

# 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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**Board Approved  
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## General Information

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

The COVID-19 pandemic has been a significant interruption in the educational process for the Santa Rosa Academy school community. In the final months of the 2019-2020 school year, students were transitioned to at-home learning rather than traditional on-site learning. While this was undergirded by frequent contact with their teachers and implemented in a variety of ways, chiefly the education process continued through virtual meetings and assignments posted online. Prior to this transition the school did not operate a 1:1 computer device program, but by re-allocating the mobile computer lab cart units and classroom iPad cart units (in combination with student/parent owned devices already in the home), all students were given access to the necessary technology to finish out the school year. For the start of the 2020-2021 school year, the school had made sufficient technology orders, well ahead of time, to ensure 1:1 device capability for the students. Nevertheless, as the result of shipping delays and of a lack of units in the global supply chain, these orders remain unfulfilled to date. Once again, the school was able to employ mobile lab units and classroom units (supplemented by end-of-life units and repaired units), in combination with existing in-home personal devices, to ensure necessary access to technology for the school year to begin. The school now stands ready to receive the pending shipments of new and supplemental units to replace those end-of-life units and in-home units currently in use. With student learning shifting squarely to online avenues, additional costs have been borne by the school as more of the school curriculum has been shifted to online media curriculum (such as e-books and web-based textbooks & learning platforms). Looking forward to the eventual reopening of campus for the students, the school has also had to make costly building modifications and to acquire additional equipment and supplies to support future on-campus COVID-19 safety protocols and conditions. In the community the pandemic has disrupted the local economy. Common examples are: employment disruptions, business closures, and overall economic strains on many households. One indicator of the adverse economic impact upon local household incomes is the decline of internet availability in the homes of the student community. Last spring there were no families needing support with internet access, but as the economic strain increases, the school is now involved in helping to acquire internet access for several student households.

# Stakeholder Engagement

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

Santa Rosa Academy has made a concerted effort to ensure various stakeholder groups have had the opportunity both to review and to provide input on the Learning Continuity Plan. Throughout May, June, and July, the school collected input from multiple stakeholder groups using the following methods.

**SURVEYS.** A “Distance Learning and Return to Site” survey was given to parents, community members, and to classified and certificated staff. The survey was disseminated through parent communication platform “Parent Square”, as well as the school website, and its social media websites. Additionally, for parents without internet connectivity and for stakeholders in need of translation, phone calls were made to present the survey (where necessary, this was done by a bilingual translator).

**PRESENTATIONS.** Formal presentations were given at two different board meetings, which were live streamed for the public. These allowed for community members, parents, students, and staff, to contribute comments publicly.

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

As per Executive Order N-29-20 from Governor Newsom, beginning April 30, 2020, Santa Rosa Academy moved to a virtual/teleconference meeting environment using the Zoom platform.

Members of the public were able to submit written comments on any agenda item or during public participation prior to 12:00pm on the day of a given meeting. These comments were presented to the board members prior to the meeting in question.

All meetings that were open to “all stakeholders” were held virtually.

Survey information and announcements were sent home via “Parent Square” and cross-posted on both the school’s website and its social media websites.

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

Using the various methods of stakeholder engagement described above, questions were posed to participants on a variety of topics. The following data was aggregated and compiled from their responses to 4 of these major considerations.

#### Questions related to returning to in-person instruction?

- The greatest response from staff and parents focused on “high touch areas” of the school/classroom being regularly sanitized.
- 46% of student responses focused on a concern over “high touch areas” of the campus being sanitized.
- 67% of student responses spoke to face coverings being used by both students and staff.
- 75% of the staff responses spoke of a concern over the importance of having “social distance” (six feet of clearance between people) in classrooms and other student interaction areas on campus.
- Parents also expressed a concern over the importance of having active temperature screening for students, staff, and visitors entering campus when in-person instruction resumes.

#### Questions related to ensuring continuity of learning and success of learning at a distance?

- Unanimous response from students, staff, and parents indicated that “providing daily live instruction” was the key element.
- 70% of students and parents stated that weekly communication with parents and guardians was key to the success of distance learning.
- The majority of staff responses highlighted the responsibility of the school to provide devices and internet connectivity.

#### Questions related to preventing “student learning loss” as a result of school closure and/or lack of in-person instruction?

- The overwhelming majority of stakeholders cited “virtual small group instruction” as the most effective means for mitigating this problem.
- Staff and parent responses also pointed out the importance of identifying those students who have disengaged from learning.

#### Questions related to addressing the mental health needs of students?

- Stakeholder groups unanimously responded that creating a culture of “virtual social groups and gatherings” was key to addressing the mental health needs in the interim.
- Staff and parent responses also highlighted the responsibility of the school to provide both resources and support to families--while students are learning remotely as well as when in-person instruction resumes on-site.

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

Upon review of the feedback obtained from stakeholders during May, June, and July, the LEA has adapted the Learning Continuity Plan by increasing the frequency and comprehensiveness of the sanitizing protocols for the entire campus--especially pertaining to high traffic areas (such as restrooms and work rooms). In response to the call from its stakeholders the LEA has also refocused the Learning Continuity Plan with greater consideration for virtual connectedness between students and staff, and between students and their peers. This is reflected in the following resolutions.

- High touch areas shall be cleaned regularly throughout the day.
- Classrooms shall be sanitized every evening.

- Face coverings shall be provided to both staff and students.
- Face shields shall be made available to those staff and students who may require them (due to job specifications or special needs).
- Students shall be permitted to bring personal face coverings/neck gaiters in accordance with dress code policy.
- Teaching staff shall increase the percentage of synchronous instruction offered daily (compared to the percentage of asynchronous learning).
- A daily block of time shall be instituted for staff to communicate with parents telephonically or virtually (via platforms such as Google Meets or Zoom).
- Teaching staff shall continue to offer after school tutoring via Zoom for students who are identified as “at risk for experiencing learning loss”.
- Teaching staff shall conduct formative and benchmark assessments to monitor the weekly progress of these “at risk” students.
- Student mental health shall be reaffirmed as the LEA’s highest priority.
- Continued social interaction with their peers shall be prioritized as the most important need of each student.
- To this end, the school shall create and promote: virtual assemblies, virtual gatherings, and virtual activities.

## 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.]

The LEA recognizes the fact that (due to school closures) students have missed daily needed instruction to support their ongoing learning. Accordingly, the school will act to offset these “learning gaps” and give consideration to the concerns presented by its stakeholders by committing to the following measures.

Ongoing informal and formal assessments shall be used to identify students who have disengaged in their previous and current learning. Teacher “Action Teams” shall be instituted to address concerns uncovered by these assessments.

Teachers shall be provided time and resources to create strategies and systems aimed at mitigating these learning gaps.

Students deemed “more vulnerable to learning loss” shall receive one-on-one virtual tutoring.

The expectation that students must gain mastery in basic skills in order to move forward with their current required learning shall remain in force, and therefore support to achieve this goal shall be embedded into the current distance learning daily schedule.

Both Teacher and Administrative teams shall be responsible for maintaining ongoing communication (by formal and/or informal means) to support families with specific learning needs.

Internet “hotspots” shall be provided (on a loaned basis) to qualified families who have one or more of the following conditions: (a) limited/no internet service availability, (b) low band width service which does not support online video conferencing, or (c) data limitations which would exclude their student(s) from participating in daily online learning activities.

Daily meetings with families and the public shall continue to be conducted telephonically or virtually (via platforms such as Google Meets or Zoom).

In every practicable instance, social distancing guidelines shall be encouraged and adhered to by anyone entering campus.

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

Description	Total Funds	Contributing
Purchase of plexiglass shields.	\$31,127.54	No
Upgrades to the office including additional door for outside access to the health office, negative air ventilation, glass enclosures for the front office and health office.	\$36,593.25	No
Purchase of personal protective equipment for staff and students.	\$3,413.51	No
Purchase of digital hand held thermometers for health screenings.	\$2,059.85	No
Purchase of Clorox 360 machine for increased sanitation.	\$3,999.00	No
Additional of hand sanitizing stations across the campus.	\$1,196.45	No

# 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 order to ensure continuity, the school shall utilize its adopted curriculum and supplemental resources--having determined its effectiveness is irrespective of the method of delivery--for the duration of the 2020-2021 school year. Subscribing to school wide use of Google Classroom, and OTUS testing software helps to ensure continuity throughout the school year. Schedules for both Asynchronous and Synchronous teaching have been developed by each grade cohort: elementary, middle, and high school. These schedules shall apply to either in-person or online instruction with equal effectiveness. In short, a focus on quality instruction which makes use of previously adopted curriculum, and is practicable in both settings, ensures continuity of instruction throughout the current school year.

## 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.]

In order to ensure equitable access to both devices and connectivity during the present period of distance learning, the school has purchased additional devices so that every student can access digital content. Through the acquisition of additional Chromebooks and iPads, the school discharges its responsibility to enable every student to participate in the present distance learning program by means of his/her own device. Additionally, the school has purchased a number of portable internet "hotspot" devices for families who are otherwise unable to access the internet in their home. Information regarding connectivity needs was gathered on a case-by-case basis through parent surveys and teachers' communication with families during the previous year's period of distance learning. In short, it is by committing to the implementation of a 1:1 computer device program that the school ensures all of its students have equal access to its program of digital content and instruction.

## 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.]

### LIVE INTERACTION

Delivery Methods: (combination of) whole group, small group, one-on-one instruction

Purposes: skill acquisition, progress monitoring (incl: tracking of minimum instructional minutes), school connectedness

NOTE: The goal is for each student to meet the requirement for minimum instructional minutes, as determined by "time value". Time Value is a measurement of student work (both synchronous and asynchronous) that corresponds to the amount of instructional time it would take the student to complete the work if the student were participating in regular on-site instruction.

ADDITIONAL NOTE: For sake of equity and access, all direct instruction shall be recorded and made available to students in Google Classroom (e.g. videos, Screencastify, or other asynchronous format).

#### Elementary Students

- 180 minutes/day. Combination of asynchronous & synchronous instruction (via Zoom) by the student's classroom teacher.

#### Middle School Students

- 240 minutes/day. Combination of asynchronous & synchronous instruction (via Zoom) by the student's classroom teacher.

#### High School Student

- 270 minutes/day. Combination of asynchronous & synchronous instruction (via Zoom) by the student's classroom teacher.

#### English Learner

- 60-180 minutes/week. Live synchronous Designated English Language Development (ELD) instruction (via Zoom) by a classroom teacher (in addition to daily Integrated ELD within specific content areas and classes).

#### At-Risk Student [incl: below grade level / ELL / Foster / Homeless / SpEd]

- minimum of 60 minutes/day. Live synchronous instruction in small groups of 2-10 students (via Zoom) provided by the classroom teacher and/or additional support staff.

#### PROGRESS ASSESSMENT

Delivery Methods: benchmark & formative assessments, teacher/admin/support staff meetings, language proficiency assessments (English Learners)

Purposes: assignment of additional supports, opportunity to reclassify as English proficient (English Learners)

NOTE: The goal is 100% daily student participation. Participation/attendance shall be determined based on evidence of participation in online activities, completion of assignments and assessments, and contact with students/families. Student participation and academic progress shall be recorded and communicated regularly to families through the AERIES student/parent portal. Pupil progress will also be communicated through the OTUS assessment platform.

## 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.]

Prior to the beginning of the 2020-2021 school year, Santa Rosa Academy provided distance learning training to its staff. This included topics such as: best practices in virtual learning and familiarization with the Zoom, AERIES, and OTUS assessment platforms. Over 35 staff members also attended “Google Camp” training during the month of July.

Santa Rosa Academy is currently providing opportunities for Continuous Professional Development whereby its staff can deepen their knowledge of and competencies in distance learning. The school has provided its staff with all the digital resources needed to deliver effective instruction at distance (including digital curriculum in all subjects and grades, as well as supplemental educational resources like Epic, IXL, Nearpod, OTUS assessment, Revision Assistant, and Vocabulary.com). Technological support for students and staff (by means of a support ticket system) is being provided by a technological support company contracted by the school. Technological support is available during the drop in hours of 12:00pm to 3:00pm. (Outside of these hours, technological support is available by scheduled appointments only.)

Santa Rosa Academy shall provide ongoing monthly Designated Professional Development opportunities, the topics of which shall be determined by feedback from all stakeholders (including parents and staff). Needs assessments shall be conducted periodically throughout the school year to determine if additional digital resources are needed to deliver effective instruction at distance.

## Staff Roles and Responsibilities

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

In recognition of the unique academic needs that have arisen as a result of the transition to distance learning, Santa Rosa Academy has added to its school staff. New positions include: a full time intervention specialist, an intervention instructional assistant, a full time elementary and middle school counselor, and an additional high school counselor.

As ever, the school counseling staff is equipped to offer comprehensive support to students in grade Kindergarten to twelfth grade--including both academic and social-emotional counseling. Meanwhile, other staff roles and responsibilities have been altered to support the new remote learning environment. Notable examples include:

The School Nurse is now responsible for safety protocols (including active screenings of on-site staff and visitors, planning for transition to in-person instruction, contact tracing, and staff training on COVID related safety measures)

Office staff now assist with additional attendance tracking documentation

Campus supervisors have been given roles with curriculum pick-up & drop-off, as well as drive-up meal delivery.

Facilities staff have modified their daily cleaning schedules to include sanitizing classrooms and restrooms multiple times throughout the day.

## 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.]

GOAL: To ensure the needs of all students are addressed in all instructional models, including full inclusion of students with unique needs.

### English Learners (ELs)

- Both virtual and in-person services (on a weekly basis)
- Drop-in support for synchronous learning (as needed)
- Possible consideration for in-person instruction where needs dictate and circumstances allow

### Homeless & Foster Youth

- Assessing and addressing unmet technology needs relating to accessing and participating in distance learning (including the provision of Wi-Fi “hotspots” on a case-by-case basis)
- Possible consideration for in-person instruction where needs dictate and circumstances allow

### Unengaged/Missing Students

- Concerted effort to contact/locate students who are enrolled but not yet engaged in distance learning
- Communication with parents to identify special needs preventing student involvement

### SpEd

- Special education services provided through the IEP process, by SpEd staff, via online Zoom sessions
- Case carriers provide 100% services through online Zoom sessions
- Specialized Academic Instruction provided to “maximum extent possible in alignment with student’s IEP”
- Case managers to determine which related services shall be provided (being deemed practicable within the existing virtual delivery system) and to develop service schedules accordingly
- Services not otherwise practicable to be scheduled and provided on-site (taking into consideration health and safety needs resulting from the pandemic.
- Possible consideration for in-person instruction where needs dictate and circumstances allow

### DISTRICT IEP ADDENDA

NOTE: The district has current Individualized Educational Plan (IEP) Addenda on file that outline the services to be provided to students during distance learning. These will remain in effect until school resumes in a face to face model.

New Legislation: District IEPs will, moving forward, address a proposed IEP program based on a full in-person on-site learning model, as well as a plan outlining the student’s program in the event of a current or future “physical school closure in excess of ten school days”.

Modification of IEP Goals: Most, if not all, IEP goals can be addressed within a distance learning model. Nevertheless, goals and objectives in a student’s IEP are based upon the individual needs of the student--not upon the model of the instruction to be provided. The determination of whether or not a goal can be appropriately addressed in a distance learning model is always the decision of the IEP team.

Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): The IEP team is charged with crafting statements outlining the educational plan in the event of “physical school closures in excess of ten days”; these statements shall guide the provision of services in the event of fluctuations in school schedule or service delivery models. Amendments to the IEP may be utilized to recommend any changes (due to anticipated service delivery challenges or changes) to the operative IEP. This applies to instances or periods of quarantine or self-isolation as well.

Accessibility and Appropriate Supports: Students who indicate a need during the school year shall be provided a Chromebook to assist in accessing instruction. Students shall be provided additional consultation from staff or additional accessibility tools as needed to actively engage in distance learning. Steps shall be taken to ensure students with disabilities are included in all offerings of all school education models, namely by using the IEP process to customize educational opportunities and support as needed.

Targeted Student Support and Intervention: Provision shall be made for small groups of students who need additional instructional and/or social and emotional attention to receive the necessary supports and instruction.

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

Description	Total Funds	Contributing
Increase technology access for all staff, students and parents especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment and creating a tech request ticket system. This also includes devices for students, computers for staff, hot spots, and other technology like tablets, tablet stands, bluetooth headsets, wireless mouse and accessories.	\$302,297.95	Yes
Purchase of additional learning apps and licenses for remediation of essential standards, students engagement and progress monitoring.	\$30,325.71	Yes
Provide a common learning management system with a platform for recording instruction across all grade levels to ensure easy access for students and parents. This includes professional development on the LMS for all instructional staff. System also includes digital assessment and data program. (OTUS)	\$15,108.00	Yes

Description	Total Funds	Contributing
Distance Learning Professional Development provided to teaching staff. This included training in the google platform and a summer math institute addressing learning loss strategies, student engagement with technological resources, and common core instructional shifts.	\$1,728.00	Yes

## Pupil Learning Loss

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

In recognition of the fact that learning loss is likely to show up differently across different grades and subjects, the school has developed a plan to determine key learning standards and content in the areas of: mathematics, English language arts, and English language development. Mastery is prerequisite to future learning, nevertheless, all students may not yet have mastered the prescribed standards and content in these 3 areas. The key focus of the plan will include the use of:

Formative assessment cycles, benchmark assessments, and data dives  
 Closer monitoring of progress (including monthly updates to administration)  
 “High dosage” tutoring  
 “Double dose” mathematics courses

## 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 LEA will implement the following actions and strategies to address & rectify learning loss:

- Double dose mathematics courses to provide pupils with additional practice and review of foundational concepts. (e.g., Students in high school with low math test scores shall be enrolled in both a full-year regular algebra course and a concurrent algebra support class.)
- High dosage tutoring (tied to classroom content and course specific instruction)
- Extended learning time tutoring

- Targeted, accelerated instruction to small groups of struggling KN-5 students (in 6-8 week sessions)
- Tracking of assignment completion and grades with OTUS and Aeries (used to match interventions to specific student needs)
- Administering of i-Ready Diagnostic assessments (used to identify present levels and match interventions to specific student needs)
- Continued implementation of Multi-Tier System of Supports [MTSS] (used to identify and intervene in pupil learning loss)
- Provision of instructional support to families (used to increase student engagement)

## 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.]

The LEA will implement the following tools to measure effectiveness of rectifying learning loss:

- track assignment completion with OTUS and Aeries
- track effectiveness of double dose mathematics courses and overall student performance/progress with grades
- measure student progress and effectiveness of the targeted KN-5 small group intervention program with individualized progress monitoring and assessments
- assess student progress and program effectiveness (at elementary and MS/HS levels) by means of a collaborative dialogue between the site assessment coordinator, administrator, and teacher

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

Description	Total Funds	Contributing
Purchase of supplemental learning programs (i-Ready & IXL) to assist with progress monitoring of students identified at risk for learning loss through a multiple-tiered systems of support program.	\$18,531.00	Yes
Addition of an Intervention Coordinator to identify and service students found at risk for learning loss including English Learner, Low Income, and Foster Youth through a multiple-tiered systems of support program.	\$85,028	Yes
Additional resources for Response to Intervention such as Explode the Code, sit and move cushions, kicky bands, overlay rulers, leveled readers, and high interest low vocabulary readers.	\$1,000	Yes

## Mental Health and Social and Emotional Well-Being

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

Santa Rosa Academy is committed to ensuring that all students and parents have the resources and community support necessary to navigate the trauma surrounding the COVID-19 epidemic. To that end, the school has made available a cache of family webinars, workshops, and resources at the TK-8th School Counseling Site link: <https://sites.google.com/sra.mn/msgainementalhealth/home>. The purpose of the live, virtual webinars and workshops is to assist in creating an emotionally safe place for students and their families to connect, heal and cultivate their SEL competencies and capacities. Relevant resources include coping skills and mechanisms for assisting students and their families with both community and household levels of impact. This may involve carving out time during existing meetings (whether virtual or in-person) for the purpose of: processing and sharing the feelings of participants, or engaging in community-building activities, or reflecting on how participants can use their own social and emotional competencies to support one another, or creating individual plans for ongoing self-care.

The school counselors provide Social and Emotional Learning (SEL) which in turn provides a framework that aligns with the ASCA National Model. The counseling staff blends ASCA's Mindsets & Behaviors with SEL to create a proactive school counseling program intent upon fostering positive and measurable student outcomes. We use goal-based outcome data, evidence-based curricula, and planned individual or small group interventions (which are monitored and reflected upon throughout the school year). The measurable aspects of the program rely upon: survey techniques, pre- and post-assessments, feedback (from teachers, students, and parents), and self-reflection.

Small group counseling is a vital direct service to students and is an effective part of our school counseling program. It is supported by our school administration largely because it has such a positive effect on academic, career, and social/emotional development. Practically speaking, the small-group counseling sessions provided by the school counselors help students to: overcome issues impeding their own achievement or success, address situational concerns, and/or identify problems/causes/alternatives/possible consequences so they can move forward with decisions and appropriate action.

In short, group counseling sessions are: planned, goal-focused, efficient, effective, evidenced-based, and short-termed in nature. They involve a number of students working on shared tasks and developing supportive relationships within a group setting. Furthermore, this direct service to students is still available virtually, during distance learning.

At Santa Rosa Academy we see the positive impact of SEL on kids every day in our programs, but we also know kids aren't born with social-emotional skills. Rather, these skills are developed early on and nurtured by caring adults, including teachers and after school professionals. Therefore, for kids to grow and engage in SEL, it must begin with adults. Santa Rosa Academy will continue to expand SEL to staff by implementing social-emotional skill building training and meetings throughout the school year. Staff is encouraged to model SEL to others and for self. Staff is encouraged to visit our virtual calming room which offers visual relaxation, calming sounds and music to promote

mindfulness as well as guided meditations and smartphone apps to facilitate breathing exercises and coping strategies for everyday life.

## **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.]

Santa Rosa Academy has a detailed plan in place to support pupil engagement and outreach, which specifically addresses absences as well as student and family engagement. At the Tier I level, teachers closely monitor student attendance and engagement. When a student misses three days, this initiates a conversation with the student's parents and the completion of a preliminary needs assessment. The resultant information is shared with site administrators who are responsible to determine the next steps at the Tier II and Tier III levels. Strategies may include any of the following:

Increasing communication with the family

Providing a translator for a family whose primary language is not English

Connecting the family with other site and community resources

Meeting with the family to increase involvement and engagement through collaborative goal setting

Involving the student directly in meetings (at the middle school and high school levels)

## **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.]

Santa Rosa Academy is participating in the National School Lunch Program (NSLP) for the 2020-2021 school year. Families are encouraged to complete a Meal Application either in person and or online. The LEA has partnered with School Food Solutions and Better 4 You Meals to provide its currently enrolled students with a nutritionally balanced low cost (or free) breakfast and lunch, Monday through Friday, when school is in session. Due to COVID-19 and distance learning the meals are “Grab and Go”. Contactless pickup takes place out in front of the school, and parents must stay in their vehicles while staff members bring the pre-bagged meals out to the curb.

NOTE: When students return to campus for on-site instruction, the food menu will expand to provide hot 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	Additional of comprehensive counselor to staff to address the increase in student academic and social emotional concerns as a result of the COVID pandemic.	\$72,046.31	Yes

## **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
5.35%	\$745,942

## Required Descriptions

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

As the result of COVID-19 pandemic, in an in-person environment to meet the needs of unduplicated students, the district will provide targeted instruction, after-school academic support, additional counseling, instructional materials and services, and teacher professional development. The professional development for teaching essential standards will be specifically targeted toward meeting the needs of unduplicated students. In addition, the use of the supplemental funds on a site wide basis is the most effective use of the funds to meet the mutual goals of the district and stakeholders for the needs of low income, foster youth, and English Learner. In a distance-learning environment, the needs of the unduplicated students again take priority especially during the pandemic. Students will be put in small groups for daily targeted instruction and differentiation. The LEA will implement a multi tiered system of supports. The LEA will ensure full access to technology; this includes hot spots, devices, and training for parents when needed. The needs of low income, English learners and foster youth were considered first when looking at ease of access for students and parents during distance learning.

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

In 2020-21 supplemental funds for the LEA are principally directed toward meeting the needs of low income pupils, foster youth, and English learners. Santa Rosa is providing activities to promote physical and mental health, activities to keep students connected and engaged, targeted instruction, academic support, additional counseling, and teacher professional development. The professional development will enhance teachers' knowledge of using data to guide instruction especially strategies for our English learners, our foster youth, and our low income students. Communication to families was critical to ensure that unduplicated students had what they needed to be successful. The district will continue to budget for services for those needy students. These are actions and services that are both in the Learning Continuity Plan and also outside of the Plan.

