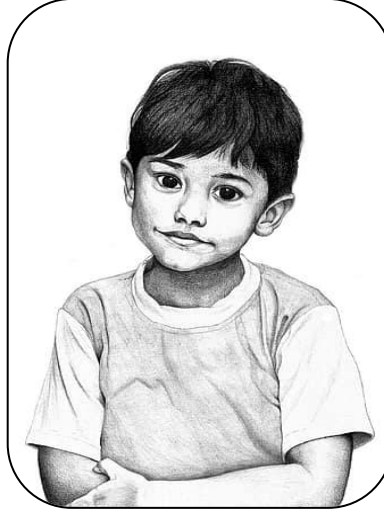
- having highly-qualified, caring teachers and staff
- teaching and learning of standards-based curricula
- recognizing and valuing student and family assets
- varying instructional groupings to address student needs
- receiving differentiated instruction
- having access to a variety of learning supports based on their individual needs

A Day in the Life...

Sophia, TK



Mateo, 3rd Gr.



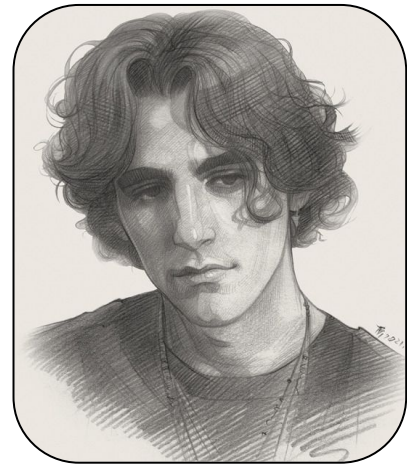
Maia, 7th Gr.



Daniel, 9th Gr.



Pilar, 11th Gr.



Gael, 12th Gr.

Students' school days and the learning supports they receive or choose to access vary depending upon multiple factors, including but not limited to, grade level, home language, identified special services, socio-economic need, and mental health & wellness.

Let's spend a day in the life of some of our students to get a sense of what their day is like and what learning supports might look like for each of them.

Sophia - Transitional Kindergarten



Sophia is 4 years old. She was born and raised in Santa Rosa. She lives with her mother. Her father recently passed away, and Sophia and her mother are experiencing trauma around his death. Sophia was able to start TK in 2022-23 due to the age eligibility expansion. At school, she enjoys circle/carpet time, listening to stories, and playing dress-up and games.

Some learning supports provided for Sophia today:

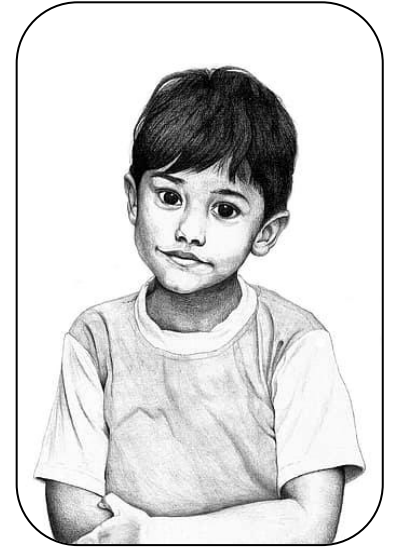
- Eats a school-provided breakfast, snack, and lunch.
- Begins class with circle time and SEL practices.
- Participates in developmental, creative play, choosing dress-up and acting out stories.
- Participates in speech therapy session.
- Participates in teacher-led CCD lesson with embedded formative assessment.
- Participates in phonemic awareness and sound play table group with teacher using speech supports..
- Counselor makes bi-weekly visit to check on Sophia. As needed, Counselor engages with her using Kimochis curriculum.
- After outdoor nature walk and leaf collection, participates in activity with Instructional Assistant to sort autumn leaves and describe their attributes.

Parent engagement:

- Attends parent conferences and Individualized Education Program (IEP) meetings for speech.
- Often utilizes the Redwood Empire Food Bank.
- Has sought mental wellness and grief support for her daughter and herself through the Integrated Wellness Center.

Mateo - 3rd Grade

Mateo is 8 years old. Two years ago, he and his parents moved to Santa Rosa from Guatemala. He lives with both parents at his Aunt and Uncle's; they have 2 children. Mateo is an identified English Learner. Through the annual screening of all district 3rd graders, Mateo was identified as an Advanced Learner. His favorite subjects in school are math, science, and music. He participated in KA-6 Summer Academy summer school last summer, and will again next summer.



Some learning supports provided for Mateo today:

- Takes the school bus to school.
- Eats a school-provided breakfast, snack, and lunch.
- Begins the school day with his class participating in a proactive classroom circle.
- Participates in core ELA and Math instruction:
 - ◆ ELA differentiation: Guided Language Acquisition Design (GLAD) and Orton Gillingham (OG)
 - ◆ Math differentiation: Everyday Mathematics
- Participates in Designated ELD with other Emergent Bilinguals at his level to preview language and content to be addressed in today's FOSS Science experiment.
- Participates in Classroom Music with specialist teacher.
- Participates in Boys & Girls After School Program where he can receive homework assistance, as needed.

Parent engagement:

- Attend parent conferences with translator.
- Members of school ELAC and district ALPS committees.
- Participate in PIQE to better understand how to support Mateo in his journey through U.S. schools.

Maia - 7th Grade



Maia is 12 years old. She and her family moved to Santa Rosa from Ohio during 6th grade. She lives with both parents and 2 younger siblings. She is working to build new friendships in middle school. She is highly engaged and motivated by the the Arts and English, and is an avid reader and writer. She is struggling with math due to pandemic learning disruptions, as well as the move to Santa Rosa and adjusting to CPM math.

Some learning supports provided for Maia today:

- Takes the school bus to school.
- Participates in a teacher-led break-out group during Math 7 to address her concerns.
- Presents her original poem and accompanying artwork during Honors English 7.
- Participates in her elective, Art 1, where she is working on a multi-media portrait of her family.
- Eats a school-provided lunch.
- Often joins the Lunch Bunch (small group counseling) at lunch.
- Participates in Book Club where she is beginning to make new friends.
- Attends after-school math tutoring.

Parent engagement:

- Use Aeries parent portal regularly to monitor Maia's progress and grades.
 - Communicate regularly with math teacher and tutor.
 - Have reached out to Counselors regarding Maia's difficulty making new friends and its impact on her mental health.
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Daniel - 9th Grade

Daniel is 14 years old. Born and raised in Santa Rosa, he lives in a bilingual (Spanish-English) household with his parents. He speaks only English, but understands Spanish. He has an Individualized Education Program (IEP) to support a language processing disorder. The transition from middle to high school has been challenging, and Daniel has been less engaged in school, missing many days of school during the 1st quarter.



Some learning supports provided for Daniel today:

- Takes the school bus to school.
- Enjoys smaller class sizes in Ethnic Studies English 9, Math 9, and Science 9.
- Participates in Ethnic Studies English, with some post-lesson follow-up focused on language processing.
- Participates in his elective, Manufacturing 1, one of the classes (plus Ethnic Studies) that contributed to his re-engagement in school.
- Checks in with Counselor.
- Attends IEP meeting with his mother, where teachers recommend that he attend the Summer 2023 Mike Hauser Academy to capitalize on his industry interests and successes.

Parent engagement:

- Trying to use Aeries regularly.
 - Read teacher emails translated into Spanish.
 - Worked with Counselor and Family Engagement on re-engaging Daniel in school.
 - Mother recently joined the School Site Council (SSC).
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Pilar - 11th Grade



Pilar is 17 years old. She is a Newcomer to Santa Rosa from Honduras, and is classified as a Student with Interrupted Formal Education (SIFE). Her parents stayed in Honduras, prioritizing monies for Pilar's migration. Pilar lives with her Aunt and Uncle, and 2 baby cousins. She is experiencing migrant trauma due to separation from her parents and the solo journey to the U.S. She works at a local market from 4:00pm to midnight, and has trouble waking up for and concentrating in school.

Some learning supports provided for Pilar today:

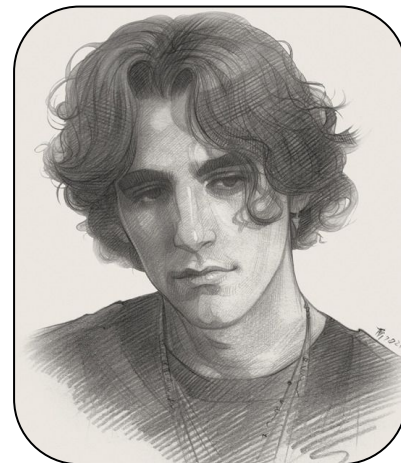
- Meets with Family Engagement, accompanied by her Aunt.
- Participates in Spanish for Spanish Speakers 2 class.
- Attends her Newcomer Academic Language Development course.
- Participates in her elective course, Ceramics 1P.
- Engages in her Newcomer English class.
- Participates in additional section of math for support.
- Selects from weekly Choice Board with specially-designed bank of curricular supports for Newcomers.
- Meets with SRCS bilingual-bicultural therapist who is supporting Pilar in addressing her migrant trauma.

Parent engagement:

- Aunt and Uncle unsure how to help Pilar with the school system, as their children are not yet school-age.
- Aunt and Uncle engaging with Newcomer Welcoming personnel to educate themselves and support Pilar.
- Communicating with Family Engagement.

Gael - 12th Grade

Gael is 18 years old. Born in Santa Rosa, he lives with his parents and sister. Gael entered SRCS as a Spanish speaker and was classified as an English Learner. He was reclassified as R-FEP in 6th grade; however, he went on to study Spanish and will earn the State Seal of Biliteracy on his diploma. He takes courses at both high school and SRJC. He is interested in Health Science Biotechnology, interning at a local hospital. On weekends, he works at Amy's 3-4 hours each day.



Some learning supports provided for Pilar today:

- Starts day at SRJC by attending a Political Science class.
- Goes to high school where he participates in the following courses:
 - ◆ AP Literature
 - ◆ Calculus
 - ◆ Physics
 - ◆ CTE elective Health Science Biotechnology - HSB 3
- Participates in his HSB internship at local hospital with a nurse (twice weekly during 6th period)
- After playing a game of soccer with friends, studies and does homework.

Parent engagement:

- Use Aeries parent portal regularly to monitor Gael's progress and grades.
- Mother is a member of the District Advisory Committee (DAC).

2022-23 Learning Supports - Initiatives, Partnerships, and Community

Learning supports provided to SRCS students are made possible through the district's commitment to a variety of collaborative efforts, funded by multiple sources, as demonstrated by the supports outlined for our 6 students profiled here this evening.

Identification of, planning for, and implementation of learning supports are always evidence-based. After receiving & analyzing 2021-22 end-of-year data, support plans may be adjusted to meet any newly-emerging needs based on data trends & patterns.

Dedicated, high quality staff	All Certificated and Classified personnel
Extracurricular Support	Child Nutrition Services, Empire Redwood Food Bank, Transportation Services, Boys & Girls After School Care
Health and Wellness	MTSS supports; Counselors; School-based Therapists; Restoratives; Integrated Wellness Center
Curricular Investments (academic and SEL)	Collaborative Curriculum Design (CCD); Ethnic Studies; Career Technical Education (CTE); Elective Courses; AP/Honors Courses; Math 1A + 1B; Kimochis (primary); WhyTry (middle school); A-G; smaller class size in some Gr. 9 classes
Extend School Year Options	Multiple options for summer school, including remediation, enrichment, credit recovery, and outdoor education
Teacher Collaboratives	Emergent Bilingual; Ethnic Studies; New Teachers
Parent/Family Engagement	Parent-teacher conferences/communication; Aeries parent portal; School Site Council; DAC/DELAC; ELAC; ALPS; PIQE; Newcomers Welcome
Professional Development	Transitional Kindergarten (TK) teachers and Instructional Assistants; CCD; GLAD; ELD; ALD; Everyday Mathematics; CPM Math; Orton Gillingham; FOSS Science; Aeries; Ethic Studies; CTE; Classroom Circles; Kimochis; WhyTry



Questions



Working together to create meaningful learning opportunities and supports for our students.

